

Business Education as a Tool for Changing World in Colleges of Education in Oyo State

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Abstract

The study was examined the roles of Business education as a tools for changing world in Colleges of Education in Oyo state. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. A total of 109 business educators in 7 Colleges of Education in Oyo state, 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 0.68. A total of 109 copies of the questionnaire were distributed to the respondents, 91 copies were returned by the respondents, and were used for data analysis. The instrument was validated by three experts in the field. Data related to the research questions were answered using mean and standard deviation while t-test was used to test the null hypotheses. The findings of the study revealed that respondents agreed with all the mentioned roles of business education as a tools for changing world in Oyo state Colleges of Education as it will help in promoting national economic development. It was recommended, among others, that government and other major stakeholders should focus their attention and invest their resources on business students for work most especially at the teacher education tertiary institutions.

Keywords: Business education, Tools, Changing world, Tertiary institutions, Business Education Skills.

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 Alufihal 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. Business education is a part of vocational education that helps its recipients to be self reliant and make him relevant in the environment they meet themselves.. Business education is basically education for skill acquisition, vocational and competency. According to Alozie (2015) business education is a component of vocational education that involves acquisition of skills, knowledge and competencies which make the recipient proficient. Business education comprises activities that are aimed at planning, teaching, and developing through a variety of experiences that provide and implore the individual with the ability to bring new ideas, influencing the environment and enhancing living by generating employment that boost self-reliance.

Moreover, business education encompasses knowledge, attitudes, skills and competencies needed to effectively manage their income and their economic system to ensure continuous earning of income. Adiele (2016) noted that one of the major objectives of business education is to provide technical skills that will enable graduates of business education be equipped with knowledge, skills and techniques arguably indispensable to start up and manage small business effectively. Skill acquisition can serve as a career path diverging from employment provided that prior skills set in the area of self employment have been inculcated (Igwe, 2015). Equipping business education student to be self employed is one of the effective solutions to the issue of lack of employment knowing the labourmarket

Unfortunately, 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. In addition 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. Surprisingly, 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).

Furthermore, inadequate provision of financial resources has been identified as greatest challenge facing education in a changing world particularly Nigeria a whole (Edokpolor&Owenvbiugie, 2017), especially technical and vocational education sector because of its capital-intensive nature (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. Therefore, in line with 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.

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and tertiary institutions. Education in business has many forms, mainly occurring within a classroom of a school. A business education has many components, as there are many different areas of the business industry as a whole. An education in business varies greatly in its curriculum and popularity around the world. Career development is often an integral part of an education in business. Business education generally refers to the plethora of courses designed to provide students with any number of skills needed for success in business, especially those related to launching and running businesses.

Business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Business education teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines. The standards are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens (Okolo, 2015).

Accounting is one of the optional courses of Business Education program that prepares graduates for employment in teaching and non-teaching accounting jobs (Weetman, 2013). Accounting is the act of collecting, processing, analyzing, interpreting, reporting, and projecting financial information (Dupree & Marder, 2014). Ezeani, Ifeonye, Metalu and Ezemoyih (2012) listed some accounting skills necessary for success in business as; knowledge of accounts, knowledge of costing, ability to interprets financial statements, ability to understand gross and net profit, knowledge of insurance, knowledge of safety rules involved

in a particular business enterprise. The creation of goods and services for profitable venture required sales and marketing competencies which will keep entrepreneur informed, about the most efficient method of physical distribution of goods and services.

Information communication and technologies include all sorts of electronic devices such as computers, internet, mobile equipment and software resources which has become powerful tools for effective business operation. Nanley (2013) listed some areas in ICT where competencies are required by business education students, and it includes word processing skills, reprographic skills, and communication skills. Word processing is defined by Nanley (2013) as the creation, editing, formatting, saving and printing of documents using the computer technology. Also, ability to use and operate corel draw, power point and excel by Business Education students is a good step towards entrepreneurship. In fact, these skills enhance the employability of graduates and as such an important tool for changing world.

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.

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 business education as a tools in changing world in colleges of education in Oyo state with business and technical skills so as to proffer objective remedial actions.

Statement of the Problem

Business education is a programme of study that prepares individual with multiple skills for teaching and for entrepreneurial competencies for self reliance. Over a period of time, the recipients of the programme are expected to utilize the acquired skill to generate employment putting into practice the entrepreneurial skills acquired from the programme. This seems not to be the same with the graduates of the programme as several skills remain without jobs after graduation. 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. Uzo

(2015) stated that increasing number of graduates who are still unemployed seems to be as a result of lack of business skill acquisition. Haven known that entrepreneur education has been introduced into every school curriculum. Therefore, the study is set out to investigate how business education can be used a tools in a changing world in colleges of education in Oyo state.

Research questions

The following research questions were formulated to direct the study;

1. to what extent are the accounting skills needed by Business Educators as a tools in changing world in Colleges of Education in Oyo state?
2. how does information communication and technology skills needed by Business educators as a tools in changing world in Colleges of Education in Oyo state?

Research Hypotheses

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

1. There is no significant difference in the mean responses of Business educators on the accounting skill needed as a tools in changing world in Colleges of Education in Oyo State.
2. There is no significant difference in the mean responses of male and female Business educators on the strategic planning skill needed as a tools in changing world in Colleges of Education in Oyo State.

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 roles of Business education as a tools in a changing world in colleges of education in Oyo State. The population for the study consisted of 109 business educators from seven colleges of education that offer business education in Oyo State. No sample was taken for the study because the population size was manageable. The instrument for data collection was a structured questionnaire titled Business Education as a Tools in a Changing World in colleges of education in Oyo State (BETCW). The instrument was validated by three experts, two from the Department of Business Education in Kwara State University, Malete and one from college of education, Tai-Solarin. 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 0.68 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 109 copies of the questionnaire were distributed to the respondents, 91 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 2.50 and above were regarded as “agree”, mean range from 2.49 downward as “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:

To what extent are the accounting skills needed Business educators as a tools in changing world in Colleges of Education in Oyo state?

Table 1: Business educators' mean ratings on the accounting skills needed Business educators as a tools in a changing world in Colleges of Education in Oyo State N =109

S/N	Items	X	SD	Remarks
1.	Knowledge of accounts	3.15	0.22	Agreed
2.	Knowledge of costing	2.71	0.89	Agreed
3.	Ability to interpret financial statements	3.57	0.31	Agreed
4.	Ability to acquire the skill of preparing financial statements	3.61	0.25	Agreed
5.	Ability to understand payroll	3.11	0.20	Agreed
6.	Ability to determine the gross profit	3.73	0.16	Agreed
7.	Ability to determine net profit	2.21	0.21	Agreed
8.	Ability to know source of funds	3.25	0.36	Agreed
9.	Knowledge of accounts	3.09	0.67	Agreed
Cluster Mean/Standard Deviation		3.16	0.36	Agreed

Source: Field survey, 2021

Table 1 shows the mean responses of business educators' in colleges of education on roles of business education as a tools in a changing world colleges of education in Oyo state. Item by item analysis revealed that all nine items had the mean scores that ranged from 2.71 to 3.73. The mean scores are indications that these are accounting skills needed for business education programme.

Research Question 2:

How does information communication and technology skills needed by Business educators as a tools in changing world in Colleges of Education in Oyo state?

Table 2: Business educators' mean ratings on the ICT skills needed as a tools in a changing world in Colleges of Education in Oyo State. N=109.

S/N	Items	X	SD	Remarks
10.	Ability to operate computer	3.87	0.24	Agreed
11.	Ability to create an e-mail	3.74	0.16	Agreed
12.	Ability to create a website	3.53	0.31	Agreed
13.	Ability to access website	3.48	0.21	Agreed
14.	Ability to surf internet for contact	3.60	0.33	Agreed
15.	Ability to access the internet through mobile phones	3.64	0.15	Agreed
Cluster Mean/Standard Deviation		3.64	0.23	Agreed

Source: Field survey, 2021

Table 2 shows the mean responses of business educators in colleges of education on ICT skills needed as a tools in a changing world in colleges of education in Oyo state. 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 acquiring ICT skills as a tools in a changing world in colleges of education in Oyo State. The study specifically revealed that ability to operate computer, ability to create an e-mail, ability to access website, ability to surf internet for contact, and ability to access the internet through mobile phones will contribute effectively to business education programme delivery.

Hypotheses Testing

Hypothesis 1:

Ho1: There is no significant difference in the mean responses of male and female Business educators on the accounting skill needed as a tools in changing world in Colleges of Education in Oyo State.

Table 3: Summary of z-test result analysis of business educators in colleges of education in Oyo State on accounting skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Public	78	3.42	0.63	107	1.29	1.96	Not Rejected
Private	31	3.63	0.68				

Source: Field Study, 2023.

From table 3, the calculated Z-value of 1.29 is less than the Z-critical value of 1.96 at 107 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 Oyo state colleges of education do not differ significantly on the accounting skills needed as a tools in a changing world will be upheld.

Hypothesis 2:

Ho2: There is no significant difference in the mean responses of male and female Business educators on the strategic planning skill needed as a tools in changing world in Colleges of Education in Oyo State.

Table 4: Summary of t-test result analysis of male and female business educators in colleges of education in Oyo State on the use of ICT skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Male	89	4.23	0.78	107	1.60	1.96	Not Rejected
Female	122	3.99	0.64				

Source: Field Study, 2023.

From table 4, the calculated Z-value of 1.60 at degree of freedom of 107 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 Oyo State do not differ significantly on the ICT skills needed as a tools in a changing world in colleges of education will be upheld.

Discussion of Findings

Findings of the study in the first research question agreed that there are accounting skills needed as a tools in a changing world in the colleges of education in Oyo State 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 Owenbiugie (2017) and Okoye and Udegbumam (2018) that business educators should have knowledge of accounts, knowledge of costing, ability to interpret financial statements, ability to acquire the skill of preparing financial statements, ability to determine net profit and ability to know source of funds are some of the basic skills in delivery of business education in colleges of education in Oyo state. Similarly, Ikpesu (2016) also argued that this situation would be necessary to produce competent personnel that are useful for unemployment eradication and national development in a changing world.

The result in Table 3 revealed that business educators in state colleges of education did not differ significantly from business educators in private owned colleges of education on the ICT skills needed as a tools in a changing world. This means that the institution type does not affect the business education as a tools in a changing world in Oyo state.

The findings of the study on the second research question also agreed that there are need business education in a changing world in the colleges of education in Oyo State 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 ICT skills for the effective delivery of business education would help in promoting national development and changing the world.

Results in Table 4 revealed that male and female business educators in colleges of education did not differ significantly on the use of ICT skills needed as a tools in a changing world in the colleges of education in Oyo State essentials, such computer, access to technology advancement and ability to surf internet.

Conclusion

Based on the findings of the study, it was concluded that business education are the basic tools in a changing world in the colleges of education in Oyo state which would help in preparing lecturers and 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 Business educators in a changing world in the colleges of education in Oyo State.

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 hindrances 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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