

## ASSESSMENT OF THE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL) OMOKU, RIVERS STATE

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### Abstract

*This study sought to assess the implementation of business education curriculum in Federal College of Education (Technical) Omoku, Rivers State. The research has five specific objectives, five research questions which guided the study. The study adopted ex-post facto research design. The population of the study was one hundred and ninety-six (196) NCE III/11 students of 2020/2021 academic session in business education in the College. A sample of three hundred and twenty three students (150) was randomly sampled. The instrument used for data collection was the NCCE minimum standard inventory. The collection of data was done with the help of research assistants in the college. Data collection phase lasted for four weeks. Mean score was used to analyze check list; mean and standard deviation were used to answer the research questions. Findings of the study revealed that lecturers' instructional competences, availability instructional resources, lecturers' academic qualification, and effective utilization of instructional resources positively influenced implementation of business education curriculum. Effective implementation of business education curriculum would not be achieved if lecturers' are not adequate enough. Implementation of curriculum can only be actualized when effective utilization of available instructional resources is maintained. The researcher made four recommendations among which is that, the college of education administration must employ enough lecturers with instructional competences for effective implementation of Business education curriculum, provide adequate physical facilities for teaching and learning and provide facilities for typing laboratory for teaching and learning effectiveness.*

**Key words:** *Business Education curriculum, effective utilization, implementation, resources*

### Introduction

Education is universally recognized as an instrument for social, political, scientific and technological development. This is the reason why no society can afford to toy with the education of its citizens as this could result in a snail speed development (Nwokocha & Osuagwu, 2020). Education is generally seem as an aggregate of all the processes by which a child or young adult develops his/her abilities, attitudes and other forms of behaviour which are of value to the society in which he lives. It is a conscious training of the young to a life which would be useful to him and to the society to which he belongs. Nwanewezi (2013) considers education as the development of person's head, heart and hands for his self-fulfillment and optimum service to humanity. Hence,

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education has continued to be important and this is why there has been a growing concern in the last few years about the quality of education (including business education) that is offered in the nation's schools. According to the National Board for Technical Education (NBTE) (2013) describes business education as the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. It is the intellectual and vocational preparation of people for earning a living in the contemporary industrial and business environment. Business education encompasses education for office occupations, business teaching, business administration and economic understanding. Business teacher education is offered in the faculties of education of universities and colleges of education. Business education, either in the university or college of education affords its recipients teaching mastery in business subjects, necessary competencies in professional education, functional general education for life, skills to undertake research and additional learning experiences through in-service programmes. However, business education at all levels of education enables the recipients to:

- Develop basic skills for personal use in the future
- Acquire the basic knowledge and skills of business education
- Relate the knowledge and skills acquired to national development
- Develop basic skills in office occupation
- Prepare students for further training in business studies
- Provides orientation and basic skills with which to start a life of work for those who may not undergo further training (Igboke, 2005).

College of education is one of the post-secondary education institutions in Nigeria, designed specifically to train and prepare students for the teaching industry. However, colleges of education provide exposure and learning for prospective teachers at the level of the Nigerian Certificate of Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum. Similarly, apart from the professional and general education courses, students of the colleges are also exposed to their chosen subject areas such as office technology, accounting and marketing education. Hence, the Federal Republic of Nigeria (FRN ) (2013) stipulates that the minimum entry qualification into the teaching profession shall be the NCE.

Business education programmes at the colleges of education are designed to achieve the following objectives according to the National Commission for Colleges of Education (2020);

- 1.To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in the secondary schools and other related educational institutions.
- 2.To produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society.
- 3.To produce NCE business teachers who will be involved in the much desired revolution of vocational development right from primary and secondary schools.
- 4.To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education.
- 5.To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

In order to implement and achieve these lofty objectives of business education at colleges of education, the National Commission for Colleges of Education (NCCE) which is the government

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regulatory and supervisory agency for the colleges of education in Nigeria has stipulated the minimum standards of course offering and resource inputs that need to be available for the establishment and administration of business education programme at that level. The NCCE (2020) classified resources in business education into the following: Physical Facilities, this includes classrooms, staff offices, libraries, laboratories and studios. The Equipment and Supplies, this includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others. The Personnel, this includes the lecturers, instructors, technologists, and other support staff. The success of any system is a function of the available resources to run the system. Business education programme as a system can only be effectively implemented with adequate educational resources. Teaching facilities and equipment help to stimulate the interest of the students.

### Statement of the Problem

More than anything else, instructional resources and facilities are very necessary for the utmost realization of the goals of education. In this era of accelerated technological development, modern instructional facilities and equipment are not only important, they are expected to be available in a reasonable state and properly utilized. Azih (2008) found that students offering business education in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in the school. This situation in the teaching and learning of business education has been of great concern to educators and the decline in students' achievement may not be unconnected with the poor learning environment created by the state of limited instructional facilities. Accordingly, Abdulkadir (2011) noted that most business teachers have little or no knowledge of modern office machines in terms of efficient usage. This may be as a result of lack of these modern machines and equipment in the schools. On the other hand, the number of students appears to have out-paced the available resources. To this end, the need to match the growing students' enrolment with a corresponding increase in the provision of relevant and modern learning resources cannot be under estimated. However, it is particularly worrisome to note that Nigerian tertiary institutions seem to be fast declining, especially in the area of resources required for the educational production processes. A careful look at the nation's schools may show that they are struggling with limited resources and non-functional facilities. Hence, the need for an assessment of the instructional resources available for business education programmes at the Federal College of Education (T) Omoku, Rivers States of Nigeria in relation to NCCE standards.

### Purpose of the Study

The purpose of this study generally will be to assess resources available for business education programme at the Federal College of Education (T) Omoku, Rivers States of Nigeria.

Specifically, the study assessed:

1. The adequacy of lecturers available for business education programmes at the Federal colleges of education (T) Omoku, Rivers State in relation to NCCE Standards.
2. The adequacy of physical facilities available for business education programmes at Federal colleges of education (T) Omoku, Rivers State in relation to NCCE Standards.
3. The adequacy of equipment and supplies available in the typing laboratories of business education programmes at the Federal College of Education (T) Omoku, Rivers State in relation to NCCE Standards.

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### Research Questions

The following research questions guided the study;

- 1.How adequate is the number of business education lecturers at the Federal College of Education (T) Omoku, Rivers State in relation to NCCE standards?
- 2.How adequate are the physical facilities available for teaching business education programmes the Federal College of Education (.T) Omoku Rivers State of Nigeria in relation to NCCE standards?
- 3.How adequate are the equipment and supplies available in the typing laboratories of business education programmes of the Federal College of Education (T) Omoku Rivers State of Nigeria in relation to NCCE standards?

### Method

The purpose of this study generally is to assess the resources available for teaching and learning business education programme at the Federal College of Education (T) Omoku, Rivers State. Three research questions guided the study. This study adopted the ex-post facto design. The population of this study comprises all the business education department students (NCE) in the College. The sample size is 150 students selected using stratified sampling technique. The instrument for this study was the NCCE Minimum Standard inventory for instructional resources with regards to business education programmes. The NCCE Minimum Standard inventory as an instrument for data collection does not require validation and reliability test. Hence, there was no validation and reliability test of the instrument. The inventory was completed through a direct observation conducted by the researcher in the business education departments of the Federal College of Education (T) Omoku, Rivers State. In order to answer the research questions, the data collected was analyzed using ratio analysis and percentage score. The benchmark for the analysis is the specifications by NCCE (2020) and the appropriate remarks are adequate and not adequate. Resources were regarded as adequate if the percentage available is 100 and above, while not adequate if the percentage available is less than 100.

### Results

#### Research Question One

How adequate are the lecturers available for business education programme at the Federal College of Education (T) Omoku, Rivers State of Nigeria in relation to NCCE minimum standards?

**Table 1: Adequacy of Lecturers for Business Education programme at Federal College of Education (T.) Omoku, Rivers state**

Business Education Dept	NCCE minimum Standard	Students Population	Expected Lecturers in relation to NCCE minimum Standard	Number available	Surplus deficiency	% available	Remark
Accounting Edu.	1:30	103	33	14		100%	A
OTME	1:30	92	32	36		100%	A

NA=Not Adequate, A=Adequate, \*=Deficiency. The results presented in table one show that the lecturers available for teaching Secretarial Education at the Federal colleges of education (T),

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Omoku, Rivers State are adequate in relation to NCCE minimum Standard. The percentage of lecturers available in relation to the minimum benchmark is 42%. This percentage is 100; hence the number of lecturers for Secretarial education in the Federal colleges of education (T) Omoku, Rivers State is adequate. On the other hand, the result in table two also shows that the number of lecturers available for teaching OTME programmes at the Federal colleges of education (T) Omoku, Rivers State is adequate as obtained percentages of 100%.

**Research Question Two**

How adequate are the physical facilities available for business education programme at the Federal College of Education (T) Omoku, Rivers State of Nigeria in relation to NCCE minimum standards?

**Table 2:** Adequacy of Physical Facilities for Business Education programme at Federal College of Education (T.) Omoku, Rivers state

s/n	Physical facilities	Accounting Education	OTME	Remark
1	Class room (chair/desk) Standard (seat) Number Available % Available	30:30 102 100%	30:30 92 100%	Adequate
2	Typing Lab Standard Number Available % Available	1 2 100%	1 2 100%	Adequate
3	Model Office Standard Number Available % Available	1 1 100%	1 1 100%	Adequate
4	Bus. Edu. Library Standard (books) Number Available % Available	1:10 27 4%	1:10 32 6%	Not adequate
5	ICT Lab. Number Available % Available	1 0 0%	1 0 0%	Not available
6	Shorthand Studio Standard Number Available % Available	1 1 100%	1 1 100%	Adequate

S/N 5: 1:10 = student to ten books, S/N 6: 1:1 = one Lecturer to one office

The result in table two shows that the available classroom capacities for business education departments of the Federal Colleges of Education (T) Omoku are adequate. All the schools scored above 100% for available seating capacity. The standard for classroom seat is typically thirty chairs/desk for thirty students. Also, the table reveals that business education departments of the Federal colleges of education (T) Omoku have two typing laboratories, one shorthand studio and model office. This is considered adequate as stipulated by NCCE standards, but ICT Laboratory

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is not available in all departments. Also, the books in the business education library are not adequate for the students as stipulated by the NCCE standards

### Research Question Three

How adequate are the equipment and supplies in the typing laboratories of business education programme at the Federal College of Education (T) Omoku, Rivers State of Nigeria in relation to NCCE minimum standards.

**Table 3: Adequacy of Equipment and Supplies in the Typing Laboratories at Federal College of Education (T.) Omoku, Rivers state**

s/n	Equipment Supplied	Accounting Education	OTME	Remark
1	Typewriters Standard Number Available % Available	30:30 175 25%	30:30 12 13%	Not Adequate
2	Computer/Laptops Standard Number Available % Available	1:3 35 15%	1:3 26 8%	Not Adequate
3	Typing chairs Standard Number Available % Available	30:30 210 30%	30:30 148 16%	Not Adequate
4	Instructor's Table Standard Number Available % Available	1:30 6 19%	1:30 7 9%	Not Adequate
5	Stapling machines Standard Number Available % Available	4:30 6 6%	4:30 5 4%	Not Adequate
6	Perforator Standard Number Available % Available	2:30 0 0%	2:30 4 6%	Not Adequate
7	Stopwatch Standard Number Available % Available	2:30 3 6%	2:30 0 0%	Not Adequate

The results in table three above show that all the items (equipment and supplies in the typing laboratories) in business education departments of the Federal colleges of education (T), Omoku are not adequate in relation to the NCCE minimum standards. This is reflected in the result that business education programme of the Federal colleges of education (T) Omoku has no perforator

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in its typing laboratory. The result also revealed that business education typing laboratory of the Federal Colleges of education (T) Omoku has no stopwatch.

### **Discussion of findings**

The result of the analysis of research question one indicates that lecturers available for business education programmes at the Federal College of Education (T) Omoku, Rivers State are not adequate. This finding is partly in consonance with the earlier study of Azih (2008) who submitted that there are inadequate teachers and other technical staff in business education programmes of Nigerian tertiary institutions. Similarly, Idiagbe (2004) in another study noted that there is dearth of business education teachers in our schools. Idiagbe maintained that this constraint of teachers in business education applies not only to secondary schools but also to the polytechnics, colleges of education and the universities. The importance of adequate teaching staff in any educational programme cannot be overemphasized. They are cardinal and indispensable to the achievement of educational goals. Hence, In research question two, the result of the analysis reveals that physical facilities (classrooms, typing laboratories, shorthand studios and model offices) for business education programmes of Federal College of Education (T) Omoku, Rivers State is adequate while others (such as business education libraries/books and lecturer's offices) are not adequate and ICT laboratories are not available. By implication, this finding shows that physical facilities such as the classrooms (chairs/desk), typing laboratories, shorthand studios and model offices are available as required in all the college but that ICT laboratories are apparently not available in all the college (Okoli, 2010)

On the other hand, the finding of research question two also reveals that libraries and its collections are inadequate. This finding agrees with the submission of Oyeniye (2010) who posited that university libraries in Nigeria are nothing but a collection of antiquated and out-dated books and materials. Oyeniye noted that the libraries are short of current books and periodicals. This can affect negatively the teaching and learning of business education. This finding also reveals that lecturers' offices are not adequate. This is in line with the assertion of Bongotons and Onyenwe (2010) that business education as a department in Nigerian schools is struggling with many challenges such as limited office accommodation for staff. The importance of offices especially in the academic circle cannot be overemphasized. Hence, it was described by Owoeye and Yara (2011) as a second home for teachers because much of the academic time is spent in the office engaging in one form of research, preparing for lecture, Battending to students and the likes. So, office accommodation should be provided for lecturers as required by NCCE. The analysis of research question three indicates that the equipment and supplies in the typing laboratories of business education department at the Federal College of Education (T) Omoku, Rivers State is not adequate. This finding conforms to the previous study of Okoro (2008) who found that the typing pools of secondary schools only exist in vacuum and most at times with non-functional typewriters and computers. Similarly, Okolocha (2010) observed that the supply of typewriters and computers to business education departments is limited considering the increase in students' enrolment. This is not good for a skill subject/course like business education. Hence, Ijaduola, Oni & Marina (2011) noted that a business education teacher cannot effectively teach a student the home-key of a typewriter or how to operate the adding machine without having the machines in the classroom.

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### Conclusion

Instructional resources (both human and material) are necessary ingredients for the attainment of business education objectives but this study has found that these resources are inadequate at the Federal College of Education (T) Omoku, Rivers State of Nigeria. On the basis of these findings therefore, it could be concluded that students of business education in these colleges of education are learning without the necessary and required resources and facilities for teaching and learning, and this may have affected the preparation and performance of the students over the years. And of course, these colleges are operating below the NCCE regulated standards. Therefore, efforts should be made by relevant authorities to provide adequate lecturers and other facilities and equipment to ensure quality of business education programmes and adherence to NCCE minimum stipulations.

### Recommendations

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

1. Adequate lecturers should be employed for business education by the College Management in relation to NCCE standards.
2. Adequate physical facilities should be provided for business education by the authorities of college of education as stipulated by the NCCE standards.
3. Typing laboratories, shorthand studios and model offices of business education should be adequately equipped with relevant facilities as required by the NCCE standards.
4. Departments offering business education programmes should look beyond funds from the College through sponsorship and partnership with industries, non-governmental organizations and philanthropists for assistance in terms facilities and equipment.

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