

A BLUEPRINT FOR TEACHING BUSINESS EDUCATION IN ENHANCING EDUCATIONAL STANDARD FOR SUSTAINABLE DEVELOPMENT IN SOUTH WEST COLLEGES OF EDUCATION

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ABSTRACT

The study was carried out by the researcher in the South West Colleges of Education of Nigeria to determine how business education could be an effective blueprint for achieving sustainable development. A survey research design was used for the study. The population comprised 180 business education lecturers in 12 federal and state Colleges of Education in South West states of Nigeria. A self structured questionnaire developed by the researchers and carefully validated by the experts in the Department of Business and Entrepreneurship Education, Kwara State University Malete Kwara State was used for data collection. Mean and standard deviation were used to answer the three research questions that guided the study while t-test was used to test the hypotheses at 0.05 level of significance. The result of the study showed that business education programme is an effective tool for achieving sustainable development because it provides the needed manpower required in both private and public establishments. The study

Introduction:

Business education is the foundation upon which students build an awareness of business and an understanding of business concept. Business education according to Azuka, Nwosu, Kanu & Agomwo (2009), is a process of instructing a person about what happens during business transactions in offices, banks, markets and anywhere money changes hands. It is also a type of education that helps someone to learn facts, acquire skills, develop abilities, solve problems and be able to have business like attitudes useful for success in business situation.

Business education programme is concerned with teaching the skills, attitude, knowledge necessary for a successful career in office and business world. Davis and

equally revealed that one of the blueprint for achieving sustainable development in the colleges of education through business education programme is to ensure that the school curriculum is relevant to the skills required in the establishment. Moreover, there was no significant difference between the mean responses of male and female business educators on the relevance of business education in achieving sustainable development and the blueprint for achieving sustainable development in the south west colleges of education. Based on the findings of the study, the researcher recommended, among others, that the curriculum planners should ensure that the curriculum content is relevant to the skills required by establishment because of the relevance of the programme in providing the needed manpower development.

Keyword: *Business Education, Blueprint, Sustainable development, Teaching, Educational standard*

Durojaye (2013) describe business education as education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practice. Similarly, Olakotan (2013) opined that business education compresses knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Atakpe (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis.

Okoye (2013) extensively defined business education as an education programme that orientate students in art of business making (marketing), typing and shorthand skills, (currently competing with computer appreciation and application) service delivery, secretarial jobs, stenography, account clerk, office information system and management.

Effective blueprint is a method, step, means, approach or procedure of achieving the stated goals of education (Marcella & Kysika, 2008) teaching blueprints play very important role in teaching and learning process. In business education, the major threat of effective teaching blueprint according to Tema (2003) are; to deliver quality teaching and learning of business

courses, in the colleges, to ensure employability of business education graduates, to enhance status and attractiveness of business education programme. While the guiding principles that are considered major drives of these blueprints are effectiveness, quality, accessibility, entrepreneurship, employability and sustainability. Blueprint is a teaching strategies that are practice and refinement of presentation which a teacher uses to make his teaching more effective when using a specific method or teaching aids.

Okwuanaso and Nwazor (2000) stated that in teaching and learning situation, blueprints are same as methods and procedures of teaching. It is the practical refinement or presentation which a teacher uses to make his teaching more effective. Okon and akpan (2014) opined that teaching blueprints include not only the manner of presentation that the teacher employs but everything that he does in the way of arranging condition, grouping students, guiding activities, making assignments and providing information to an learning. National sustainable development is the development that meet the needs of the present without compromising the ability of future generations to meet their own needs. United Nations (2015) defined sustainable development as the organizing principle for sustaining unlimited resources necessary to provide for the needs of future generations of life on the planet. It is a process that visualizes a desirable future state for human societies on which living conditions and resource use continue to meet human needs without undermining the integrity, stability and beauty of natural biotic system.

Sustainable development means that all round development of an individual. This tallied with the statement made by China, Lilly and Igbemi (2017) that sustainable development is all about improving the lives of people. In the opinion of Hansa (2014), sustainable development deals with the carrying capacity of natural system with social, political and economic challenges faced by the society. Sustainable development is an approach to improving the quality of life through judicious use of available natural resources. In the context of business enterprise, sustainable development means adopting business strategies and activities that meet the needs of the enterprise and its stakeholders presently and enhancing the human and natural resources that will be needed in the future.

Statement of the problem

Despite the growth of Business education programme in Nigerian Colleges of Education South West of Nigeria still suffer different institutional as well as governmental problems. Thus, majority of them cannot follow the international standards of business education (Umaeiyee, 2005). The institutional problems

of business education includes lack of highly qualified professional teachers specialized in different areas, lack of link between establishment and the college, lack of facilities for good quality in business education research, lack of corporate leadership, no standardized performance evaluation system of teacher's promotion, lecturers approach to students in tertiary institutions. Students' performance in business education cannot be improved unless lecturers adopts suitable effective blueprints and approaches of teaching business education. It is generally believed that if business education students are properly taught the requisite life skills before leaving school, they should acquire the desired skills necessary for sustainable national development. This will create opportunity for paid or self employment, and unemployment and poverty will be eradicated in our society. The problem of this study is therefore, how to identify those blueprints which could be used to impact the requisite skills in business education students for sustainable national development.

Purpose of the study

The main purpose of this paper is to examine the effective blueprint for teaching business education for achieving sustainable development in south-west states colleges of education. Specifically, the study is to:

- ❖ Determine the relevance of business education in achieving sustainable development in south west states colleges of education in Nigeria
- ❖ Determine the blueprint for achieving sustainable development in the south west states of Nigeria
- ❖ Examine the extent teaching of business education can enhance the standard of education in the south west states in Nigeria.
- ❖ Find out the challenges facing the blueprint for improving the effective teaching of business education in south west states of Nigeria.

Research Questions

The following research questions were raised for the study:

1. What is the relevance of business education in achieving sustainable development in the south west states of Nigeria?
2. What are the strategies for achieving sustainable development in south west states of Nigeria through business education programme?
3. To what extent can the teaching of business education enhance the standard of education in south west states of Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

H₀₁: There is no significant difference between the mean responses of male and female business educators in south west states colleges of education on the relevance of business education programme in achieving sustainable development.

H₀₂: There is no significant difference between the mean responses of male and female business educators on the strategies for achieving sustainable development through business education programme in south west states colleges of education in Nigeria.

Method

The study adopted descriptive survey research design. The study was carried out in the south west states of Nigeria with a population of 180 business educators made up of 110 males and 70 females business educator both federal and states lecturers teaching in government colleges of education in the south west states of Nigeria offering business education programme. The instrument for data collection was a self structured questionnaire containing 30 item statements measured on a four point Likert type of scale. The instrument was validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University Malete, Kwara state. The mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. Any item with mean of 2.50 or above was regarded as relevant while any item with mean score below 2.50 was regarded as not relevant. The hypothesis of no significance was upheld if t-calculated value was greater than the t-table value of 1.96 value at 0.05 level of significance and at 42 degree of freedom. However, the hypothesis was not upheld if the t-calculated value was less the t-table value of 1.96 but not upheld if the t-calculated value was less than the t-table 1.96 and at 0.05 level of significance.

BUSINESS EDUCATION ACADEMIC STAFF OF COLLEGES OF EDUCATION IN SOUTH WEST OF NIGERIA

S/N	INSTITUTIONS	MALE	FEMALE	TOTAL
1	Federal College of Education (technical) Akoka Lagos, Lagos state	10	06	16
2	Federal College of Education (Special) Oyo, Oyo state	10	08	18

3	Federal College of Education Osiele, Abeokuta, Ogun state	08	09	17
4	Emmanuel Alayande College of Education, Oyo, Oyo state	12	03	15
5	College of Education Lanlate, Oyo state	05	05	10
6	Tai Solarin College of Education, Ijebu-Ode, Ogun State	05	04	09
7	Osun State College of Education, Ilesa, Osun state	06	02	08
8	Osun State College o, of Education, Ila-Orangun, Osun state	11	04	15
9	Adeyemi College of Education Ondo, Ondo state	10	07	17
10	Adeniran Ogunsanya College of Education, Ijanikan, Lagos, Lagos State	10	06	16
11	Ekiti State College of Education, Ikere Ekiti, Ekiti State	15	10	25
12	Micheal Otedola College of Primary Education, Naforija, Epe Lagos State.	08	06	14
	Total	110	70	180

Results

The results of the study were obtained from the three research questions and two null hypotheses tested and analyzed

Research Question 1: What is the relevance of business education in achieving sustainable development in the south west colleges of education?

The data collected in respect of this research question is presented in table 1

Table 1: Mean ratings of business education State male and female lecturers on the relevance of business education in achieving sustainable development

S/N	Items on the relevance of business education programme	X	SD	Decision
1	The owners of business keeps accurate account, file accurately, retrieve documents and develop an effective sales habit	3.46	0.72	VHR
2	Employee and employer develop human relation skills that would enable both parties work harmoniously	3.20	0.69	VR
3	Business owners minimize all accounting errors and high rate of business risk	3.13	0.18	VR
4	Business owner sustain the economy and contribute meaningfully to the national development	3.48	0.75	VHR
5	Business education provide manpower development needed in the establishment	3.35	0.74	HR
6	Business education contribute to national development through high level relevant manpower training	3.13	0.81	VR
7	Business education inculcate proper values for the survived of the individual and society	3.46	0.50	VHR

8	Business education develops intellectual capacity of individual to understand and appreciate their local and external environment	3.11	0.92	VR
9	Business education acquires both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society	3.48	0.75	VHR
10	Business education promotes and encourage scholarship and community service	3.72	0.46	VHR
	GRAND MEAN	3.06	0.65	

Table 1 shows all the 10 items with corresponding mean of 3.46, 3.20, 3.13, 3.48, 3.35, 3.46, 3.13, 3.11, 3.48, and 3.72 on the relevance of business education in achieving sustainable development in south west states colleges of education.

Research Question 2: what are the strategies for achieving sustainable development in the south west colleges of education through business education programme?

Table 2: Mean ratings of business education male and female lecturers on the strategies for achieving sustainable development through business education programme

S/N	Strategies for achieving sustainable development	X	SD	Decision
1	Appropriate business education curriculum design by the experts	3.59	0.73	HR
2	Implementation of business education curriculum content	3.42	0.81	HR
3	Business education curriculum should give learners access to appropriate up-to-date technical equipment and teaching material	3.85	0.63	VHR
4	Business education curriculum should adhere to accreditation requirement	2.97	0.73	VR
5	Participating teaching that motivate learners to change their behavior and take action for sustainable development	3.12	0.67	VR
6	Business education curriculum should be result oriented and more responsible to labour market needs	2.90	0.40	VR
7	Business education curriculum should encourage practical activities and provision of high quality work based learning enterprise	3.09	0.68	VR
8	Integration of new technologies in teaching and learning of business education	3.83	0.63	VHR
9	Workshop and conferences that promote sustainable development need to be organized for the students	3.42	0.81	VR
10	Provision of grants from the government and intellectual organization	3.00	0.84	HR

GRAND MEAN/SD	3.32	0.69
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Table 2 reveals that all business education lecturers agreed on the strategies for achieving sustainable development through business education programme. This implies that, the quality curriculum strategies listed can promote business education programme in south west colleges of education for sustainable development.

Research Question 3: To what extent can the teaching of business education enhance the standard of education in south west of Nigeria?

Table 3: Mean ratings of blueprint for teaching business education to enhance the standard of education in the south west of Nigeria

S/N	Blueprint for teaching business education to enhance the standard of education	X	SD	Decision
1	Proper implementing of policies and curriculum by school authorities can enhance innovation in teaching business education	3.28	0.75	VR
2	Adequate funding can aid on enhance innovation in teaching and learning business education	3.44	0.68	VHR
3	Provision of regular electricity by school authorities can enhance innovation in teaching and learning business education	3.37	0.75	HR
4	Employment of adequate qualified lecturers with the requisite skills and experience	3.47	0.59	VHR
5	Sponsorship of lecturers to attend workshops and seminars can enhance innovation in teaching and learning business education	3.34	0.64	VHR
6	Purchasing of modern equipment, current journals and textbook can enhance innovation in teaching and learning business education	3.63	0.53	VHR
7	Lecturer's positive attitudes towards new ideas and teaching methodology can enhance innovation in teaching and learning business education	3.25	0.71	HR
8	Students positive attitudes towards new methods can enhance innovation in learning business education	2.91	0.84	HR
9	Provision of adequate computers based in one students to one computer during class session	3.34	0.64	HR
10	Provision of well equipped and furnished model office can aid teaching and learning business education	3.43	0.65	VHR
	GRAND MEAN/SD	3.35	0.68	

Table 3 presents the findings on blueprints (strategies) for achieving teaching and learning business education courses.

Test of Hypotheses

Hypothesis 1: Male and female business education lecturers do not differ significantly on their mean responses on the relevance of business education programme in achieving sustainable development

Groups	N	Mean	SD	DF	t-cal	t-crit	Decision
Male	110	3.57	0.43				
				42	0.405	1.96	N.S
Female	70	3.56	0.69				

N.S= Not Significant

The result in table 4 revealed that T-calculated (0.41) was less than critical value of T (1.96). this indicate that the null hypothesis which states that there is no significant difference between the responses of male and female lecturers regarding the mean responses in the relevance of business education programme in achieving sustainable development is upheld.

Hypothesis 2: Male and female business education lecturers do not differ significantly in their mean responses on the blueprints for teaching business education programme for achieving sustainable development in south west colleges of education in Nigeria.

Variable	N	Mean	SD	DF	t-cal	t-crit	Decision
Male	110	3.24	0.73				
				42	0.27	1.96	NS
Female	70	3.11	0.75				

Result in table 5 revealed that t-calculated (0.27) was less than the critical value of t: (1.96). this shows that male and female business education lecturers do not differ significantly in their mean response on the blueprints for teaching business education programme for achieving sustainable development in south west states colleges of education.

Discussion of Findings

From research question 1, it was discovered that business education is very relevant in achieving sustainable development in south west states since business educates individual for and about business and also it provides the needed manpower for establishments. This is in line with the findings of Onyesom (2014) that institutions running business education programmes, business education lecturers and students require to step forward to develop

personal skills such as human relation skills, minimize all accounting errors, sustain the economy and contribute meaningfully to national development. The skills acquired in business education can help the recipients to establish small scale business and run it successfully. Nwokike (2015) citing Azih & Nwosu (2012) noted that business education at all levels is aimed at enabling the business owners to providing accurate account, file accurately, retrieve documents and develop on effective sales habit. From this findings of the study, It is therefore worthy of note that business education programme is an indispensable tool for national development.

Table 2 relating to research question 2, the findings indicated that some of the blueprints for achieving sustainable development through business education programme include among others, ensuring appropriate business education curriculum design by the experts, implementation of business education content, giving learners access to appropriate up-to-date technical equipment and training as well as motivating learners to change their behaviour and taking action for sustainable development. This is in agreement with Chibuikwe (2013) and Nnorom, Gausu-oke (2011) who earlier identified similar blueprints for achieving sustainable development through business education. This shows that if these blueprints are adopted, quality business education will be ensured. The findings of research question 3 revealed all the blueprints used enhancing the standard teaching of business education, all the blueprints were seen to have an important impact on the teaching business education courses. The blueprints among others include proper implementation of policies and curriculum, provision of equipment and facilities, funding of business education, organize seminars and conferences and workshop, teachers positive attitudes towards new innovations and students learning strategies. This is in line with the studies of Okoro (2013) found that blueprints used by lecturers enhance the teaching standard of business education.

The result of the two hypotheses tested showed that the null hypotheses were accepted. On hypothesis 1, there is no significant difference between the mean responses of male and female lecturers on the relevance of business education programme in achieving sustainable development in south west colleges of education of Nigeria.

Hypothesis 2 shows that there is no significant difference between the mean response of male and female lecturers on the blueprints for teaching business education programme for achieving sustainable development in south west

states colleges of education of Nigeria. This is in line with the study of Okoro (2013).

Conclusion

From the findings of the study, it could be concluded that the world is undergoing changes due to technological innovations. The new technologies are altering teaching in business education programme. Therefore, it is important that all lecturers and students should be acquainted with the relevant skills and provided with the needed manpower that will enhance teaching and learning of business education programme in order to achieve sustainable development. The skills acquired by the recipient could help them to be self employed by establishing small scale business. 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 development in south west colleges of education of Nigeria. In order to be relevant in the global world business educators and policies makers needs to review the curriculum of business education to meet the needs of lecturers, students and employers of labour.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. The curriculum planners should ensure that the school curriculum content is relevant to the skill required of industry since the relevance of the programme provide the needed manpower in industries for sustainable development
2. Business education lecturers should attend seminars, conferences and workshop to train and retrain themselves in new teaching innovation and the use of ICT facilities to improve their skills and competences
3. Proper measures should be put in place to improve the quality of the training facilities for proper acquisition of skills by the recipient for sustainable development.
4. Business education should develop positive attitude towards the use of learning management system to promote efficiency in quality Teaching and learning processes.

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