

**EVALUATING THE ROLE OF BUSINESS EDUCATION AND
TRAINING IN THE TEACHING AND LEARNING OF BUSINESS
(A CASE STUDY OF SECONDARY SCHOOL STUDENTS IN IJEBU-
REMO DIVISION, OGUN STATE)**

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CERTIFICATION

This is to certify that this project work was carried out by **IDOWU ELIZABETH YEMISI** with the matriculation number **17080117011** in the department of Business Education, School of Vocational and Technical Education, Tai Solarin College of Education, Omu-ijebu Ogun State under my supervision

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DEDICATION

This project is dedicated to Almighty God, the merciful, the all-powerful, the omnipresence, the omniscience, and the giver of life and shaper of destiny for the gift of life, His protection and provisions in course of my education sojourn in the highly respected college of Education. I also dedicate the project to my parents Mr Idowu Tomola and Mrs Idowu Funke for giving me all the needed supports throughout my NCE programme in Tai Solarin College of Education, Omu-Ijebu, Ogun state.

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I

DOWU ELIZABETH YEMISI

ABSTRACT

This research work was carried out to evaluate the role of Business Education and Training in the Teaching and Learning of Business (A case study of Secondary Schools Students in Ijebu-Remo divisions, Ogun state). The main objective of this study is to evaluate the role of business education and training in the teaching and learning of business among other specific objectives which are: to identify the usefulness of business education to students in Ijebu-Remo division Ogun state, to examine the awareness of business education programmers in the secondary schools in Ijebu-Remo divisions, Ogun state, to identify the role of business education on teaching and learning of business among secondary students, to examine the relationship between business education/training and teaching and learning of business and to propose ways to circumvent the challenges facing business education in secondary schools in Ijebu-Remo division in Ogun state. The project made use of both primary and secondary data. The primary data was generated through structured questionnaire Descriptive statistics was employed for the analysis of the generated data. The result shows that business education has a lot of benefit to offer students in Ijebu-Remo divisions Ogun state and Nigeria as a nation. It also offers individual to develop the skills, abilities and understanding to handle business affairs. Business education and training has a significant impact on the teaching and learning of business. Business education develops in the students a good understanding and awareness of the economic and business activities of the society. The result also shows that there is a significant relationship between business education/training and teaching and learning of business. Appropriate recommendations were also made

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is the bedrock of any serious society and on which meaningful development and rapid progress are built. Education is fundamental to development and growth of society. Growth and development of a society depends to a large extent on the knowledge and skill that people acquire, not the number of years they sit in a classroom (Elizabeth, 2011). Education, in every sense, is one of the key factors of development. No country can achieve sustainable economic development without substantial investment in human capital. It improves the quality of peoples' lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity thereby promoting entrepreneurship and technological advances (Ilhan, 2001). Education is a very important factor in the overall development of the nation's youth capacity to confront and solves problems. Education forms the basis for the positive economic, social and political changes in the society. Education remains the key to empowerment of the people and the

nations as a whole (Manasi, 2020; Olawolu and Kaegon, 2012). Investment In the education of youth is now considered as most vital by all modern nations. The end of all education and all form of training should be to make the man grow (Thiyagu, 2013). Business education builds on the foundation of the basic education to empower the youth for them to live and function as productive members of the society, earning a living, and contributing to societal progress. Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. The greatest weapon against poverty is education of the youths (Ultrabyte, 2019; Nwangwua, 2007). The author further explains that any form of education that does not equip its beneficiaries with skills to be self-reliant is a faulty system of education. Kaegon (2009) believes that business education must be ready to offer their recipients functional education that will enhance performance as well as assist them to contribute meaning to the economic development of the country. The desire of the Nigerian government to attain the vision 20-20 and the Millennium Development Goals (MDG) propelled the Nigerian Educational Research and Development Council to revise the secondary education curricula (Okereke and Okoroafor, 2011). The

reason for this exercise is the transformation at the curriculum with the entrepreneurial education, informational communication technology (ICT) skills, and civic education and for the nation's sustainable development. The demand for higher education, particularly secondary education is on the increase all over the world. Business education prepares youths to be responsible and productive individuals, who become entrepreneurs or entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome (Olawolu and Kaegon, 2012). Ememe (2010) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort. Reinforcing the above view, Okereke and Okoroafor (2011), assert that entrepreneurial education and ICT skills have been acknowledged world wide as a potent and viable tools for self-empowerment, job and wealth creation. Business education has three basic career options, such as skilled, vocational option, professional option and executive business education option (Okoh, 2015). Business education as a discipline is expected to expose its recipients to diversity curricula, hence, it is that type of education that inculcate in its recipients attitudes, knowledge, skills, values that

is required in the business world. This is a means of producing a healthy, literate self-reliant citizen that would create wealth for human development, when they become self-employed, thereby resulting to sustainable nation's development at large. Business education must have impacted different skills and creative knowledge required for employment generation opportunities, such entrepreneurial skills and competences that would also make the business education students to adopt some strategic survival instincts.

1.2 STATEMENT OF THE PROBLEM

Business education like any other vocational and technical education is one of the established means of attaining productive education for self-reliance. One of the major reasons why people are laying so much emphasis on business education is that it exposes students to career awareness and equips them with adequate skills for gainful employment. Different entrepreneurial courses are being taught in secondary schools in Ogun state, in order to equip young school leavers with right skills and problem-solving knowledge for self-reliance. In spite of the efforts made by the government to infuse business education into the school curriculum and the huge financial

resources invested in procuring tools and equipment for vocational / technical workshops; there is still high rate of unemployment among school leavers, colleges and university graduates. This ugly development has been attributed to ineffective skills and inadequate competencies required to compete and survive in the labour market. The progressive decline in secondary school leavers in establishing themselves has been attributed to inadequate employable skills imparted in them. Of a truth, there is no training programme can be better evaluated than through the teachers who plan, implement and evaluate it. It is as a result of this background that this study seeks to evaluate the role of business education and training in the teaching and learning of business on Secondary School Students in Ijebu-Remo division of Ogun state, Nigeria.

1.3 OBJECTIVE OF THE STUDY

The main objective of this study is to evaluate the role of business education and training in the teaching and learning of business. Other specific objectives are:

1. to identify the usefulness of business education to students vis-à-vis Nigeria as a Nation.

2. to examine the awareness of business education programmers in the secondary schools in Nigeria.

3. to identify the role of business education on teaching and learning of business among secondary students.

4. to examine the relationship between business education/training and teaching and learning of business.

5. to propose ways to circumvent the challenges facing business education in secondary schools in Nigeria.

1.4 RESEARCH QUESTIONS

1. What are the usefulness of business education to students and Nigeria as a Nation?

2. What is the level of awareness of business education programmes in the secondary schools in Ogun state and Nigeria?

3. What is the role of business education on teaching and learning of business among secondary students?

4. What is the relationship between business education/training and teaching and learning of business?

5. What are the ways to circumvent the challenges facing business education in secondary schools in Nigeria?

1.5 RESEARCH HYPOTHESIS

Hypothesis 1

H₀: Business education and training have no impact on the teaching and learning of business.

H₁: Business education and training have a significant impact on the teaching and learning of business.

1.6 SIGNIFICANCE OF THE STUDY

The study is very much significant on the government of Ogun state and Nigeria at large because despite the fact that students are integral part of a nation's development, the disadvantaged position of students in Nigeria particularly when compared to men and the fact that they are ravaged by poverty, make case for efforts to be geared towards their training for empowerment. If this is achieved, it will definitely have a positive impact on the social, political, economic, and cultural development of Nigeria. Findings of this study will help to alleviate the problem of student's entrepreneurship and empowerment. The findings will be of benefit to student's entrepreneurs, researchers and other relevant stakeholders. This is so because the report of the study will serve as a relevant reference work to learners when conducting a

research on the role of business education on students in other part of the state in no distant future and Nigeria at large.

1.7 SCOPE OF THE STUDY

The study focused on evaluating the role of business education and training in the teaching and learning of business, a case study of secondary schools students in Ijebu-Remo division, Ogun state.

1.8 LIMITATIONS TO THE STUDY

Finance- Inadequate fund impeded the efficiency in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

Time- The researcher work was carried out simultaneously with other academic work. This adversely affected the time devoted for the research work.

1.9 DEFINITION OF TERMS

Business: An organization or enterprising entity engaged in commercial, industrial or professional activities where goods and services are exchanged for one another or for money.

Education: This is the process of facilitating learning, or the

acquisition of knowledge, skill, value, morals, beliefs, habit and personal development.

CHAPTER TWO

2.0

LITERATURE REVIEW

2.1 THEORETICAL FRAMEWORK

2.1.1 HUMAN CAPITAL THEORY (HCT)

The human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 2008). Human capital theorists encourage spending on nation's workforce (people working with public and private sector organizations) because expenditure on training and development is a productive investment like investment on physical assets. Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore, and Taiwan (Ibid). Schumpeter (2015) views entrepreneurship training as responsible for creative destruction, that is, education acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-Den-Berg (2013) establishes a correlation between the level of education and new product development in knowledge-based economies that invested massively in education, technology and related growth elements.

2.1.2 THE NEED FOR ACHIEVEMENT THEORY (NAT):

This is a psychological theory of David McClelland (1956), which shows the functionality of strong relationship between need for achievement, economic development and entrepreneurial activities. The proponent of the theory McClelland (1956) explains that there would be a relatively greater amount of entrepreneurial activities in the society, where the average level of need achievement is relatively high. The import of the theory is that when students/learners are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is greater tendency for them to set up their own businesses after graduation.

2.2 CONCEPTUAL FRAMEWORK

2.2.1 CONCEPT OF BUSINESS EDUCATION

In order to be able to understand the concept of business education, it would be necessary to look at the definitions of business education in the past and present time. This is because technology has helped to change definitions of certain things. It therefore, implies that business education, as a course of study has to move with time. Popham (1975)

said when a group of people were asked what business education is? The reply was as follows: A business executive replied, "Business Education is education to produce goods and services". A radical retorted: It is the avenue to make enormous profit. One teacher responded: Economic concepts necessary for living in a business economy. Another teacher answered: Learning skills to enter a business or distributive job. A person on the street said "Shorthand and typing, that's it". After looking at the different views

Nolan, Hayden & Malsbary (1967) defined business education as those business programmes and courses taught ordinarily at the secondary school level. Osuala E.C. (1989) defined Business education as an essential part of the preparation of youths for live and living. In 2011, Osuala, gave another definition as 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 (1997) defines

business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. However in 2012 Njoku gave another definition as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself. It can be seen from the foregoing discussions that as the years go by; the definitions of business education continue to change. This means that business education is not static. Therefore any worthwhile programme has to move with time. However, business educators have always accepted that change is a fact of life. From the typewriter to the transistor, business curriculum has continually shaped itself to meet the needs of business. As a result, the success and survival of business education constantly depends on its ability to adapt and keep pace with the needs of its recipients. These changes present challenges for both the learner and instructor. Nevertheless, it is the business educator that must be willing to adapt and manage these challenges to ensure successful programs for the future. It is essential that business education be a useful and vital component of transformation agenda if

the curriculum of business programs across the country is to continue to meet the needs of its students.

2.2.2 TEACHING ENTREPRENEURSHIP IN BUSINESS EDUCATION

Teaching entrepreneurship in business education is necessary as it is imperative to incorporate new courses of entrepreneurship in business education which will equip students to meet the socio-economic requirement of the world of work. It will empower the students so that after graduation, they can explore any business of their choice and economic opportunities around them to become self-employed and create job for other people. Through business education, specific skills that are needed for successful entrepreneurship are taught – such as the knowledge of the business environment, managerial skills, marketing strategies etc. According to Federal Ministry of Education (FME) (2007) this will take cognizance of the need to provide students with the ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs. All these are in tandem with the plans of National Economic Empowerment and Development Strategies (NEEDS) that thrust on value orientation, employment generation and

wealth creation. Teaching entrepreneurship in business education is in line with the National Value Curriculum prepared by NERDC in conjunction with ICPC as an anti-corruption programme for the school system which has been infused into the relevant areas of Business Studies (FME, 2007). The purpose is to inculcate in the youth, at an early age, the real values that are required if an entrepreneur and/or workers in the business environment are to succeed. Osuala (2009) predicted that teaching entrepreneurship in business education at grass root will not only drastically reduce social vices among the youth but will also cater for all interests- the dropouts, the handicapped, the geniuses and other physically-fit persons. Teaching entrepreneurship in business education at grass root entails the strategies as adopted by the teachers, which vary from teacher to teacher and subject matter to subject matter. Okon (2012) confirmed that teaching strategies include not only the manner of presentation that the teacher employs, but everything that he/she does in the way of arranging conditions, grouping students, guiding activities, making assignments and providing information to aid learning. According to Obi, (2005) teaching is much more than presenting information or ideas, it involves guiding students to learn by means of discerning, probing, examining and

analyzing activities. This is in agreement with the learning approach proposed by Shepherd and Douglas (1997) in Agbamu, (2011) and has been touted as an effective path towards developing the entrepreneurial spirit. This approach requires a shift from the traditional teaching and telling to learning through active participation in a real life entrepreneurial environment. Osuala (2009) opines that business education remains a practical programme that empowers the students for greater challenges of the future, as it will enable the individual to understand how the economic decision he/she makes will influence his/her present and future standard of living as he/she will understand:-

- How the labour market function;
- The present and future condition for employment in the labour market;
- The sources for gaining entrance and advancing in the world of work;
- The laws affecting personal economic matters;

- How to make rational decisions by applying such economic tools of analysis as opportunity cost and the law of diminishing returns (Osuala, 2009).

Thus, teaching entrepreneurship in business education at grass root is supposed to be dynamic, practice-oriented and activity based through the application of different teaching strategies.

2.2.3 OBJECTIVES OF BUSINESS EDUCATION

Although, some are of the opinion that business education has come a long way in Nigeria; adding that its major milestones included the Phelps-Stokes Commission of 1925, which examined and advised on the educational policies of the colonial masters, it is noteworthy that it is still a relatively new development in the educational delivery system of our country. Confirming this, Nzerem (2012) therefore revealed that until this moment, it has not been fully developed. There is no doubt, that many people are ignorant of business education and its teacher. Due to this ignorance, Nzerem (2012) posited that many people still see it as an advanced form of the commercial institute. Although the concept “business education” is frequently used in the recent time, it is still in semantic flux. This has made it impossible for a generally

acceptable meaning of the term to be difficult to arrive at. Business education is education for and about business and as well as education for business teachers. It is a set of instructions which prepares the students for jobs in business world (Nzerem, 2012). It emphasizes office skills in areas such as accounting, shorthand, typewriting, secretarial duties, business methods, etc. (Igwe, 2012). In most cases, business education is wrongly interchangeably used to mean the same thing with such terms like business administration, business management and business studies. It is entirely different from these concepts. It is simply an educational programme in one part. On the other hand, it is an aspect of educational process that provides an individual with the pedagogical and business competences necessary for the teaching and practicing of business concepts, knowledge; attitudes and skills for personal use, for entry into business world as employer or employee and for participation as a business teacher. Business education is a sub-set of vocational education, which has a major role to play in the total development of the country (Nzerem, 2012). Vocational education was defined by the New Standard Encyclopedia, according to Nzerem (2012) as the training of persons for specific occupations. It includes the learning of

any kind of profitable and useful work. This implies that vocational education aims at training the youths and unemployed persons for jobs and helps workers to upgrade or extend their jobs skills. A critical examination of these definitions of the terms “business education” and “vocational education” provides that the meanings of the concepts are in line with two of the Nigerian educational aims and objectives as contained in the National Policy on Education, according to FRN (1998) as follows:

1. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society
2. The acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for individual to live in and contribute to the development of his society.

It is worthy of note that one of the objectives of vocational and technical (business education not excluded) according to FRN (2011) is to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant. Unfortunately, youths of Niger Delta origin on like their counterparts in other states in Nigeria queue

up searching for paid employment in the civil service, public corporations and private business enterprises (Okala, 2015). One of the reasons for this situation may be that the educational and training policies adopted in Nigeria had not been properly geared towards the needs of the people as well as the economic growth of the nation (Oladebo, 2012). Hence, emphasis is not placed on entrepreneurship education in Nigerian educational curriculum (Inyamah, 2012; Ohaegbulem, 2012). From the foregoing, it is glaring that every youth should acquire entrepreneurship skills through business education programmes in all levels of our educational system to enable the beneficiaries be self-employed. That being so therefore, the need for the development of entrepreneurship skills through business education is absolutely necessary.

2.2.4 WAYS THROUGH WHICH BUSINESS EDUCATION CAN PROMOTE ENTREPRENEURSHIP IN NIGERIA

As noted earlier, Business education is an education for and about business. Entrepreneurship also focuses on identification and utilization of business opportunities, setting up and properly running

an enterprise. Based on these, the following are the ways through which Business education can promote entrepreneurship in Nigeria:

Identification of viable business opportunities

Business education equips the recipients with skills that would enable them to identify viable investment opportunities in their societies. Through this, they would be able to see opportunities where others see chaos. It would also equip them with skills that would make it possible for them to use the SWOT (strengths, weaknesses, opportunity and threats) analysis to function well as entrepreneurs. With this background in mind, it could be observed that Business education could promote entrepreneurship by prompting people to strive toward the utilization of the identified opportunities through taking calculative risks.

Skills for financial management

Accounting education is an integral part of Business education. It is thus, a potent tool for promoting financial prudence and business success. According to Adamu (2009), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affect

the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of Business education would therefore help toward proper keeping of financial records. It would also guide the entrepreneurs in cost analysis, inventory control and profit determination

Utilization of proper marketing skills

Inculcation of marketing skills is among the focus of Business education. According to Gidado (2011), marketers conduct surveys leading to the identification of people's needs and wants and develop products that would meet those needs and wants. This implies that Business education could promote entrepreneurship through making entrepreneurs to properly perform their entrepreneurial functions. This is because the knowledge of marketing would prompt them to make good use of the four-Ps of marketing namely; product, price, place and promotion. It is expected that this would lead to the development of sound product idea which would be translated into an acceptable product in the market. Similarly, if it is a business of trading, an understanding of the product mix will make an entrepreneur to procure products that will appeal to the customers. Finally, acquisition

and utilization of the right marketing skills will promote entrepreneurship by leading to proper and acceptable pricing of the product, making it available at the right place and time as well as using the right promotional technique(s) to stimulate customers to buy the product.

Skills for proper business management

Management is crucial to the success of any entrepreneurial effort. As deduced from Aruwa (2012), managerial incompetence of some Nigerian entrepreneurs is among the problems of entrepreneurship in Nigeria. Business education can therefore help in ameliorating this problem and thus a tool for promoting entrepreneurship. This is because attaining proficient skills in economics and management is among the aims of Business education. The acquisition of requisite management skills would make both current and potential entrepreneurs to successfully manage their ventures through the processes of planning, organizing, directing and controlling the available human and material resources. Similarly, their knowledge of economics is expected to make them to be rational and also ensure proper allocation and utilization of the available resources.

Avoidance of business failure

It is the desire of every entrepreneur to ensure that his business survives as a going concern. But some business ventures do not last long. According to Gana (2013), once a business ceases to be in operation, it is said to have failed. Based on the nature of Business education, it has the potentials of helping entrepreneurs to avoid business failure. This owes to the fact that it equips its recipients with skills for identifying the symptoms of business failure. Some of these symptoms include; declining sales, deteriorating working capital, declining profit and high debt ratio. With this information in mind, the entrepreneurs stand the chance of avoiding the failure of their businesses.

2.2.5 IMPORTANCE /ADVANTAGESS OF BUSINESS EDUCATION TO INDIVIDUALS AND NIGERIA AT LARGE

- Business Education is important to the nation because more people would have skills that can make them ready employers of labour. Dependence on the nation would be minimized as people become job creators.

- As people develop proper values towards work they tend to contribute more economically to the nation. For instance, the nation is divorced from violence, sexual immorality, pride, and corruption and examination malpractice among others.
- As individual citizens become judicious spenders, the country gains by way of investing excess resources on meaningful projects that would lead to economic development. Today, we are talking about poor infrastructural facilities in our educational and health systems, this can be avoided if we spend wisely.
- If one understands one's right as a citizen of a country and enforces them the country would have less to worry about but would rather devote more time and resources on development.
- If citizens of a country develop sound moral value then the country will be free from insecurity and peace will reign supreme. More people will invest in the country and there will be increased in growth and development.
- Business education has made it possible for those who want to be retrained in order to upgrade their skills and have access to education. In this way, people who finish secondary grammar

school with no saleable opportunity skills will have to acquire skills that make them become functional, through retraining programmers.

- Business education helps individuals attain self-independence and personal financial stability
- Business education provides employment opportunities as it aids in the utilization of natural resources
- Business education helps young people with potential to reduce the time spent on the streets searching for jobs
- It aids self-employment and reliability.
- Business education affects changes in personal and career attitudes (self-worth, teamwork, creativity, motivation etc.)
- Business education aids in wealth creation and poverty reduction.
- It aids economic growth and development of a nation.
- Entrepreneurial activities aids in increasing Gross Domestic product (GDP)
- It makes the economy attractive for Foreign Direct Investment.

- Business education aids in utilization of natural resources and stimulates the economy
- It gives individuals financial independence and financial freedom
- It promotes self-esteem, self-fulfillment and respect
- It improves the quality of life individuals.
- Business education aids in flexibility, allowing individuals to pace their schedules and spend more time with their families
- It sustains families and communities
- It increases entrepreneurial practices by members of society helps in reducing crime
- It Increases entrepreneurial practices among young people.
- It helps in checking moral decadence among undergraduate boys and girls.

From the points raised here it is important to embrace business education because it prepares the youths for the world of work and business. First you are free to take up teaching and second, to become a business person.

2.2.6 PROBLEMS OF BUSINESS EDUCATION IN NIGERIA

Lack of Adequate and Experienced Manpower

There is inadequacy of skilled and experienced manpower, which retard teaching and learning in most African countries, including Nigeria. The educational planning of these countries have come to be linked, in varying degrees, with economic planning and manpower needs of the economy. Sound, planning for a rapidly expanding industry like education requires the production of the right quantity and kind of manpower needed teaching and non-teaching staff (Bassey, 2012).

Teacher and Government/Parental Factors

Puyate (2015), further identified teacher's factors and government/parental factors as constraints to business education. On teachers factors specifically, there are lack of professional and experienced teachers, non-provision of adequate allowances for teachers, lack of teacher's motivation and non-cordial relationship between teachers and students. Lack of co-operation from parents, poor government appreciation of business education, inability of

parents to buy necessary books for the course and lack of government support for business education are the factors hindering business education.

Poor Funding

On poor funding Puyate (2015) maintained that such is responsible for non-availability of instructional materials which affects the running of business education programmes. Instructional materials according to Abraham and Abraham (2015), makes teaching and learning of business education. Research has shown that poor funding, staffing, lack of equipment workshops and prejudice against business education are responsible for unpopularity among students.

Inadequate of Infrastructure

Infrastructure in business education, teaching methodologies and tools, delivery mechanisms, facility and qualifications are very essential aids to effective instruction. The importance of physical facilities in teaching and learning cannot be overemphasized. Some scholars hold the view that students learn better when they explore an environment that is rich in materials. It is sad to note that such environment eludes

the business education programme in this nation. Most institutions of learning do not have lecture halls; where there are such halls they are not sufficient for the students.

Non-Functional Libraries

Our educational institutions lack befitting libraries. According to Ozigi (1977), every school requires a wide range of educational materials like textbooks, stationeries and other learning materials housed in the library to ensure instructional effectiveness. It is sad to note that here in Nigeria virtually none of the business education departments in our institutions can boast of a standard and well-equipped library.

Erratic Power Supply

Lack of constant electricity supply is another problem confronting business education in the country. Electricity is required to energize and power the machines in business education. Such machines are electric typewriters, fax machines, computers, photocopying machines and internet facilities. Many of the institutions that run business education courses are located in rural areas with no access to the national grid and not provided with power generating sets. It will be

pertinent to mention that areas where there is electricity supply by the Power Holding Company of Nigeria (PHCN), the power is unsteady and highly erratic. As a result of the epileptic nature of electricity to institutions of learning, business education course are only in theory without practical. This therefore, negates the objectives of business education, which amongst them is skill acquisition. Business education quite like any other educational innovation requires exert efforts. Most students of today are such that do not want to exert much energy in the development of manipulative skills demanded in business education. In the same vein, some business educators just collect salaries while working with little or no professional zeal and dedication. On the other hand, there are many in high and low places that view business education with indifference. It should be noted that indifference is closely associated with laziness.

Poor Curriculum Content

It is upper most in the minds of experts in the field of business education that the curriculum should respond to labour market trends and projection of manpower requirement. Unfortunately, business education system in this country has not been adequately responsive

to the changes in the labour market and the needs of various segments of the population. Training in most institutions appears to be highly concentrated in declining occupations while new and emerging occupations are not explored. Curriculum and instructional materials are not developed for new occupations and generally emphasis is on absolute and declining skills. The curriculum is also vast which most often is not completed before the end of the programme.

2.2.7 PROSPECTS OF BUSINESS EDUCATION IN NIGERIA

Apart from job opportunities, business education offers individuals vocational and professional preparation for business careers and teaching of business subjects. It also offers various individuals the opportunity to develop those skills, abilities and understanding that enable them to handle competently their professional affairs and assume their citizenship responsibilities. It provides individuals with the occupational intelligence to enable them fit into and find job satisfaction in a labour force of complex and dynamic economy. Business education helps in solving the problem of unemployment by turning out job creators instead of job seekers.

Furthermore, Osuala (2011) posited business education in the secondary schools should contribute to the general education of all individuals by providing basic business education and to the vocational education of individuals preparing for business careers by providing practical training in office and distributive occupations. Stressing the importance of business education Johnson (2012), stated that there is a strong argument that in the future everyone will need to have a business education. “Whatever you do in your professional life, the chances are that it will involve some business. Scientist, engineers, even artists, will inevitably have to understand at least the basic of business and probably a lot more”. According to Johnson (2012), the importance of business education hinges on the tools that will enable an individual make an immediate contribution to global business. Such tools are the ability to use the contingency approach in solving business problems, combining the best parts of several solutions into a unique and better solution:

1. Having a global perspective
2. Working with and learning from others

Business education helps in the development for many nations. It has played a vital role in the development of many European nations (Osuala, 2011). Business education reflects prawns education and experience; career needs, learning goals, and personal aspirations of student. It provides career guidance to adult students in increase their awareness of varied job opportunities and changing requirement for career entry and achievement. Role of business education include provision of training, which reflects changes in business brought about by technological advances. It prepares individuals for work in local business and other organizations as well as provides for wide ranging interest, abilities and goals of adult learners (Ehiametalor, 2012 and Osuala, 2011). Business education according to Osuala (2011), represents a broad and diverse discipline that is included in all types of educational delivery system, elementary, secondary, colleges and universities. Business education can begin at any level and can continue throughout the life span of an individual. Osuala (2011), identified additional roles of business education as;

1. It is educates individuals for and about business.

2. It provides continuous programme of planned learning experiences designed to equip individuals to fulfilled effectively three roles, which are:

a. To produce and distribute goods and service ad involves

b. To use results of production as consumers; and

c. To make judicious socioeconomic decision as citizens.

3. It provides career information that helps students relate their interest, needs and abilities to occupational opportunity to business.

4. It provides educational opportunities for students preparing for careers in filed other than business to acquire business knowledge and skills needed to function effectively in those careers.

2.3 EMPIRICAL REVIEW

Stella (2015) carried out a study on the roles of Business education on National economic development as perceived by youths in the federal capital territory Abuja: implications for counseling. The population of the study was all youths in the federal capital territory. The sample was made up of 180 youths, 100 males and 80 females randomly

selected from six area council of federal capital territory (FCT). The instrument for data collection was questionnaire. The finding of the study revealed that Business education, if well planned and implemented is very vital for national economic development. The research findings further showed that providing the counselor with school testing programmes will considerably aid him/ her in helping the students make appropriate vocational choices encouraging the students to create business opportunities, organizing seminars and symposium to discuss Business development programmes, taken the students to visit various Business centers. The relevance of this study to current study is that, the titles of both studies are on Business education, working towards the same direction. The instruments for data collection are also the same but differences in the study are as the designs of the studies. Whereas the study described above took place in Abuja this current study is Ijebu-Remo Education Zone of Ogun state. The design of the previous was descriptive survey method while this study is using correlation design. A study carried out by Mustapha, Umaru and Muhammad (2015) on assessment of entrepreneur skills acquisition in Business development center, Maiduguri metropolis, Borne state: implication for counseling. The

design of the study was descriptive survey design. The population comprised of students from the Centre for Business development 2014 session total of 250 students was sampled. Questionnaire was the instrument for data collection. The findings showed that, students agreed generally that, the training programme impacted positively on different aspect of their Business skills by making what is learnt in the programme more meaningful. The study also indicated that, there is a need for counseling services so as to resolve problems encountered during the training through counseling intervention. The previous study is similar with the present study; the studies are on how the Nigeria youths will be self – reliant, and the instrument of both studies questionnaires. The studies took place in different areas. This study area is Ijebu-Remo Education Zone in Ogun State while the previous study area was Maiduguri metropolis in Borno State. The two designs are not the same; this study is using correlation design while descriptive survey method was used for the previous study. The title of the previous study was ‘assessment of entrepreneur skills acquisition in Business development centre, Maiduguri metropolis, Borno State.’ This study is purely on business. Despite the differences, the previous study is very relevant to this as both studies are working towards

eliminating unemployment, poverty, stealing, kidnapping, roaming on the streets etc. Anyadike, Emeh and Ukah (2012) carried out a study on Business development and employment generation in Nigeria: Problem and prospects. Using secondary sources to derived data from previous researches and analyzes from scholars, Government Documents, newspaper magazines as well as Journal articles that are related to the subject. The study reveals that the challenges and obstacles facing aspiring Nigerian entrepreneurs including amongst others the following: constrained access to local and international markets stunt Entrepreneurial expansion and proliferation, severe infrastructure deceits (mainly of power and electricity) that hamstring both new and existing businesses. And inadequate access to finance and the absence of a viable credit policy that addresses the specific needs of enterprises. It further revealed that the prospect of Business development to generate employment notwithstanding the problems abound hence the government fully appreciates the opportunities Business creates for employment generation, their contributions to economic growth and development as well as constraints and difficulties in their operating environment. Araba, Steve and Omogbolahan (2012) carried a study on entrepreneurial education as a

tool for reducing unemployment in Nigeria. . The researcher adopted a mixed analysis of quantitative and qualitative parameters based on the survey design which relied on primary and secondary sources of gathering data through the use of questionnaires and interview instruments. The researcher used three hundred (300) undergraduates between 100 level and final level in two universities; covenant University, Ota and Federal University of technology, Akure. The findings of this research portrays a huge disparity between the perception and conceptualization of Business in the graduates of each University used in the study, this further highlights the significant impact of the system of teaching Business within the two Universities. The study shows the entrepreneurial education should be taught with field-oriented practical approaches, it was discovered that graduates from covenant University are more apt to creating value, and are more self-driven and willing to use opportunities available to them whether or not they have an employment. The study is relevant to the present study as both are interested in Business education of students. The differences are that the former study used universities and carried it out in Ota and Akure while the present study was carried out in secondary schools in Ijebu-Remo zone of Ogun State. Osorochi and

Ovute (2013) carried out a study on students' view on the impact of Business education on university functionality and global labour market competitiveness. The research design was survey method and the study was carried out in Michael Okpara University, of agriculture Umuodike, Abia state. The population of the study consisted all undergraduate in universities in south East Nigeria who have taken Business studies course between 2009/2010 and 2011/2012 academic sessions. 500 undergraduates were selected as sample for the study. The sample comprised of 273 males and 227 females. The instrument used was questionnaire. The study revealed that Business Education is contributing meaningfully towards the preparation of the students for global labour market competitiveness. The only main difference in both studies was that the previous study was on university students who have taken Business studies while the present study is on secondary school students who need awareness on Business education. A Study carried out on management of senior secondary education for Business development. The design of the study was descriptive survey while the area of the study is in Abia Education zone, Abia state by Ugwoke, Ibe and Muhammed (2013), using the population of 2034 teachers of public senior secondary

schools and a total number of 96 public senior secondary schools in Abia education zone of Abia. The population sample comprises 209 teachers (70 males and 139 females) of public senior secondary school. Instrument used for data collection was questionnaire. Mean and standard deviation were used for data analyzes. The result showed that conference, seminars, workshops, professional lectures, and teachers meeting are the staff development programmes that are prevalent for teacher's capacity building. The result also showed that inadequate funding of Business education, lack of required equipment for practical, non-availability of teachers and students' instructional guide, lack of Business skills by teachers, poor curriculum implementations and students wrong perceptions of Business subjects are problem facing Business development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 AREA OF THE STUDY

The study was conducted in Ijebu-Remo divisions of Ogun state, Nigeria. Ogun state is one of the states located in the southwestern part of Nigeria. Ogun state borders Lagos state to the south, Oyo and Osun states to the North Ondo and the Republic of Benin to the West. Ogun state is covered predominantly by rain forest and has wooded savannah in the Northwest (Aderoju,2015). Ijebu and Remo are two of the four divisions in Ogun State. The other two divisions are Egba and Yewa. The population of Ogun state is 3,751,140as at 2006 according to the National Population Commission of Nigeria.

3.1 SOURCE OF DATA COLLECTION

This study utilized both primary and secondary data. The primary data was generated through the field survey using structured questionnaire as a major research instrument. The secondary data on the other hand were obtained from relevant literatures ranging from textbooks, journals, articles, periodicals, seminar paper to dissertation.

3.2. SAMPLING TECHNIQUE

As a result of the inability of the researcher to effectively study the whole state under study, a representative number was chosen as the sample size population. One hundred (100) students were randomly drawn from 5 secondary schools in Ijebu-Remo division of Ogun state. These are; Ijebu-Igbo Girls Grammar School, Ijebu-Igbo (School A), Adeola Odutola College, Ijebu Ode(School B), Makun High School Sagamu (School C), Remo Methodist High school Sagamu(School D) and Molipa High School Ijebu-ode (School E) were used as the sample size.

3.3. METHOD OF DATA COLLECTION

In this study, questionnaire was the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire was structured in such a way that it provided answers to the research questions.

This instrument was divided into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research

questions and hypotheses in chapter one. Options were provided for each respondent to pick or tick one of the options.

3.4 METHOD OF DATA ANALYSIS

The analysis of the data collected was done using the simple statistical tool, percentage for the project work. A sample size of one hundred (100) was represented by 100% for easy analysis of the responses. Correlation, as a statistical tool, was used in testing for the hypothesis so as to predict what the relationship between the two variables should be. It is used in drawing and reaching conclusion by collecting the observed values from the questionnaire administered to respondents, testing the degree of freedom and carrying out a decision in determining the critical value of the hypothesis. The correlation equation is therefore presented below :

$$r = \frac{n\sum X y - \sum X \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2] [n\sum y^2 - (\sum y)^2]}}$$

Where x = independent factor

y = dependent factor

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

3.5 RELIABILITY OF INSTRUMENT

Anyanwu (2000) defines reliability as “the ability of a particular measuring instrument to yield similar result when applied to the same situation at different times.” The reliability of the instrument was determined by a reliability test through the use of pilot study. Test and pretest approach was adopted and the pretest was done using questionnaire administered to the respondents of the selected secondary schools. A total of twenty (20) copies of questionnaire were administered to five selected secondary schools in neighboring state, Lagos state. All the copies of the questionnaire distributed were completed and retrieved. Using the Pearson Product Moment correlation Coefficient, the reliability was found to be high, $r = 0.96$ showing that there is consistency in the items of the survey.

Table 1 Pearson – Product Moment Correlation Coefficient showing the reliability of instrument

Schools used in Lagos state for pilot study	First Average Response (x)	Second Average Response (y)	Xy	X ₂	Y ₂
School A	4	5	20	16	25
School B	5	4	20	25	16
School C	3	4	12	9	16
School D	3	4	12	9	16
School E	4	3	12	16	9
Total	19	20	76	75	82

Source: Field survey 2021.

Formula:

$$\frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

$$\frac{20(76) - (19)(20)}{\sqrt{20(75) - (19)^2(20(82) - (20)^2)}}$$

$$\frac{1,520 - 380}{\sqrt{(1,500 - 561)(1,640 - 400)}}$$

$$\frac{1,140}{\sqrt{(1,139)(1240)}}$$

$$\sqrt{\frac{1,140}{1,412360}}$$

$$\frac{1140}{1188.42}$$

$$= \underline{0.96}$$

3.6. VALIDITY OF THE INSTRUMENT

Onwumere (2005) defines validity as “the extent to which a measuring instrument on application performs the function for which it was designed.” Validity is determined by the degree of provision of correct response from sample objects by the relevant research design or research instrument. To ascertain the validity of the instrument, content validity was adopted, in which the researcher subjected the instrument to face validity by giving it to two executives of Ministry of Education, Lagos State, who examined the items and made sure they were in line with the objectives of the study. The structure and language of the questionnaire were modified in the light of their corrections. The instrument was structured in such a way as to minimize the effect of errors like inconsistency and ambiguity.

3.7. LIMITATION OF STUDY

Issues of sampling error: Population specification error was limited as the population surveyed was well understood and was mainly selected students from the selected secondary schools in Ijebu-Remo division, Ogun State.

Selecting error was also limited as the participation was gotten by initiating pre-survey contact requesting cooperation, actual surveying and post survey follow-up with interviewing respondents.

3.8. SAMPLING PROCEDURE

The sampling method adopted in this study was the simple random sampling method and questionnaire was distributed among the 20 students drawn from each of the five (5) schools to form the total population of 100. Hence, the population of the study consists of 100 students selected from Five (5) secondary schools in Ijebu-Remo division Ogun State.

TABLE 2 SHOWING SCHOOLS AND NUMBER OF QUESTIONNAIRE ALLOTTED

Selected Schools in Ijebu-Remo division Ogun state	No of questionnaire shared	No of questionnaire returned	No of questionnaire not returned
Ijebu-Igbo Girls Grammar School(School A)	20	20	0
Adeola Odutola College Ijebu-ode (School B)	20	20	0
Makun High School Sagamu (School C)	20	20	0
Remo Methodist High School (School D)	20	20	0
Molipa High School Ijebu-ode(School E)	20	20	0
Total	100	100	0

CHAPTER FOUR

4.1 DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter deals with the presentation and analysis of the result obtained through questionnaires. The data gathered were presented according to the order in which they were arranged in the research questions, simple percentage and pie graphs were used to analyze the demographic information of the respondents while spearman rank correlation was adopted to test the research hypotheses.

BIO DATA OF RESPONDENTS

Table 3 gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	60	60.0	60.0	60.0
female	40	40.0	40.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table3 above shows that 60 respondents which represent 60.0percent of the population are male while the remaining 40 respondents which represent 40.0 percent of the population are female.

Table 4: Age grade of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 15years	10	10.0	10.0	10.0
16-20years	75	75.0	75.0	85.0
21-25years	10	10.0	10.0	95.0
above 25years	5	5.0	5.0	100
Total	100	100	100.0	

Source: field survey, 2021.

Table 4 above shows that Ten (10) respondents which represent 10.0percent of the population are below 15 years. Seventy five (75) respondents which represent 75.0 percent of the population are between 16-20years.Ten (10) respondents which represent 10.0 percent of the population are between 21-25years. Five (5) respondents which represent 5.0 percent of the population are above 25years.

TABLES BASED ON RESEARCH QUESTIONS

Table 5 THERE ARE BUSINESS EDUCATION BENEFITS TO STUDENTS, OGUN STATE AND NIGERIA AS A NATION AT LARGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	40.0	40.0	40.0
Agree	50	50.0	50.0	90.0
Undecided	2	2.0	2.0	92.0
Disagree	3	3.0	3.0	95.0
strongly disagree	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 5 shows that 40 respondents representing 40.0 percent strongly agree that there are business education benefits to students and Nigeria as a nation. 50 respondents representing 50.0 percent agree that there are business education benefits to students and Nigeria as a nation. 2 respondents representing 2percent were undecided. 3 respondents representing 3.0 percent disagree that there are business education benefits to students and Nigeria as a nation while the remaining 5 of the respondents representing 5 percent strongly disagrees that there are business education benefits to students and Nigeria as a nation.

Table 6 BUSINESS EDUCATION OFFERS INDIVIDUAL TO DEVELOP THE SKILLS, ABILITIES AND UNDERSTANDING TO HANDLE BUSINESS AFFAIRS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	50	50.0	50.0	50.0
Agree	25	25.0	25.0	75.0
Undecided	5	5.0	5.0	80.0
Disagree	10	10.0	10.0	90.0
Strongly disagree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 6. shows that 50 respondents representing 50.0 percent strongly agree that business education offers individual to develop the skills, abilities and understanding to handle business affairs. 25 respondents representing 25.0 percent agree that business education offers individual to develop the skills, abilities and understanding to handle business affairs.5 respondents

representing 5.0 percent were undecided. 10 respondents representing 10.0 percent disagree that business education offers individual to develop the skills, abilities and understanding to handle business affairs while the remaining 10 of the respondents representing 10.0 percent strongly disagree that business education offers individual to develop the skills, abilities and understanding to handle business affairs.

Table 7 BUSINESS EDUCATION AND TRAINING HAS A SIGNIFICANT IMPACT ON THE TEACHING AND LEARNING OF BUSINESS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	50	50.0	50.0	50.0
Agree	30	30.0	30.0	80.0
Undecided	5	5.0	5.0	85.0
Disagree	10	10.0	10.0	95.0
strongly agree	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 7 shows that 50 respondents representing 50.0 percent strongly agree that business education and training has a significant impact on the teaching and learning of business. 30 respondents representing 30.0 percent agree that business education and training has a significant impact on the teaching and learning of business. 5 respondents representing 5 percent were undecided. 10 respondents representing 10.0 percent disagree that business education and training has a significant

impact on the teaching and learning of business while the remaining 5 of the respondents representing 5 percent strongly disagrees that business education and training has a significant impact on the teaching and learning of business.

TABLE 8 BUSINESS EDUCATION DEVELOPS IN THE STUDENTS A GOOD UNDERSTANDING AND AWARENESS OF THE ECONOMIC AND BUSINESS ACTIVITIES OF THE SOCIETY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	40.0	40.0	40.0
Agree	50	50.0	50.0	90.0
Undecided	2	2.0	2.0	92.0
Disagree	5	5.0	5.0	97.0
strongly disagree	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 8 shows that 40 respondents representing 40.0 percent strongly agree that business education develops in the students a good understanding and awareness of the economic and business activities of the society. 50 respondents representing 50.0 percent agree that business education develops in the students a good understanding and awareness of the economic and business activities of the society. 2 respondents representing 2 percent were undecided. 5 respondents representing 5.0 percent disagrees that business education develops in the students a good understanding and awareness of the economic and business

activities of the society while the remaining 3 of the respondents representing 3 percent strongly disagree that business education develops in the students a good understanding and awareness of the economic and business activities of the society.

TABLE 9 THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN BUSINESS EDUCATION/TRAINING AND TEACHING AND LEARNING OF BUSINESS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	40.0	40.0	40.0
Agree	30	30.0	30.0	70.0
Undecided	15	15.0	15.0	85.0
Disagree	10	10.0	10.0	95.0
strongly disagree	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 9 shows that 40 respondents representing 40.0 percent strongly agree that there is a significant relationship between business education/training and teaching and learning of business. 30 respondents representing 30.0 percent agree that there is a significant relationship between business education/training and teaching and learning of business. 15 respondents representing 15.0 percent were undecided. 10 respondents representing 10.0 percent disagree that there is a significant relationship between business education/training and teaching and learning of business while the remaining 5 of the respondents representing 5.0 percent strongly disagree that there

is a significant relationship between business education/training and teaching and learning of business.

TABLE 10 THERE ARE WAYS TO CURB THE CHALLENGES FACING BUSINESS EDUCATION IN SECONDARY SCHOOLS IJEBU-REMO DIVISION OGUN STATE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	50	50.0	50.0	50.0
Agree	15	15.0	15.0	65.0
Undecided	15	15.0	15.0	80.0
Disagree	10	10.0	10.0	90.0
Disagree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 10 shows that 50 respondents representing 50.0 percent strongly agree that there are ways to curb the challenges facing business education in secondary schools in Ijebu-Remo division of Ogun Nigeria. 15 respondents representing 15.0 percent agree that there are ways to curb the challenges facing business education in secondary schools in Ijebu-Remo division Ogun State Nigeria. 15 respondents representing 15.0 percent were undecided. 10 respondents representing 10.0 percent disagree that there are ways to curb the challenges facing business education in secondary schools in Ogun state while the remaining 10 of the respondents representing 10.0 percent strongly disagree that there are ways to curb the challenges

facing business education in secondary schools in Ogun state Nigeria.

Table 11 BUSINESS EDUCATION CREATES OPPORTUNITIES TO DEVELOP UNDERSTANDING OF VOCATIONAL OPPORTUNITIES AVAILABLE IN THE FIELD OF BUSINESS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	40.0	40.0	40.0
Agree	50	50.0	50.0	90.0
Undecided	2	2.0	2.0	92.0
Disagree	3	3.0	3.0	95.0
strongly disagree	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 11 shows that 40 respondents representing 40.0 percent strongly agree that business education create opportunities to develop understanding of vocational opportunities available in the field of business. 50 respondents representing 50.0 percent agree that business education creates opportunities to develop understanding of vocational opportunities available in the field of business. 2 respondents representing 2 percent were undecided. 3 respondents representing 3.0 percent disagree that business education creates opportunities to develop understanding of vocational opportunities available in the field of business while the remaining 5 of the respondents representing 5 percent strongly disagrees that business education creates opportunities

to develop understanding of vocational opportunities available in the field of business.

Table 12 BUSINESS EDUCATION ENABLES ONE TO BEGIN , PERFORM AND PROGRESS IN A BUSINESS OCCUPATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	50	50.0	50.0	50.0
Agree	25	25.0	25.0	75.0
Undecided	5	5.0	5.0	80.0
Disagree	10	10.0	10.0	90.0
Strongly disagree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 12 shows that 50 respondents representing 50.0 percent strongly agree that business education enables one to start perform and progress in a business occupation. 25 respondents representing 25.0 percent agree that business education enables one to enter, perform and progress in a business occupation. 5 respondents representing 5.0 percent were undecided. 10 respondents representing 10.0 percent disagree that business education enables one to enter, perform and progress in a business occupation while the remaining 10 of the respondents representing 10.0 percent strongly disagree that business education enables one to enter, perform and progress in a business occupation.

Table 13 THERE ARE PROBLEMS AFFECTING TEACHING AND LEARNING OF BUSINESS EDUCATION IN SECONDARY SCHOOLS INJEBU-REMO DIVISION OGUN STATE NIGERIA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	50	50.0	50.0	50.0
Agree	30	30.0	30.0	80.0
Undecided	5	5.0	5.0	85.0
Disagree	10	10.0	10.0	95.0
strongly agree	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: field survey, 2021.

Table 13 shows that 50 respondents representing 50.0 percent strongly agree that there are problems affecting business education in secondary schools in Nigeria. 30 respondents representing 30.0 percent agree that there are problems affecting business education in secondary schools in Ijebu-Remo division of Ogun state. 5 respondents representing 5 percent were undecided. 10 respondents representing 10.0 percent disagree that there are problems affecting business education in secondary schools in Ijebu-Remo division of Ogun state while the remaining 5 of the respondents representing 5 percent strongly disagrees that there are problems affecting business education in secondary schools in Ogun State.

RESEARCH HYPOTHESIS

Hypothesis 1

H₀: Business education and training has no significant impact on the teaching and learning of business.

H₁: Business education and training has a significant impact on the teaching and learning of business.

Level of significance: 0.05

Decision rule: reject the null hypothesis if the p-value is less than the level of significance, accept the null hypothesis if otherwise.

Table 12 Test Statistics

	Business education and training has a significant impact on the teaching and learning of business.
Chi-Square	10.160 ^a
Df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.3.

Conclusion based on the decision rule:

Since the p-value (0.000) is less than the level of significance (0.05), we reject the alternative hypothesis and accept the null hypothesis that Business education and training has a significant impact on the teaching and learning of business.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

There is no doubt about the fact that business education and training have the potentials to equip the students with the requisite knowledge and skills needed to establish and succeed in any business of their choice whenever they want to go into business. Therefore, the findings of the study reveal that;

1. There are business education benefits to students in Ogun state and Nigeria as a nation.
2. Business education offers individual to develop the skills, abilities and understanding to handle business affairs.
3. Business education and training has a significant impact on the teaching and learning of business.
4. Business education develops in the students a good understanding and awareness of the economic and business activities of the society.
5. There is a significant relationship between business education/training and teaching and learning of business.
6. There are ways to curb the challenges facing business education in secondary schools in Ijebu-Remo division, Ogun Nigeria.

7. Business education creates opportunities to develop understanding of vocational opportunities available in the field of business
8. Business education enables one to enter, perform and progress in a business occupation.
9. There are problems affecting business education in secondary schools in Nigeria.

RECOMMENEDATIONS

1. Government should endeavor to make available the needed resources to enhance the teaching and learning of business education in secondary schools
2. Government should also make some incentives available to students of business education to arouse their interest and attract many more into the area for overall economic development of the nation
3. Government should create an enabling environment for teaching and learning of business education in secondary schools.
4. Government should provide all the necessary training materials for students of business education in secondary school across the nation.

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APPENDIX 1

Department of Business education

Tai Solarin College of Education, Omu-ijebu

Ogun State, Nigeria.

Dear Sir / Madam,

REQUEUST FOR ADMINISTRATION OF QUESTIONNAIRE

I am an NCE student of Business Education Department, Tai Solarin College of Education, Omu-Ijebu, Ogun state.

I am currently carrying out a research on the topic“ **Evaluating the Role of Business Education and Training in the Teaching and Learning of Business**”

Therefore, your honest answer to these questions will be highly appreciated as they will be very helpful in the course of carrying out research the research.

I assure you that all information given will be specifically used for academic purpose and will be treated with ultimate confidence.

Thanks for your co-operation.

Yours faithfully,

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QUESTIONNAIRE

EVALUATING THE ROLE OF BUSINESS EDUCATION AND TRAINING IN THE TEACHING AND LEARNING OF BUSINESS (A CASE STUDY OF SECONDARY SCHOOL STUDENTS IN IJEBU-REMO DIVISION OGUN STATE)

Instructions:

Research questionnaire

Section A: Respondents demographics (please tick the appropriate response in the bracket provided)

General Information

1. Sex: Female () Male ()

2. Please indicate your age from the choices below
 - a. Below 15 years ()
 - b. 16-20 years ()
 - c. 21-25 years ()
 - d. Above 25 years ()

3. Kindly indicate your class by ticking below as appropriate
 1. Junior Secondary School ()
 2. Senior Secondary School ()

SECTION B

KEY:

- 1. Strongly Agree = (SA) - 1
- 2. Agree = (A) - 2
- 3. Undecided = (U) - 3
- 4. Disagree = (D) - 4
- 5. Strongly Disagree = (SD) - 5

S/NO	RESEARCH QUESTIONS	SA	A	U	D	SD
1.	There are business education benefits to students and Nigeria as a nation.					
2.	Business education offers individual to develop the skills, abilities and understanding to handle business affairs.					
3.	Business education and training have a significant impact on the teaching and learning of business.					
4.	Business education develops in the students a good understanding and awareness of the economic and business activities of the society.					
5.	There is a significant relationship between business education/training and teaching and learning of business.					

6.	There are ways to curb the challenges facing business education in secondary schools in Nigeria.					
7.	Business education and training have a big role to play on the learning and sustenance of a business					
8.	Insufficient and lack of quality Business education teachers is one of the challenges facing business education and training.					