

## **PREPARING QUALITY BUSINESS EDUCATION TEACHERS FOR THE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN KWARA STATE COLLEGES OF EDUCATION**

**BY**

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### **Abstract**

*Education has been accepted as the tool for community development and the only means which the mind-set of individual can be changed. This paper emphasises on qualities of Business Education Teachers for the implementation of business education curriculum in Kwara State Colleges of Education. The roadmap of teacher's education was discussed as well as the availability and utilization of instructional materials. The paper spells out the expectations of business education teacher in line with the NCCE and other stakeholders. It was brought to conclusion that, business education curriculum in colleges of education can be properly implemented by providing adequate and appropriate instructional resources and ensure that all the resources are effectively used. This will enable business education graduates of colleges of education to acquire sufficient practical and professional competency to become self-reliant citizens in society and in the nation at large.*

**Keywords: Availability, Utilization, Instructional resources, Business education and Curriculum**

### **Introduction**

Business Education is an aspect of vocational education in tertiary institutions, which is aimed at producing competent vocational education graduates. Business Education is an integral part of technical vocational education (TVE). Business Education is an aspect of vocational education which is designed to equip students with the knowledge, skills and attitude that are essential for gainful employment. According to Okoro (2013), Business Education is that part of the total educational process that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer. Business education is a program designed to inculcate and develop an individual in strengthening and changing his/her belief positively to be able to survive either in business environment or natural environment (Nuhu, 2018). Furthermore, Business Education includes education for office occupation, distribution and marketing occupation, business, teaching, administration and economic understanding. Business education as a course is offered in secondary school as Business Studies, colleges of education and in the universities. Subjects such as Book keeping, Commerce, Office practice, Shorthand and Typewriting are taught as Business Studies, in junior secondary schools. In Colleges of Education and Universities, Accounting, Management, Marketing and Secretarial Studies are the major options of specialization. The philosophy of Nigeria Certificate in Education (NCE), is to make the Business Educators understand the concept and philosophy of

the National Policy on Education as regards Business Education in national development (National Commission for Colleges of Education, NCCE, 2012).

The objectives of Business Education in Colleges of Education in Nigeria are to:

- a. Produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
- b. Produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
- c. produce NCE Business Teachers who will be involved in the much-desired revolution of vocational development right from the Primary and Secondary schools.
- d. Equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education.
- e. Equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment (NCCE, 2012).

In achieving the above objectives of Business Education programme in Colleges of Education in Nigeria, adequate human and material resources are needed for effective implementation of Business Education curriculum. Human and material resources play significant roles in the implementation of Business Education programme and when these resources are not adequately provided it may lead to the production of unemployable Business Education graduates. As such it is paramount that Business Education resources should be adequately provided using various approaches to compliment government effort towards improving resources in Colleges of Education in Kwara State.

However, it has been observed that tertiary institutions such as the universities and Colleges of Education, which offer Business Education in Nigeria are faced with dearth of instructional facilities, inadequate skilled teachers, low incentives given teachers to improve quality of teaching such as sponsoring of conferences, seminars, workshops and field trips (Odesanya, 2012). In support Igberadja (2014) posited that there are numerous challenges facing technical and vocational education and training in Nigeria such as poor provision of human and material resources by government, as well as poor government policy on technical and vocational education. Furthermore, Aigbepele (2011) reported that the challenges include inadequate basic infrastructural facilities, inadequate and ill equipped vocational educators, as well as limited resources, inadequate training of vocational teachers. These challenges technical vocational education have affected negatively the quality of teaching and learning which hinders the achievement of the laudable philosophy of Business education. The case of Colleges of Education in Kwara State regards poor and inadequate provision of Business Education resources might not be different, therefore, it is against these backdrops that this study seeks to identify various strategies that will help in improving Business Education resources in Colleges of Education in Kwara State.

The implementation of formal education in Nigeria at all levels is faced with different challenges which have led to the continued decline in the standard of education; this can be observed in the

competencies of graduates from Nigerian educational system. The case of Business Education at tertiary education level is not in exception, there are cases where Business Education graduates from Colleges of Education and Universities do not possess employable and occupational skills which are a prerequisite for employment. Many scholars believe that the case of Business Education graduates not possessing employable skills is as a result of the falling standard of Nigerian educational system that is characterized with inadequate human and material resources for effective implementation of Business Education curriculum. Consequently, in the face of economic recession in Nigeria and Kwara State in particular, where it is very difficult to pay staff salaries in tertiary institutions, not to talk of training and retraining programmes for staff. This situation of government not been able to pay salaries as at when due pose more challenges to provision, maintenance, and upgrading of Business Education resources in tertiary institutions. The question now is how Business Education resource can be improved in the face of economic recession in Nigeria through alternative sources of funding.

### **Implementing Business Education Curriculum**

Business education is one of the colleges of education program in Nigeria and the primary objective of the program is to provide the learners with employability skills and prepare them to function intelligently as consumers and citizens in a business economy (Okoli, 2010). Equally, Business Education is a sub-set of Vocational Education program offered at tertiary education level, which deals with the area of knowledge and competences needed by individuals to enable them to become worthy human beings and effective member of the society (Etonyeaku, 2012). On other hand, Njoku (2006) stated that business education aims at empowering students with desirable skills, knowledge and value to perform specific functions so as to become self-reliant, it helps the students to appreciate the world around them and contribute maximally to the social and economic development of the nation, it also empower students in such a way that they will develop their intellectual capacity which would help them to make informed decisions in all sphere of life. On the other hand, Onyeachu (2008) argued that the objectives any education program of any level of education cannot be achieved if the planned program is not well implemented. He further asserted that no matter how well a curriculum of any subject or course is planned, designed and documented, implementation is important. This is because the problem of most programs arises at the implementation stage.

Similarly, Amoor (2009) highlighted that a curriculum may be beautifully planned but will be of no relevance if it is not implemented. The author gives example that in Nigeria, there are beautifully planned and worthwhile curricula which have been crumbled and failed to produce the intended output due to improper implementation. Likewise, Afangideh, (2015) observed that business education curriculum in colleges of education is fraught with a lot of handicaps during implementation which hinder the business education students to acquire the necessary competencies, skills, and knowledge for self-reliant. But several studies suggested that successful implementation of curriculum at tertiary education level requires availability of instructional resources, and utilization of instructional resources (Acharu & Solomon, 2014). In view of the above arguments, the present study aims at examine the factors enhancing the implementation of business education curriculum in colleges of education in Kwara State. With a specific focus on availability of instructional resources and utilization of instructional resources. The study's

outcome will be relevant to the business education lecturers and students of colleges of education in terms of identifying factors enhancing the implementation of business education curriculum.

### **Availability and Utilization of Instructional Materials**

The effective curriculum delivery requires various types of resources; as stated by Ngozi, (2011) outlined number of resources for effective curriculum delivery as successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional materials or learning resources. Instructional materials generally make the teaching and learning process easier. They offer reality of experience, provide visual aspects to a process or techniques facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment. Therefore, it is the responsibility of the schools and their teachers to examine their roles in identifying, developing, evaluating, purchasing and sharing of learning resources. Teachers themselves should improvise learning materials from their homes and the school environment and fill their classrooms with them. They should equally note that the use of instructional materials helps to concretize the learning process. Instructional materials offer students and their teachers a good opportunity to relate theoretical knowledge to practical experiences in the class, thus imprinting learned materials in the minds of the young learners.

### **Instructional Resources in Business Education**

Instructional Resources in any teaching and learning environment cannot be over emphasized. This is for the fact that such materials enhance and make teaching and learning easy, lively, an effective teacher is the one who uses the relevant teaching material for easy transmitting of knowledge. Ofoegbu (2003) defined instructional resources as material use to supplement the normal learning process of listening, seeing and writing. Bongotons and Onyenwe (2010) mentioned that one of the pillars of a successful implementation of effective business education teacher is the availability and adequacy of teaching and learning materials. These materials are in form of facilities and equipment needed to foster skill development and allow for standards and quality products. In their view, availability or adequacy of teaching and learning materials implies that they are easily, readily, publicly and generally found and enough in quantity and quality for use. Unfortunately, one of the major challenges facing the colleges of education and indeed business education is inadequate infrastructural facilities; which are inadequate class rooms, laboratory equipment, inadequate teaching and learning resources. The above assertion is also supported by Ayelotan and Sholagbade (2014), when they mentioned that physical facilities and equipment are inadequate in the colleges of education offering business program. They further maintained that availability of appropriate infrastructural facilities will enhance students learning by allowing them to be involved in demonstrations and practices which will build and concretize their skills.

The NCCE (2008) classified resources in business education into the following: Physical Facilities (this includes classrooms, staff offices, libraries, typing laboratories, model offices and shorthand studios), Equipment and Supplies (this includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others), Personnel (this includes the lecturers, instructors, technologists, and other support staff). Instructional resources are vital inputs that promote learning. Instructional resources

according to Gustafson and Gasperini (2011) are those resources that the teacher and students use to influence the effectiveness of teaching and learning process. According to Ezeji (2015) instructional resources are those basic requirements that aid and facilitate effective school teaching and learning. Instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning. In business education, instructional resources include the business educators (teachers), typing laboratories, shorthand studios, model offices facilities, such as classroom, library, as well as equipment such as computers, typewriters among others.

**Office Accommodation:** No organization can function effectively without an office so also In the academic circle, the office It is described as a second home for teacher because much of the academic time is spent in the office engaging in one form of research, attending to students, preparing for lecture and other related academic matters.

**Typing Laboratory and Shorthand Studio:** Typing Laboratory and shorthand studio are essential to the teaching of business education program at any school level and the success of most of its courses is much dependent on the laboratory/studio and the provisions made for them. The teacher assumes a position of dispenser of knowledge with the laboratory/studio serving the function of drill or verification and at the other extreme; the teacher assumes the position of guide to learning and laboratory/studio as a place where knowledge is discovered.

**Books and Library:** The most used of self-instructional facility has been the book. The book is still the most economical, most easily accessible and means of conveying information and ideas, considering the cost, size and operating problems of most instructional media. It is indeed the primary and basic source of information and idea in business education.

**Model Office:** Model office is designed in such a way that it represents the actual operations happening in the real offices of a business situation. It is used to teach office clerical and secretarial practice. The model office is a simulation system which is used to enable business education students to experience working conditions and standards likely to be encountered in the real business offices after school. A business education model office usually has a receptionist, equipped with facilities and gadgets of a modern office. Minimum instructional resources needed to administer and run a business education program in the college of education as enshrined in NCCE (2008) document. Furthermore, in order to ensure that these minimum standards are maintained, the NCCE conducts a routine accreditation exercise of programs run in the colleges of education. The major objective of accreditation program according to National Board for Technical Education (2004) is to ensure that schools attain, sustained ultimately exceed the minimum standards in curriculum, staffing, physical facilities and equipment. But, Ukoh and Ahia, (2004) observed that in colleges of education, a lot of fraud is being perpetrated by management in the effort to meet the accreditation agency's stipulations. In their view, equipment and facilities are often borrowed only to be returned once the accreditation is over leaving the program not richer after the accreditation visit. This is the situation of many tertiary institutions in Nigeria. However, instructional resources have been observed as a potent factor to qualitative and quantitative education.

The importance of teaching and learning is the provision of instructional resources which cannot be over-emphasized. Facilities and equipment constitute a strategic factor in organizational functioning and determine to a very large extent the smooth functioning of any social organization or system including education (Oyinloye & Oluwalola, 2014). Similarly, availability and adequacy of instructional resources promote effective teaching and learning activities in schools while their inadequacy and/or unavailability may affect the academic performance of the learner negatively. The success of any system is a function of the available resources to run the system. Business education program as a system can only be effectively implemented with adequate educational resources. Teaching facilities and equipment help to stimulate the interest of the students. Whenever these facilities and equipment are optimally utilized, they generate greater students' interest in the learning system and also enhance retention of ideas. The realization of the objectives of any educational program depends on a number of factors such as the availability and adequacy of instructional resources. Moreover, in order to ensure an effective teaching and learning of business education program at all levels, it is important for the teacher to be thoroughly acquainted with the teaching recourses and service available to him. The component of instructional materials brings about improvement in the teaching and learning as well as permit teacher and students to interact as human being in a climate where people control their environment for their own best purposes (Olawale, 2010).

Therefore, instructional resources can provide member of a group with a common in -joint-experience. They also bridge language barriers and ease difficulties and at the end make the lesson more meaningful ideas more effectively and faster, likewise, they help to simplify and emphasize facts and clarify difficulties. They reinforce other teaching methods and materials. They improve the efficiency of other materials and effectiveness of teaching process.

### **Factors that Guide Teachers in the Selection of Instructional Resources**

According to Olawale, (2010) to enhance teaching and learning the teacher who wants to use instructional materials should consider the following variables as a guide for him or her in the selection of the types of resources to be use in order to achieved the desired objectives.

- i. Availability Before the date of use:** The teacher should sure of all the necessary materials need. This means that the materials should be in store and the teacher should look at it and test it before the day of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson for effective outcome.
- ii. Accessibility:** It is the duty of lecturers/teachers to ensure that the materials to be used as instructional material are not only available but also accessible. If they are already made materials, they should be within the reach of the lecturer/teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store keeper is nowhere to be found or the keys to the store have been misplaced, the instructional materials should be directly under your control.
- iii. Affordability:** The instructional materials to be used should be less expensive, the cost should be affordable in such a way that the school can afford it and make available for instructors to use.. It is of no use to say that something is available but not affordable due to high cost. There should be a budget for instructional, materials and when this is done the cost should not be outrage us, it should be within the budget of the school.

- iv. **Appropriateness:** The instructional material to be used should ensure the appropriateness of the materials for the intended learners. The materials to be used should equally be considered the materials should not portray an anti-social attitude. They should also be free from any bias, distortion or prejudice. If the material would need electric power, then an alternative should be sought out to avoid disappointment from electricity.
- v. **Qualitative:** The instructional material selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of “managing” with poor quality materials because he might not achieve the target objective.
- vi. **Suitability:** The instructional materials use by the teacher should be suitable for the ages, intelligence, and learning experience. At the same time ensure the appropriateness of the materials for the intended learners.
- vii. **Simplicity:** The instructional materials to use by the teacher should be simple to operate, handle or manipulate. The teacher should test the materials and ensure they are in good working condition before the actual date of use. There should not be any technical problem and where electricity is to be used adequate provision should be made for an alternative power. No teacher should use electricity failure as an excuse for non-performance. In a situation where an instrument demands the hands of a technician, he (the technician) should be on hand and the teacher should have an insight into the operation of the instructional materials as a key agent to the learners.

### **Instructional Resources for Effective Business Education Curriculum Implementation in Colleges of Education**

Instructional resources are materials that enhance the effectiveness of the study of business education. This modern time, when most business organization advertises for vacancies, they indicate specifically that prospective applicants with the knowledge of computer and word processing will be at advantage. This is because the use of technology has come to rule today's office work and if business education is directly linked with the operation of the office, it therefore, becomes mandatory for anyone going through the business education program to have touched upon the aspect of information technology which should be included in any business education program. This make it imperative for national commission for colleges of education who is the overseer of all colleges of education in Nigeria to review the curriculum of NCE business education in order to meet the needs and requirement of the labor market so that the trainees are employable in any business office after the training. Also teachers in business education program are to make use of the following resources for effective curriculum implementation as stipulated in NCCE minimum standard (2012).

- a) **Classrooms:** Space that would take thirty (30) students conveniently with sufficient room for passage within the classroom space should be made available for each lecture and seminar for each subject.
- b) **Laboratories/Studios:** At least, one (1) each of typing-pool, shorthand laboratory, model office and Information Technology room must be available.
- c) **Staff offices:** Each senior staff should be provided with a furnished office. The HOD should be provided with a computer facility. There should also be an office for support staff (typists, clerks,) with relevant equipment e.g. typewriters, reproduction machines, etc.

- d). **Books in the Library:** There must be enough books in the library to cover all the areas of the subject to the ratio of one student to ten books. A Departmental Library is compulsory for effective management of the program.

### **Conclusion**

This paper conceptualised on preparing business education students on the implementation of business education curriculum in colleges of education in Kwara State. The discussion shows that availability and utilization of instructional resources have significantly enhance the implementation of business education curriculum in colleges of education. Therefore, business education curriculum of colleges of education which is fraught with a lot of handicaps during implementation and that hinder the business education students to acquire the necessary competencies, skills, and knowledge for self-reliant could be properly implemented to enable business education graduates of colleges of education to acquire some sufficient practical and professional competencies to become a self-reliant citizen in society.

### **Suggestions**

The role of business educators in developing both human and nation cannot be overemphasized. For the business education courses and practices to be successfully taught following the curriculum in our institutions, the following suggestions should be taken into considerations:

- Business education curriculum should be reviewed time to time and make flexible in order to meet up with issues in the business world.
- The use of ICT and other innovative technology in delivering business education courses should be adopted.
- There should be timely capacity building for lecturers/teachers in business education, so they meet up with expectations and follow the trend in the business environment.
- Government at all levels should increase the budget on education and re-strengthen the manpower, so greater achievement can be recorded.
- Since business education is dynamic in nature, business educators should be trained, retrained and exposed to relevant educational technology used in teaching and learning.

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