



ASSESSMENT OF THEORETICAL AND PRACTICAL CURRICULUM CONTENTS FOR INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION IN RIVERS STATE UNIVERSITIES

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ABSTRACT

The study assessed the theoretical and practical curriculum contents for instructional delivery of Business Education in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was all 51 Business Education lecturers in the two Rivers State owned universities, namely; Rivers State University, Port Harcourt (RSU) and Ignatius Ajuru University of Education (IAUE). No sampling technique was used since the population was small and manageable. The Instrument used for data collection was a structured questionnaire titled “Assessment of Theoretical and Practical Curriculum Content for Instructional Delivery of Business Education Questionnaire” (ATPCCIDBEQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .88 was obtained. The instrument was validated by one expert each from the Department of Business Education, Educational Management and Measurement and Evaluation, all of Faculty of Education, Rivers State University. All copies of the questionnaire were retrieved and analyzed using mean for the research questions and t-test for the hypotheses at 0.05% level of significance. The results obtained indicated that instructional delivery of Business Education is theoretically and practically based in both institutions studied. Thus, the study recommended that government and relevant stakeholders should make available the required funds and facilities to promote theoretical and practical instructional delivery of Business Education which will help build the needed self-reliant skills amongst Business Education graduates.

KEYWORDS: *Assessment, Curriculum, Instructional Delivery, Business Education*

INTRODUCTION

Education generally prepares people to live and adjust to their changing environment. People who are successful in life with respect to business have a combination of education and experience as it relates to the idea and principles of business. Successful individuals in the business environment usually have a mix of education and experience relating to business concepts and principles. Business education involves teaching students the fundamentals, theories and processes of business. Today, students have their skills through practical experience, which is a part of business education through teaching practice and Students Industrial Work Experience Scheme (SIWES). Business education offers intellectual and vocational preparation for people to fit into industrial, business and office occupations and to contribute meaningfully to the development of the national economy. According to Ubulom and Dambo (2016) it is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing individuals to adequately fit into both industry and classroom as a professional. It is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. Val-Ossai and Akpomi (2017) viewed Business Education as a programme in education that prepares students for entry into and advancement of jobs within the business environment; which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. Thus, it is essentially education for and about business. Considering the present day business education programmes in our schools. Okiridu (2017) define Business Education as a tripartite programme of instructions which prepares the recipient or the learner to be (TOS) ‘T’ stands for a teacher, ‘O’ for an operator while ‘S’ is to be self reliant.

Business education programmes are offered at the levels of basic education, senior secondary school, Colleges of Education, Polytechnics and Universities in Nigeria. However, this study focuses on Business Education in universities. The primary goal of the Business Education programme is to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Ajisafe, Bolarinwa & Edeh, 2015). Thus, an effective Business Education programme is one that should be built on a solid theoretical and practical foundation with relevant curriculum contents that will help learners in achieving the required skills and competencies needed for engagement in the business world.

Curriculum is often the object of reforms intended to broaden its mandate with a view to

encouraging greater standardization and consistency across board. Aquah (2014) asserts that the word curriculum was derived from the Latin word “Currus” which connotes a “run way” or “running a course”. It is a course of study in schools and colleges. It is a document which comprises the goals and objectives of a particular course of study; the subject matter or content; the learning; the learning experiences and evaluation. In addition, any comprehensive curriculum usually spells out the materials/resources required to enhance teaching and learning. Curriculum is broadly defined as the totality of student experiences that occur in the educational process. It may incorporate the planned interaction of pupils with the instructional contents, materials, resources, and processes of evaluating the attainment of educational objectives. Offorma (2009) viewed curriculum as a document, plan, or blue print or an instructional guide which is used for teaching and learning to bring about desirable learner behavioural change. It is an instrument by means of which schools seek to translate the expectations of the society in which they function into concrete reality. Accordingly, Amadioha (2016) is of the view that a curriculum is an embodiment of all knowledge, skills and attitudes which a nation through her schools, imparts to her citizens; Knowledge here means all facts, theories, principles/generalizations and rules needed to be acquired for a student to be certified as competent in a field. Hitherto, Esene (2012) asserted that the ability to acquire relevant knowledge and skills is one key quality of university business education curriculum. In line with the National Policy on Education, Business Education department of Rivers State University tends to produce teachers who can teach all business subjects in secondary schools and be employed on public and private sectors. To advance this philosophy the department has the following objectives:

- a) To produce teachers to teach business subjects in secondary schools
- b) To produce teachers who will engage in professional studies in Business Education
- c) To produce strong advocates and promoters of viable industries and business enterprise
- d) To enable graduates of the programme to have an intelligent understanding of the increasing complexity of business.

Willy (2009) opined that educational theory comprises concepts, frameworks, ideas, and principles that may be used to interpret, explain, or judge intentions, actions, and experiences in educational or educational-related settings. It is a learning environment with materials, tools and actors in which a profession is practiced. The professional worker in that environment is trained to act professionally, that is to say to act adequately on the basis of practical knowledge. In this study theoretical content of

Business Education is made up of basic knowledge taught and derived from different courses that is in line with the objectives of the programme. While practical content comprises the application of real life situations, materials and facilities towards the achievement of the set objectives. Though, Iseniya (2009) observed that the Business Education curriculum is theoretically based and not meeting employer’s demand; on the same vein Okoro (2013) revealed that Business Education curriculum are technologically based, provide opportunities for individuals instructions, provision of relevant knowledge and skills, make provision for maximum use of equipment and productivity, practically based and provide career opportunities.

STATEMENT OF THE PROBLEM

Business education as an indispensable aspect of vocational education accords students the opportunity to acquire the needed skills to have gainful employment and also to be self-reliant by contributing meaningfully to the economic growth of the society. Unfortunately it has no humble beginning, as it is been confronted by lots of problems especially short of manpower to run the programme, definitional problem and Administrators see it as too expensive to run, Government and Administrators do not provide enough money, equipment, infrastructures and facilities to run the programme. Manpower problem arises as a result of those whose foundation or first degree is Business Education but deviate from the programme in their Masters and PhD degrees to update in related areas as a result of the quest to have higher degree and the proximity of their abode and where to obtain the Business Education degree. These sects of people as at today are the Administrators and designers of Business Education curriculum. They employ their types with disjointed degrees and also design the curriculum to make them relevant in the field; this has resulted to definitional problem hence the programme is been approached in diverse angle with reference to areas of specialization. This monster has become an institutional problem as schools design the curriculum to their taste without uniformity, Rivers State University call it Business Educationa while Ignatius Ajuru call it Business Studies. The researchers tend to address the effectiveness, relevance, and functionality

of the curriculum and curriculum materials used in the educational process if the delivery of Business Education is based on the required theoretical and practical contents.

PURPOSE OF THE STUDY

The objective of this study was to assess the theoretical and practical curriculum contents for instructional delivery of Business Educators in Rivers State universities.

Specifically the study sought to;

1. Determine the extent to which Business Education is theoretically delivered in Rivers State University and Ignatius Ajuru University of Education.
2. Determine the extent to which Business Education is practically delivered in Rivers State University and Ignatius Ajuru University of Education.

RESEARCH QUESTIONS

The following research questions guided the study;

1. To what extent is Business Education theoretically delivered in Rivers State University and Ignatius Ajuru University of Education?
2. To what extent is Business Education practically delivered in Rivers State University and Ignatius Ajuru University of Education?

HYPOTHESES

The following hypotheses were tested;

1. There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent to which Business Education is theoretically delivered.
2. There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent to which Business Education is practically delivered.

METHODOLOGY

The research design used in conducting the study was descriptive survey. The population for the study was all 51Business Educators drawn from the two Rivers State universities as reflected in the table below;

Table 1: Population Distribution

S/No	Institutions	No. of Bus. Educators
1.	Rivers State University	11
2.	Ignatius Ajuru University of Education	40
TOTAL		51

Source: Registry of the various institutions, 2019

The entire population was used for the study since the size was manageable; no sampling was required. The instrument used for data collection was a structured questionnaire titled “Assessment of Theoretical and Practical Curriculum Contents for Instructional Delivery of Business Education Questionnaire” (ATPCCIDBEQ). The instrument provided responses to the two research questions with 10 items and a 4-point rating scale weighted as “Very High Extent” (VHE) – 4 points, “High Extent” (HE) – 3 points, “Low Extent” (LE) – 2 points and “Very Low Extent” (VLE) – 1 point was used. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts; one from the Department of Business Education, one from Education Management and one from Measurement and Evaluation, all of Faculty of Education in Rivers State University. To ensure the

consistency of the instrument, the test-retest method of reliability at an interval of 14 days was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .88 was established. All copies of the questionnaire were retrieved and used for the study. Mean was used to analyse the research questions posed for the study; a mean score of 2.50 stood as the benchmark for acceptance, while t-test was used to test the null hypotheses formulated for the study at 0.05% level of significance.

RESULTS

Research Question 1

To what extent is Business Education programme theoretically delivered in Rivers State University and Ignatius Ajuru University of Education?

Table 2: Mean ratings of respondents on extent to which Business Education is theoretically delivered.

S/N	STATEMENTS	(N=11) RSU			(N=40) IAUE		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Course contents are explained and introduced at the beginning of each course.	2.67	0.94	HE	2.69	1.02	HE
2	Key concepts used in various courses are properly defined.	2.78	0.99	HE	2.55	0.98	HE
3	Teaching/Learning principles are taught.	2.69	1.02	HE	2.67	0.94	HE
4	Office practices are well described.	3.40	0.86	HE	3.16	1.06	HE
5	Use of various business machines is explained.	2.78	0.90	HE	2.90	1.26	HE
	TOTAL	14.32	4.71		13.10	5.26	
	GRAND	2.86	0.94		2.62	1.05	HE

Source: Research Data, 2019.

The data in table 2 shows the grand mean of 2.86 for Rivers State University (RSU) and 2.62 for Ignatius Ajuru University of Education (IAUE); this indicates that course contents are properly explained and introduced at the beginning of each course; key concepts used in various courses are properly defined; teaching/learning principles are taught; office practices are well explained and the use of various business machines is described. Thus, Business

Education is theoretically delivered to a high extent in the both institutions studied.

Research Question 2

To what extent is Business Education programme practically delivered in Rivers State University and Ignatius Ajuru University of Education?

Table 3: Mean ratings of respondents on extent to which Business Education is practically delivered.

S/N	STATEMENTS	(N=11) RSU			(N=40) IAUE		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
6.	Teaching practices are observed.	3.68	0.67	VHE	3.50	0.86	VHE
7.	Business machines are used practically in classroom situations.	3.87	0.37	VHE	3.36	0.94	VHE
8.	Students are made to practice distributive trade.	3.74	0.49	VHE	3.28	1.00	VHE
9.	Office records and writing of memos are practiced.	3.54	0.88	VHE	3.16	1.06	VHE
10.	Students undergo industrial trainings.	3.51	0.95	VHE	3.18	1.05	VHE
TOTAL		18.84	3.36		16.48	4.91	
GRAND		3.66	0.67		3.29	0.98	VHE

Source: Research Data, 2019.

The data in table 3 shows that the respondents rated all 5 items in the table high in terms of practical delivery of Business Education. Thus, it indicates that teaching practices are observed; business machines are used practically in classroom situations; students are made to practice distributive trade; office records and writing of memos are practiced and students undergo industrial trainings as indicated in the grand mean of 3.66 for Rivers State University (RSU) and 3.29 for

Ignatius Ajuru University of Education (IAUE) respectively.

Hypothesis 1

There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent to which Business Education is theoretically delivered.

Table 4: t-test result of the difference in mean ratings of respondents on extent to which Business Education is theoretically delivered.

Group	N	Mean	Sd	Df	L/significance	t-cal	t-tab	Remark
RSU	11	2.86	0.94	49	.05	0.73	1.68	Accepted
IAUE	40	2.62	1.05					

Source: Research Data, 2019.

The data in table 4 shows that at 5% level of significance with 49 degree of freedom, the calculated 't' value of 0.73 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education

on extent to which Business Education is theoretically delivered.

Hypothesis 2

There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent to which Business Education is practically delivered.

Table 5: t-test result of the difference in mean ratings of respondents on extent to which Business Education is practically delivered.

Group	N	Mean	Sd	Df	L/Significance	t-cal	t-tab	Remark
RSU	11	3.66	0.67	49	.05	1.42	1.68	Accepted
IAUOE	40	3.29	0.98					

Source: Research Data, 2019.

The data in table 5 shows that at 5% level of significance with 49 degree of freedom, the calculated ‘t’ value of 1.42 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on extent to which Business Education is practically delivered.

DISCUSSION OF FINDINGS

One of the findings of this study was that courses are properly explained and introduced; key concepts used in various courses are properly defined; teaching/learning principles are taught; office practices are well explained and the use of various business machines are described. This indicates that Business Education is theoretically delivered to a high extent in both institutions studied as responded by the respondents in table 2. This finding supports the findings of Iseniyi (2009) who asserted that the Business Education curriculum is theoretically based. This means that a lot of efforts are put in place to theoretically deliver Business Education.

The study also revealed that teaching practices are observed; business machines are used practically in classroom situations; students are made to practice distributive trade; office records and writing of memos are practiced and students undergo Industrial Trainings. This indicates that Business Education is practically delivered to a high extent in both institutions studied as responded by the respondents in table 3. This finding aligns with Okoro (2013) who opined that Business Education curriculum are technologically based, provide opportunities for individual instructions, provision of relevant knowledge and skills, make provision for maximum use of equipment and productivity and practically based. In this case graduates of Business Education are supposed to be competent in use of business machines and productive in the world of business as against the assertion of Aquah (2014) who opined that Business Education graduates who are employed are found to be unable to carry out their assigned duties without further training.

CONCLUSION

Curriculum is an embodiment of knowledge, skills and attitudes which is imparted to the learner through education. By “knowledge”, we mean all facts, theories, principles/generalizations and rules needed to be acquired for a student to be certified as competent in a field. Also, curriculum involves the acquisition of skills needed to perform tasks. Thus, Business Education as a skill acquisition programme is one that should have a strong theoretical and practical based curriculum contents that will aid the effective implementation of the programme in terms of meeting its set objectives as it is currently been practiced in the both institutions studied.

Recommendations

1. Business Education programme planners should ensure that the theoretical content is improved upon and reviewed at intervals to meet with international acceptable standards in other to maintain the relevance of the programme.
2. The practical content of Business Education should be considered very important and activated at all times to enable business education graduate possess the requisite skills needed to function in the world of business.
3. Government and relevant stakeholders should make available the needed facilities and funds to drive the practical implementation of Business Education.

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