

Skills Building in Business Education for National Development

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Abstract

The study examined the extent to which business education programme could predict national development in Nigeria. Four research questions were answered for the study. A descriptive survey research design was used. The population of the study comprised 1,926 Business Education undergraduate students for the academic session 2019/2020. Using stratified random sampling technique, a total of 250 business education undergraduate students were selected as study sample size. This represents 13% of the population figure. Researchers Instrument tagged Business Education and National Development Questionnaire (BENDQ) with 0.853 as reliability coefficient was used for data collection. Descriptive statistics of mean and standard deviation were used to answer research questions 1 and 4. Research 2 and 3 were answered using PPMC. Decisions were made at .05 significance level. The findings revealed that business education programme to certain extent has promotes skills building for rational decisions in the business world, creativity skills and knowledge for effective management of business operations, innovation that promote proficiency in operating business activities, increase in size of labour force, creation of economic awareness, promotion of students' career development, embedded appropriate work habits and social values and Improvement in entrepreneurship spirit. It was also observed that business education programme directly impact employment generation ($r = 0.622$, $p < .05$) and improved standard of living ($r = 0.85$, $p < .05$). Inadequate qualified business education lecturers, inadequate funding, shortage of needed materials and facilities, inadequate welfare package for staff (academic and non-academic), lopsided society perception of business education programme and poor nature of digital tools and technology usage were among the challenges confronting business education programme in national development. It was recommended that the government through university authority should recruited qualified personnel into the business education department to effectively implement the curriculum towards national development in Nigeria.

Keywords: Business Education, National Development, Employment Generation, Standard of Living, Skills

Introduction

The national development has been the contemporary issue in developing countries, most especially in Nigeria. National development connotes different meaning and definitions, but for the purpose of this paper, it refers to sustainable and comprehensive strategies to improve citizens' income growth, living standard, provision of quality education system and health for all. National development comprised all-round development a citizen of the nation needs live and enjoy rudiments of life.

This includes political, scientific, cultural, economic, maternal and social development. It also comprised additional efforts put in place by the people in the form of improve skills, knowledge, and stock of physical capital. National development relates to the steps taken to network all-round sectors of the nation to provide desire development that can guarantee growth in the form of employment generation, income growth, increase in per capita productivity, reduction in poverty reduction and economic inequality.

National development through employment generation refers to the process unemployed people become gainfully employed. That is, sustainable employment generation can predict direct outcomes on poverty reduction, increase household income

growth and also reduces economic inequality. It is assumed that employment generation through national development might promote increased in economic activity. In this manner, national development (employment generation) might play positive nexus influence on virtuous cycle of poverty reduction (Holmes, McCord & Hagen-Zanker, 2013). Every serious nation of the world desire poverty reduction among its people, however, previous evidences in Nigeria shows that the number of those in poverty has continued to increase. A standard of living refers to the amount and quality of material goods and services available to a given population. The standard of living includes basic material factors such as income, gross domestic product (GDP), life expectancy, and economic opportunity (Afolabi, 2015). National development might raise the material well-being for a society, improves standards of living and is the primary source of long-term economic prosperity.

However, Nigeria government and stakeholders in the economy have begun to search for sustainable ways towards national development for employment generation, poverty reduction and improve standard of living. The National Policy on Education (2018) stipulated that one of the ways to guarantee development of the nation is through education. Education here connotes education system that promotes skills development and guarantee self-reliance for it is end results. Business

education is educational programme design for building skills and knowledge sellable in the twenty-first century. It encompasses the education system that enhances attitude, competence, skills and knowledge of student. Eric (2006) sees business education as subset of vocational education aim to support the undergraduates with needed information and skills which are required and needed for successful work done either in public or private organisations. Theoretically, business education as subset of vocational education might prepare undergraduates for future self-reliance and own a successful business affair towards national development. However, business education is tailored towards achieving main three objectives such as affective, cognitive and psycho-motor development. These three-development agenda of business education might also prepare undergraduates intellectual ability and improvement in skills building for national development if all things been equal.

Statement of the Problem

Despite the laudable objectives of tertiary education programme, the circumstances surrounding national development indicators in Nigeria remained unsolved. It seems the actualization of the tertiary education programme objectives yet to be achieved and the challenges such as inadequate curriculum contents of the twenty-first century, poor implementation of the curriculum, poor planning, poor nature of ICT library, electricity issues among others might also be among the contributory factors hinder the set goals. Evidence have also shown that the current economic crises such as increase in poverty level, low in standard of living, among other could be reduce to the bearest minimum if business education programme could be supported by the government with necessary and needed quality assurance. This was the researchers view to examine the extent to which business education programme could predict national development in Nigeria.

Objectives of the Study

The main objective of the study was to examine the extent to which business education programme could predict national development in Nigeria. Specifically, the study investigated the:

1. benefits of business education programme for national development.
2. relationship between business education programme and employment generation.
3. relationship between business education programme and standard of living.
4. challenges confronting business education programme in national development.

Research Questions

1. What are the benefits of business education programme for national development in Nigeria?
2. Is there any significant relationship between business education programme and employment generation?
3. What is the relationship between business education programme and standard of living?
4. What are the challenges confronting business education programme in national development?

Review of Related Literature and Theoretical Framework

Human Capital Theory

The current study was drove by human capital development theory. The theory was postulated by Adam Smith in the 18th century and seconded later by Gary Becker, an economist and Nobel Laureate from the University of Chicago, Jacob Mincer. The theory was based on education that can transformed students' habits, knowledge, social and personality attributes including creativity embodied in the ability to perform labour to produce economic value that can predict national development indicators in the future. The implications of this theory to the current study was that business education programme is concerned with building skills, competence, knowledge and experiences that can lead to sustainable national development.

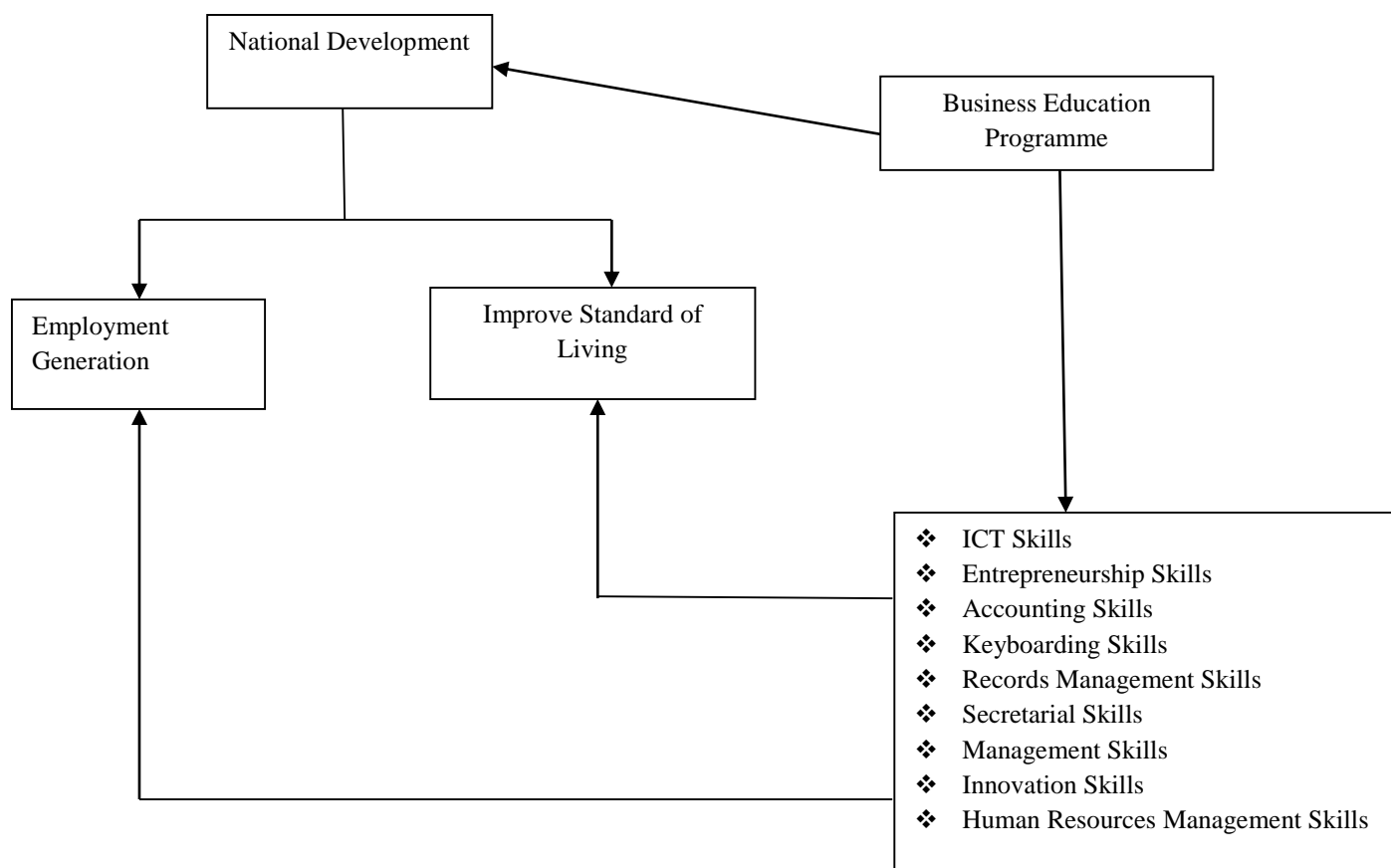
Empirical Review

Ogbonnaya (2020) investigated the nature of education system and national development in Nigeria. Contextual analysis was used by the author to collect needed data for the study. Ogbonnaya found out that Nigeria needs education system that can produce graduates with innovations ideas to competes with counterpart in development. Folorunso and Adebayo (2018) used literature approach to investigate issues and challenges in business education and national development in Nigeria. These authors concluded that despite the challenges facing business education programme, the multiplier effect on national development is positive. Okoli and Azil (2015) examined the effectiveness of business education programme towards building human capital development in Nigeria. Content analysis was used. They found out that business education programme has not been playing the rightful role it supposed to play in human capital development and this could be attributed towards many factors such as poor nature of curriculum and its implementation. Kingdom and Maekae (2013) investigated the Nigeria on the impact of education on the national development. Content analysis was adopted, and they revealed that what Nigeria educational system need now is education that trained graduates on skills building to self-sustainable development in long run. In the study of Nzekwe (2010) on the effect of business education on national development. This study used the opinions of academic staff of Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria. As reference point. However, primary method of data collection

was used. The author found out that business education is a viable programme that can aid national development.

Conceptual Model

Figure 1: The possible interaction between business education programme and national development indicators in Nigeria



Source: The Researchers, 2021

This study examined the extent to which business education programme could predict national development in Nigeria. Business education programme was proxied by ICT, entrepreneurship, accounting, keyboarding, records management, secretarial, management and innovation skills which served as independent variables of the study. National development in this study was measured using employment generation and standard of living.

Methodology

A descriptive survey research design was used, because the opinions of the people are collected towards providing answers to the study objectives. However, the study was conducted in Tai Solarin University of Education, Ogun State.

The population of the study comprised 1,926 Business Education undergraduate students for the academic session 2019/2020. A total of 526 undergraduates were from 100 level, 560 from 200 level, 570 from 300 level and 270 from 400 level. Using stratified random sampling technique, a total of 250 business education undergraduate students were selected as study sample size. The basis for stratification was to prevent gender biased. This represents 13% of the population figure. Researchers Instrument tagged ‘Business Education and National Development Questionnaire (BENDQ) was used for data collection. The instrument was validated by 3 experts from Business Education, and Test and Measurement Departments in Tai Solarin University of Education. The reliability of the instrument was conducted out twice in Olabisi Onabanjo University (OOU), Ogun State and the data collected were subjected to Pearson Product Moment Correlation (PPMC) formula and yielded 0.853 as reliability coefficient. Descriptive statistics of mean and standard deviation were used to answer research questions 1 and 4. Research 2 and 3 were answered using PPMC. Decisions were made at .05 significance level.

Results and Discussion

Table 1: Gender distribution of the respondents

Gender	Frequency	Percentage
Male	118	47.20
Female	132	52.80
Total	250	100

Source: Field Survey, 2021

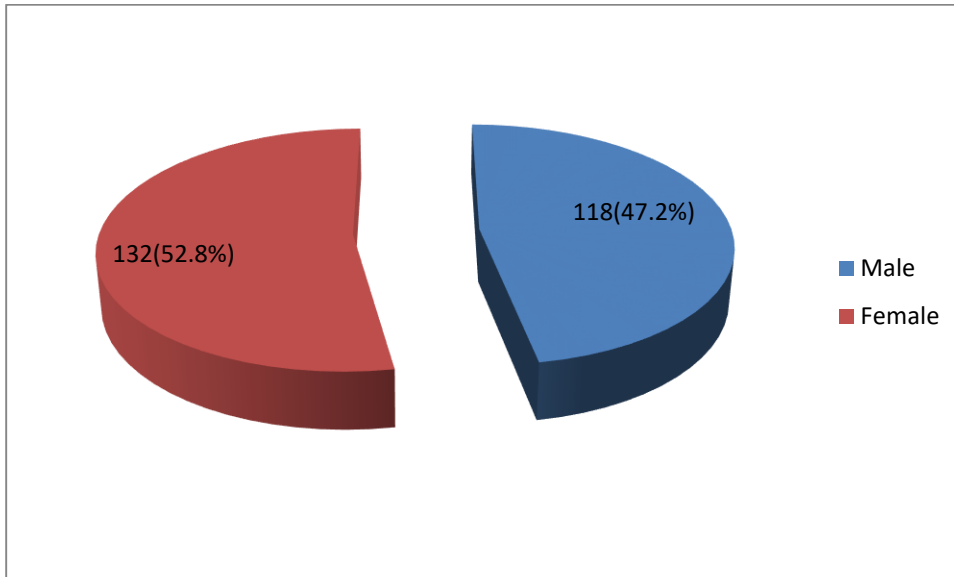


Figure 2: Pie-chart representing gender of the participants

Table 1 revealed that 132 participants representing 52.8% of the sample size were female and 47.2% were male. This implied that greater number of the respondents were female business education undergraduate students.

Table 2: Level distribution of the respondents

Level	Frequency	Percentage
200 level	79	31.60
300 level	88	35.20
400 level	83	33.20
Total	250	100

Source: Field Survey, 2021

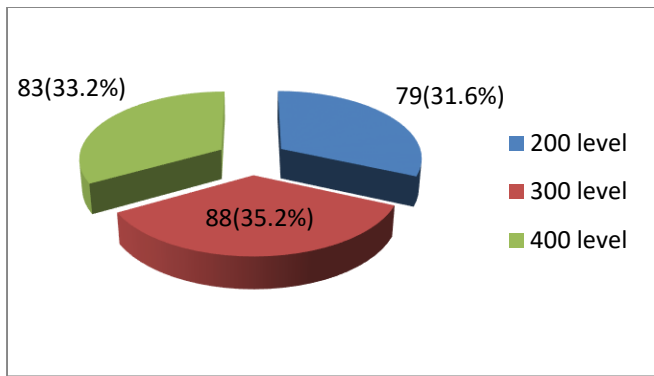


Figure 3: Pie-chart representing level of the participants

Table 2 indicated that 83 participants indicating 33.2% of the sample size were in 400 level, 31.6% were in 200 level and 35.2% were in 300 level. This implied that greater number of the respondents were 300 level business education students.

Descriptive Statistics of the Research Questions

Research Question 1: What are the benefits of business education programme for national development in Nigeria?

Table 3: Mean and standard deviation responses on the benefits of business education programme for national development in Nigeria

S/N	Items	Mean	SD	Remarks
1.	Skills building for rational decisions in the business world.	2.90	.950	Agreed
2.	Creativity skills and knowledge for effective management of business operations.	3.01	.712	Agreed
3.	Innovation that promote proficiency in operating business activities.	2.64	.948	Agreed
4.	Increase in size of labour force.	2.71	.819	Agreed
5.	Creation of economic awareness.	3.51	.756	Agreed
6.	Promotion of students' career development.	3.77	.641	Agreed
7.	Embedded appropriate work habits and social values.	3.81	.593	Agreed
8.	Improvement in entrepreneurship spirit.	3.71	.705	Agreed

Source: Field Survey, 2021

Table 3 revealed that respondents agreed that business education programme to certain extent has promotes skills building for rational decisions in the business world (2.90 > 2.50), creativity skills and knowledge for effective management of business operations (3.01 > 2.50), innovation that promote proficiency in operating business activities (2.64 > 2.50), increase in size of labour force (2.71 > 2.50), creation of economic awareness (3.51 > 2.50), promotion of students' career development (3.77 > 2.50), embedded appropriate work

habits and social values (3.81 > 2.50) and Improvement in entrepreneurship spirit (3.71 > 2.50).

Research Question 2: Is there any significant relationship between business education programme and employment generation?

Table 4: Relationship between business education programme and employment generation

Variables	N	Mean	SD	df	r-value	p-value
Business education programme		67.7000	8.27840			
Employment generation	250	13.3143	3.95094	3	.622	0.000

Source: Field Survey, 2021

It was observed from Table 4 that there was significant relationship between the independent variable and the dependent variable as revealed in the value (r = 0.622, p < .05). The researchers therefore concluded that there was positive

significant relationship between business education programme and employment generation.

Research Question 3: What is the relationship between business education programme and standard of living?

Table 5: Relationship between business education programme and standard of living

Variables	N	Mean	SD	df	r-value	p-value
Business education programme		67.7000	8.27840			
Standard of living	250	28.4857	3.30017	3	.850	0.000

Source: Field Survey, 2021

Table 5 showed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.85$, $p < .05$). On this premise, the researcher concluded that there was positive significant relationship between business education programme and standard of living.

Research Question 4: What are the challenges confronting business education programme in national development?

Table 6: Mean and standard deviation responses on the challenges confronting business education programme in national development.

S/N	Items	Mean	SD	Remarks
1.	Inadequate qualified business education lecturers.	2.71	.783	Agreed
2.	Inadequate funding	3.47	.793	Agreed
3.	Shortage of needed materials and facilities	3.57	.791	Agreed
4.	Inadequate welfare package for staff (academic and non-academic)	3.61	.728	Agreed
5.	Lopsided society perception of business education programme	3.40	1.027	Agreed
6.	Poor nature of digital tools and technology usage	3.11	1.110	Agreed

Table 6 showed that inadequate qualified business education lecturers (2.71 > 2.50), inadequate funding (3.47 > 2.50), shortage of needed materials and facilities (3.57 > 2.50), inadequate welfare package for staff (academic and non-academic) (3.61 > 2.50), lopsided society perception of business education programme (3.40 > 2.50) and poor nature of digital tools and technology usage (3.11 > 2.50) were among the challenges confronting business education programme in national development.

Discussion of Findings

The findings revealed that business education programme to certain extent has promotes skills building for rational decisions in the business world, creativity skills and knowledge for effective management of business operations, innovation that promote proficiency in operating business activities, increase in size of labour force, creation of economic awareness, promotion of students' career development, embedded appropriate work habits and social values and improvement in entrepreneurship spirit. These findings corroborate with Okoli and Oduh (2004) who found out that business education since inception has promote economic value among the students.

It was also observed that there was positive significant relationship between business education programme and employment generation. These findings corroborate with Ogbonnaya (2020) who found out that Nigeria needs education system that can produce graduates with innovations ideas to competes with counterpart in development. Folorunso and Adebayo (2018) stated that despite the challenges facing business education programme, the multiplier effect on national development is positive.

There was positive significant relationship between business education programme and standard of living. These findings correlate with Kingdom and Maekae (2013) revealed that what Nigeria educational system need now is education that trained graduates on skills building to self-sustainable development in long run. In the study of Nzekwe (2010) found out that business education is a viable programme that can aid national development.

Inadequate qualified business education lecturers, inadequate funding, shortage of needed materials and facilities, inadequate welfare package for staff (academic and non-academic), lopsided society perception of business education programme and poor nature of digital tools and technology usage were among the challenges confronting business education programme in national development. These findings corroborate with Njoku (2015) and Egbe and Adeleye (2017) who found out that there are presence of inadequate human capital in business education to teach all Business Education subjects in tertiary institutions in Nigeria.

Conclusion and Recommendations

The struggle for national development has been among goal agenda of most developed and developing nations of the world today. However, this study examined the extent to which business education programme could predict national development in Nigeria and the following conclusions were drawn based on the findings of the study that if all things been equal, business education programme could predict national development vis-à-vis employment generation and improvement in standard of living. Business education as programme targeted for skills building could enhance graduate's self-reliance, sufficiency and sustainability. Based on these findings, the following recommendations are raised for the study:

1. Government through university authority should recruit qualified personnel into the business education department to effectively implement the curriculum towards national development in Nigeria.
2. Provision of needed infrastructure should be provided by the government for the business education programme aim and objectives to be achieved.
3. The provision of resources for Business Education department to ensure conducive teaching and learning environment with facilities such as internet, computers, textbooks, and related reading materials are provided and maintained by the government and other stakeholders in Nigeria.

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