

## Assessment of Students' Achievements in Business Education in Tai Solarin University of Education in Ogun State of Nigeria

<sup>1</sup>K.O. Odunaike and <sup>2</sup>O.O. Oyesiku

<sup>1</sup>Department of Business Education, Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State, Nigeria

<sup>2</sup>Department of Geography and Regional Planning, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

**Abstract:** The study assessed the students' achievements in business education in Tai Solarin University of Education in Ogun State of Nigeria. Questionnaires were distributed to the students of business education of the University on a simple random sampling basis. The data collected from the field were analysed using frequency distribution table as well as simple percentage. It was however, noted that the students' performance is high and encouraged entrepreneurship that sustain survival but needs more infrastructural facilities to motivate them to perform better. Some recommendations were discussed which include provision of post graduate studies in more Universities in the country, review of the business education curriculum to reflect the present technological development in the country among others.

**Key words:** Students' achievements, business education, Tai Solarin university of education, facilities, entrepreneurship, curriculum, postgraduate

### INTRODUCTION

The Nigerian notion has expressed her desire to ensure that her citizens are trained for self-reliance and productive living in the society (Okwuanso and Chika, 2000). Hence, the National policy on education proposed a situation where every citizen of the country is offered life-long education which will centre on the learner for maximum self development and fulfillment, Education that will be related to the community's needs. The policy also aims at improving standard education and enables the recipients to have the knowledge and skill (Uwameiye, 2004).

Nigerians have recently undergone series of economic transits which include the clamour for indigenization and nationalization of Nigerian economy, Structural Adjustment Programme (SAP), debt conversion among others (Hasheem and Ojo, 2004).

The endless search for solution into myriad economic problems and of course the present dynamic economic situation raises very important questions for business education as it is seen as the gate keeper in any changing economy (Agboola, 1999).

Business education is considered as the parent and foundation of business world through its contributions towards restructuring of the battered economy. With Business Education in Tertiary institutions, subjects like Secretarial, Accounting, Office Management, Entrepreneurship and general business training are taught and hence produce successful learners capable of creating jobs for themselves. In the present economy, our free enterprise system can survive not with educated only but with business skills literate population.

Successful business education participants are motivated for a desire for self-development rather than dependency in white-collar jobs. The resources of an economy is a function of vocationally enlightened manpower because education involves the development of skill competencies, it then serves as utility education for manpower development.

The economy started failing to generate enough jobs especially; white-collar jobs for school leavers, graduates and able men who are willing to work. Adesanya (1997) described this situation as a condition where confidence in effectiveness of education in preparing young people to make the transition from school to work is being eroded. Most problems experienced by Nigerians can be

linked to lack of entrepreneurial or saleable skills. By implication, this will mean “a dependent on someone else for a living” when in practical terms, earning a living should not mean working for someone else (Oriola, 1998).

This however, encouraged the present study to evaluate the relevance of facilities for the successful teaching and learning of business education and to determine if there is a conducive environment to the effective teaching and learning and to look at the factors that are responsible for the deplorable condition under which the programme is now being run in Tai Solarin University of Education.

In Ogun State, there are about 12 Universities, out of which only two are offering Business Education. The researchers decided to pick Tai Solarin University of Education because the University started to offer Business Education when they were still College of Education before the transition to University.

**MATERIALS AND METHODS**

The degree students of Business Education in Tai Solarin University of Education were administered in order to assess their achievements in Business Education. The Business Education students’ population is about 1,200 in which 200 of the population were selected using simple random sampling.

Questionnaires were used as the instrument to collect data while the questions were the close ended type. The questions were analysed using simple percentage and frequency distribution table.

**Data analysis:** The data collected from the field survey were analysed using simple percentage and frequency distribution.

**RESULTS AND DISCUSSION**

The courses being offered in business education unit of Tai Solarin University of Education (TASUED) include secretarial, accounting, office management distributive, entrepreneurship and many others. And 85 and 71.5% of the respondents attested to this in tables. Consequently it was agreed that the courses offered are relevant enough to make the students to be self-reliant after their graduation from the university as agreed to by 92.5% of the respondents. It was also agreed that the lecturers in business education are competent to handle the courses and agreed to by 76% of the respondents. In addition, majority of the lecturers are into one programme or the other in order to improve themselves (Table 1).

It was also observed that the students of this programme do compete favourably with students from other universities as confirmed by the respondents with

Table 1: Assessment of students’ achievement in business education

Details	Strongly agreed		Agreed		Strongly disagreed		Disagreed		Undecided	
	No	(%)	No	(%)	No	(%)	No	(%)	No	(%)
The courses offered in business education include Secretarial,Accounting, Office Management, Distributive, Entrepreneurship among others	100	50.0	70	35.0	10	5.0	05	2.5	15	7.5
The courses offered in business education are relevant in making the students to be self-reliant after graduation	112	56.0	73	36.5	05	2.5	08	4.0	02	1.0
There are competent lecturers to handle the courses	102	51.0	50	25.0	21	10.5	18	9.0	09	4.5
The business education students in TASUED can compete effectively with students in order universities in the country	113	56.5	46	23.0	18	9.00	18	9.0	05	2.5
There are enough facilities/equipment to ensure effective teaching/learning	50	25.0	10	5.00	101	50.50	32	16.0	07	3.5
The learning atmosphere in TASUED is conducive	102	51.0	65	32.5	21	10.50	07	3.5	05	2.5
The performance of the business education students during examination is impressive	99	49.5	72	36.0	15	7.50	08	4.0	06	3.0
The business education students of TASUED can contribute to the nations economic development by being self reliant	111	55.5	61	30.5	15	7.50	07	3.5	06	3.0
The curriculum of business education has some lapses	66	33.0	72	36.0	50	25.00	07	3.5	05	2.5
The curriculum of business education should be reviewed to reflect new technologies	105	52.5	60	30.0	20	10.0	08	4.0	07	3.5
There is shortage of manpower in business education unit to handle the courses	77	38.5	50	25.0	45	22.5	20	10.0	08	4.0
It is necessary to review the curriculum at the secondary level in order to become more relevant in the present day technology	115	57.5	52	26.0	20	10.0	07	3.5	06	3.0
The study of business education enables students to initiate business operations in the community around them	112	56.0	50	25.0	22	11.0	08	4.0	08	4.0
Business subject is a type of training which helps to achieve all the aims of education at any level of learning	101	50.5	42	21.0	25	12.5	21	10.5	11	5.5
Teaching of business education in TASUED was able to inculcate the student the practical skills and right attitudes necessary for a specific business job	80	40.0	50	25.0	41	20.5	22	11	07	3.5

Field survey, 2008

79.5% agreeing to this and also confirmed by various principals of secondary schools when our students meet the students of other universities during the teaching practice period (Table 1).

Despite the excellent performance of the students in business education, there are some lapses that have hindered the smooth running of the programme, which include lack of infrastructural facilities, equipment, technological improvement as well as the need to review the curriculum both at the tertiary level and the secondary level to reflect the technological development in the country. This was also supported by Uwameiye (2004), who believed that adequate provision of facilities would enhance positive effects on the students' academic performance.

The learning atmosphere in TASUED is very conducive both to the students and the lecturers. It is very peaceful as agreed by 83.5% of the respondents. In actual fact, the university collected the Governor's award for the most peaceful Institution in Ogun State in 2006.

However, the management of the university has made the learning environment to be conducive for the students as agreed to by 83.5% of the respondents.

Some of the students in business education are already implementing the training given to them by becoming self-reliant even before graduation as agreed by 86% of the respondents, 81 and 65%. Some of them pay their school fees from the proceeds of their various businesses. The National University commission was able to address this issue by enforcing all Nigerian Universities to offer Entrepreneurship both at undergraduates and postgraduate levels (Table 1).

However, more lecturers need to be recruited especially Ph.D holders to complement the efforts of the present lecturers that are already in place. It should also be noted that only few universities have post graduate studies in Business education.

Conclusively, the training given in business education helps to achieve all the aims of education at any level of learning.

#### **CONCLUSION AND RECOMMENDATIONS**

Students' achievements in business education will depend to a large extent on the quality of lecturers handling the students, government support towards the subject and the performance of students on the field. This study therefore reaffirms the existence of Business Education towards students' empowerment to meet their

economic status which may not affect university administration and the government in terms of finances.

The lecturers who teach courses in business education must be aware and equip him/her with the knowledge and skills appropriate for imparting such skills and knowledge to the students.

More graduates in business education should be produced at post-graduate levels in universities including TASUED.

The training of business educators should be given special attention and planning. In order to assist in the provision of sound and innovative programme that meets the demand of the day, Government and university authority should provide adequate and appropriate facilities.

There must be adequate information and facilities for guidance and counselling to assist the students. Lecturers should evolve teaching methods and strategies that can enhance thinking and creative problem-solving in his/her interaction with students.

The curriculum in business education should be reviewed to reflect the modern day technology not only at the university level but also at the secondary level.

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