



BUSINESS EDUCATION: AN INSTRUMENT FOR INNOVATION AND SUSTAINABLE DEVELOPMENT IN OYO STATE

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Abstract

The purpose of the study was to examine Business Education as an instrument for innovation and sustainable development in Oyo State. A survey research design was adopted. The population comprised 80 Business Educators in the two colleges of education offering Business Education in Oyo state. No sample was drawn as the population was manageable. Two research questions and two null hypotheses guided the study. The study used a four-point rating scale questionnaire with twenty (20) items in two clusters. The instrument was validated by two experts and reliability coefficient of 0.75 was obtained. Data collected were analyzed using mean rating for research questions and t-test for the hypotheses. The results indicated that Business Education is an instrument for innovation is considered effective for sustainable development. The result of the null hypotheses tested showed that the male and female Business Educators did not differ significantly in their opinion on the innovation considered effective for sustainable development in Business Education and that the male and female Business Educators did not differ significantly in their opinion on positive effects attainable from sustainable development in business education. It was recommended among others that to check unemployment and joblessness in the country, government should bring back commercial secondary schools in the state so as to boost inculcation of Business Education programme from secondary schools to tertiary institutions in the state.

Key words: Business Education, sustainable development, Innovations

Introduction

Sustainable development is seen as development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It is characterized as a continuous, guided process of economic, environmental and social change aimed at promoting wellbeing of citizens now and into the future while innovation is the introduction of new things, ideas or ways of doing something (Hornby, 2015). Beatus (2017) explained further that sustainable development focuses on human needs and life supporting systems which is an instrument for innovation in ensuring that human beings acquire knowledge, update, skills, attitudes, and values necessary to shape a sustainable future. The kind of development that Business Education generates is dynamic to meet people's needs today without compromising the ability of future generations needs.

Business Education is the foundation upon which students build an awareness of business and understanding of business concepts. Business is the process by which individuals, organizations, and societies interact to improve their economic wellbeing through the exchange of products, services, and ideas. The ability to make individual decisions based on choice is essential to this process (Robert 2017). Osmua (2017) in supporting Robert, states that Business Education is that aspect of education which deals with business experiences both for specialized occupational uses and for general uses. Business Education, of recent, has developed into a more complex kind of



learning which requires the knowledge of other subjects to bring about desire innovation. This is attributable to the fact that in a technology- oriented society a professional must be equipped with all forms of skills to be able to fit into dynamic competitive business environment. Business Education as a process of instructing a person on what happens during business transactions in offices, banks, and markets; and anywhere money changes hands; a type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems, and be able to have business-like attitudes useful for success in business situations. In this study, Business Education is seen as a process of instruction that allows an individual to learn at his own pace utilizing the available resources in human, real or artificial materials to bring about the desired changes in the world of business, especially in solving common problems and tensions to recognize new dimension for Economic growth, creation of wealth to reduced global poverty rates as stated in specific objectives of Business Education programme ABEN benchmark (N.D.) that is :-

- 1 To produce teachers to teach business subjects in secondary schools.
- 2 To produce teachers who will engage in professional studies in Business Education
- 3 To produce strong advocates and promoters of viable industries and business enterprises.
- 4 To enable graduates of the programme to have an intelligence of understanding of the increasing complexities of business and other economic activities around them.

Business education is set out to offer a number of options which include Accounting Education, Consumer Education, Entrepreneurship Education, Distributive/Marketing Education, Purchasing and Supply Education and Office Technology Management Education among others in addition to general education. According to Federal Republic of Nigeria (2004), a beneficiary of Business education should be able to produce highly motivated, conscientious and efficient classroom business teachers for all levels of education system, encourage further the mind or spirit of enquiry and creativity in teachers to make them an outstanding teacher. The knowledge of this programme will help business educators to fit into dynamic competitive business environment and enhance their commitment to the national goals. The programme provide teachers in all categories of education with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations in the world of work. Business education programme also enhances teachers' commitment to the teaching profession. Each of these programmes provides for all categories of students to fulfill their calling in the world of business for sustainable development.

Business Education serves as instrument of new ideas in facilitating the process of curriculum in challenging schools and teachers to reconsider the role of the curriculum and how it can be developed within children and its local community to bring children's local environmental perspectives into focus. This can be made possible through teaching practice, industrial work experience and diverse teaching methods that will directly involve learners outside the school premises. Bearing in mind that curriculum is the formal and informal content and process by which



learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of an academic institution. From this view point, Curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals' participate as students (Alade 2012). Tayo and Toye (2005) identified the following factors that need to be considered to break away from too much emphasis upon product in curriculum planning for sustainable development in Business Education. They argue that teachers have to consider (a) the nature and interests of the learner (b) the problems that face society (c) the interrelatedness of knowledge (d) the continuity between theoretical and applied knowledge (e) general education purposes and functions compared with specialized education (f) Involvement of communities as well as subject specialists to decide about content.

Business Education, of recent, has developed into more complex kind of learning which required the knowledge of other subjects to introduce new things, ideas and ways of doing something in better ways. It is more complex with increase in technology and computerized society as it needful for professional to equip himself with all forms of skill to be able to fit in our competitive business. Osundeyi (2014) asserted that Business Education is an essential part of the preparation of youth for dynamic live with innovative living in a changing world. Therefore Business Education is that type of education that helps beneficiaries to learn the facts, acquire the skills, develop abilities, solve problems, and be able to have business-like attitudes, innovation useful for success in business situations for sustainable development. Substantial research on the effectiveness of businesses indicates that the quality of facts, skills, abilities and problem solving attitude often reflected by the achievements of business educators. Oliver (2011) found out that there is no statistically significant difference interaction effect between innovation, sustainable development and Business Educators achievement based on gender in businesses, further stated that both gender benefit almost equally from innovation and sustainable development which implied that the contribution of both genders measurement was not significant.

Statement of the problem

In a survey report on failure rate among new businesses in Nigeria, Adeyemi (2015) observed that of all businesses staged each year in the country only half of them exist up to two years. This report support an earlier report which revealed the failure rate at 40-45% in the first two years and more than 50% not surviving beyond five years. The reasons deduced for this failure, according to Omolayo (2013) were lack of adequate facts, acquisition of skills, development of abilities, problem solving mind, and abilities to have business-like attitudes, innovation useful for success in business situations. Despite all efforts of the government to improve small scale business with takeoff fund, there remains a plethora of crises and limitations. Therefore, it is a statement of fact that Nigerians have not adequately explored Business Education in spite of the great attention which has been paid to business education in recent years, it is doubtful if business education has yet been fully explored and optimized as an instrument for sustainable



development. Business education should be the type that helps beneficiaries to learn the facts, acquire the skills, develop abilities, solve problems, and be able to have business-like attitudes, innovation useful for success in business situations for sustainable development. The concern of the study is to determine business education as an instrument for education and sustainable development in Oyo state.

Purpose of the study

This study sought to examine business education as an instrument for education and sustainable development in Oyo state. Specifically the study sought to:

- 1 Find out innovations considered effective for sustainable development in Business Education in Oyo state.
- 2 Find out positive effects attainable from sustainable development in Business Education in Oyo state.

Research Questions

The following research questions guide the study:

- 1 What innovations are considered effective for sustainable development in Business Education in Oyo state?
- 2 What positive effects attainable from sustainable development in Business Education in Oyo state?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

- 1 There is no significant difference in the mean rating male and female of Business Educators on instrument of innovation considered effective for sustainable development in Business Education in Oyo state.
- 2 Business Educators do not differ significantly in male and female as regarding the positive effects attainable from sustainable development in Business Education in Oyo state.

Method

Survey research design was employed to elicit information from male and female Business Educators on instrument of innovation considered effective for sustainable development in Business Education. The population of the study was made up of 80 Business Educators in the two colleges of education offering Business Education in Oyo state. No sample was drawn as the population was manageable. The entire populations were used for the study. Well structured questionnaire consisting of twenty (20) items developed by the researcher was used as instrument for data collection. The instrument was validated by two experts from Business and Entrepreneurship Education Department in Kwara State University, Malete. Internal consistency and reliability of the study was checked using Cronbach Alpha which yielded a reliability coefficient of 0.75. The result of the study was analyzed using mean rating and t-test inferential statistics at an alpha level of 0.05. In testing the hypotheses, if the calculated value is less than the critical value the hypothesis is accepted but if the reverse is the case the hypothesis is rejected.



Results of the Study

Research Question 1

What innovations are considered effective for sustainable development in Business Education in Oyo state?

Table 1: Respondents’ ratings of innovations considered effective for sustainable development in Business Education in Oyo state.

Items	Mean	Remarks	S/N
1 Integration of social media into teaching and learning of Business Education	4.40	Agreed	
2 Integration of entrepreneurship into teaching and learning of Business Education	4.60	Agreed	
3 Link the beneficiaries into full utilization of computer for office and personal use	4.20	Agreed	
4 Expose beneficiaries to apprenticeship through student industrial work experience scheme	4.70	Agreed	
5 Link beneficiaries into in-depth of marketing research	4.65	Agreed	
6 Exposing beneficiaries to contemporary issues business trips	4.50	Agreed	
7 Exposing beneficiaries to business opportunities create small businesses	4.70	Agreed	to
8 Exposing beneficiaries to articulate competency accounting management	4.75	Agreed	in
9 Link beneficiaries to multilevel marketing system in business	4.45	Agreed	
10 Empower beneficiaries to create demand for goods and services provided	4.90	Agreed	

Source: Field Survey, 2017

The respondents in Table 1 are given 10 possible innovations that should help in sustainable development of business education. The respondents accepted all the 10 items as very effective innovations capable of enhance and boosting the sustainability of business education in Oyo state.

Research Question 2

What positive effects are attainable from sustainable development in Business Education in Oyo state?

Table 2: Respondents’ ratings on positive effects attainable from sustainable development in Business Education in Oyo State.

S/N	Items	Mean	Remarks
11	Enhance effective competency in entrepreneurial skills	4.81	Agreed
12	Increase self-employability of beneficiaries in the choice business	4.35	Agreed
13	Lasting business are built through beneficiaries out live them	4.50	Agreed that



14	Improved standard of living of the beneficiaries are guarantee	4.96	Agreed
15	Educate beneficiaries to demands for the right goods and services	4.65	Agreed
16	Beneficiaries enjoys international collaboration	1.35	Disagreed
17	Provide youths with problem solving skills in business other managerial functions to combat social challenges profit	4.97	Agreed and that hinder business
18	In built business-like attitudes useful for business expansion	4.50	Agreed
19	Beneficiaries develop special competencies in handling business skills and techniques	4.75	Agreed
20	Beneficiaries develop intelligence to understand dynamism in complex business and economic activities Aroundthem	4.23	Agreed

Source: Field Survey, 2017

Data presented in Table 2 show that the respondents agreed on the nine (9) items that there will be total positive rebranding, repositioning and transformation of beneficiaries' lives, economy and society at large if adequate and effective Business Education programme is developed sublimely. Excluding item 16 which was not agreed. In general it was indicated that there is positive effects attainable from sustainable development in Business Education in Oyo State.

Hypothesis 1: There is no significant difference in the mean rating of male and female Business Educators on innovations considered effective for sustainable development in Business Education in Oyo state.

Table 3: Independent t-test result of mean difference between responses of male and female Business Educators and innovations considered effective for sustainable development in Business Education

Gender	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)
Male	40	4.43	0.9	0.50	78	0.80	Rejected
Female	40	4.45	1.06				

Source: Field Survey 2017

Table 3 revealed the male respondents had mean and standard deviation of 4.43 and 0.9 respectively, while female respondents had mean and standard deviation of 4.45 and 1.06 respectively. The calculated value of t was 0.50 ($t_{80}=0.50$). The observed p-value was 0.80 which is greater than the fixed p-value of 0.05 ($p \geq 0.05$). Therefore, the null hypothesis which stated that there is no significant difference in the mean rating of male and female Business Educators on innovations considered effective for sustainable development in Business Education was not rejected. Hence, the inference



drawn was that the male and female Business Educators did not differ significantly in their opinion on the innovations considered effective for sustainable development in Business Education.

Hypothesis 2:Business Educators do not differ significantly in male and female as regarding the positive effects attainable from sustainable development in Business Education in Oyo state.

Table 4: Independent t-test result of mean difference between responses of male and female Business Educators and positive effects attainable from sustainable development in Business Education.

Gender	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male	55	4.76	0.72	0.27	781.96	0.80	Rejected	
Female	25	4.50	0.96					

Source: Field Survey 2017

Table 4 revealed the male respondents had mean and standard deviation of 4.76 and 0.72 respectively, while female respondents had mean and standard deviation of 4.50 and 0.96 respectively. The calculated value of t was 0.27 ($t_{80}=0.27$). The observed p-value was 0.80 which is greater than the fixed p-value of 0.05 ($p \geq 0.05$). Therefore, the null hypothesis which stated that male Business Educators do not differ significantly from female Business Educators regarding the positive effects attainable from sustainable development in Business Education was not rejected. Hence, the inference drawn was that the male and female Business Educators did not differ significantly in their opinion on positive effects attainable from sustainable development in business education in Oyo state.

Discussion

The findings among others revealed that Business Education have multi dimensional opportunities for beneficiaries of the programme in solving economic problems and the problem of unemployment that is rampant among youth by guaranty self employment, in built business-like attitudes useful for success in business, develop intelligence to understand the increasing complexities of business and other economic activities around them. The study is in line with Anthonia(2011) who found that the only way man and a nation could untie and be free from chains of unemployment, poverty and economic crisis is by making the masses self employed through well established, sustainable business development.

The study also revealed that there is no significant difference in the mean response of male and female Business Educators regarding the positive effects attainable from sustainable development in Business Education in Oyo state. This means that Business Educators' opinion does not differ statistically. This supports the earlier findings of Shorinola (2013) that Business Education has positive effects on the future career through the physical and mental skills, ability and competence



demanded by such profession. More so, the programme exposes beneficiaries to knowledge, skills, facts, ideas and principles needed for self reliance.

Conclusion

The study established that Business Education as an innovation for sustainable development in an economy like ours in Nigeria. Also positive effects attainable from sustainable development in Business Education programme. Therefore, with these innovations in Business Education programme upward change is sure and the state will witness a turnaround economically.

Recommendations

Based on the findings of the study, the following recommendations are given:

- 1 To check unemployment and joblessness in the country, government should reactivate or bring back commercial schools in the state so as boost Business Education programme from secondary schools to tertiary institutions in the state
- 2 Beneficiaries of Business Education should motivated by showcasing their products at exhibition and conferences
- 3 Association of Business Educators should be taken to grassroots even teachers in primary and secondary schools should be well informed about their programmes not necessarily those that are presently in higher institutions alone can benefit in the current trends.
- 4 Institutions of learning should employed various methods of teaching to institute competency required of would be Business Educators like trips, apprenticeship etc.



Appendix

 **Diamond**
NIGERIAN COMMERCIAL BANK LIMITED
CUSTOMER'S COPY
TRANSACTION RECEIPT
BRANCH: OGBOMOSHO, ILORIN ROAD
TRANSACTION DATE: 05 SEP 2017
TRANSACTION TYPE: CASH DEPOSIT
ACCT NO: 00XXXX5409
ACCT NAME: ASS OF BUSINESS EDUCATORS OF NI
NARRATION: CSH DEP - AABO TIMOTHY OLUSEGUN
AMOUNT: NGN15,000.00
(Fifteen Thousand Naira Only)
Cash Deposit Denomination Details

1000 X 15	=NGN15,000.00
Total	=NGN15,000.00

TRANSACTION ID: 9000055
TELLER ID: CIBENEME
For fully cashed-in deposit, customer must verify with goods receipt
For other mode of transfer, it may be done
For unattached period of the above, take it forward
CUSTOMER'S SIGNATURE
For further Diamond Bank information, visit www.diamondbank.com

The name is EEBO, Timothy Olusegun