
ASSESSMENT OF IMPLEMENTATION OF THE MINIMUM STANDARD FOR BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

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Abstract

The study is carried out in South-South Zone of Nigeria among Colleges of Education specifically to determine the extent of implementation of the minimum standards for Business Education in relation to the standards stipulated by the National Commission for Colleges of Education (NCCE). The study adopted the ex-post facto research design and was guided by three (3) research questions. The population of the study comprised of all the Colleges of Education in South-South, Nigeria. The sample is made up of nine (9) Colleges of Education out of the twelve (12) Colleges in the zone. The data for the study was collected through direct observation using the NCCE benchmarks as inventory and analyzed using ratio and percentage scores. It was found that lecturers and physical facilities were adequate in few Colleges but were inadequate in most of them. Equipment and supplies in the Typing labs, Shorthand studios and Model offices were discovered to be grossly inadequate in the sampled Colleges. It was concluded that students undergoing the programme are learning without the necessary and required facilities/resources. Consequently, it was recommended among others that facilities/resources should be adequately provided and maintained. Also the NCCE should carry out proactive monitoring of Colleges in terms of curriculum implementation, resources and maintenance in order to ensure that stipulated standard are met and remedies put in place as the case may be.

Keyword: *Minimum standard, Business Education, Colleges, equipment, facilities, Lecturers, Nigeria*

Introduction

Business Education is an aspect of general education programme. Aliyu (2006) describes Business Education as the Education for the acquisition and development of skills and competencies, attitudes and attribute which are necessary for efficiency of the economic system. It is the intellectual and vocational preparation of people for earning a living in the contemporary industrial and business administration and economic understanding. One can as well agree that Business Education is the instruction given in tertiary institutions to prepare students for jobs in teaching, industries, administration and entrepreneurship.

In Nigeria higher Education system, Business Education is offered in the faculties of Education of universities and colleges of Education. Business Education, either in the university or Colleges of Education affords its recipient teaching mastery in Business subject, necessary competencies in professional Education, functional general Education for life, skills to undertake research and additional learning experiences through in-service programmes (Ndinechi, 2001).

College of Education is one of the post-secondary Education institutions in Nigeria, designed specifically to train and prepare students for the teaching industry. Moreover, Colleges of Education provide exposure and learning for prospective teachers at the level of the Nigerian Certificate of Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum. Similarly, apart from the professional and general Education courses, students of the Colleges are also exposed to their chosen subject area Office and Technology Education (OTME), Marketing and Accounting Education which is Business Education.

In order to implement and achieve these lofty objectives of Business Education at Colleges of Education, the National Commission for Colleges of Education (NCCE) which is the government regulatory and supervisory agency for the Colleges of Education in Nigeria stipulates the minimum standards for courses offered and resource inputs that need to be available for the establishment and administration of Business Education programme at that level.

Moreover, the National Policy on Education (2004) stipulates that the minimum entry qualification into the teaching profession shall be the Nigeria Certificate on Education (NCE).

Business Education programme at the Colleges of Education is designed to achieve the following objectives according to the National Commission for Colleges of Education (2012);

- 1) To produce well qualified and competent NCE graduates in Business subjects who will be able to teach Business subjects in the secondary schools and other related educational institutions.
- 2) To produce NCE Business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
- 3) To produce NCE Business teachers who will be involved in the much desired revolution at vocational development right from primary and secondary schools.
- 4) To equip students with necessary competencies so as to qualify them for a Post-NCE degree programme in Business Education.
- 5) To 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.

The NCCE (2020) 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 support staff).

Ugwuoke (2011) found that adequate provision/supply of facilities and equipment for effective implementation of UBE programme has not been met at the junior secondary school level in Enugu State. In the same vein, Nwizu (2011) indicates that inadequate resources such as the poor infrastructural and learning facilities including classrooms, libraries, ICT tools (basically the absence of computers) and poor funding are just some of the major constraints against the full implementation/actualization of the UBE programme in Nigeria.

Tukur (2016) also carried out a study to assess the implementation of Business Education curriculum in Colleges of Education in North – West geo-political zone of Nigeria. In view of the foregoing, this study sought to investigate the extent of the **Implementation of the Minimum Standard for business Education Programme in Colleges of Education in South-South, Nigeria.**

Statement of the Problem

More than anything else, instructional resources and facilities are very necessary for the utmost realization of the goals of Education. In this era of accelerated technological development, modern instructional facilities and equipment are not only important, they are expected to be available in a reasonable state and properly utilized.

Azih (2008) found that students offering Business Education in schools find it difficult to acquire the needed skills and competencies as a result of lack of adequate resources in the schools. This situation in the teaching and learning of Business Education has been of great concern to Educators and the decline in students' achievement may not be unconnected with the poor learning environment created by the state of limited instructional facilities.

On the other hand, the number of students appears to have out-paced the available resources. To this end, the need to match the growing students' enrolment with a corresponding increase in the provision of relevant and modern learning resources cannot be under estimated. However, it is pathetic to note that Nigeria tertiary institutions seem to be fast declining, especially in the area of resources required for the Educational processes. The teaching of Business Education in Nigeria Colleges of Education stimulates curiosity with regards to the effectiveness of the curriculum implementation. Tijani (2000) and Udoh (2003) noted a serious gap between the intended changes and actual classroom practices in Business/Secretarial Education in Colleges of Education despite the existence of a common minimum standard for NCE programmes. These intended changes sometimes could be viewed as: teaching styles/method, evaluation techniques, tasks such as field trips, role relationships, instructional materials/equipment and their availability, commitment to goals/objectives and adherences to teacher-student ratio and class size will lead to the attainment of the objectives.

Tukur (2016) focused on the assessment of implementation of Business Education curriculum of COEs in North West geopolitical zone of Nigeria. The research has four specific objectives, four research questions which were meant to guide the study and four null hypotheses which were tested at 0.05 level of significance. The researcher made four

recommendations among which is that, Government and College of Education authorities should at regular intervals organize workshops, seminars and conference in order to improve lecturer instructional competences for effective implementation of Business Education curriculum. This present study is similar in focus but the location of study is different. While his study was in the North West, the present study is in the South-South geopolitical zone.

Ubulom & Enyakit (2017) worked on “Evaluation of facility utilization for the implementation of Basic Education programme in Tertiary institutions in Rivers State”. Evaluation research design was adopted in the study. It was revealed in the study that the school plants in Business Education departments fall below the required minimum academic standards level of the programme. Based on the results and findings of the study, the researchers therefore recommended that maintenance schedule for all the equipment and facilities be carried out for specific periods and planning process should be taken into consideration for functional features, adequacy and efficiency that apply to all Educational facilities before final decisions are made. The study was located in Rivers State only and the population consisted of students of Business Education, while the present study covers the South-South geopolitical zone and the population is made up of core implementation of the programme, i.e. Lecturers in Colleges of Education in South-South geopolitical zone.

Consequently, this present study tends to fill the gaps that are identified and specifically assess extent of implementation of minimum standard of Business Education by Colleges of Education in South-South zone as stipulated by the National Commission for Colleges of Education (NCCE).

Objectives of the study

The general objective of the study is to assess the extent of implementation of minimum standard of Business Education programme in Colleges of Education in South-South zone as stipulated by the National Commission for Colleges of Education (NCCE).

The study shall specifically assess:

- 1) The adequacy of lecturers available for Business Education programme in Colleges of Education in South-South, Nigeria in relation to NCCE Standard for Business Education.
- 2) The adequacy of physical facilities available for Business Education programme in Colleges of Education in South-South, Nigeria in relation to NCCE Standard for Business Education.
- 3) The adequacy of equipment and supplies in the typing laboratories for the implementation of the Business Education programme at the Colleges of Education in the South-South zone in relation to NCCE Standards.

Research Questions

The following research questions guided the study:

- 1) How adequate are the lecturers available for Business Education programme in Colleges of Education in South-South, Nigeria in relation to NCCE Standard for Business Education?
- 2) How adequate are the physical facilities available for Business Education programme in Colleges of Education in South-South, Nigeria in relation to NCCE Standard for Business Education?
- 3) How adequate are the equipment and supplies available for Business Education programme in Colleges of Education in South-South, Nigeria in relation to NCCE Standard for Business Education?

Review of Literature

Minimum Standard in Education

Standard implies the level of quality, skill, ability or acceptable format which something or performance is judged and measured. Standards in Education, therefore, may be referred to as the levels or degrees of excellence to be achieved at the various stages of a nation's formal Education system (Alumode, 2007). Standard or quality of Education is a relative concept not absolute and education is used to achieve national goals and objectives. In corroboration, the Federal Government stated that a nation's policy on education is government's way of realizing that part of the National goal which can be achieved using Education (FRN, 2004). Thus as a pre-requisite for the quality control of Education, minimum standards must be prescribed based on set Educational objectives. Therefore assessment of standards of Education in terms of level of and extent of implementation amounts to assessment of the extent to which the Educational system has achieved its National goals.

Minimum Standards refer to pre-determined standards which set the yardstick for each organization. It marks only the lower limits below which no organization under review can operate. It also provides a yardstick with which to measure how far the minimum has grown in some other establishment. The concept is tied to quality as it ensures maintenance of a particular level of quality (Alumode, 2007). Minimum standards encourage competitions among operating establishment as regards how far from the minimum they have gone. Minimum standards in Education are attributes of Educational system which are adjudged by the authority as adequate or acceptable or desirable for running the school system (Nwana, 2003).

There is ever growing concern for quality Education in Nigeria because the nation needs high quality Education for the citizens. The reason is that the society is changing and so are needs and high quality Education is guarantee for high quality manpower that leads to the derivation of high economic benefits for a better society. It is therefore necessary that minimum standards are realized, maintained, sustained and improved upon.

Minimum Standards for National Certificate in Education (NCE) Programme

The Federal Ministry of Education (MOE) in collaboration with relevant bodies such as National University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) are responsible for quality control in tertiary Education in Nigeria.

The National Commission for Colleges of Education (NCCE) is entrusted with the responsibility of supervision of Colleges of Education standards in the country since the introduction of the National Policy on Education in 1977 has been effected through enactments and policy declarations.

In effect Decree number three (3) of 1989 authorized NCCE to produce minimum standards for all programmes of teacher Education and accredit their certificates and other academic awards after obtaining prior approval of the Minister. The decree however limits NCCE to teacher Education undertaken outside the universities. The first minimum standards document was produced by NCCE in 1990. The document has to be reviewed after every five years and the most current was published in 2012. The 2012 Minimum Standard documents were based on the new mandate of the teacher training programme at the NCE level which is the recognized minimum teaching qualification in Nigeria.

Review of Empirical Studies

Various studies have been carried out on assessment of curriculum implementation of different level of education by other researchers. Thomas, (2009) conducted a research on the critical appraisal of the implementation of Business studies for socio-economic empowerment of youth in Imo state Nigeria. The study was conducted to determine how Business studies curriculum is being implemented in Imo state Nigeria with a view to identify the root cause of the problems as well as the underlying factors that might account for disparity if any. Survey research design was employed and the population of the study was all students and teacher of Business studies from public and private secondary schools in Imo state. The researcher randomly picked four (4) schools from the three senatorial districts in the state as sample where a total of 380 students were drawn. The study found and concluded that specialist teachers, lack of infrastructural facilities and workshops for practical work among others were the problems affecting Business Studies Curriculum in Imo State Nigeria. The difference between the present and the previous studies is in the use of questionnaire as instrument for data collection procedure for data analysis in the previous study. Also the former study is on secondary school business studies curriculum while the present study is on Business Education Curriculum in Colleges of Education in South-South Nigeria which form the basis of the gap filled.

Kennedy (2011) conducted a research on evaluation of the implementation of Nigeria certificate in Education. Business Education programme in Federal Colleges of Education in South-South geo-political zone of Nigeria. The researcher employed survey research design and aim of the study is to evaluate the implementation of NCE Business Education curriculum in South-South zone of Nigeria. The study has five research questions. The respondents for the study were the lecturers of Business Education and school management staff of the school. The population of the respondent is 108. A sample of 108 was used because the population was not much. The instrument for data collections were structured questionnaire, observation, and check listed. The data was analyzed using person product moment correlation at an alpha of 0.05 level of tolerance. The study reveals significant relationship between implementation of Business Education curriculum contents and adequate curriculum content converge, the qualification of lecturers, and the provision of fund by the government, attendance of seminar, conference workshop and lecturers.

The study recommended that the federal government particularly the Ministry of Education should provide adequate fund for building numerous spacious classrooms for Business Education students and for the purchase of instructional materials and facilities needed for proper implementation of the programme. Lecturers with requisite academic qualification and enduring years of experience should be used to effectively implement the NCE Business Education curriculum in Federal College of Education.

This present study found work very relevant because both use the same location and instrument for data collection. On the contrary, method of analysis and some variable of the two studies varied. Also the former study was conducted among Federal College of Education only while the present study focuses on Federal and state Colleges of Education.

Oluwafemi (2012) conducted a study on assessment of the quality of Business Education programme in selected higher institution in Ogun State. The objectives of the study were to examine competency of Business Education teachers in the institution. The methodology used was descriptive research design. The study had three objectives and three hypotheses, the population for the study was thirty (30) lecturers randomly selected from the three higher institutions offering Business Education in the state. The instrument for data collection was

structured questionnaire. Chi-square statistical tool was employed for analysis. The result showed significant relationship between funding and quality of Business Education programme in higher institutions. The research recommended that government should be ready to allocate substantial amount of money to Business Education from the annual budget, so as to employ qualified teachers and provide adequate modern learning facilities.

The ongoing study found the study relevant as both aimed at assessing the implementation of Business Education curriculum in higher institutions. On the contrary, the present study has wider coverage of curriculum while the former touches an aspect of curriculum learning experience only which was the gap filled.

Sajjad, (2012) conducted a research on the evaluation of the implementation of Business studies programme towards socio-economic development in Kogi State. The aim of the study was to assess the level at which Business studies curriculum is implemented in the state for socio-economic development. A qualitative descriptive research design was adopted. The total population for the study was 642 teachers. Sample of 195 teachers were randomly selected for the study. The study revealed that Nigeria secondary school curriculum is fairly but not effectively implemented. Evidence yield by the study revealed the following factors as the root cause of the problem. Theory-based teaching method, insufficient specialist teachers, lack of entrepreneurial knowledge was concluded as the major hindrance of Business studies curriculum implementation. The study recommended that teachers should be supported through continuing professional development and motivation to enable them prepare students in the competitive global economy. Also more instructional materials needed for teaching and learning of Business studies such as typewriters, computer and other relevant infrastructures should be provided for effective implementation of the curriculum.

The present study found this study relevant as some of its findings served as literature review for this present study. On the contrary the two studies are not the same because while the former study dealt with Business studies at Junior Secondary School level which is the foundation of Business Education, the present study takes a look at assessment of the implementation of Business Education Curriculum in Colleges of Education in South-South zone of Nigeria. More so, the former study used only students as target population while the later used minimum standard checklist as stipulated by NCCE.

Onyesom (2014) conducted another research on the assessment of adequacy and utilization of instructional resources for Business Education programme at Colleges of Education in Edo and Delta States of Nigeria. The main objective of the study was to assess the instructional resources available for Business Education programme at Colleges of Education. The population of the study comprised all the Business Education lecturers and students. The study adopted ex-post-facto research design and was guided by five (5) research questions. The data was analyzes using ratio and percentage scores.

The study found that qualified lecturers and physical facilities such as typing pool, shorthand studio model offices were grossly inadequate in Colleges of Education in Edo and Delta states. Based on the findings the study recommended among others the National Commission for Colleges of Education should regularly supervise the programme of Business Education and ensure that their stipulated standards are maintained. The previous study is related to the ongoing study in terms of statement of objectives and research questions. Both studies used ex-post-facto research design but the coverage is wider for the current study.

Tukur, (2016) focused on assessment of implementation of Business Education curriculum of College of Education Schools in North-west geo-political zone in Nigeria. The research has

four specific objectives, four research questions which were meant to guide the study and four null hypotheses which were tested at 0.05 level of significant. The study adopted survey research design. The population of the study was one thousand, six hundred and nineteen (1,619) NCE III students of Business Education across the College of Education in the zone. A sample of three hundred and twenty three students (323) was randomly selected from the population. The collection of data was done with the help of research assistants in the respective Colleges of Education. Mean score was used to analyze check list, mean and standard deviation were used to answer the research questions while regression statistics was used to test the hypotheses at 0.05 levels of significance. Findings of the study revealed that lecturers' instructional competences, availability of instructional resources, lecturers' academic qualification and effective utilization of instructional resources positively influenced implementation of Business Education curriculum. This present study is similar in focus but the location of study is different. While his study was in the North West, the present study is in the South-South geopolitical zone.

Ubulom & Enyekit (2017) worked on "Evaluation of facility utilization for the implementation of Business Education programme in Tertiary Institutions in River State". Evaluation research design was adopted in the study. This is because the evaluation research design seeks to document and describe what exists or the present status of existence or absence of what is being investigated. The study was carried out in Rivers State in Nigeria. The population of this study consist of 4,527 year II and final year male and female Business Education students drawn from Rivers State University of Science and Technology, Port Harcourt, Ignatius Ajuru University of Education, Port Harcourt and Federal College of Education (T), Omoku respectively. A sample size of 345 respondents was used for the study. Stratified simple sampling technique was adopted to arrive at the sample size used in the study, which is 30% of the target population of male and female Business Education Students drawn from the three tertiary institutions in Rivers State. Research instruments known as Perceived Availability of Equipment and Facilities in Business Education Rating Scale (PAEFBERS) and Perceived Level of Maintenance Culture of Equipment and Facilities in Business Education Rating Scale (PLMCEFBERS) were used to gather data for the study. The trial test reliability of the PAEFBERS and PLMCEFBERS using Cronbach Alpha method yielded 0.76 and 0.78 reliability coefficient levels respectively. Mean scores were used to answer the research questions, while t-test statistics was used to test the hypotheses. It was revealed in the study that the school plants in Business Education departments fall below the required minimum academy standards level of the programme. Based on the results and findings of the study, the researchers therefore recommended that maintenance schedule for all the equipment and facilities be carried out for specific periods and planning process should take into consideration functional features, adequacy and efficiency that apply to all educational facilities before final decisions are made. The study was located in Rivers State only and the population consisted of students of Business Education, while the present study covers the South-South geopolitical zone.

Consequently, this present study seeks to fill the gaps that are identified and specifically assess extent of implementation of minimum standard of Business Education by Colleges of Education in South-South zone as stipulated by the National Commission for Colleges of Education (NCCE).

Method

Research Design

This study adopted the ex-post facto design. According to Akuezuilo and Agu (2003), ex-post facto design seeks to find out the factors or conditions associated with certain occurrence,

outcomes, situation or process by analysis of past events or of already existing conditions. This type of design is adopted for the study because the resources to be assessed are already in place and existing. However, the researcher has no control of the variables and he cannot manipulate them because they already exist and cannot be changed.

Area of the Study

This study was carried out in South-South geopolitical zone of Nigeria. This zone is made up of Bayelsa, Rivers, Edo, Delta and Akwa Ibom States. The states are Educational inclined and have many tertiary institutions including Colleges of Education, public and private.

Population of the Study

The population of this study comprises all the Business Education departments of Colleges of Education of South-South States. Akuezuilo and Agu (2003) maintained that population in research and statistics is used in a more specialized sense to include not just people but also institutions, events, animals, objects, departments and things who or which have common characteristics. However, there are twelve (12) Colleges of Education in South-South States, all running Business Education programme.

The Business Education departments were studied in terms of adequacy of lecturers, available physical resources and instructional resources in the typing studio.

The NCCE Benchmark inventory detailed in the Minimum Standard is the standard checklist of resources required for Business Education programmes in Colleges of Education in Nigeria.

The checklist is already validated and standardized by NCCE therefore no need to validate it. The instrument was utilized through a direct observation conducted by the researchers and tutored assistants in the sampled schools.

The reliability of the instrument is considered adequate since same has been used by accreditation and visitation teams that visit Colleges to check both human and physical resources.

In order to answer the research questions, the data collected was analysed using ration analysis and percentage score. The benchmark for the analysis is as specified by NCCE (2020) and the appropriate remarks are “Adequate” and “Inadequate” respectively. Consequently, resources were regarded as “Adequate” if the percentage available is 100 and above, while “Inadequate” if the percentage is less the 100.

Result and Analysis

The results of this study are presented in the various tables according to the research questions.

Research Question One

How adequate are the lecturers available for Business Education programme of Colleges of Education in South-South, Nigeria in relation to NCCE minimum standards?

To answer this research question, data regarding the research question were analyzed and the results are presented in table 1 below:

Table 1: Adequacy of lecturers for Business Education programme in Colleges of Education in relation to NCCE Benchmark

College of Education	NCCE BM	Stud Pop	Expected Lecturers in Relation to BM	Number available	Surplus/Def.	% Available	Remark
A	1.30	245	8	46	38	575%	A
B	1.30	480	16	34	18	213%	A
C	1.30	311	10	28	18	280%	A
D	1.30	250	8	14	6	175%	A
E	1.30	195	7	12	5	171%	A
F	1.30	223	7	15	8	214%	A
G	1.30	316	10	12	2	120%	A
H	1.30	357	12	18	6	150%	A
I	1.30	286	9	11	2	122%	A

NA=Not Adequate, A= Adequate, * = Deficiency

*BM – Benchmark

Source: Fieldwork, 2020

The results presented in table 1 show that the lecturers available for Business Education Programme in the Colleges of Education sampled are adequate in relation to NCCE minimum benchmark. Specifically, Federal College of Education (Technical), Asaba has 575% level of adequacy, while the others range from 120% to 280% level of adequacy. This high level of adequacy is not unconnected with the dwindling number in the enrolment of candidates for NCE programmes generally.

Research Question Two

How adequate are the physical facilities available for Business Education programme of Colleges of Education in South-South, Nigeria in relation to NCCE minimum standards?

Data regarding research question two were analyzed and the results are presented in table 2 below.

Table 2. Adequacy of physical facilities for Business Education programme

S/N	Physical Facilities	A	B	C	D	E	F	G	H	I	Remark
1	Classroom (Chairs/Desk)										
	Benchmark (Seat)	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	
	Number Available	1400	950	800	400	500	600	700	800	600	
	% Available	571%	198%	257%	160%	256%	269%	222%	224%	210%	Adequate
2	Typing Lab										
	Benchmark	1	1	1	1	1	1	1	1	1	
	Number Available	2	2	2	1	1	2	1	2	1	
	% Available	200%	200%	200%	100%	100%	200%	100%	200%	100%	Adequate
3	Shorthand Studio B/M										
	Benchmark	1	1	1	1	1	1	1	1	1	
	Number Available	1	1	1	1	1	1	1	1	1	
	% Available	100%	100%	100%	100%	100%	100%	100%	100%	100%	Adequate
4	Model Office										
	Benchmark	1	1	1	1	1	1	1	1	1	
	Number Available	1	1	1	1	1	1	1	1	1	
	% Available	100%	100%	100%	100%	100%	100%	100%	100%	100%	Adequate
5	Bus. Educ. Library										
	Benchmark (Books)	1:10	1:10	1:10	1:10	1:10	1:10	1:10	1:10	1:10	
	Number Available	306	256	211	0	0	116	86	120	0	
	% Available	12%	5%	8%	0%	0%	5%	3%	3%	0%	In-Adequate
6	Lecturer's Office										
	Benchmark	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	
	Number Available	28	20	18	10	8	10	12	12	10	
	% Available	61%	59%	64%	71%	67%	67%	100%	67%	91%	In-Adequate

7	ICT Lab.										
Benchmark	1	1	1	1	1	1	1	1	1	1	
Number Available	1	1	1	0	1	0	0	0	0	0	
% Available	100%	100%	100%	0%	100%	0%	0%	0%	0%	0%	In-Adequate

*S/N 5 - 1:10=Student to ten books. S/N 6 - 1:1= One Lecturer to one office

Source: Fieldwork, 2020

The result in table 2 shows that the available classroom capacities for Business Education departments of all the Colleges of Education studied are adequate. All the schools scored above 100% for available seating capacity.

The benchmark for classroom seat is typically thirty chairs/desks for thirty students. Also, the table reveals that five (5) Business Education departments of the Colleges of Education sampled have two typing laboratories each and others one each while all the Colleges have one each of Shorthand studio and Model office. This is considered adequate as stipulated by NCCE standards. Moreover, ICT Laboratory is not available in five (5) of the Colleges, thus this facility is “Inadequate”.

Also, the books in the Business Education library are not adequate for the students as stipulated by the benchmark of NCCE. This is seen in the percentages scored by each College since they all scored below 100%. In addition, three (3) Colleges of Education do not have Business Education library. Similarly, the lecturers’ offices available are not adequate as required.

This is reflected in the percentages scored which is below 100% in all the Colleges studied.

Research Question Three

How adequate are the equipment and supplies in the typing laboratories of Business Education programme of Colleges of Education in South-South, Nigeria in relation to NCCE minimum standards?

In order to answer this research question, data relating to the research question were analyzed and the results are presented in table 3 below

Table 3: Adequacy of Equipment and Supplies in the Typing Laboratories

S/N	Equip./Supplies	A	B	C	D	E	F	G	H	I	Remark
1	Typewriters										
	Benchmark	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	
	No. Available	94	163	118	98	74	69	70	131	62	
	% Available	38%	34%	38%	40%	38%	31%	22%	37%	22%	Inadequate
2	Computer/ Laptops										
	Benchmark	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	
	No. Available	38	33	18	16	11	24	31	48	30	
	% Available	47%	21%	17%	19%	17%	32%	29%	40%	31%	Inadequate

3	Typing Chairs										
	Benchmark	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	
	No. Available	108	192	128	112	76	82	80	152	65	
	% Available	44%	40%	41%	45%	39%	37%	25%	43%	23%	Inadequate
4	Typing Desks										
	Benchmark	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	30:30	
	No. Available	108	192	128	111	74	82	80	150	64	
	% Available	44%	40%	41%	44%	38%	37%	25%	42%	22%	Inadequate
5	Instructor's Table										
	Benchmark	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	
	No. Available	5	4	2	2	1	2	3	2	2	
	% Available	61%	25%	19%	24%	12%	31%	28%	17%	21%	Inadequate
6	Instructor's Chair										
	Benchmark	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	
	No. Available	5	4	2	2	1	2	3	2	2	
	% Available	61%	25%	19%	24%	12%	31%	28%	17%	21%	Inadequate
7	Stapling Machines										
	Benchmark	4:30	4:30	4:30	4:30	4:30	4:30	4:30	4:30	4:30	
	No. Available	6	7	3	4	5	4	3	3	4	
	% Available	18%	11%	7%	12%	19%	13%	7%	6%	11%	Inadequate
8	Stapling Removers										
	Benchmark	4:30	4:30	4:30	4:30	4:30	4:30	4:30	4:30	4:30	
	No. Available	4	3	1	1	1	1	3	1	1	
	% Available	12%	4%	2%	3%	4%	3%	6%	2%	3%	Inadequate
9	Perforator										
	Benchmark	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	
	No. Available	6	4	2	2	5	3	2	2	3	
	% Available	37%	13%	10%	12%	38%	20%	9%	8%	16%	Inadequate
10	Stopwatch										
	Benchmark	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	
	No. Available	2	3	1	1	1	1	2	2	1	
	% Available	12%	9%	5%	6%	15%	7%	9%	8%	5%	Inadequate
11	Wall Clock										
	Benchmark	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	
	No. Available	2	2	2	2	1	1	2	2	1	
	% Available	24%	13%	19%	24%	15%	13%	19%	17%	10%	Inadequate

12	Demonstration Stand										
	Benchmark	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	
	No. Available	2	2	1	1	2	1	1	2	2	
	% Available	24%	13%	12%	15%	31%	13%	9%	17%	21%	Inadequate
13	English Dictionary										
	Benchmark	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	1:30	
	No. Available	2	2	1	2	0	2	1	2	1	
	% Available	24%	13%	10%	24%	0%	27%	9%	17%	10%	Inadequate
14	Filing Cabinet										
	Benchmark	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	2:30	
	No. Available	4	3	3	3	3	2	3	3	2	
	% Available	2%	9%	14%	185	23%	13%	14%	13%	10%	Inadequate

Source: Fieldwork, 2020

The results in table 3 above show that all the items (Equipment and supplies in the Typing Laboratories) in Business Education departments of Colleges of Education in South-South, Nigeria are not adequate in relation to the NCCE minimum standards. This is reflected in the percentages scored by all the items which are below 100% across the Colleges studied.

Consequently, the equipment and supplies in the typing laboratories of all the Business Education departments studied are interpreted to be inadequate.

Discussion of results

Based on the results obtained from the presentation and analysis of data, discussion of the major findings of the study is made thus.

The result of the analysis of research question one indicates that lecturers available for Business Education programmes at the Colleges of Education in South-South, Nigeria is adequate at different levels. One of the sampled Colleges, a Federal institution has 575% level of adequacy. The lowest level is found in a State College with 122%. This finding is contrary to the study of Onyesom (2014) who submitted that there are inadequate teachers and other technical staff in Business Education programmes of Nigerian tertiary institutions. Similarly, Aliyu (2016) in another study noted that availability of Business Education teachers in our schools assist the implementation of the programme

Moreover, the importance of adequate academic staff in any educational programme cannot be overemphasized. They are central and non-negotiable to the achievement of educational goals and objectives (intents and purposes).

Business education programme needs adequate teachers to enable it deliver the standard and ensure quality expected therein. It is noteworthy here that the “massive” adequacy discovered in this study, is not unconnected with the drastic dwindling enrolment numbers into the College of Education system.

In research question two, the result of the analysis reveals that physical facilities (classrooms, typing laboratories, shorthand studios and model offices) for business education programmes of colleges of education in South-South, Nigeria are adequate while others (such

as business education libraries/books and lecturer's offices) are "Inadequate". Moreover, ICT laboratories are available in four (4) out of the nine (9) sampled Colleges of Education. This could be as a result of slow adaptation to ICT by tertiary institutions in Nigeria as noted by Okolocha (2010) and corroborated by Onyesom and Okolocha (2013), that compliance to e-learning and ICT in tertiary institutions with regard to preparing business teachers is inhibited by several factors domesticated in the Nigerian system.

Furthermore, with respect to libraries and its collections it is revealed that they are "Inadequate". This finding agrees with the submission of Oyeniyi (2010) who noted that the libraries are short of current books and periodicals. This can affect negatively the teaching and learning of business education. The library being the most used of all self-instructional facilities should be a repository of books and its main purpose is to make available to students, teachers and researchers at easy and convenience. Therefore, the library and its collections are needful in a reasonable state and date for success of business education programmes.

Finding in the study also revealed that Lecturer's offices is "Inadequate" This is in line with Onyesom (2014) who found that lecturers' offices are not adequate. The importance of offices especially in the academic circle cannot be overemphasized. So, office accommodation should be provided for lecturers as required by NCCE.

The analysis of research question three indicates that the equipment and supplies in the typing laboratories of Business Education department at the Colleges of Education in South-South, Nigeria are not adequate. This finding agrees with Udoh (2003) that there is a serious gap between the intended changes and actual classroom practices in Business/Secretarial education in Colleges of Education. The computers, typewriters and other equipment in the laboratories of business education are far below standard. This is not good for a skill subject/course like business education. An earlier study by Okwuanaso (2004) showed that a business teacher cannot effectively teach a student the home-key of a typewriter or how to operate the adding machine without having the machines in the classroom.

Conclusion

The study focused on the implementation of the Minimum Standard for business Education Programme in College of Education in South-South, Nigeria. Human and Instructional resources are necessary ingredients for the attainment of business education objectives however this study has found that these resources are adequate in some area and inadequate in some areas covered in the study in Colleges of Education in South-South, Nigeria. On the basis of these findings therefore, it could be concluded that to some extent students of Business Education in these Colleges of Education are learning without the necessary and required resources and facilities. Moreover, this may have affected the preparation and performance of the students over the years. In effect, these colleges are operating below the NCCE regulated standards in most of the investigated areas. Sincere efforts should be made to provide adequate facilities and equipment to ensure quality of Business Education programme and its products while adhering to NCCE minimum stipulations.

Recommendations

Based on the findings of this study, the following recommendations are made:

- 1) Adequate and concerted efforts should be made to boost student enrolment into Business Education programme by proprietors of Colleges of Education. Since the number of lecturers is relatively adequate in size and quality in accordance with NCCE minimum standard.

- 2) Available physical facilities should be properly maintained and those not adequate/unavailable provided for Business Education programme by the authorities of College of Education as stipulated by the NCCE standards.
- 3) Typing laboratories of business education programme should be adequately equipped with relevant facilities as required by the NCCE standards.
- 4) Business education departments should regularly appraise and review the statuses of their instructional resources vis-a-vis the students' size to enable them adjust where necessary.
- 5) The National Commission for Colleges of Education (NCCE) should regularly supervise the programmes of Business Education to ensure that its stipulated standards are adhered to.

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