EVALUATTION OF NCE BUSINESS EDUCATION PROGRAMME AS AN ENTRY REQUIREMENT INTO THE FIRST DEGREE PROGRAMME IN BUSINESS EDUCATION IN NIGERIAN UNIVERSITIES

BY

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DECLARATION

I hereby declare that this thesis has been written by me and it is a record of my own research work. It has not been presented in any previous application for a higher degree. All the quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of references.

Josephine Olukemi Omoniyi

CERTIFICATION

This thesis entitled "EVALUATION OF NCE BUSINESS EDUCATION PROGRAMME AS AN ENTRY REQUIREMENT INTO THE FIRST DEGREE PROGRAMME IN BUSINESS EDUCATION IN NIGERIAN UNIVERSITIES" by **Josephine Olukemi Omoniyi** meets the regulations governing the award of the degree of Master of Education (Business Education) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is specially dedicated to the **OMONIYI and ALUKO** families.

ACKNOWLEDGEMENT

First and foremost, I thank God Almighty for seeing me through the programme successfully despite all odds. May His name be praised forever (Amen).

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ABSTRACT

The study was conducted to evaluate NCE Business Education programme as an entry requirement into the first degree programme in Business Education in Nigerian Universities. The population of the study consists of One hundred and thirty five (135) NCE graduates in 200 Level Business Education programme in the four oldest Universities that offer Business Education in Nigeria. The Universities are Ahmadu Bello University, Zaria (60); University of Nigeria, Nsukka, (25); University of Benin, Benin City (35) and Rivers State University of Science and Technology, Port Harcourt (15). The research population serves as sample since only 200 Level Business Education students with NCE degree were studied. The research population was considered not too large and therefore there was no need for sampling.

Questionnaire and documentary evidence were used in gathering data, which were statistically analyzed and interpreted. The study revealed the following;

1. **There is no significant association between the courses offered at NCE. Business Education and those offered in Business Education degree Programme.**
2. **Some courses were totally new to NCE graduates who gained admission to Business Education degree programme.**
3. **Some Universities donot give course exemptions to NCE Business Education Certificate holders who pursue Business Education degree programme in Nigerian Universities.**
4. **Most NCE Business Education Certificate holders spend more than two years for the post NCE degree programme.**

In this study the researcher made the following recommendations:

(a) Holders of NCE Certificate with a minimum grade of Credit at NCE should spend only two years to obtain the bachelors degree in Business Education.

(b) Business Education Curriculum planners should harmonize the - programmes in all Universities to ensure that all students who are NCE holders and admitted into Business Education degree programme in the university get adequate credit hours exemption on the programme.

(c) The entry qualification into NCE programme be raised to a minimum of four credits including English Language and Mathematics.

The Study highlights the implications for classroom instructions to include among others, that broadening the course content of NCE programme would give room for improvement and that exposure to new courses at NCE level would offer new challenges and better performance.

OPERATIONAL DEFINITION OF TERMS

1. Definition of Terms

(a) **Accounting Education** - A programme of instructions aimed at developing skills, knowledge andunderstanding that are necessary to facilitate keeping financial records of business transactions. (Tonne & Nannasy, 1970).

(b) **Business Education** - Those experiences designed to develop Business competencies and literacy thereby giving the student an understanding and appreciation of business and an awareness of individual's responsibility as an economic citizen. (Nolan, et al, 1967).

(c) **Curriculum** - A general over-all plan of the content or specific materials of instructions that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field. (STITT, 1982).

(d) **Evaluation** - The process of ascertaining or judging the value or amount of something by careful appraisal.

(e) **Secretarial (Office) Education** - A programme of instructions aimed at developing skills, knowledge and understanding that are necessary to facilitate business information control and processing.

(f) **Skill** - Anything that the individual has learned to do with ease and precision, may be either a physical or mental performance.

2. Abbreviations

(a) NCCE - National Commission for Colleges of Education

(b) NUC - National Universities Commission

(c) NCE - Nigerian Certificate of Education

(d) ABU - Ahmadu Bello University, Zaria

(e) UNN - University of Nigeria, Nsukka

(f) UNIBEN - University of Benin, Benin City

(g) RSUST - Rivers State University of Science and Technology, Port - Harcourt.

(i) C.I.P.P - Context, Input, Process, Product. (One of the paradigms of programme Evaluation).

CHAPTER 1

INTRODUCTION

1.1 Background Information

The prosperity of a country is related directly to the educational level of its people. This view was stressed by Nolan, et al (1970), who remarked that the commitment of our society to educating all youths has grown stronger as a result of the current technological revolution, for technological advances emphasize knowledge and skill rather than manual labour, the source of productivity. It was further stated that "in order that people may be equipped to cope with an age as complex as ours today, it is becoming increasingly important that the school's curriculum give students broad opportunities to engage in creative, disciplined thinking". Nwabueze (1993) opined that the success of the economic sector of a society depends to some extent on the quality of education available to the citizenry adding that "general education and vocational training which industries provide, play a major role in this regard."

The Ashby commission (1960) marked the beginning of huge investment for the production of middle-level teaching man power in Nigeria. This cadre of teachers is meant to cater for teaching in the primary and junior classes of secondary schools and teachers' colleges. This category of teachers was to hold the Nigeria Certificate in Education (NCE). The institutions awarding this certificate has sprung up in all states of the Federation under names such as Colleges of Education or Advanced Teachers' Colleges. As submitted by Adu (1992) Nigeria has fifty - six of these Colleges of Education at both State and

Federal levels. Out of this figure, fifteen Federal Colleges of Education offer Business education; while twenty - four State Colleges offer Business Education programme (Appendices A & B). Most of these colleges run courses in various disciplines with education as a base of which Business or Vocation Education occupies a part.

The Federal Government of Nigeria asserted that "no educational system can rise above the quality of its teachers" (NPE, 1981). According to the policy, the NCE becomes the minimum basic qualification for entry into the teaching profession in Nigeria. It went further to give the following purpose of teacher education;

(a) To produce highly motivated conscientious and efficient classroom teachers for all levels of our educational system;

(b) To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;

(c) To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to any changing situation not only in the life of their country but in the wider world;

(d) To enhance teachers commitment to the teaching profession.

It opined that adequate education and preparation of good quality teachers demand that the structure, content, process (or methods), evaluation (and accreditation) and the compensation of such teachers be improved and forward looking Adeoti, et al (1995), revealed that formal vocational education started during the industrial revolution. This was a period when there arose the need for persons trained to man the jobs in industries, coupled with the desire to keep the young men in school, led to many experiments and the introduction of

manual training in public schools. With the growth of industrialization during the 19th century, several European countries began introducing vocational education in elementary and secondary schools but opposition to this type of education persisted into the 20th century in Great Britain. Notable among the events leading to the development of Business Education in Nigeria were the international assistance received from the Ford Foundation in the United States of America and from the United States Agency for International Development (USAID). The former aided the establishment of a comprehensive High School in Ogun State in 1963. The latter brought into existence Government Comprehensive High School in Port-Harcourt which was developed mainly along technical lines.

In Nigeria, Vocational training was run through the apprenticeship system before the advent of the missionaries. Formal organization of Business Education courses started with the operation of private schools and evening classes by private proprietors. Although they had very limited resources in terms of technical personnel, curriculum, equipment and facilities, a large number of Nigerian workers were provided with basic training in Business courses. Teachers in these private institutions were mostly experienced office executives who taught these courses in order to earn extra income. The subjects offered by these private schools included, Typewriting, Shorthand, Bookkeeping, Commerce and English Language. Business Education in Nigeria began to gain recognition from the latter part of the first half of the 20th century, that is, from 1946. Business Education is that type of education
that provides the skills and knowledge needed for a particular job such as accounting, distributive and secretarial occupation. This type of education

benefits everybody because it is education for work and about work. It provides skills, training, knowledge, social interactions and personal use competencies that prepare individuals for entering into paid employment in a specific job.

With the acceptance of the growing need of Business Education in schools by the Federal Government in the National Policy on Education (1981) coupled with the realization that products of this programme will help in meeting the manpower needs of commerce and industry, different state governments have expanded their Business Education Programmes in various schools.

Entry Requirements into the (N.C.E) Business Education Programme

(a) A senior secondary School Certificate (SSC) or General Certificate in Education (GCE) Ordinary Level in at least five (5) subjects including English Language, with at least three (3) credits at a sitting or four (4) credits at two (2) sittings form the under-mentioned Business Subjects:

(i) Economics

(ii) Principles of Accounts

(iii) Business Methods/Introduction to Business Management

(iv) Shorthand

(v) Typewriting

(vi) Commerce

At least a "Pass" in Mathematics is required. This is compulsory.

(b) A Grade Two Teacher's Certificate (TC II) with credits or merits in any of the three subjects mentioned above and a pass in Mathematics and Credit in English Language.

(c) WAEC Commercial or RSA Stage II Certificate with passes at not more than two sittings in five subjects including English language and two relevant subjects to the programme from the list in (a) above.

(d) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad.

Entry Requirements into the First Degree Business Education Programme

(a) 4 Year Programme

In addition to general University entry requirements, applicants must have credit in English Language and Mathematics from SSCE/GCE or WAEC/RSA Business Studies (Stage II).

(b) 3 Year Programme

ND in Secretarial Studies with Lower Credit from accredited institution. NSE (National Secretarial Examination Certificate) or FTC. ADVANCED; WAEC/RSA advance in Business Studies, which must include either Shorthand or Typewriting or Accounting and Commerce/Economics. Any of the above plus credit in English Language and at least a pass in mathematics from WASC/GCE, RSA or WAEC Business Studies Stage II.

(c) 2 Year programme

Distinction, Merit or Credit in NCE (Business Education/Commercial) NTTC, HND with at least Lower Credit from accredited institution plus credit in English Language and a pass in Mathematics.

1.2 Statement of the Problem

Science and Technology have bridged the gap between nations, thus reducing the world into a global village whose roles are predicted upon the levels of scientific and technological development of the respective nations. Nigeria as a nation is anxious not to be left behind. Subsequently the philosophy of NCE Vocational and Technical Education is aimed at producing teachers who will in turn produce young people that would grow in the culture of Science and technology (NCCE, 1990). One of the objectives of NCE Business Education is to prepare students in Business Education with necessary competencies so as to qualify them for a two -year post NCE degree programme in Business Education in Nigeria.

In Nigeria today, it is observed that NCE graduates spend varying years ranging from two to four years for degree programme in the University instead of the required two years as specified in the guideline by the Colleges of Education Commission (1990). This is buttressed by Aminu (1989) when he remarked that practices have been far from uniform among various Colleges of Education and that standards too have not been uniform.

He stated further that:

> This explains why the Universities, in matters of admission of the NCE products into their Bachelor of Education (B.ED) degree programmes, employ confusing and discriminatory standards...while others are asked to spend three years instead of two for the degree programmes even though their credentials show that they have met the minimum entry requirements for the two year B.Ed. degree programme.

Ideally courses offered at NCE Business Education level should not be repeated at degree level. This researcher's preliminary observation shows that some courses offered at NCE level are duplicated at the degree level. Holders of NCE are therefore made to go through these courses at the University level. The researcher felt that these courses should be waived for NCE holders thereby enabling them to spend only two years for a degree programme in Business Education as stipulated in the guideline produced by the National Commission on Colleges of Education (1990). The study is therefore designed to evaluate the NCE Business Education programme as an entry requirement into the first degree programme in Business Education in Nigerian Universities.

1.3 Objectives/Purposes

The objectives of the study are stated as follows:

(a) To determine the relationship between the courses offered at NCE Business Education and those offered at 200L of Business Education degree programme.

(b) To determine the relationship between the observed and the expected minimum entry qualification of NCE holders into degree programmes in Business Education.

1.4 Research Questions

The study was an attempt to answer the following questions:

1. What is the relationship between the courses offered at NCE Business Education and those offered at 200L Business Education first degree programme?

2. What is the association between the observed and the expected minimum entry qualification of NCE holders into first degree programmes in Business Education?

1.5 Hypotheses

The following Null Hypotheses were tested at 5% significant level:

1. There is no significant association between the courses offered at NCE Business Education and those offered at 200L of Business Education degree programme.
2. There is no significant association between the observed and the expected minimum entry qualification of NCE holders into degree programmes in Business Education.

1.6 Significance of the Study

The study is intended to evaluate the NCE Business Education programme as an entry requirement into the first degree programme in Business Education in Nigeria Universities. The findings of the research work is helpful in the following ways:

(a) Possible restructuring of the NCE programme to reflect any deficiency in curriculum (if any).

(b) The study is of paramount importance to National Commission on Colleges of Education and other relevant Business Education Curriculum planners and implementers/executors to ensure that Business Education programme is geared towards the achievement of its aims and objectives

and in line with planned expectations.

(c) The study will lead to modification of existing programmes in both Colleges of Education and Universities.

(d) The findings of this research will stimulate further research work on this topic.

1.7 Basic Assumptions

(a) Duplication of NCE courses at the University level bores students who have done similar courses.

(b) All colleges of Education have the same pre-entry requirements

(c) All graduates of Colleges of Education enter the University with the same entry qualification.

1.8 Scope/Delimitation of Research

The study covers all 200L Business Education students of the four oldest Universities that offer Business Education in Nigeria namely:

(a) Ahmadu Bello University, Zaria

(b) University of Nigeria, Nsukka

(c) University of Benin, Benin City

(d) Rivers State University of Science & Technology, Port-Harcourt.

This study focusses on the NCE Courses in Business Education and 200 Level Business Education degree programme.

The study also focusses on all the courses offered at NCE and University levels (See Appendix A & B).

1.9 Limitation

The study is limited by the accuracy of information supplied and the cooperation received from the respondents. In addition the findings of the study are limited to the Universities studied.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In the study of evaluation of the NCE Business Education Curriculum as an entry qualification into the first degree Business education programme in Nigerian Universities, a review of some related literature to the study provides a vital base. Subsequently, since there has been no previous research work on this particular area of study some magazines, journals and textbooks were mostly reviewed. The chapter has been organized in the following headings:

1. The concept of Evaluation - Nature, Purpose and Rules
2. The concept of Curriculum
3. The Business Education Curriculum
4. Summary

2.2 The Concept of Evaluation

Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Phi Delta Kappa, 1971). Evaluation is an indispensable process in any human endeavour. As one of the most important processes in curriculum development, it enables one to determine to what extent if at all, the objectives of a programme have been achieved. Evaluation is a process or cluster of processes enacted to provide data so that decision can be made as to whether something should be accepted, changed or eliminated. Implicit in evaluation is the process of ascertaining the

relative values of whatever is being judged. Okedara (1978) also viewed evaluation as a continuous process initiated at the planning stage and through continued feedback of information leads to periodic reviews of plans and serves as a guide to decision making for the final assessment of achievement and impact. Evaluation is the gathering of empirical evidence for decision - making and the justification for decision - making policies and the values upon which they are based. The role of evaluation includes prediction of academic success and improvement of an existing course of action, selection, adoption, support and worth of educational activities. Cohen (1970) remarked that evaluation is a mechanism with which the character of an educational enterprise can be explored and expressed. Evaluation therefore, provides bases for making rational choices between alternatives and upon these choices a stable foundation is effected. Evaluation requires judgement, which depends on judgement previously made. Judgements according to Cohen (1970) would continue to rest on incomplete knowledge, imprecise measurements and inadequate experience. No error-free system is possible, but improvements are within ease of reach. Personal value, that is, commitments, goals, priorities and standards, in one form of expression or another are judgement data. An analysis of these variables should reveal what one wants or feels.

Evaluation should be a continuous process and an integral part of curriculum development and classroom instruction. It should provide feedback and on the basis of such feedback, weaknesses in the curriculum or instruction could be identified and remedied. Evaluation of achievement is one of the most important aspects of human activity. It provides the teacher and the pupil with evidence about the strengths and weaknesses in the pupil's growth and suggest areas in which special work needs to be done. This is attested to by Nolan et al

(1979), when they stated that: "Without evaluation of student achievement, very little learning progress would be made. Neither the student nor the teacher would know what, if any, progress was being made in meeting the objective and what difficulties the student was encountering". They submitted that the objectives of evaluation should:

1. Serve as a basis for the assignment of marks and grades for promoting students.
2. Determine the effectiveness and improvement of instruction.
3. Determine areas of weakness in student preparation so that these weaknesses might be remedied.
4. Discover abilities and interests to serve as the basis for counselling.
5. Improve courses of study and instructional materials.
6. Learn the extent to which objectives are being achieved.
7. Serve as motivation to students.
8. Serve as a basis for ability grouping.

Evaluation as part of decision - making is a prospective approach requiring the evaluator to furnish timely feedback. The evaluator has to generate information that can be used by decision makers. This type of evaluation Brandt (1978) further argued is different from the evaluation solely for accountability, but is retrospective, that is, looking back. However, Zais (1976) opined that such "looking back is the dominant posture, that is, looking back at how individuals behave academically and socially, as a consequence of experiencing the curriculum or from using a specific educational material.

Hunkins (1980) submitted that evaluation whether done formally or informally provides the bases for deciding whether to address a particular need or not, whether to modify a programme or whether to terminate it.

Evaluation has different forms for different purposes. The various forms however, have one common function, and that is, they are all intended to lead to a greater understanding which would in turn lead to some form of change in some aspects of an educational programme.

Eisner (1979) identified the following as important functions of educational evaluation:

(a) To diagnose,

(b) To revise curricula,

(c) To compare,

(d) To anticipate educational needs,

(e) To determine if objectives have been achieved.

The first function of diagnosis as an evaluation technique has the `student' as its focal point. It is carried out with a view to identifying weaknesses, which could be remedied.

The goal of the second function, which is to revise curricula, is the modification and improvement of the existing curriculum. This is particularly useful when the curriculum is thought of as a set of materials and tools to be used.

The third use of curriculum evaluation is to compare programmes, teaching and other aspects of school. This comparison could be between newly introduced programme and an old one.

(NP) Eisner (1979) believed that the fourth function of curriculum evaluation should be to identify educational needs. This he asserted could be done through the collection of data from the larger community of the school community.

The fifth use of evaluation is for determining whether educational objectives are being realized. This operates on the premise that educational

programmes should be purposeful and should have goals. This form of evaluation collects relevant data on the objectives of the programme.

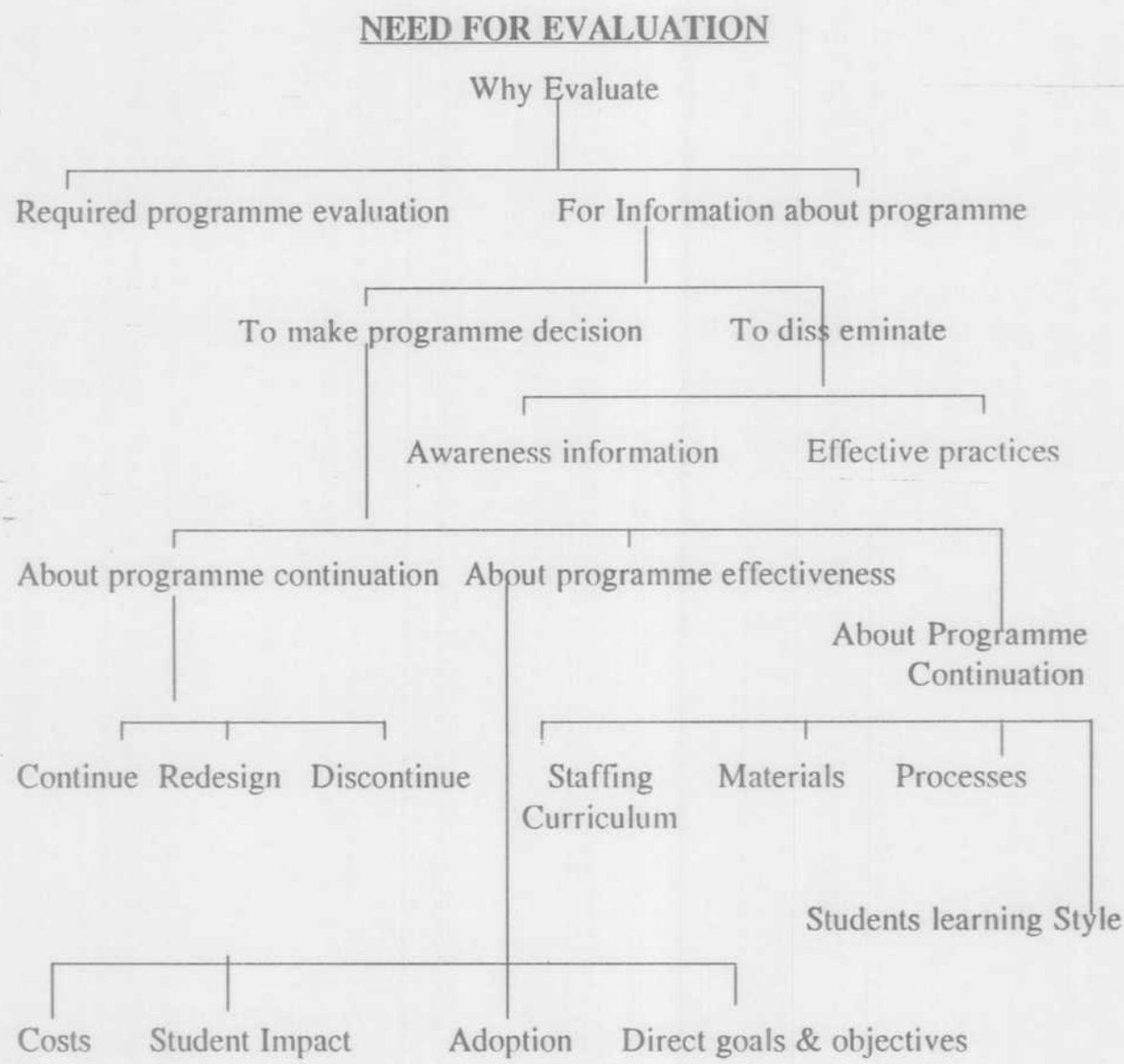
Generally, for an evaluation to be complete, it has to be viewed from the point of view of the students, teachers and the subject content. In addition, Hunkins (1980) identified five purposes of evaluation namely;

1. To increase the substantive knowledge base regarding the education process, that is, the total curriculum process.
2. To furnish information that will facilitate making decisions as to whether to continue, adjust or discard on-going curriculum.
3. To provide justification for a political, social and economic action relating to the curricular programme.
4. To create a report that can be utilized by all appropriate persons in the educational system resulting in the introduction and continuance of effective circular.
5. To generate information that can be employed in educating the community as to the rationale for a particular programme and the effectiveness of the programme.

The question posed by Hunt (1978) as cited in Ardo (1983) are very important and crucial to the purpose of evaluation. Hunt opined that; it is necessary to determine "why" you are evaluating and "whom" you are evaluating, then evaluate "regularly".

These are prime questions to evaluators but the central question is "why" evaluate.

A scheme on "why" evaluate is reproduced below from Hunt (1978):



Evaluation could serve many central functions in the school and in the development of curriculum. Provus (1969) in Asher (1976) also described evaluation as agreeing upon program and the program standards, determining discrepancies between aspects of the program standards and using

discrepancy information to identify the weaknesses of the program.

Scriven (1962) expressed that the role of evaluation may be thought of in two ways, that is, at the methodological level, one may talk of the goals of evaluation, while in a particular sociological or pedagogical context, one may further distinguish several possible roles of evaluation, namely,

Formative Evaluation: This kind of research is often called process research. It is simply outcome evaluation of an intermediate stage in the development of the teaching instrument. The role of formative evaluation is to discover deficiencies and successes in the intermediate level of a new curriculum.

Summative Evaluation: This is concerned with evaluation effects of a whole teacher - curriculum package and has no need to identify the specific agent responsible for the overall improvement or deterioration of a programme. Cronbach (1963) made reference to these two roles of evaluation when he stated that "evaluation used to improve the course while it is still fluid, and contributes more to improvement of education than evaluation used to appraise a product already on the market".

Programme Evaluation: Stake (1970) in an article on programme evaluation, defined programme evaluation in the following statements: "Evaluation is an observed value compared to some standards. It is a simple ratio but this numerator is not simple. Programme Evaluation pertains to the complex of expectations and criteria that different people have for such a programme". He further contended that a programme might be strictly or loosely defined. It might be as large as all the teacher training in the United States or it might be as small as field trip for the pupils of one classroom.

Paradigms of Programme Evaluation

Dockrell (1980) as cited in Ardo (1983) reported an article on models of evaluation by Stake in which the author discusses two types of broad models for programme evaluation, namely; the formal study or a self study, using information already available and relying on the insight of professional persons and respected authorities. This is the type of approach adopted by regional Accrediting Associations for Secondary Schools and Colleges in the United States. Stake (1970) cited two examples of this model, namely:

1. The Flexiner Report (1916) of medical education in the U.S.A.
2. The Coleman Report (1966) of equality of educational opportunity.

Anderson (1976) as cited in Ardo (1983) defined accreditation as the process by which a programme or institution is recognized as being in conformity with some agreed-upon standards. The accreditation model has been criticized by many educators, and its main areas of weakness and criticisms are:

(a) The identities of panel members or examiners are known;

(b) It relies on second - hand information.

Pretest/Post Test Model (Raph Tyler's Model)

Stake (1970) is of the opinion that most researchers prefer Pre-test/Post-test Model. Cronbach (1963) suggested that evaluation studies be considered as applied research on instruction in general about curriculum development as Hilda Taba's social studies curriculum project.

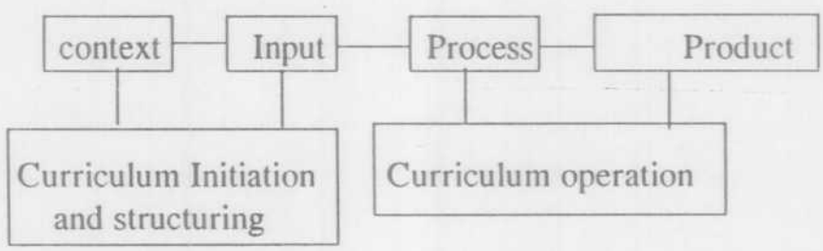
Reid (1973) as in Ardo (1983) drew attention to this type of linear Model when he stated:

> The major draw back of Research programmes conceived in terms of the Bobbitt/ Tyler/Taba type of paradigm is that they ignore the possibility of interaction between research designed to elicit information relevant to course of action - data in student characteristics, social and economic needs, disciplinary knowledge and theories of learning, and Research on the means by which actual judgements are made on the design and implementation of course of action.

The C.I.P.P. Model

Stufflebeam (1971) was of the view that the designs preferred by researchers did not focus on the variables that educational administrators have control over. The C.I.P.P. Model is based on system analysis or cybernetics as it is sometimes referred to. C.I.P.P. Model emphasized particular decisions that a manger will face. Data gathering would include data on context, input, process, while product analysis would relate those things to the immediate management of the programme. Scriven (1962) criticized this model stating that it had too much bias towards the concerns and values of the education establishment. This model was in use in the US office of Education for several years. The Schema for the C.I.P.P Model is presented below:

Fig. 2. THE C.I.P.P. MODEL



This system is aimed at working harmoniously towards achievements.

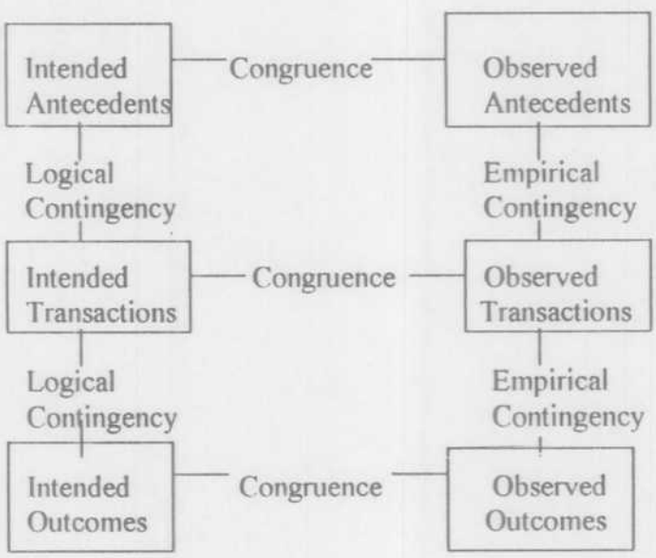
The Discrepancy Model

This Model as Cited in Ardo (1983) is the result of an evaluation study carried out by Provus and Kregh (1971) in Pittsburg Schools. Similar to Tyler's Model, it emphasized some congruency between the expected behaviour and the observed behaviour. However, it differs from Tyler's Model because it examined the causes of discrepancies.

The Congruence - Contingency (Countenance) Model

This model was developed by Stake (1970). It is based on the congruence of the intended and the observed outcomes. Diagrammatically, it could be displayed as follows:

Fig. 3 **Congruence - Contingency (Countenance) Model**



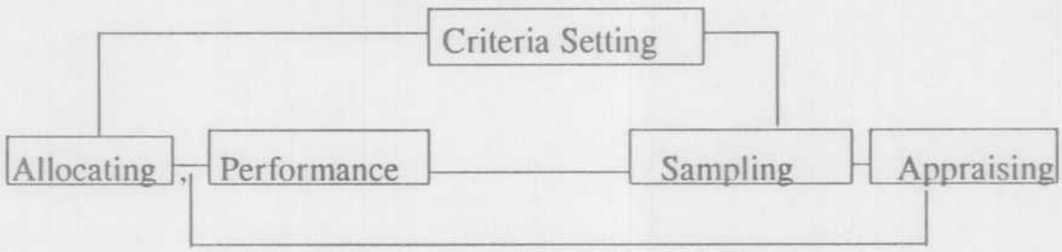
The Analytical Model

Dornbusch and Scott (1975) as cited in Ardo (1983) proposed this model. These authors suggest that it is both possible and useful to break down the

evaluation process into a set of analytical components each of which constitutes an essential part of a whole. The model presumes the presence of at least two actors in an organizational context; the performer, who carries out the task activities, and, the evaluator, who performs the activities necessary to arrive at a performance evaluation.

The Scheme of the model is shown below.

Fig. 4. The Analytical Model



The Advocacy Model

This Model according to Legesse (1983) is like educational trial by a jury. It states that to introduce controversial programme, data should be gathered and a judgment is passed by a panel of educators. The advantages of this model are:

1. Most people affected by the programme are involved i.e. students, teachers and parents.
2. Any programme must come after a comprehensive study.

The disadvantages are:

1. Difficulty to find competent/committed jury.
2. Any educational decision is influenced by group interest.

Good educational planning involves consistency of both evaluation devices and learning experiences with an established list of goals. Evaluation should be frequent and re-current, continual if not continuous. Evaluation is needed at

every stage of every enterprise and should be accomplished with imagination, skill and appropriateness.

Evaluation in learning involves changes in pupil behaviour as a consequence of instruction while evaluation of instruction includes study of pupil characteristics within a set of environmental circumstances as they affect learning.

2.2 The Concept of Curriculum

Many plausible definitions of the word 'curriculum' have been offered by different educators. Some people refer to it as accumulated tradition or organized knowledge contained in school and college subjects while others consider it to be the modes of thinking and inquiring about the phenomena of our world. Still, others see it as the experiences of the race.

This view is attested to by Fafunwa (1967) who was of the view that curriculum is the subject matter taught to a person, or the whole educative process, or the total environment in which education takes place. The dictionary of Education gives the definition of curriculum as an organized course of study undertaken by a student in or under the aegis of a college, school, university or other institute of learning.

Okunrotifa (1975) remarked that curriculum consists of all the learning experiences or educational programmes planned for students under the auspices of the school. A curriculum is a plan for learning. All educational plans consist of a vision that interpret social values and a structure that translates those values into experiences for learners.

Doll (1978) advanced two reasons for the need to evaluate curriculum programs and projects, namely;

(a) The significance to participants of knowing what they have accomplished which improves morale and supply guideposts by which further actions are plotted.

(b) The need to justify expenditures of time, talent and money.

There is need for planning bases in the development of educational programmes. This view was attested to by Hilda Taba in Wiles (1979) when he remarked that"... if one believes that the chief function of education is to transmit the perennial truths, one cannot but strive towards a uniform curriculum and teaching".

Curriculum development is one form of reform intended to bring about a change in the educational system. Nolan et al (1970) defined Vocational Curriculum as a group of courses or planned experiences in proper sequence of topics designed to prepare an individual for efficient service in a specific vocation.

Longe (1983) remarked that curriculum development since independence in Nigeria has faced a major task of revising what was alien and ill-suited content of education into a new curriculum that is more responsive to the needs of the country, her traditions and aspirations. Curriculum revision and restructuring began as an aftermath of the all African Conference on Education in Addis Ababa in 1961. The conference recommended: "...that African educational authorities should revise and reform the content of education in the areas of curricula, textbooks and methods, so as to take account of African environment, child development, cultural heritage and the demands of technological progress and economic development especially industrialization".

In the context of this major reorientation at the substantive and qualitative aspects of education, educational planning assumes a particularly critical role.

The Structure of Teacher Education

Writing on teacher education programmes in Nigeria, Nwankwo (1973) observed that the existing structural framework of teacher education shows three major categories of teachers, namely:

(a) The Grade II Teachers: This grade of teachers has been phased out in Nigeria by NPE (1981) which states that "the NCE will ultimately become the minimum basic qualification for entry into the teaching profession".

(b) The Nigerian Certificate of Education (NCE) Teachers: These are mostly teachers who have in addition to the West African School Certificate/GCE, done three years teacher training in an Advanced Teachers College or College of Education. Included under this category are several forms of Diplomas and Certificates obtained under the National Teachers Institute, the Institutes of Education or other Associateship Courses in universities. Such categories of teachers are employed mainly in primary and secondary schools.

(c) The Graduate Teachers: These are mostly those, who after the First School Leaving Certificate/Advanced Level GCE are admitted to the Universities for a 3-4 year degree programme or NCE graduates for 2-3 year degree programme either in education (plus one or two teaching subjects) or have an honours degree in a single or combined subject discipline. These teachers are mostly employed in the secondary schools and post secondary (except universies) institutions.

Content of Teacher Education

The content of teacher education in Nigeria is spelt out in the National Policy on Education (1981) as "General Studies (Basic academic subjects); Foundation Studies (Principles and Practice of Education): Studies related to the student's intended field of teaching and Teaching Practice".

2.3 Business Education Curriculum

The word 'Curriculum' embraces all activities experienced by a person under the supervision of the school. It consist of organized courses offered under the guidance of the school. According to Professor Hirst and Peters in Bishop (1985) a knowledge and understanding of various modes of experiences are central to education and human development. It advocates a liberal education for all.

Business Education is one of the major areas of specialization, which helps the development of economic well being of any individual as well as the nation in general. This fact is attested to by many authors including Osuala (1981) who described it as "...systematic learning experiences, which are designed to fit individuals for gainful employment in recognized occupations... prepares students for entering into and advancement in jobs with business ... prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business community". It is clear from the statement that Business Education programmes provide skills for the products to gain employment and make them useful to themselves.

Business Education is dynamic, hence, the need to engage in research to

continuously extend and validate content, methodology, and contemporary concepts and theories in the field. Tonne and Nannasy (1970) acknowledged this fact thus:

> One way of securing better indications of jobs standards and determining how to improve education in general and business education in particular is to discover what people think about them. Among the groups whose opinions should be considered are businessmen, labour leaders, educators, laymen in general and the students themselves.

The necessity for more research into Business Education curriculum is imperative considering the dynamism of the world of work. It is a known fact that improvement occurs when consideration is given to evaluating different areas of a particular project, be it in the field of management or technology. The world of business is changing and because these changes affect the way educators must teach about business, it is important that educators have established means of keeping their fingers on the pulse of change. As Business Educators prepare students for jobs in the business world, this pulse\-taking is imperative to prevent students from being prepared for tasks or jobs which do not exist or have changed measurably that they must be done differently for the worker to be successful.

The National Policy on Education (1981) authenticated the need for Business Education to be incorporated into the curriculum of the secondary

education by stating that"... it goes without saying that this new emphasis on Business Education is the curriculum of secondary schools demands a regular evaluation of the programme at both secondary and post secondary level". The need for regular assessment of what is being offered in Business Education programme is buttressed by Nolan et al (1970) when they opined that "a sense of the timelessness of certain learning, certain skills, certain attitudes will not cloud vision in the areas where rather complete sweeping reform is needed from one era to another". They further stressed the importance of vocational preparation of business students for long-term possibilities when they remarked that" ... every student should be provided with the vision and experience that will lead to more responsible work".

Business Education curriculum must include those courses that provide skills and understanding of basic processes which will be useful regardless of the nature of change in the business office or the opportunities for progress. Stitt (1982) believed that Business Educators had long been proud of the fact that they teach for and about business using both vocational and consumer approaches. However, the majority of business programmes today remain relatively unchanged from what they were, ten, fifteen and even twenty years ago. Scot (1983) thoroughly researched the needs of business and consulted with many educators to come up with concrete, comprehensive instructional strategy model below.

The Office Technology Model Curriculum

Term 1	Courses
	Introduction to word processing concepts
	Basic Typing, Shorthand: Principles of Business English.
Term 2	Courses
	Word Processing Application, Intermediate Typing, Shorthand: Dictation Machine Transcription, Business Correspondence.
Term 3 and 4	Course
	Advanced Word Processing Applications
	Expert Typing
	Shorthand: Transcription
	Shorthand: Speed Building
	Office Procedures
	Records Management
	Psychology
	Introduction to Data Processing
	Word Processing Supervision/Office Management.
	Administrative Office Systems.

Nolan et al (1979) citing Salsgiver (1949) defined General Business Education as:

> ...that training needed by all in order that (a) each may carry on effectively his daily business activities centered about the home and his personal life, (b) each may understand and participate in the business life of the community and of the nation as these affect him personally and as they relate to the well-being of every other citizens, and (c) each may have an understanding of business as a factor in world relations and in world economic well-being.

Business Education Courses

Secretarial Subjects: These hold an important place in Business Education. The subjects here are Shorthand, Typewriting, Business English, Office Practice and Secretarial Practice.

Distributive Subjects: These are subjects that provide social competency, skill competency, technology competency and marketing competency. The subjects here include Salesmanship, Advertising, Sales Promotion, Marketing Retailing, Retail merchandizing and Selling, Business Management.

General Business and Economic Subjects: These are subjects which provide a broad background of understanding which support vocational skills developed in other subjects. These include subjects such as Economic Education, Economic

Geography, Economics, Consumer Economics, Business Law and Business Principles.

Book-Keeping Subjects and Accounting: These are subjects that assist in keeping proper financial records. Subjects here include Book-keeping, Basic mathematics, Financial Accounting, Business Statistics, Auditing and Taxation, Cost Accounting.

Doll (1974) in evaluating component elements of a program stated that "evaluation of parts of programs has to do with the usefulness of subject matter in achieving desired results, usefulness of materials, effectiveness of school organization and groupings of pupils and the worth of the process by which given programs are conducted". Furthermore, Dressel (1976) in structuring the curriculum remarked that "many introductory courses in the basic disciplines tend to emphasize an accumulation of knowledge essential for further study of the discipline but do very little in developing the ability of students to use the discipline as a tool for adding knowledge. The subject matter of a discipline lies outside the discipline, it is a field or area of concern to which the methods of the discipline are applied". Vocationally oriented programs are concerned with the application of relevant discipline are applied". Vocationally oriented programs are concerned with the application of relevant disciplines to subject matter peculiar to a particular vocation.

In looking at the prospective change in society in the 1980's, Boulding (1966) stated that "the educational system... must never lose sight of the fact that it is producing people as ends, not as means, It is producing men, not manpower; people, not biologically generated nonlinear computers". Consequently, familiarity with the forces that operate in the current climate of change, deciding what to teach, and when, and how to organize most effectively

for instructions are and will continue to be priority considerations in curriculum development for all fields of learning. The impact of these dynamic forces is strongly felt in the Business Education area.

Summary

Definitions given in the review indicated that the term 'curriculum' was a concept embracing both in school and out-of-school educational activities. An occupationally directed curriculum must be comprehensive, balanced, articulated to meet the ever-changing needs of students academically, socially and psychologically. This demands that a vocational education curriculum at all levels should be conceived as an integrated whole and should develop within the overall structure of the national education system.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This Chapter explains the methodology employed in the collection of data. For the purpose of this study the questionnaire method and oral interviews were employed. The data collected were used in analyzing the study.

The questionnaire items were divided into four parts A, B, C and D. The first part contains classifactory variables while the other parts contain the criteria variables which dealt with the main information needed for the research work.

The respondents were encouraged to supply truthful responses and were equally assured of confidential treatment of the answers supplied. Questionnaire items that demanded clarification were explained to respondents. The questionnaire method was used to test various items of the research questions/hypotheses since this method allows for confidentiality.

Some Lecturers of Business Education department were interviewed since the researcher felt that not all required information could be honestly and adequately obtained through questionnaire only.

3.2 Population

The population of this study as shown in Table 3.1 consists of all NCE graduates in 200 Level Business Education programme in the four oldest

Universities, that offers Business Education namely; Ahmadu Bello University Zaria, University of Nigeria, Nsukka; University of Benin, Benin-City, and Rivers State University of Science & Technology, Port-Harcourt.

Table 3.1

Population of Students as at 1995

S/N	Name of Universities	Sample of Student
1	Ahmadu Bello University, Zaria	60
2	University of Benin, Benin-City	35
3	University of Nigeria, Nsukka	25
4	Rivers State University of Science & Technology, Port-Harcourt	15
	TOTAL	135

3.3 Sample Size

The research population serves as sample since only 200L Business Education Students with NCE degree were studied. The research population was not considered too large therefore there was no need for sampling. A sample of 135 students comprising 100% of the population was used for the study. This number is considered adequate based on the recommendation of Krejcie and Morgan (1970; 608) as shown in Appendix E,

Table 3.2

Students sampled in the study.

S/N	Name of Universities	Sample of Student
1	Ahmadu Bello University, Zaria	60
2	University of Benin, Benin-City	35
3	University of Nigeria, Nsukka	25
4	Rivers State University of Science & Technology, Port-Harcourt.	15
	TOTAL	135

3.4 Research Instruments

The research instruments used for data collection for this study were the questionnaire and documents. The questions were designed in such a way as to evoke the feelings of the respondents. The respondents were encouraged to supply truthful responses and are equally assured of confidential treatment of the answer supplied.

3.5 Validity and Reliability of Instrument

Before the design of the questionnaire was undertaken, a survey of opinions of some experienced Business Educators were sought. After discussion, the type of question to be asked were earmarked and the questionnaire was drawn to project these questions. The questionnaire was validated by the supervisor.

In order to determine the reliability of the questionnaire, a pilot study was conducted. Twenty copies of the questionnaire were distributed to twenty 300 Level students in Ahmadu Bello University, Zaria. The reliability Coefficient of the questionnaire was computed using the Split-Half Method. Pearson Product Moment Correlation (PPMC) was used to determine the correlation coefficient. The correlation coefficient value of 0.878 obtained was corrected using Spearman-Brown formula given as :

$$R_? = \frac{2r}{1 + r}$$

Were $r_?$ is the reliability coefficient and r is the correlation coefficient. The reliability coefficient obtained after substituting the value of 0.878 into the above formula is 0.94. This value is close to 1, an evidence that the questionnaire is reliable.

3.6 Procedure for Data Collection

The questionnaire method was the main source of data collection. The questionnaire items were made up of five parts A-E to which responses are required. A total of One hundred and Twenty Nine useable questionnaire were analyzed; ABU - Fifty four (54), UNN - Twenty-five (25), UNIBEN – Thirty five (35), RSUST - Fifteen (15). In addition, the researcher compared the syllabi of Colleges of Education and those of universities.

Personal visits were made to the four universities used in the study for administration of questionnaire. The respondents were given the questionnaire to fill independently and was collected from each respondent after proper filling.

The result of the findings were based on the duly filled questionnaire under the variables being investigated.

Table 3.3

Administration of Questionnaire.

S/N	NAME OF UNIVERSITIES	QUESTIONNAIRE DISTRIBUTED	QUESTIONNAIRE RETURNED
1	Ahmadu Bello University, Zaria	60	54
2	University of Benin, Benin-City	35	35
3	University of Nigeria, Nsukka	25	25
4	Rivers State university of Science & Technology, Port-Harcourt	15	15
	TOTAL	135	129

3.7 Statistical Method

Two statistical methods were used to analyze the data. First, the demographic data were analyzed using percentage statistics. Secondly, since the scores or frequency in this questionnaire was bipolar, that is, Yes/No; Agree/ Disagree, one mark was given to each question,

The formula for chi-square (X_2) is given as

$$X_2 = \frac{[(0-E)^2]}{E}$$

Where E = Stands for summation

O = Stands for Observed frequencies or scores.

E = Stands for Expected frequencies or scores

3.8 Level of Confidence

The level of confidence to be used in this study is the 95% or 5% level of confidence. This level is chosen in line with the generally held belief in educational and social sciences circles that 0.05 probability level of significance or less is a reasonable standard.

This is calculated using the formula:

Df = (Number of Rows -1) (Number of Columns - 1)

The data for testing Hypothesis 1 were tabulated using the 2 x 2 contingency table.

2 x 2 Contingency Table

	NCE	DEGREE
Similar Courses		
Dissimilar Courses		

The responses to the Hypothesis 2 were tabulated using the 4 x 3 contingency table

4 x 3 Contingency Table

	Merit	Credit	Pass
ABU			
UNN			
UNIBEN			
RSUST			

$$X_2 = [\ \frac{(0-E)^2}{E}\ ]$$

Calculations of expected frequencies 'E' in the contingency tables were carried out in accordance with the following rule:

> Multiply the marginal total for any column by the marginal total for any row and divide the product by the total number.
> The result is the expected frequency for the cell common to the row and column whose totals were multiplied together.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter is designed mainly for the analysis of data collected with the questionnaire in order to evaluate the NCE Business Education Curriculum as an entry requirement into B.B.E.D first degree programme in Nigerian Universities.

The hypotheses to be tested are;

1. There is no significant association between the courses offered at NCE Business Education and those offered in 200 Level of Business Education degree programmes.
2. There is no significant association between the observed and the expected minimum entry qualification of NCE holders into degree programmes in Business Education.

To test these hypotheses, the chi-square test statistics was used. This is because of the fact that the chi-square is a very general test that can be used whenever a researcher wishes to evaluate whether or not frequencies which have been empirically obtained differ significantly from those which would be expected under certain set of theoretical assumptions.

It must be pointed out that the larger the differences between observed and expected frequencies, the larger the value of chi-square, Chi - square will be zero only when all observed and expected frequencies are identical. The null hypotheses of equality between the two proportions will be rejected when the computed value of the test statistic is greater than the critical value of chi-square with the appropriate number of degrees of freedom.

4.2 Presentation of Data

4.2.1 Sex of Respondents

Table 4.01

Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	37	28.7
Female	92	71.3
Total	129	100.0

The table above shows the distribution of the respondents by sex. The analysis shows that 71.3% of the respondents are females while 28% are males. Female respondents were the majority.

4.2.2 Course Option of Respondents

Table 4.02

Distribution of Respondents by course Option

Course option	Frequency	Percentage
Office/Secretarial	79	61.2
Distributive/Marketing	20	15.5
Accounting	30	23.3
Total	129	100.0

The table above shows the distribution of respondents by course option. 61.2% of the respondents offer Secretarial option, 23.3% offer Accounting option while 15.5% of the respondents offer Distributive option. The majority of the respondents were in the Office/Secretarial option.

4.2.3 Duration of Course

Table 4.03

Distribution of Respondents by Duration of Course

Duration	Frequency	Percentage
2 years	17	13.2
3 years	112	86.8
Total	129	100.0

Table 4.03 above shows the distribution of respondents by course duration. 86.8% of the respondents spent three years while only 13.2% of the respondents spent two years for the bachelor's degree. The majority of the respondents therefore spent three years.

4.2.4 Grade at N.C.E. Level

Table 4.04

Distribution of Respondents by Grade at N.C.E Level

Grade at N.C.E Level	Frequency	Percentage
Merit	23	17.8
Credit	86	66.7
Pass	20	15.5
Total	129	100.0

Table 4.04 above shows that 17.8% of the respondents scored merit at N.C.E. Level, 66.7% scored credit while only 15.5% scored pass at the N.C.E. Level. It also show that the majority obtained credit (66.7%).

4.2.5 Entry Qualification into B.B.Ed. Programme

Table 4.05

Distribution of Respondents by Entry Qualification

Entry Qualification	Frequency	Percentage
WASC	16	12.4
OND	08	6.2
HND	07	5.4
NCE	98	76.0
Total	129	100.0

Table 4.05 indicate that 76.0% of the respondents entered the university with NCE, 12.4% entered with WASC, 6.2% entered with OND while 5.4% entered with HND Certificate. The table reveals that the majority of the respondents entered the university with NCE Certificate (76.0%).

4.2.6 Relevance of Present Curriculum

Table 4.06

Distribution of Respondents by Relevance of Present Curriculum

Category	Frequency	Percentage
Yes	112	86.8
No	17	13.2
Total	129	100.0

From the Table above 86.8% of the respondents agreed that the present curriculum is relevant while 13.2% disagreed. The majority of the respondent (86.8%) stated that the present curriculum is relevant.

4.2.7 Credit Hours Exemption on entry into B.B.Ed. Programme

Table 4.07

Distribution of Respondents by Credit Hours Exemption

Category	Frequency	Percentage
Yes	22	17.1
No	107	82.9
Total	129	100.0

From Table 4.07 above the majority (82.9%) of the respondents were not given credit Hours Exemption while 17.1% indicated that they had Exemption. The table reveals that the majority of the students were not given course exemption. This implies that this category of students will spend more than two years on the programme.

4.2.8 Credit Hours Given

Table 4.08

Distribution of Respondents by Credit Hours Given

Credit Hours	Frequency	Percentage
Below 40 Hours	61	53.5
Above 40 Hours	17	13.2
No Exemption	43	33.3
Total	129	100.0

Table 4.08 shows the distribution of respondents by credit hours given. 53.5% of the respondents agreed that the credit hours given were below 40 hours, 13.2% agreed that the credit hours given above 40 hours while 33.3% indicated that they were not given any exemption. The majority of the respondents were given credit exemption of below 40 credit hours. The table reveals that even though the majority of respondents had less than 40 hours exemption, a high percentage of respondents had no course exemption at all.

4.2.9 Adequacy of Exemption

Table 4.09

Distribution of Respondents by Adequacy of Exemption

Adequacy	Frequency	Percentage
Yes	51	39.5
No	78	60.5
Total	129	100.0

The Table above shows that concerning adequacy of exemption, 39.5% agreed that the exemption is adequate while 60.5% disagreed. This indicate that the exemption given to respondents is inadequate. This is because the majority indicated that it was not adequate.

4.2.10 Achievement of 2-year Post NCE Degree Programme in Business Education

Table 4.10

Distribution of Respondents by Achievement of 2-year post NCE Degree Programme.

Category	Frequency	Percentage
Yes	22	17.1
No	107	82.9
Total	129	100.0

The Table above indicates the distribution of Respondents by achievement of 2-year post NCE degree programme. 17.1% of the respondents agreed that the objective of 2-year post NCE degree programme is achieved while 82.9% respondents who formed the majority disagreed. This indicates that the objective of 2-year post NCE degree programme has not been achieved.

4.2.11 Courses offered at NCE Level in Business Education

Table 4.11

Courses offered at NCE Level in Business Education

	COURSES	NO OF INSTITUTIONS	PERCENTAGE
	Secretarial Option		
1.	Shorthand (80)	39	100
2.	Business Finance & Economic Inst.	39	100
3.	Typewriting (35)	39	100
4.	Office Management II	39	100
5.	Business Law II	39	100
6.	Shorthand (100)	39	100
7.	Principles of Marketing	39	100
8.	Typewriting (50)	39	100
9.	Principles of Management	39	100
10.	Computer Appreciation	39	100
11.	Elements of Labour Economics	39	100
12.	Appreciation	39	100
	Research Project		
	Accounting Option		
		39	100
13.	Advanced Financial Accounting	39	100
14.	Business Finance & Economic Inst.	39	100
15.	International Economics	39	100
16.	Auditing and Taxation	39	100
17.	Business law II	39	100
18.	Business Statistics	39	100
19.	Cost Accounting	39	100
20.	Principles of Marketing	39	100
21.	Public Sector Economics	39	100
22.	Principles of Management	39	100
23.	Computer Appreciation	39	100
24.	Element of Labour Economics	39	100
25.	Research Project		

Table 4.11 above shows the distribution of the responses on the courses offered in the 39 Colleges of Education. It reveals that all the 39 Colleges of Education offer the above courses. As indicated in the table, two options are the ones available at the NCE. The courses in the two options prepare the Business Education students for office work.

4.2.12 N.C.E Courses Offered at Degree Level in the four Universities.

Table 4.2.12

	COURSES	ABU Freq	%	UNIBEN Freq	%	UNN Freq	%	RSUST Freq	%
1	Shorthand (80)	54	100	35	100	25	100	15	100
2	Office Management	54	100	35	100	25	100	15	100
3	Business Law II	54	100	35	100	0	0	0	0
4	Shorthand (100)	54	100	35	100	25	100	15	100
5	Principles of Marketing	54	100	35	100	25	100	15	100
6	Typewriting (50)	54	100	35	100	25	100	15	100
7	Principle of Management	54	100	35	100	25	100	15	100
8	Financial Accounting	54	100	35	100	25	100	15	100
9	Economic Instr.	54	100	35	100	25	100	15	100
10	Business Statistics	54	100	35	100	25	100	15	100
11	Cost Accounting	54	100	35	100	25	100	15	100
12	Principles of Marketing	54	100	35	100	25	100	15	100
13	Research Project.	54	100	35	100	25	100	15	100

Table 4.12 above shows courses that are similar at the NCE Level and those of degree level, that is thirteen courses in all. The courses are purely Business courses.

4.2.13 Dissimilar Courses offered at NCE and Degree Level in Business Education

Table 4.2.13

Dissimilar courses at NCE and Degree Level

NCE LEVELLEVEL	DEGREE LEVEL
1. Business Finance & Economic Instr. 2. Computer Appreciation 3. Auditing & Taxation 4. Public Sector Economics 5. Elements of labour Econs.	1 Natural Science 2 Man's Location and Resources 3 Man's physical environment 4 Individual group and society 5 Intro. to Voc. & Tech. Education 6 Principles of Business Education 7 Issues in Business Education 8 Moral philosophy 9 Business Mathematics 10 Office procedure 11 Industrial work Experience 12 Fundamentals of Data Processing 13 Principles of Economics 14 Consumer Education 15 Management Information System.

Table 4.12 above shows courses that are offered at NCE level that are not offered at the degree level and those offered at degree level. The NCE courses are five while those of the degree level are fifteen.

4.3 Testing Hypotheses

Hypotheses I: There is no significant association between the courses offered at NCE Business Education and those offered in 200 Level Business Education degree programme.

This hypothesis was tested using the chi-square statistic test at 0.05 level of significance and the degree of freedom 1. The result is shown in the table below:

Table 4.14

Courses offered at NCE and Degree Level in Business Education.

Category	N.CE	Degree	Row Total
Similar	13 (10.2)	13 (15.3)	26 (26)
Dissimilar	15 (7.8)	15 (12.2)	20 (20)
Column Total	18 (18)	28 (28)	46 (46)

Note: The percentage is in parenthesis.

The calculated value of Chi-square = 2.47

Calculated Value 2.47 < 3.841 Crit. Value.

Findings

The result of the hypothesis testing using the data in the table above shows that at 0.05 level of significance and degree of freedom of 1, the calculated chi-square value of 2.47 is less than the critical or table chi-square value of 3.841. It therefore follows that the null hypothesis stated above is retained. There is therefore no significant association between the courses offered at N.C.E. Business Education and those offered in Business Education degree programme.

This finding implies that although some N.C.E courses offered are also available at the degree level, their number in relation to courses that are not available at the degree level is not significant. This finding also implies that an NCE holder who proceed to the university stands to gain more exposure in Business Education. The fact that some NCE courses were offered at the degree level does not imply that the NCE and degree programmes are the same. The finding from this evaluative research reveal that some NCE courses were duplicated at the degree level. This finding agrees with Eisner's (1979) identification of the important functions of Education evaluation as to diagnose, to revise curricular, to compare, to anticipate educational needs and to determine if objectives have been achieved. Similarly, Nolan et al (1979) stated that "evaluation determines the effectiveness and improvement of instruction". In this study, the identification of NCE courses offered at the degree level calls for improvements or revision of the curriculum of Business Education.

Hypothesis II: There is no significant association between the observed and the expected minimum entry requirements of NCE holders into degree programmes in Business Education.

This hypothesis was also tested using the chi-square statistical test (otherwise known as contingency table) at 0.05 level of significance and degree of freedom 1. The result is shown in Tables 4.14 below:

Table 4.15

Observed and Expected Entry Requirement of NCE holders into Degree Programmes in Business Education

University	Merit		Credit		Pass		Row Total	
A.B.U	12	(9.6)	32	(36)	10	(8.4)	54	(54)
UNN	4	(4.5)	18	(16.7)	3	(3.8)	25	(25)
UNIBEN	5	(6.3)	25	(23.3)	5	(5.4)	35	(35)
RSUST	2	(2.7)	11	(10)	2	(2.3)	15	(15)
Column Total	23	(23.0)	86	(86.00)	20	(20.0)	129	(129)

Note: The percentage is in parenthesis

The calculated value of Chi-square is 2.36.

Calculated Value 2.36 < 7.815 Crit. Value.

Findings

At 3 degrees of freedom, and 0.05 level of significance, the calculated value of 2.36 is less than the critical or table value of 7.815. the null hypothesis of no significant association is therefore retained. The observed minimum entry requirements of N.C.E holders into degree programme in Business Education are not significantly related to the expected requirements.

The finding indicates that the observed minimum entry requirements of NCE holders into the degree progrmmes in Business Education were not significantly associated with those of the expected. It is likely that some of the minimum entry requirements for admission were too low, for instance 20 (15.5%) obtained Pass Grade. The implication of this finding is that students entry requirement appear to fall short of the expected requirements. This is likely to affect the academic performance of the student and consequently the quality of Business Education graduates produced. This will no doubt negate the objective of Business Education as stated by Osuala (1981) as "systematic learning experiences which are designed to fit individuals for gainful employment in recognized occupations ...prepares students for entering into and advancement in jobs with business...prepares students to handle their own business affairs and to function intelligently as consumers and citizens in their business community". In addition, this finding is further justified by the National Policy on Education (1981) that"...it goes without saying that this

new emphasis on Business Education in the curriculum of Secondary schools demands a regular evaluation of the programme at both secondary and post secondary level".

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, SUGGESTION FOR FURTHER RESEARCH AND IMPLICATIONS FOR CLASSROOM INSTRUCTIONS

5.1 Summary of Findings

The purpose of the study was to evaluate the NCE Business Education programme as an entry qualification into the first degree programme in Business Education in Nigeria universities. For this purpose, the literature reviewed showed a number of empirical propositions on evaluation, curriculum and Business Education curriculum. Some research questions were raised to serve as logical basis in evaluating the Business Education curriculum. Two hypotheses were also set to serve as empirical foundation to check on the area of study. To achieve this, data were collected through a questionnaire that is made up of five parts which expressed values on the various subjects in the curriculum.

The questionnaire prepared were personally administered in the four universities of study and the responses were received by the researcher. One hundred and twenty nine (129) copies of the questionnaire were finally got and given statistical treatment by the computer in line with the hypotheses. The data collected were subjected to chi-square statistical method to test the significant differences between variables.

The results of the study showed that:

1. There was no significant association between the courses offered at NCE Business Education and those offered in Business Education degree programme.
2. There was no significant association between the observed and theexpected minimum entry requirements of N.C.E holders into degree programmes in Business Education.
3. Some courses were totally new to N.C.E. graduates who gained admission to degree programme in the university. These courses include Natural Science, Man's Location and Resources, Man's Physical Environment, etc.
4. All the four universities except University of Benin grant credit exemption to NCE holders who enter for Business Education Degree programme.
5. Even though the expected duration of Business Education Programme for NCE holders is 2 years, 86.8% of students spend three years in the university.
6. Some universities do not give course exemption on entry into the Business Education degree programme, for example, University of Benin does not give any credit hour exemption to intakes. Students in the programme start from 100 Level. It was the view of the department that the students have not really got the basic rudiments necessary for commencing studies at the 200 Level.

5.2 Conclusions

This study established the fact that there is no significant association between the courses offered at NCE Business Education and those offered in the 200 Level of Business Education degree programme. It can be concluded on the basis of this finding that some courses at the degree programme level duplicate some NCE courses. The NCE holders at the degree level are likely to be bored by offering such courses. Exposing them to new courses will offer new challenges to them.

In addition, it was also established in this study that there is no significant association between the observed and expected minimum entry requirements of NCE holders into degree programmes in Business Education. It can also be concluded from this finding that some students with NCE qualification admitted to degree programme in Business Education did not meet the minimum entry requirement. This may affect their performance in the programme and consequently the quality of Business Education graduate produced.

5.3 Recommendations

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

1. All students who enter Business Education programme at degree level with a minimum grade point of Credit at NCE should spend only two years for graduation.
2. The curriculum planners should harmonize the programmes in all universities to ensure that all students who are NCE holders and admitted into Business Education degree programme in the university get adequate credit hours exemption on the programme.
3. The entry qualification into NCE programmes be raised to a minimum of four credits including English language and Mathematics.

5.4 Suggestion for further Studies

Further study should be carried out in the following areas

a) Revisiting entry requirements into Colleges of Education for the NCE programme.

b) Evaluating the course contents of Business Education programmes at the Colleges of Education vis-a-vis the Universities.

c) Evaluating the quality of teachers of Business Education at the Colleges of Education and the Universities.

d) Evaluating the instructional materials available at the Colleges of Education to assess the areas of need and inadequacies in the Business Education programme.

5.5 Implications for Classroom Instructions

i) Harmonizing the Business Education syllabi of Colleges of Education and Universities would discourage repetition or duplication of courses.

ii) Exposure of Students to new courses at NCE Level would offer new challenges and lead to better results.

iii) The need, interest and ability of individual students should be considered in planning Business Education programme at both NCE and University levels.

iv) Meeting the minimum entry requirement by NCE graduates into the Business Education programme at the University level would lead to better results and thus enhance the quality of graduates produced

v) The course content of NCE Business Education programme should be widened to give room for improvement and to meet the needs and aspirations of the products of the programme.

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APPENDIX A

BUSINESS EDUCATION CURRICULUM FOR THE FOUR NIGERIAN UNIVERSITIES

AHMADU BELLO UNIVERSITY CURICULUM

100 LEVEL COURSES

COURSE CODE		COURSE TITLE	CREDIT 1ST SEM.	UNITS 2ND SEM.
VTED	101	Intro. to Voc. & Tech. Education	2	–
VTED	102	Princ. of Bus. Educ.	–	2
ACCT	101	Introduction to Acctg	2	–
EDUC	101	Educational Foundation	2	–
EDUC	102	Educational psychology	–	2
ECON	101	Principles of Econs. I	2	–
ECON	102	Principles of Econs. II	–	2
ECON	103	Principles of Econs. III	2	–
ECON	104	Principles of Econs. IV	–	2
BUAD	101	Intro. to Business	3	–
SGRS	101-5	General Studies Courses	4	3
COSC	102	Programming in Basic	–	2
		ELECTIVES		
SOLG	101	Individual, Group & Society	2	–
SOLG	104	Individual, Group & Society	–	2

200 LEVEL

ACCOUNTING EDUCATION OPTION

ACCT	201	Intro. to Finance Acct.	3	–
ACCT	202	Financial Accounting	–	3
ACCT	205	Nig. Tax System	2	–
BUAD	331	Prince. Of Marketing	3	–
ECON	202/ 204	Introduction to Econ. Analysis (I/II)	3	–
Core Courses				
COSC	202	Fundamentals of Data Processing	–	2
EDUC	201	Sociology of Educa.	2	–
EDUC	203	Educational Psychology	–	2
EDUC	204	Educational psychology	–	2
EDUC	209	Instructional Technology	–	2
SGRS	200	Moral Philosophy I	1	–
SGRS	201	Moral Philosophy II	–	1
VTED	202	Principles of Bus. Education	–	2
VETED	205	Maths. In Business Education	3	–
			17	17

DISTRIBUTIVE EDUCATION OPTION

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
ACCT	201	Intro. To Financ. Acctg.	3	–
ACCT	205	Nig. Tax System	2	–
BUAD	331	Principles of Marketing I	3	–
BUAD	332	Principles of Marketing II	–	3
ECON	201/ 202	Intro. To Economic Analysis I/II	3	–
ECON	204/ 205	Intro. To Economic Analysis III/IV	–	3
Core Courses				
COSC	202	Fundamentals of Data Processing	–	2
EDUC	201	Sociology of Educ.	2	–
EDUC	202	Educational Psychology	–	2
EDUC	204	Educational Psychology	–	2
EDUC	209	Instructional Techno.	–	2
SGRS	200	Moral Philosophy I	1	–
SGRS	201	Moral Philosophy II	–	1
VTED	202	Principles of Bus. Education	–	2
VTED	205	Maths. For Bus. Educa.	3	–
			17	17

OFFICE EDUCATION OPTION

ACCT	205	Nig. Tax System	2	–
BUAD	331	Principles of Marketing I	3	–
VTED	207	Intermediate Typewriting	3	–
VTED	208	Advanced Typewriting	–	3
VTED	217	Shorthand Theory I	3	–
VTED	218	Shorthand Theory II	–	3
Core Courses				
COSC	202	Fundamentals of Data Processing	–	2
EDUC	201	Sociology of Educ.	2	–
EDUC	202	Educational Psychology	–	2
EDUC	204	Educational Psychology	–	2
EDUC	209	Instructional Techn.	–	2
SGRS	200	Moral Philosophy I	1	–
SGRS	201	Moral Philosophy II	–	1
VTED	202	Principles of Bus. Educ.	–	2
VTED	205	Maths. for Bus. Educ	3	–
			17	17

300 LEVEL

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
ACCOUNTING EDUCATION OPTION				
ACCT	301	Corporate Accounting	3	–
ACCT	302	Intermediate Accounting	–	3
ACCT	303	Introduction to Cost Accounting	–	3
Core Courses				
EDUC	300	Educational Statistics	2	–
EDUC	301	Research Methods VTE	–	3
EDUC	302	Curriculum Studies	2	–
EDUC	303	Curriculum Studies	–	2
EDUC	309	Intro. to Guidance & Counselling	2	–
ACCT	308	Elements of Finance	3	–
VTED	303	Method of Teaching Business Subjects	3	–
VTED	304	Management & Organization	–	3
VTED	306	Business Statistics	–	2
VTED	307	Business Law I	3	–
VTED	308	Business Law II	–	3
VTED	332	Consumer Education	–	2
			18	21

DISTRIBUTIVE EDUCATION OPTION

BUAD	351	Business Comm.Report. Writing.	–	3
BUAD	409	Marketing Management	3	–
Core Courses				
EDUC	300	Educational Statistics	3	–
EDUC	301	Research Methods (VTE)	–	3
EDUC	302	Curriculum Studies	2	–
EDUC	303	Curriculum Studies	–	2
EDUC	309	Intro. to Guidance & Counselling	2	–
ACCT	308	Elements of Finance	3	–
VTED	303	Methods of Teaching Business Subjects	3	–
VTED	304	Management & Organization.	–	3
VTED	306	Business Statistics	–	2
VTED	307	Business Law I	3	–
VTED	308	Business Law II	–	3
VTED	332	Consumer Education	–	2
			18	18

OFFICE EDUCATION OPTION

BUAD	351	Business Comm.Report. Writing.	–	3
VTED	311	Dictation & Transc.	3	–
Core Courses/Restrictive Elective				
BUAD	300	Educational Statistics	2	–
EDUC	301	Research Methods (VTE)	–	3
EDUC	302	Curriculum Studies	2	–
EDUC	303	Curriculum Studies	–	2
EDUC	309	Intro. to Guidance & Counselling	2	–
ACCT	308	Elements of Finance	3	–
VTED	303	Methods of Teaching Business Subjects	3	–
VTED	304	Management & Organization.	–	3
VTED	306	Business Statistics	–	2
VTED	307	Business Law I	3	–
VTED	308	Business Law II	–	3
VTED	332	Consumer Education	–	2
			18	18

ALL OPTIONS

EDUC	400	Teaching Practice	9	–
EDUC	401	Research Project	–	3
EDUC	402	Measurement & Evaluation	–	2
VTED	403	Industrial Attachment	6	–
VTED	404	Issues in Bus. Educ.	–	3
VTED	414	Executive Office Procedure	–	3
VTED	416	Information Processing	–	3
VTED	429	Curriculum Instruction In Business Education.	–	2
			15	16

UNRESTRICTIVE ELECTIVES NEEDED

Accounting Education	1
Distributive Education	4
Office Education	3

The Business Education Curriculum of University of Nigeria, Nsukka; University of Benin, Benin-City; and the Rivers State University of Science & Technology, Port-Harcourt, are analyzed below.

DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA

100 LEVEL

COURSE CODE		COURSE TITLE	CREDIT 1ST SEM.	UNITS 2ND SEM.
MAJOR COURSES				
VTE	101	Foundations of Voc. Education	2	–
VTE	131	Shorthand I	2	–
VTE	132	Typewriting I	2	–
VTE	133	Shorthand II	–	2
VTE	134	Typewriting II	–	2
VTE	135	Principles of Bus. & Marketing Education	–	2
VTE	136	Elements of Business	–	3
ED	101	Introduction to Educ.	3	–
ED	211	Educational Psychology I	3	–
REQUIRED ANCILLARY COURSES				
GS	101	Introduction to Computer	2	–
ECON	101	Principles of Econs. I	2	–
ECON	102	Principles of Econs. II	–	2
GENERAL STUDIES COURSES				
GS	101	Use of English I	–	2
GS	102	Use of English II	–	2
GS	105	Natural Science I	–	2
GS	106	Natural Science II	–	2
			16	19

200 LEVEL
MAJOR COURSES

VTE	201	Industrial Work Experience I	1	–
VTE	231	Advanced Shorthand I	2	–
VTE	232	Production Typing I	2	–
VTE	233	Advanced Shorthand II	–	2
VTE	234	Production Typing II	–	2
VTE	236	Methodology in Bus.Educ.	–	2
ED	221	Curriculum Theory & Planning	3	–
ED	311	Educational Psychology II	–	2

REQUIRED ANCILLARY COURSES

ACC	101	Elements of Acctg.I	3	–
ACC	102	Elements of Acctg.II	–	3
ECON	201	Micro-Econ. Theory I	2	–
ECON	203	Economic Theory II	–	2
MKT	201	Elements of Marketing	3	–
MKT	301	Nigeria Marketing System & Commercial Policy	–	2

GENERAL STUDIES COURSES

GS	207	Humanities I	2	–
GS	208	Humanities II	–	2
			18	17

300 LEVEL

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
MAJOR COURSES				
VTE	301	Industrial Work Experience I	1	–
VTE	302	Evaluation in Voc. Education	–	2
VTE	304	Research Design in Voc. Educ.	–	2
VTE	313	Business (Professional) Communication	3	–
VTE	332	Transcription	–	2
VTE	333	Business Law & Govt. Regulations	2	–
VTE	334	Principles of Small Business Management	2	–
VTE	335	Business Organization	–	2
ED	325	Teaching Practice I	3	–
ED	321	Curriculum Implementation & Instruction	–	3
REQUIRED ANCILLARY COURSES				
STA	201	Statistics for Social Sciences I	2	–
ACC	201	Introduction to Financial Acctg. I	3	–
STA	204	Statistics for Social Sciences II	–	2

GS	304	Computer Applications	–	3
ACC	202	Introduction to Financial Acctg. II	–	3
			16	19

400 LEVEL

MAJOR COURSES

VTE	401	Vocational Guidance	2	–
VTE	402	Administration of Voc. Education.	–	2
VTE	430	Comparative History of Bus. & Marketing Educ.	2	–
VTE	431	Administrative Office Management	–	3
VTE	432	Consumer Economics	–	2
VTE	433	Seminar in Bus. Educ.	2	–
VTE	434	Office Technology Project	–	4
ED	425	Teaching Practice II	3	–
ED	411	Educational Psy. III	2	–
ED	442	Measurement & Evaluation	–	2

REQUIRED ANCILLARY COURSES

ACC	251	Fundamentals of Govt. Accounting System	2	–

ELECTIVE:

(Choose One From the Following)

MKT	431	Retail and Wholesale Management		
MKT	321	Principles of Advertising (2)		
ACC	311	Cost Accounting I (2)	2	–
		(Choose One From the Following)		
ACC	312	Cost Accounting II (2)		

MKT	351	Consumer Behaviour Analysis (2)	
MKT	331	Sales Management (2)	– 2
			15 17/18

DEPARTMENT OF VOCATIONAL TEACHER EDUCATION,
UNIVERSITY OF BENIN. BENIN CITY, NIGERIA.

B. ED. (BUSINESS EDUCATION).

100 LEVEL

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
Core Courses				
BED	111	Introduction to shorthand	3	–
BED	112	Typewriting: keyboard Mastery I	2	–
BED	113	Commerce I	2	–
BED	114	Elements of Business	2	–
BED	121	Introduction to Shorthand II (40 wpm)	–	3
BED	122	Typewriting: keyboard Mastery II	–	2
BED	123	Commerce II	–	2
BED	124	Introduction to office Practice I	–	2
EDU	111	History of Education	3	–
EDU	121	General Teaching Methods	–	3
Required Ancillary Courses				
ACC	111	Introduction to Acctg. I	3	–
ECO	111	Principles of Economics	3	–
ACC	121	Intro. To Acctg.II	–	3
ECO	121	Principles of Econs.II	–	3
			18	18

200 LEVEL

Core Courses

BED	211	Shorthand: Speed Development I (50 wpm)	3	–
BED	212	Production Typing I (25 wpm)	3	–
BED	210	Foundations of Voc. Education	3	–
BED	211	Shorthand: Sped Dev. II (60 wpm)	–	3
BED	222	Production Typing II (35 wpm)	–	3
BED	223	Business Comm. II	–	3
BED	224	Intro. to Office Practice II	–	3
BED	220	Industrial Work Exp.		Pass/Fail
EDU	211	Development Psy.	3	–
EDU	212	Philosophy of Educ.	3	–
EDU	221	Methods of Teaching Business Education	–	2
EDU	222	Sociology of Education	–	2
EDU	223	Instructional Technology	–	2

Required Ancillary Courses

ACC	211	Financial Accounting I	3	–
BUS	212	Bus. Mathematics I	3	–
ACC	221	Financial Accounting II	–	3
			21	20

300 LEVEL

SECRETARIAL OPTION

Core Courses 2

BED	311	Advance Shorthand Speed Development (80 wpm)	4	—
BED	312	Advance Production Typing I (40 wpm)	3	—
BED	313	Office Management I	2	—
VED	300	Organization & Admin. Of Bus. Education	—	3
BED	321	Adv. Shorthand speed Dev. II (100wpm)	—	4
BED	322	Adv. Production Typing II (50wpm)	—	3
BED	324	Office Skills/Acctg. Methodology	—	3
VED	320	Industrial Work Exp.		Pass/Fail
EDU	311	Curriculum Studies	3	—
EDU	312	Educational psychology	3	—
EDU	321	Research & Statistics in Education	—	3
EDU	322	Comparative Education	—	3

Required Ancillary Courses

ACC	316	Business Law	3	—
BUS	313	Marketing Management	3	—

Unrestricted Business/
Ancillary Electives

(A Minimum of 2 credits.)

BED	323	Office Management II	—	2
BED	325	Business organizations (3)		
			21	21

ACCOUNTING OPTION

Required Ancillary Courses

ACC	311	Intermediate Acctg. I	4		—
ACC	312	Cost Accounting I	3		—
ECO	311	Economic Development	3		—
ACC	316	Business Law	3		—
BUS	313	Marketing Management I	3		—
ACC	321	Intermediate Financial Accounting II	—		4
VED	300	Org. & Admin. Of Bus. Education	—		3
BED	324	Office Skills/Acctg. Methodology	—		3
VED	320	Industrial Work Exp.		Pass/Fail	
EDU	311	Curriculum Studies	3		—
EDU	312	Educational Psychology	3		—
EDU	312	Research and Statistics in Education	—		3
EDU	322	Comparative Education	—		3

Unrestricted Ancillary Electives
(A minimum of 3 Credits)

BED	325	Business Organizations	—		3
ECO	221	Micro Economic Theory (3)			
ACC	325	Information Processing (3)			
			22		19

400 LEVEL

COURSE CODE		COURSE TITILE	CREDIT UNITS 1ST SEM.	2ND SEM.
SECRETARIAL OPTION				
BED	411	Advance Transcription I (110 wpm)	4	–
BED	412	Audio-Project Typing (60 wpm)	3	–
BED	414	Bus. Communication II	3	–
VED	410	Curriculum Dev. In Voc. Education	3	–
VED	420	Seminar in Voc. Educ.	–	2
BED	421	Advance Transcription II (120 wpm)	–	4
BED	423	Administrative Office Management	–	3
EDU	411	Measurement & Evaluation	3	–
EDU	412	Intro. To Education Mgt.	3	–
EDU	421	Guidance & Counseling	–	3
EDU	499	Professional Seminar and project	–	3
Unrestrictive Business Electives				
(A Minimum of 3 credits)				
BED	413	Secretarial Duties	2	–
BED	415	Consumer Education (or any ACC/BUS courses) (3)		
Unrestrictive Business Ancillary Electives				
(A Minimum of 2 Credits)				
VED	424	Small Bus. Entrepreneurship	–	2
BUS	324	Money and banking (3)		
			21	17

ACCOUNTING OPTION

ACC	411	Advance Financial Accounting I	4	–
ACC	412	Advance Cost Accounting	3	–
ACC	421	Advance Financial Accounting II	–	4
ECO	421	Economics of Public Sector	–	3
VED	410	Curric. Dev. in Voc. Educ.	3	–
BED	414	Business Communication II	3	–
BED	423	Administrative Office Management	–	3
EDU	411	Measurement & Evaluation	3	–
EDU	412	Educational Management	3	–
EDU	421	Guidance & Counseling	–	3
EDU	499	Professional Seminar & Project	–	3

Unrestrictive Bus./Ancillary Electives
(A minimum of 3 Credits)

BED	415	Consumer Education	3	–
ACC	413	Auditing (3)		
ACC	414	Taxation Law & Accounting (or any other ACC/BUS courses)(3)		

Unrestrictive Elective
(A Minimum of 2 Credits)

VED	424	Small Business Entrep.	–	2
BUS	324	Money & Banking (3)		
			22	17

RIVERS STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY, PORT-HARCOURT B.SC. BUSINESS EDUCATION

100 LEVEL

COURSE CODE		COURSE TITLE	CREDIT 1ST SEM.	UNITS 2ND SEM.
BED	101	Foundation of Business and Office Education	3	–
MTH	100	Introduction to Maths.	3	–
ENG	111	Use of English I	3	–
BUS	111	Introduction to Bus.	3	–
EDF	101	Philosophy of Education	2	–
SEC	111	Basic Typewriting & Shorthand	4	–
BED	111	Principles of Consumer Education	3	–
ENG	112	Use of English II	–	3
HIS	112	African History	–	3
EDF	103	Sociology of Education	–	2
EDF	102	History of Education	–	2
SEC	112	Typewriting (30 wpm)	–	4
SEC	122	Shorthand Theory (60 wpm)	–	4
BED	102	Principles of Voc. Educ.	–	3
			21	21

200 LEVEL COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
ACC	111	Principles of Acctg.I	3	–
BAF	111	Principles of Econs. I	3	–
SEC	211	Typewriting (35 wpm)	4	–
SEC	221	Shorthand (70 wpm)	4	–
EDF	244	Education Technology	2	–
MKT	211	Fundamentals of Marketing	3	–
CMS	201	Introduction to Computer	–	3
BAF	112	Principles of Economics	–	3
ACC	112	Principles of Accounting II	–	3
EDF	211	Educational Psychology	–	3
SEC	212	Typewriting (40 wpm)	–	4
SEC	222	Shorthand (80 wpm)	–	4
BED	202	Principles of Dist. Educ.	–	2
BUS	252	Business Statistics	–	3
BED	252	SIWES (Long Vacation)		
			19	25

300 LEVEL

ACCOUNTANCY OPTION

MKG	321	Consumer Behaviour	3	–
ACC	311	Financial Acctg. I	3	–
ACC	331	Cost Accounting I	3	–
EDF	313	Measurement & Evaluation	3	–
EDF	341	Curriculum & Instruction	3	–
BED	111	Principles of Consumer Education	3	–
BUS	252	Business Statistics	3	–
ACC	312	Financial Acctg. II	–	3
LAW	243	Business Law	–	3
BED	312	Special Methods	–	2
PHI	210	History of Science and Technology	–	3
BED	342	Research Methods in Bus. Education	–	2
BED	322	Organization & Admin. Of Bus. Education	–	2

MANAGEMENT OPTION

MKG	321	Consumer Behaviour	3	–
ACC	311	Financial Acctg. I	3	–
BUS	331	Management Information System	3	–
EDF	313	Measurement & Evaluation	3	–
EDF	341	Curriculum & Instruction	3	–
BED	111	Principles of Consumer Education	3	–

BUS	252	Business Statistics	3	–
ACC	312	Financial Acctg. II	–	3
LAW	243	Business Law	–	3
BED	312	Special Methods	–	2
PHI	210	History of Science and Technology	–	3
BED	342	Research Methods in Bus. Education	–	2
BED	322	Organization & Admin. of Bus. Education	–	2
		SECRETARIAL OPTION		
SEC	311	Typewriting (45 wpm)	4	–
SEC	321	Shorthand (90 wpm)	4	–
EDF	313	Measurement & Evaluation	3	–
EDF	341	Curriculum & Instruction	3	–
BED	111	Principles of Consumer Education	3	–
BUS	252	Business Statistics	3	–
SEC	312	Typewriting (50 wpm)	–	4
SEC	322	Shorthand (100 wpm)	–	4
BED	312	Special Methods	–	2
PHI	210	History of Science and Technology	–	3
BED	342	Research Methods in Bus. Education	–	2
BED	322	Organization & Admin. of Bus. Education	–	2
			20/21	15/17

400 LEVEL

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
EDF	442	Teaching Practice	6	–
BED	472	Project	0	–
BED	451	Seminar in Bus. Educ.	2	–
Elective:		(Choose one from the following groups)		
SEC	421	Shorthand (110 wpm)	4	–
BED	411	Software Application I	4	–
		OR		
ACC	331	Cost Accounting I	3	–
BAF	321	Business Finance	3	–
		OR		
BUS	331	Management Information System	3	–
MGT	431	Entrepreneur Dev. Second Sem. Courses	3	–
MKT	471	Retail & Wholesale Mgt.	–	3
BED	412	Admin. Office Management	–	2
BED	422	Office System and Machines	–	2
BED	461	Intro. to Educ. Admin	–	2
BED	462	Vocational Guidance	–	2
BED	472	Project	–	4
Electives:		(choose one from the following groups)		
SEC	422	Shorthand (120 wpm)	–	4
BED	412	Software Application II	–	4
		OR		
ACC	332	Cost Accounting II	–	3
ACC	441	Advanced Accounting	–	3

		OR		
MGT	362	Human Resources managt.	–	3
MGT	472	Industrial Relations	–	3
			16/14	21/23

APPENDIX B

BUSINESS EDUCATION CURRICULUM FOR COLLEGES OF EDUCATION

YEAR I COURSE CODE		COURSE TITLE	CREDIT 1ST SEM.	UNITS 2ND SEM.
BED	111	Principle of Accounts I	2	–
BED	112	Basic mathematics	2	–
BED	113	Commerce I	2	–
BED	114	Introduction to Econs.	2	–
BED	115	Office Practice I	2	–
BED	116	Shorthand Theory I	2	–
BED	117	Typewriting (Keyboarding I)	2	–
BED	121	Principles of Accounts II	–	2
BED	122	Basic Mathematics	–	2
BED	123	Commerce II	–	2
BED	124	Introduction to Economics II	–	2
BED	125	Office Practice II	–	2
BED	126	Shorthand Theory II (60 wpm)	–	3
BED	127	Typewriting (Keyboarding II) (25 wpm)	–	2
BED	128	Methods of Teaching Business Subjects	–	2
SIWES	129	SIWES (8 WEEKS)	–	1
			14	18

YEAR TWO

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
BED	211	Financial Accounting	2	–
BED	212	Business Law I	2	–
BED	213	Commerce III	2	–
BED	214	Introduction to Monetary Economics	2	–
BED	221	Office Management I	–	2
BED	222	Shorthand (70 wpm)	–	2
BED	223	Typewriting (30 wpm)	–	3
SIWES	229	SIWES (8 weeks)	–	1
			8	9

YEAR THREE

SECRETARIAL OPTION

COURSE CODE		COURSE TITLE	CREDIT UNITS 1ST SEM.	2ND SEM.
BES	311	Shorthand (80 wpm)	3	–
BES	312	Business finance and Economic Inst.	2	–
BES	313	Typewriting (35 wpm)	3	–
BES	314	Office management II	2	
BES	315	Business Law II	2	–
BES	321	Shorthand (100 wpm)	–	3
BES	322	Principles of Marketing	–	2
BES	323	Typewriting (50 wpm)	–	3
BES	324	Principle of Management	–	2
BES	325	Computer Appreciation	–	2

BES	326	Elements of Labour Econs	–	2
BES	327	Research Project	–	2
			12	16

ACCOUNTING OPTION

BEA	311	Advanced Financial Accounting	3	–
BEA	312	Business Finance and Economic Inst.	2	–
BEA	313	International Econs.	2	–
BEA	314	Auditing & Taxation	2	–
BEA	315	Business Law II	2	–
BEA	316	Business Statistics	2	–
BEA	321	Cost Accounting	–	3
BEA	322	Principles of Marketing	–	2
BEA	323	Public Sector Economics	–	2
BEA	324	Principle of Management	–	2
BEA	325	Computer Appreciation	–	2
BEA	326	Element of Labour Econs.	–	2
BEA	327	Research Project	–	2
			13	15

APPENDIX C

SIMILAR COURSES OFFERED AT NCE AND UNIVERSITY LEVELS.

UNIVERSITY OF BENIN			UNIVERSITY OF NIGERIA, NSUKKA		
Secretarial Option			**Relevant Major Courses**		
BED	311	Advance Short-speed Dev. (80 wpm)	VTE	231	Advanced Shorthand I
BED	312	Advance Production Typing I (40 wpm)	"	232	Production Typing I
"	313	Office Management I	"	233	Advanced Shorthand II
"	321	Advanced Shorthand Speed Dev. II (100 wpm)	"	234	Production Typing II
"	322	Advanced Production Typing II (50 wpm)	ECON	201	Micro Economic Theory II
EDU	321	Research	"	203	Economic Theory II
ACC	316	Business Law	MKT	201	Elements of Marketing
BED	323	Office Management II			
BUS	313	Marketing Management			
Accounting Option			**Accounting Option**		
ACC	312	Cost Accounting I	ECON	201	Micro Econ. Theory I
ECO	311	Economic Development	ECON	203	Economic Theory II
ACC	316	Business Law	MKT	201	Elements of Marketing
BUS	313	Marketing Management I	VTE	333	Business Law
ACC	321	Intermediate Financial Accounting II	ACC	201	Intro. To Financial Accounting I
EDU	312	Research & Statistics	ACC	202	Intro. To Financial Accounting II
ECO	221	Micro Economic Theory			

AHMADU BELLO UNIVERSITY, ZARIA			RIVER STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY, PORT-HARCOURT		
Office (Secretarial) Option			Secretarial Option		
VTED	217	Shorthand Theory I	SEC	313	Typewriting (45)
"	218	" " II	"	321	Shorthand (90)
"	207	Intermediate Typewriting	"	312	Typewriting (50)
"	208	Advanced Typewriting	"	322	Shorthand (100)
BUAD	331	Principles of Marketing I	BED	342	Research
VTED	205	Maths for Business Education	BUS	252	Business Statistics
Accounting Option			Accounting Option		
ACCT	201	Intro. To Financial Accounting	ACC	311	Financial Accounting I
ACCT	202	Financial Accounting	ACC	331	Cost Accounting I
BUAD	331	Principles of Marketing	BUS	252	Business Statistics
ECON	202	Introduction to Economics/ Analysis I & II	ACC	312	Financial Accounting II
			BED	342	Research
VTED	205	Maths in Business Education	LAW	243	Business Law

COLLEGES OF EDUCATION	
Secretarial Option	Accounting Option
BES 311 Shorthand (80)	BEA 311 Advanced Financial Accounting
BES 312 Bus. Finance & Economic Inst.	BEA 312 Business Finance & Economic Institution
BED 313 Typewriting (35)	" 313 International Economics
" 314 Office Management II	" 314 Auditing & Taxation
" 315 Business Law II	" 315 Business Law II
" 321 Shorthand (100)	" 316 Business Statistics
" 322 Principles of Marketing	" 321 Cost Accounting
" 323 Typewriting (50)	" 322 Principles of Marketing
" 324 Principles of Management	" 323 Public Sector Economics
" 325 Computer Appreciation	" 324 Principles of Management
" 326 Elements of Labour Economics	" 325 Computer Appreciation
" 327 Research Project	" 326 Elements of Labour Economics
	" 327 Research Project

APENDIX D

LIST OF FEDERAL COLLEGES OF EDUCATON THAT OFFER BUSINESS EDUCATION.

S/N	COLLEGES	TOWN	STATE
1.	Federal College of Education	Abeokuta	Ogun
2.	Federal college of Education (Technical)	Akoka	Lagos
3.	Federal College of Education	Asaba	Delta
4.	" " "	Bichi	Kano
5.	" " "	Gombe	Bauchi
6.	" " "	Gusau	Sokoto
7.	" " "	Katsina	Katsina
8.	" " "	Kotangora	Niger
9.	" " "	Obudu	C/River
10.	" " "	Okene	Kogi
11.	" " "	Omoku	Rivers
12.	" " "	Potiskum	Yobe
13.	" " "	Pankshin	Plateau
14.	" " "	Umunze	Anambra
15.	" " "	Yola	Gongola

LIST OF STATE COLLEGES OF EDUCATION THAT OFFER BUSINESS EDUCATION

S/N	COLLEGES	TOWN	STATE
1.	Advanced Teachers college	Kano	Kano
2.	Alvan Ikoku College of Educ.	Owerri	Imo
3.	College of Education	Agbor	Delta
4.	" "	Akwanga	Plateau
5.	" "	Ankpa	Benue
6.	" "	Ekiadolor	Edo
7.	" "	Minna	Niger
8.	" "	Ikere-Ekiti	Ondo
9.	" "	Warri	Delta
10.	" "	Kafanchan	Kaduna
11.	" "	Oro	Kwara
12.	" "	Katsina Ala	Benue
13.	" "	Sokoto	Sokoto
14.	St. Andrew's College of Education	Oyo	Oyo

15.	Kwara State College of Educ.	Ilorin	Kwara
16.	College of Education	Jalingo	Gongola
17.	" "	Maiduguri	Borno
18.	" "	Gashua	Borno
19.	" "	Port-Harcourt	Rivers
20.	" "	Ila-Orangun	Osun
21.	" "	Ilesha	Osun
22.	" "	Ijanikin	Lagos
23.	Cross River State College of Education	Akampa	C/River
24.	College of Ecumenical Educ.	Enugu	Enugu

APPENDIX E

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	149	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Krejcie and Morgan (1970:608).

APPENDIX F

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA.

QUESTIONNAIRE ON

EVALUATION OF N.C.E BUSINESS EDUCATION CURRICULUM AS AN ENTRY REQUIREMENT INTO THE B.B.ED. PROGRAMME IN THE NIGERIAN UNIVERSITIES.

Dear Colleagues,

You are requested to kindly complete this questionnaire. The information needed is purely for research on the above topic. Please, note that any information supplied will be treated in strict confidence.

Thank you for sparing your limited time.

PART A: DEMOGRAPHIC DATA

Do not write your name on the questionnaire, you should indicate your choice with a tick(/) in the appropriate box.

1. Sex: Male [ ] Female [ ]
2. Course Option: (1) Accounting [ ] (2) Office/Secretarial [ ]
   (3) Distributive/Marketing [ ]
3. Duration of Course: 2 Years [ ]
   3 Years [ ]

4. Grade at N.C.E Level:

   Merit [ ] Credit [ ] Pass [ ]

5. Entry Qualification into the B.B. Ed. Programme:

   WASC [ ] OND [ ] HND [ ] NCE [ ]

6. Is your present curriculum any relevance with your previous knowledge?

   Yes [ ] No [ ]

7. Are you given any credit hour(s) exemption on your entry into the B.B.Ed. programme?

   Yes [ ] No [ ]

8. How many credit hors were you given?

   Above 40 hours [ ] Below 40 hours [ ] No Exemption [ ]

9. Do you feel you are not given enough exemption?

   Yes [ ] No [ ]

10. Do you agree that one of the objectives of the NCE Business Education which is to qualify students in Business Education for a two-year post NCE degree programme as stated in the NCE policy is being achieved?

    Yes [ ] No [ ]

PART B

COURSES TAUGHT IN N.C.E BUSINESS EDUCATION PROGRAMME

Do you agree that the following subjects should be taught in a Business Education Programme in Colleges of Education?

Tick as appropriate at the right hand side.

S/N	SUBJECTS	YES	NO
1.	Principle of Accounts		
2.	Mathematics		
3.	Commerce		
4.	Introduction to Economics		
5.	Office Practice		
6.	Shorthand		
7.	Typewriting		
8.	Methods of Teaching Bus. Subjects		
9.	Financial Accounting		
10.	Business Law		
11.	Introduction to Monetary Econs		
12.	Office Management		
13.	Business Finance and Economic Institutions		
14.	Principles of Marketing		
15.	Computer Appreciation		
16.	Elements of Labour		
17.	Business Statistics		
18.	Cost Accounting		
19.	Auditing and Taxation		
20.	Research project		
21.	SIWES		

PART C

COURSES GIVEN CREDIT HOURS EXEMPTION

Below are the courses in which if you scored a minimum grade of `C' on your transcript at the NCE Level in which you would be given some credit hours exemption in the B.B. Ed. programme.

Tick as appropriate at the right hand column:

(a) Your NCE grade, and (b) whether or not you were exempted.

S/N	SUBJECTS	GRADE AT NCE	YES	NO
1.	Educational Foundation			
2.	Educational Psychology			
3.	Curriculum and Instruction			
4.	Educational Statistics			
5.	Measurement and Evaluation			
6.	Sociology of Education			
7.	Moral Philosophy			
8.	Teaching Practice			
9.	Intro. to Voc. & Tech. Educ.			
10.	Principles of Bus. Educ.			
11.	Intro. tc Management			
12.	Beginning Typewriting			
13.	Fundamentals of Accounting			
14.	Principles of Accounting			
15.	Marketing Management			

16.	Principles of Economics		
17.	Business Law		
18.	Office Management		
19.	Business Statistics		
20.	Business Mathematics		
21.	Industrial Attachment		

PART D: COURSES OFFERED AT N.C.E

Which are the courses you offered at the NCE? Indicate your choice of answer at the right hand column as appropriate.

S/N	SUBJECTS	YES	NO
1.	Educational Foundations		
2.	Educational Physiology		
3.	Educational Statistics		
4.	Measurement and Evaluation		
5.	Sociology of Education		
6.	Curriculum and Instruction		
7.	Moral Philosophy		
8.	Business Communications		
9.	Intro. to Economics		
10.	Business Law		
11.	Elements of Labour		
12.	Business Finance & Economic Institutions		
13.	Computer Appreciation		
14.	Business Statistics		
15.	Auditing and Taxation		

16.	Principles of Marketing		
17.	Cost Accounting		
18.	Principles of Accounts		
19.	Commerce		
20.	Mathematics		
21.	Financial Accounting		
22.	Methods of Teaching Bus. Subjects		
23.	Office Management		
24.	Office practice		
25.	Shorthand		
26.	Typewriting		
27.	Research Project		
28.	SIWES		

PART E: COURSES OFFERED AT B.B.Ed

Which of the following courses do you at present offer in the B.B.Ed. programme?

S/N	SUBJECTS	YES	NO
1.	Educational Foundations		
2.	Educational Psychology		
3.	Educational Statistics		
4.	Sociology of Education		
5.	Curriculum theory & Planning		
6.	English & Communication Skills		
7.	Moral Philosophy		
8.	General teaching methods		
9.	Natural Science		

10. Man's Location and Resources
11. Man's Physical Environment
12. Individual Group and Society
13. History of Education
14. Instructional Technology
15. Commerce
16. Introduction to Voc. & Tech. Ed
17. Principles of Bus. Educ.
18. Issues in Bus. Educ.
19. Intro. to Acctg.
20. principles of Economics
21. Intro. to Business
22. Business Mathematics
23. Economics
24. Fundamentals of Data Processing
25. Principles of Marketing
26. Introduction to Computer
27. Financial Accounting
28. Office Procedure
29. Typewriting
30. Shorthand
31. Industrial Work Experience