



ASSESSMENT OF BUSINESS STUDIES' CHALLENGES ON TEACHING-LEARNING PROCESS FOR SELF-SUSTAINABILITY AMONG GRADUATES IN OYO STATE, NIGERIA

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Suggested Citation:

Fehintola, J. O. (2021). Assessment of business studies' challenges on teaching-learning process for self-sustainability among graduates in Oyo State, Nigeria. *International Journal of Global Education (IJGE)*, 6(1), 1-9.



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Abstract

This study examined business studies' challenges on teaching-learning process among students in Nigerian educational system. This study made use of descriptive research design of survey type and the population of interest is the undergraduates and lecturers that are teaching and learning business studies. The sample is made up of 330 business studies undergraduates and business lecturers. Stratified random sampling technique was used to select the participants. Data were collected through the use of questionnaire tagged challenges of Business studies among business studies students and lecturers in Nigerian educational system with reliability coefficient of 0.79. Section A consists of socio-demographic information while Section B consists of checklists of challenges of Business studies among students and lecturers in Nigerian educational system. The findings of the study showed that students took business studies and lecturers taught amidst a lot of challenges such as inadequate teaching facilities, political interference, poor funding, lack of qualified teachers of business studies, failure to accept and adopt single curriculum across the nation, the use of outdated curriculum and finally the attitude of learners and society towards business studies as a course meant for average students that are not educationally vibrant. Based on these findings the researcher concluded that the teaching-learning process of business studies has a lot of challenges. Therefore, the following recommendations were made that students must see the study of business studies as equivalent to any other courses their colleagues are reading, government must fund the business studies just like any other courses like engineering, medicine, agricultural sciences. The experts must be employed to teach business studies. The facilities for teaching business studies must be made available to prevent examination malpractices and half baked graduate. Professional and highly skilled business studies teachers should be recruited to help improve the skills of the students in the various institutions where teaching-learning process in business studies is being running.

Keywords: Assessment, challenges business studies, students, sustainability, process, educational system.

INTRODUCTION

Business studies is one of the most international study subjects in the world, due to how broad the subject is. As a broad subject in the social sciences, business studies open the study field to a focus of specialties such as accountancy, finance, organisation, human resources management and marketing. However, as prestigious as the course is, there are many challenges confronting the course in terms of input, process and outgoing.

The following are the major problems confronting the studies of business education in Nigeria setting: political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum across the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileged learners.

The problem of political interference is very rampant, the party in power in the country may decide on the courses to be promoted and the courses to be relegated (Igberaharha, 2014). Today government may decide that business studies is not a course to be reckoned with, that business studies is not a course that



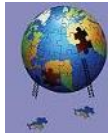
can make the country to be developed therefore it should not be promoted or encouraged among civil populace as a course that they can send their child/ward to go and learn (Onyesom, 2014). Therefore, government may not want to fund the course by not recruit teachers, buying facilities for teaching the course and provide necessary logistics that will facilitate the teaching-learning process of business studies. The promotion of learning of business studies depends on the level of exposure of the government of the day to the importance of it.

Poor funding has to do with the decision of the government on the importance of business studies. This course in particular was seen as the foundational course which one needs not to devote time for learning of it (Jegbefume, Utebor & Kifordu, 2014). That business studies is a skill that one can learn on the job. Government a times sees the business studies as integral of Economic studies, accounting and computer science, that since we have learners in these three causes there is no need to have business studies as a course of study. Therefore, they refused to fund business studies by saying that there is no money. Government is actually having low percentage allocation to education generally and courses like business studies among the courses that is suffering from it.

Lack of teachers is another problem facing the business studies. When the course is not given attention that it deserves the resultant effect is that there is going to be dearth of lecturer or teachers in such subject. Business studies are facing a problem of dearth of lecturer or teacher in such subject (Fehintola, 2014). Business studies are facing a problem of dearth of teachers. Even where the students are available they are no teachers to teach them and where there are few teachers there may not be student due to the fact that there is no adequate attention given to the study of business studies.

Lack of teaching facilities that can be used to teach business studies in a practical and demonstrable way is one of the banes of business studies. Business studies cannot be taught like abstract algebra, real analysis and numerical analysis (Acharu & Solomon 2014 and Miller & Akume, 2009). The business studies should be taught via practical approach with concrete objects to facilitate teaching-learning process. The business studies entails accounting, business administration business analysis, business computing, business ethics, business statistics, commercial law, developing markets economic principles, finance, human resources, international studies, management, marketing, operations management research and technology. All these mentioned component of business studies cannot be learnt without seeing the concrete objects that will make it more meaningful (Amoor, 2010). Gone are the days when we learn without seeing or touch the objects that learners are learning about. According to Amesi & Giami (2018) the learners understand better when they see, touch, smell, feel and smell what they are learning, but when learning abstract learning become difficult. The teaching facilities in terms of classrooms, white board, and conducive environment couple with material training are elusive in the teaching-learning process of business studies.

Furthermore, the use of outdated curriculum in the teaching of the business studies is another problem the researcher is considering as a bane to the teaching of business studies. According to Ukata & Kalagbor, (2015), the business studies in those days is quiet different to business studies nowadays in terms of contents and usefulness. The depth of business studies is very deep and useful than those days. A graduate of business studies nowadays need not be searching for white collar job if such graduate is serious person. The needed skill that can make them independent had been given during the training period (Ekundayo, 2010). Therefore, it is high time we jettison the old curriculum and called on the curriculum planners to design another are in line with beet international practices. Or the education policy maker can adapt or adopt the curriculum of the developed countries that is suitable to our national needs.



Another problem that required mentioned here is the use of different curricular among the federal, state and privates institutions of higher learning. According to Fehintola (2019), there should be a situation whereby the education policy makers call a spade by making it compulsory that a single curriculum should be used to exercise the nation. Be it federal, state, and private, Actually this problem exist as a result that federal government is not intend to spend money on education and that is why individual organization is using the curriculum that they think is suitable for herself in line with the resources that available for its smooth running of their institution.

In addition, due to lack of teachers, fund and inadequate teaching facilities the business studies students are ill equipped and become half baked graduate (Amesi & Giami, 2018). Majority of the business studies graduate who are supposed to be entrepreneurs are now becoming graduates that are looking for whom to employ them. Because they are not properly trained due to lack of experts to handle one aspect of the course or the other and due to lack of fund to buy teaching facilities and failure to expose them to industrial training except the theoretical concept of the course alone. This problem is very grievous in the sense that those who graduated from the course are not capable of training the incoming students neither can t hey practice what they have learnt without thorough supervision by another giants.

Learners nowadays see the study of business studies as un-prestigious career (Ugwuogo, 2013), because majority of those who studied this course ended up becoming typist, confidential secretary, clerical staff, messengers and files carrier in any organisation where they could manage to get job. People look down on the course due to the above mentioned problems.

Business studies is the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profits. According to the Udin & Uwaifor (2007) business studies is the study of economics and management. It is the study of economics and management. It is the study of subject connected with money and managing a business. The term business is derived from the word busy. Thus, a business means being busy either as an individual or as a society a whole, doing commercially viable and profitable work. A business can also be defined as an organisation that is legally recognized and designed to provide goods and services.

Purpose of the Study

The purpose of this study, therefore seeks to examine the extent to which variables such as political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum across the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners affect the teaching-learning process of Business studies in Higher institutions in Oyo state.

Research Questions

Based on the stated problems, the study seeks to provide answer to the following questions.

RQ1. What are the challenges of business studies which affect the teaching-learning process of the course?

RQ2. Is there any significant difference in the responses of Lecturers and students on the challenges of business studies which affect the teaching-learning process of the course?



METHODOLOGY

Research Design

This study make use of descriptive research design of survey type as there is not going to be any direct control of any variable or any experimental manipulation.

Target Population

The target population for this study consists of all the full time business studies' students and lecturers in Oyo state, Nigeria. These students are at least in three hundred level students and minimum of 5 years work experience as business studies in higher institution of higher learning that are engaged in learning and teaching business studies.

Sample and sampling technique

The study is restricted to higher institutions within Oyo state that are offering business studies as a course of study. The sample for this study was made up of three hundred and thirty full time students and teachers from Oyo State using stratified random sampling procedure to select 289 full time students and 41 full-time business studies lecturers from tertiary institutions in Oyo state. These participants have nothing less than three years experience in teaching and learning business studies.

Instrumentation

Questionnaire on Challenges of Business Studies' on Teaching-Learning Process: The challenges of Business Studies among full time learners and lecturers in higher institution of Oyo state, Nigerian. The questionnaire was developed by the researcher. The questionnaire is divided into 9 sections. Section A has to do with Bio-data of the respondents while Section B to I, take care of the independent variable starting with political interference. It was designed after conducting a KII (Key Informant Interview) of the full-time learners and lecturers that has had the experience of business studies not less than three years in Oyo state higher institutions. The instrument was validated by three experts in Tests and Measurement. This questionnaire solicited for information on challenges of full-time learners and lecturers that has had the experience of business studies not less than three years in Oyo state higher institution, Nigerian. Section A is the Bio data of the respondents while the section B is 20 items on the subject matter (teaching-learning process for self sustainability). The structuring of the response format is based on a four-point summated ratings scale of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. This instrument was trial tested on 25 full time students and lecturers learning and teaching business studies. The trial-test showed no ambiguities in the instrument. Cronbach alpha (an estimate of construct validity and internal consistency reliability of the items) was computed and it yields a reliability estimate of .79.

Procedures of Data Collection

A questionnaire consisting of structured items was designed for the collection of primary data from the field of study. During the administration of the questionnaires the researcher ensured that the questions are well understood. This method was relevant for both the learners and lecturers for a valid response. The instrument was used to elicit information from the participants.

Method of Data Analysis

In analyzing the data, descriptive statistics was employed. The collected data were analysed using SPSS to calculate the frequency counts and percentages.



Data Analysis

Research Question 1: What are the challenges of business studies which affect the teaching-learning process of the course?

This research question was answered using frequency counts based on the challenges experienced and responses of both students and lecturers involving in teaching and learning business studies.

Table 1. Analysis of challenges of business studies on teaching-learning process

S/N	Items on Challenges	Agree	(%)
1	Political interference	233	70.6
Ii	Poor admission policy into higher institution	277	83.9
Iii	Rationalization of courses from one school to another	172	52.1
Iv	The use of quota and catchment area policy in offering admission	188	57.1
V	Favouritism in terms of sponsorship to individuals	297	90.0
2	Poor funding of business studies course	197	59.6
Ii	There is no enough funds to undertake field trips	180	54.6
Iii	There is no funds to buy computers and some other equipment	172	52.1
Iv	The department has inadequate facilities due to poor funding	200	60.7
V	Typing-pool laboratory is not well-equipped	188	57.1
3	Inadequate supplied of qualified teachers/lecturers of business studies	294	89.0
Ii	The school organised regular seminar, workshop and conferences for the teachers	204	61.7
Iii	Capital projects and overheads cost is very hard to meet	233	70.5
Iv	Lack of personnel to handle practical aspects of the course	193	58.6
V	The available teachers are over burdened with lots of work	217	65.8
4	Teaching of business studies abstractly	226	68.5
Ii	Inadequate provision of consumable goods to teach the course as expected	274	82.9
Iii	Research cannot be carried out to foster the teaching of business studies	306	92.8
Iv	Consultancy services cannot be carried out due to poor teaching method	281	85.2
V	Teaching aids to facilitates teaching-learning process are not adequate	233	70.6
5	Poor or half baked business studies graduates	277	83.9
Ii	Graduates of business studies looking for white collar job	172	52.1
Iii	Some of them could not empower themselves	188	57.1
Iv	Some of them could not engaged themselves on meaningful project	297	90.0
V	Majority of them are not employable	197	59.6
6	Failure to accept and adopt single curriculum across the nation	180	54.6
Ii	The federal government institutions curriculum is different to other school ownership	172	52.1
Iii	Some schools limited their curriculum to those they have teachers to teach	200	60.7
Iv	Some curriculum are too voluminous to handle	188	57.1
V	There are no enough facilities to handle some aspects of the curriculum	294	89.0
7	The use of outdated curriculum	204	61.7
Ii	Some aspects of the curriculum are no longer useful	233	70.5
Iii	Some aspects of the curriculum are not in line with the global practices	193	58.6
Iv	Some lecturers do skip the curriculum that are not too relevant	217	65.8
V	The curriculum does not allowed graduates to be employed	226	68.5
8	Lack of teaching facilities	274	82.9
Ii	Lack of electricity supply in to the business studies laboratory	200	60.7
Iii	Business studies school without stores and shops to sell and buy things	233	70.6
Iv	Business studies school without consultancy services centre	221	67.1
V	Inadequate provision of consumable goods for teaching	204	61.7
9	The attitude of learners towards business studies as a course meant for less privileges learners	180	54.6
Ii	Business studies is not too good for young people	197	59.6
Iii	Business studies is not lucrative like other careers	192	58.2
Iv	Business studies is not a course that one can read and be self employed	188	57.1
V	Business studies is not too cumbersome or too loaded	172	52.1



The results in Table 1 show that these challenges are clearly shown as the barriers to teaching-learning process of business studies. The responses of the participants selected indicated that the following challenges are actually the barriers to business studies. The challenges are political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum across the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners. The researcher come to this conclusion from the results in that all problem show cased in the Table are agreed with by the respondents and over fifty-percent of them agree to it.

Research Question 2: Is there any significant difference in the responses of Lecturers and students on the challenges of business studies which affect the teaching-learning process of the course?

Table 2. Analysis of challenges confronting teaching-learning process of business studies as experienced by students and lecturers

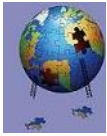
Item	Resp.	N	Mean	Std.Dev.	T	p
Political interference	T	41	1.60	.50	1.30	.20
	S	289	1.49	.50		
Poor funding of Business studies' course	T	41	1.62	.49	1.27	.21
	S	289	1.52	.50		
Inadequate of qualified Business studies' Teacher	T	41	1.67	.47	1.84	.07
	S	289	1.52	.50		
Teaching of Business studies like abstract courses	T	41	3.60	.50	1.54	.12
	S	289	3.47	.50		
Half baked of Business studies graduates	T	41	3.15	.98	1.48	.14
	S	289	3.33	.73		
Lack of uniformity of Business studies curriculum across the nation	T	41	4.08	1.07	.94	.35
	S	289	4.22	.93		
The use of outdated curriculum	T	41	4.43	.64	.094	.93
	S	289	4.42	.49		
Lack of teaching facilities	T	41	4.65	.48	1.64	.10
	S	289	4.52	.50		
Poor attitude of learners towards Business studies as a career	T	41	2.95	.99	1.64	.10
	S	289	2.66	1.09		

Keys: Resp. (Respondents); T-Teachers; S – Students

From Table 2, it was discovered that there was no significant difference in the experience of the lecturers and students concerning the challenges facing the teaching-learning process of Business education in higher institutions in Oyo state, Nigeria.

DISCUSSIONS

The teaching-learning process of Business studies is suffering a setback in Oyo state and Nigeria in general. Lecturers and students in Oyo state institution of higher learning are battling enthusiastically with

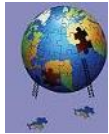


teaching and learning of business studies without probably considering the challenges which undermine the teaching-learning process.

Results from the study indicated that both the lecturers and students perform their roles amidst the following challenges political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum across the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileged learners. The government in power should be advised to face governance and not tampered with education affairs apart from funding. If the government in dabbling in to every other things in the nation and most especially the educational issue this will not allow them to do the needful and it could lead to catastrophe in nations' educational system. The experts in education should be appointed to man the ministry of education for smooth running of nations' educational issue. Education should be given priority and be adequately funded. Funding of education is the only way that can make nation to develop very well most especially in the area of business studies because majority of people benefitted in the grass root economy and without proper funding of business studies people at the grass root level may shift to cities for white collar job that is not in existence. This challenge is very ridiculous that government failed to fund education is one of the cardinal factors the young one should enjoy as future leaders. The results of this study corroborated Fehintola (2014), that discovered that for students to excel in any given course including business studies there is need for competent teachers to be employed. To achieve success and enhance performance, students must as a matter of necessity be taught by qualified teachers, because the teachers cannot offer what they do not have. For the students to receive quality teaching, qualified lecturers must be employed to teach the learners. Also, lack of teaching aids should not be mentioned in the higher institution because not all the courses can be taught abstractly, the lecturer needs to demonstrate using concrete objects. Any subject taught with teaching aids makes the learning easier for the learners to understand. Uwim (2004) in his study discovered that Business studies is a backbone to other commercial subjects, business studies is made up of knowledge from such areas as accountancy, finance, organisation, human resources management and marketing, bookkeeping, typing and shorthand and even economics. This course has to do with everyday affairs and need thorough understanding by the learners to be able to boost the national economy. All these subject areas need learning facilities, sound reading and assimilation of facts before good leaning can take place.

The findings of this study fall in line to the claim of Fafunwa (2010), that student feeling bad about studying Business studies is a major problem in that the importance of the course is not known to majority of them. Some students see Business studies as a last resort that instead of staying at home idle they better leave home to go and the business studies. Some students failed to understand that students in some other career are coming back to learning from, most especially now that there is no more white collar job and every graduate are looking for one business or the other to engage themselves with. Therefore, it is paramount that anyone students interested in studying Business studies must try to listen very well to all the aspects of the course for self actualisation, because business studies is every day affairs. Observed poor attitude towards career in business studies by the students has been attributed (Ukata & Kalagbor, 2015 and Udin & Uwaifor, 2007) to students' lack of understanding of career in Business studies or dislike for Business studies.

The use of different and outdated curriculum, the use of different curriculum is like a family waging war against itself, maiming and killing themselves and the use of old curriculum is like packing the remnant after the war in to the cemetery, so that the remaining ones that are alive will not be relevant for themselves. The use of different and outdated curriculum is embarrassing challenges to the teaching-



learning process of Business studies. The harmonization of the curriculum is very important and the use of current curriculum is also very germane to the study of Business studies. This will make the graduates of this course to be able to compete favourably with their counterparts internationally and to make the curriculum to be in line with global practices. This confirms observation and the views expressed by Azikiwe (1991) and Eyibe (1992) that curriculum should be reviewed in line with global practices. There is a need for a change in business studies curriculum across the institution of learning in Nigeria.

Finally, there was no significant difference in the responses of teacher of business studies and their students on the challenges facing the teaching-learning process of business studies. A second look at the results in Table 1 shows that the challenges facing the teaching-learning process of business studies are very glaring and fully recognized by both teachers and students. Attention should be focused on how to ameliorate or resolve these challenges.

Conclusion

The results from the study have simply highlighted that Business studies occupies a prominent position in the economic development of nations worldwide. With the above results from the study, one can see that the future development of Nigeria economy is bleak unless something is done urgently. The consequence of this is that, there would not be small scale industries and small businesses would not develop. The researcher concludes that the following factors are the challenges confronting the teaching-learning process in Oyo state higher institution of learning: political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum across the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileged learners.

Recommendations

Based on the above findings the following recommendations are made that:

- ✓ the education stake holders and school system are therefore expected to do much to reverse the situation. * Business studies education teachers and students are expected to reorganize their teaching-learning methods and personal relationship with each other and to stimulate interest and love for Business studies.
- ✓ Better attention should be given to the teaching of Business studies and mathematics in schools because Business studies require vivid understanding of Mathematics.
- ✓ Teachers should also adopt the system of taking their students for excursion to industries, shopping malls, big markets and where the students could be exposed to practical aspect of the course.
- ✓ Also, the curriculum planner should include industrial training as parts of the training to be received before the learners are given the certificate.
- ✓ The mode of examining the Business studies students should not be based on theory alone it should be mixed with practical.
- ✓ More emphasis and assignment should be given to the students on basic principles of Business studies. *Students should be made to realize and appreciate that no career is better than the others.
- ✓ Professionally and highly skilled teachers should be recruited to help improve the study of Business studies in the schools. The curriculum should be redesigned in line with global practices.



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