



## **An Evaluation of the Objectives of the Undergraduate Business Education Degree Programmes in Some Nigerian Universities**

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### **ABSTRACT**

This study evaluated undergraduate business education degree programmes' objectives of the University of Nigeria, Nsukka, University of Calabar, Rivers State University of Science and Technology, Port Harcourt, Ignatius Ajuru University of Education, Port Harcourt, Alvan Ikoku College of Education, Owerri and Nwafor Orizu College of Education, Nsugbe, Onitsha. Evaluation research design was adopted for the study. In addition to using checklist for data collection from 198 senior staff who represented employers of business education graduates, the researcher used data from personal on-the-spot observation. Mean and standard deviation scores were used to answer the research question and to test the hypothesis at 0.05 alpha level, Multiple Analysis of Variance was employed. The results of the study revealed that the objectives of the undergraduate business education degree programmes of the institutions investigated are adequate and meet the required standards of the National Universities Commission (NUC). The results revealed no significant difference existing in the programmes' objectives among the tertiary institutions investigated and that no significant difference existed between the observed objectives of the undergraduate business education degree programmes and that required NUC's standards. Tertiary institutions offering undergraduate business education degree programmes should engage the services of educational evaluation experts to constantly evaluate their programmes to ensure that the objectives of their programmes are updated on regular basis to meet the current trends of work environment.

**Keywords:** Business Education, Evaluation, Objectives, Minimum Academic Standards, Undergraduate Degree Programmes, Tertiary Institutions.

### **INTRODUCTION**

Due to the invaluable and numerous roles, which education has been playing in national development, independent nations in Africa have continued to place emphasis on the continuous review of their educational systems (Ehiamezor, 1990). Such periodic review is intended to provide the basis for any needed reform, renewal or modification for enabling education to meet the needs, aspirations and expectations of the people and society. This observation is also true of business education as one of the school subjects in the Nigerian educational system

Clark (2002:103) defined business education as "an all-encompassing programme, which equips its recipient with the necessary knowledge, skills and attitudes that will enable him succeed in whatever business endeavour he may engage in". In the view of Nwosu (2003), business education at the university level is concerned mainly with the development of skills and knowledge needed to enable an individual function well. Isu (2004:13) defined business education as "that type of education that deals

with the acquisition of practical skills, knowledge and values that enables one function effectively in the society”.

Business education is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing the individual to adequately fit into both industry and classroom as a professional. Consequently, it is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. It is concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into the business world as an employer or employee or self-employed and for effective participation in the educational industry as a professional business teacher.

The importance of business education to national development has long been recognized worldwide (Oyedele, 2002). Today, there is a general awareness of the business education (Ulinfun, 1992) and its contributions to the nation as an invaluable subject (Azuka, 1991) cannot be over-emphasized.

The goal of business education programme at all levels, according to Azuka (2003) is to provide training in business skills and to develop ability to use these skills in work environment. At the tertiary level of education, the focus of business education is on career development and specialization (Akhere & Frankie-Dolor, 2003). Also at this level, according to Okolo & Okoli (2001), its mission is to train the necessary manpower for industry, teaching, business, and public and private business establishments.

From the foregoing, this researcher observed that the objectives of business education as listed by Tonne & Nanassy (1970) in Oseghale (1991) seem to closely relate to that of the teacher education. The objectives of teacher education as stated by NUC (1989) provide that they are in conformity with the objectives of business education as stated by the tertiary institutions investigated. Despite this fact, Okwuanaso (2001) advocated that programme goals and objectives should be based on the results of needs assessment. Goals are general statements of intent of purpose, which reflect recognized needs, while objectives are more specific and measurable statements of the expected outcomes of the business education programme. The programme objectives provide the framework for, and determine to a large extent, the evaluation that can be conducted. This researcher observed that the objectives of business education programme centre on preparing the beneficiaries to function effectively in the industry as an employee, in the classroom as a professional teacher and in the business world as an entrepreneur.

In order to evaluate the objectives of the undergraduate business education degree programmes of some universities and colleges of education affiliated to some universities in Nigeria, it is necessary to have an insight of the objectives of the undergraduate business education degree programmes of the Nigerian universities and colleges of education affiliated to some universities, which are to produce:

1. Teachers to teach business subjects in secondary schools;
2. Teachers who will engage in professional studies in business education;
3. Strong advocates and promoters of viable industrial and business enterprises; and
4. Graduates of the programme with intellectual understanding of the increasing complexity of the business world.

From the foregoing, this researcher observed that a number of research studies have been done to identify different problems, which business education programme has been facing. These non-evaluation studies focused on the context, inputs, process and products for effective running of business education programmes. Despite that, different studies have been carried out on the context, input, process and product components of business education programme, proper evaluation of the objectives did not seem to have taken place. The issues presented so far are suspected to constitute the present fact about the state of undergraduate business education degree programmes of some Nigerian universities and colleges of education affiliated to some universities. That being so, there is need to empirically document the present true picture of the objectives of the business education programme at the undergraduate level in some Nigerian universities and colleges of education approved by the National Universities Commission (NUC) to offer the programme. Such an evaluation will cover the objectives of the undergraduate business education degree programmes.

Evaluation, according to Ukwuije (1993:20) is “a systematic process of collecting information, analysing the information collected then using the analysed results to form judgment”. Okpala, Onocha & Oyediji (1993:13) defined evaluation as “a process of gathering valid information on attainment of educational objectives, analysing and fashioning information to aid judgment on the effectiveness of teaching or an educational programme”. Based on the definitions reviewed so far, this researcher concludes that evaluation is the application of formal systematic investigational techniques for data collection for the purpose of using such data to conceptualise, refine and determine the effectiveness or worth of a programme. Often, this is done with a view to aiding decision making as to whether to continue, modify or terminate the programme. From the foregoing, it can be seen that the purpose of evaluation is to “delineate, obtain and provide” useful information for judging decision alternative (Stufflebeam, 1971). For Provus (1969), it is to determine whether to improve, maintain or terminate a programme. Dike (1998) stressed that evaluation is intended to determine the worth of a programme, especially when the programme has been in existence for some time. The emphasis here is that the purpose of evaluation is to identify any discrepancy that may exist between programme standards and programme performance, so as to modify or overhaul the programme.

Ideally, the desire for well-stated objectives of business education programme could most probably lead to achieving the required minimum academic standard provided for by the National Universities Commission (NUC). But the undergraduate business education degree programmes offered in some Nigerian universities and colleges of education affiliated to some Nigerian universities seem to be facing these problems thereby leading to their inability to achieve the required minimum academic standard provided for by the National Universities Commission (NUC).

There is considerable concern by business education students, their teachers, employers of business education graduates and curriculum experts that the objectives of undergraduate business education degree programme of Nigerian universities and colleges of education affiliated to some universities are not currently fully being achieved. This has been largely attributed to the claims that the objectives of the programme are not well stated. Under these circumstances, it would appear that undergraduate business education degree programme might not be meeting the needs, aspirations and expectations of the society, students and employers of labour and the required minimum academic standards of the National Universities Commission. However, there seems to be no current empirical evidence to show that the programme is adequately or effectively being implemented because of the above claims. This lack of empirical evidence necessitated the undertaking of the present evaluation of the undergraduate business education degree programmes of some Nigerian universities and colleges of education so as to fill this research-based knowledge gap that exists in this area. Against this background, it is therefore necessary to evaluate undergraduate business education degree programmes of universities and colleges of education affiliated to some universities to find out if the programmes achieve their objectives and meet the required minimum academic standards of the National Universities Commission (NUC).

### **Statement of the Problem**

Although the problems of effective running of undergraduate business education degree programmes in Nigerian universities and colleges of education affiliated to some universities seem to be generally being recognised, the expectation is that these tertiary institutions are meant to provide their students with the opportunities to effectively acquire the needed skills, knowledge and attitudes in business education so that they can function very well in the real world of work. However, some people and authorities claim that undergraduate business education degree programme offered at the universities and colleges of education affiliated to some universities are faced with the some problems. The problems as claimed are that the objectives of the programme are absent (NUC, 1991; 1998). Given this scenario, would it still be possible for beneficiaries to have acquired the necessary knowledge, attitudes, skills and competencies needed for gainful employment? In other words, how effective is the undergraduate business education degree programme offered in some universities and colleges of education affiliated to some universities? In order to proffer solutions to these questions, there is need to empirically investigate this issue so as to obtain empirical data for making an objective judgment about the programme. Such an investigation is direly needed given that evaluation of objectives of the undergraduate business education degree

programme in colleges of education affiliated to some Nigerian universities is rare since the National Universities Commission (NUC) is not involved in the accreditation exercise of their academic programmes. However, there seems to be no current empirical evidence to show that the programme is adequately and effectively being implemented or not. Based on this premise, there is a research-based knowledge gap existing about how well the objectives of undergraduate business education degree programme are being achieved. This evaluation study of the objectives of the undergraduate business education degree programmes of some Nigerian universities is undertaken to fill the research-based knowledge gap that exists in this area.

### **Purpose of the Study**

The purpose of this study was to evaluate context domain of the NUC-approved undergraduate business education degree programmes of some selected universities. Specifically, the study attempted to establish whether the stated objectives of the undergraduate business education degree programmes of universities (University of Nigeria, Nsukka – UNN, University of Calabar, Calabar - UNICAL, Rivers State University of Science and Technology, Port Harcourt – RSUST and Ignatius Ajuru University of Education, Port Harcourt - IAUOE) and colleges of education (Alvan Ikoku College of Education, Owerri - AICOE and Nwafor Orizu College of Education, Nsugbe - NOCOE) affiliated to some universities meet the quality required by the employers of business education graduates and the required minimum academic standards of the Nigerian National Universities Commission.

### **Research Questions**

This single research question guided the study:

To what extent do employers of graduates of business education programmes regard the objectives of undergraduate business education degree programmes of Nigerian universities and colleges of education affiliated to some universities to be adequate and meet the required minimum academic standards of the National Universities Commission?

### **Hypotheses**

A single null hypothesis was formulated and tested for this study at 0.05 alpha level, which is:

There is no significant difference in the required and stated objectives of undergraduate business education degree programmes between the three Nigerian universities and three colleges of education as perceived by employers of graduates of business education programmes and observed by the researchers.

## **METHOD**

The study adopted an evaluation research design because it provided qualitative and quantitative objective judgment of the nature and scope of the objectives of the undergraduates business education programmes currently offered in Nigerian universities and colleges of education. The particular model of evaluation used in this study is Context component of the CIPP Evaluation model developed by Stufflebeam in 1971. The CIPP Evaluation model consists of four (4) interrelated domains of evaluation, namely: C = Context, I = Input, P = Process and P = Product.

The target population for this study consists of one hundred and ninety eight (198) senior staff (principals, vice principals, heads of department from secondary schools, managers, accountants and section heads from banks, management staff from firms and senior career civil servants from ministries and government) of establishments and organisations located at Port Harcourt, Nsukka, Calabar, Onitsha and Owerri that employ business education graduates in Nigeria.

The sample size involved in this study is made up of one hundred and ninety eight (198) senior staff selected from forty (40) establishments (banks, service industries/firms, schools and government ministries/establishments) from Nsukka, Owerri, Port Harcourt, Calabar and Onitsha cities and used as respondents. This is because they represented their establishments, which are the employers of business education graduates. Purposive sampling procedure was adopted for this study.

The two major techniques used for collecting data for this study are observation and inquiry techniques. For the both techniques, a checklist known as the Business Education Objectives Evaluation Checklist (BEOEC) modified from the Programme Evaluation Form developed by National Universities Commission (NUC, 1989) and adapted by the researchers was used to gather data for the study. The

BEOEC an 11-item four-point Likert-type of scale with the response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Some statements on the Checklist are positively skewed while some are negatively skewed. Items of this research instrument are structured such that the researchers as well as the respondents was able to use them to observe the objectives of the undergraduate business education degree programme of the tertiary institutions investigated.

In order to score the BEOEC, the positively framed statements are weighted Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) - 1 point while the negatively framed statements are weighted Strongly Agree (SA) - 1 point, Agree (A) - 2 points, Disagree (D) - 3 points and Strongly Disagree (SD) - 4 points. The total score was used as the index of researcher's personal observation of the existing objectives of undergraduate business education degree programmes of universities and colleges of education affiliated to some universities. To determine the minimum academic standards of the objectives of the undergraduate business education degree programmes offered at the six tertiary institutions as required by the National Universities Commission, 4 maximum points was used for this study.

The data generated was analysed based on item-by-item basis to show frequencies and response means of the various categories of respondents as well as that of the researchers (that is, the observers). The frequency counts as well as the mean and standard deviation scores were extracted and used to answer the research question while the Multiple Analysis of Variance (MANOVA) was employed to analyse the data and test the validity of the hypothesis at 0.05 alpha level.

## RESULTS

### Research Question 1

To what extent do employers of graduates of business education programmes regard the objectives of undergraduate business education degree programmes of Nigerian universities and colleges of education affiliated to universities adequate and meet the required minimum academic standards of the National Universities Commission?

**Table 1: Senior Staff's Responses on the extent to which they perceive the Objectives of undergraduate business education programmes**

Variable	N	Response	Mean (X)	Standard Deviation	Remarks
Schools	40	140.40	3.51	0.72	Adequate
Banks	45	146.25	3.25	0.56	Adequate
Government Establishments/ Ministries	70	243.60	3.48	0.65	Adequate
Companies/Service Industries	43	145.34	3.38	0.78	Adequate
Total	198	675.59	3.41	0.68	Adequate

Table 1 shows that the mean and standard deviation scores of respondents' responses from schools, banks, government ministries and service industries about the extent to which they regard the objectives of undergraduate business education degree programmes of the UNN, UNICAL, RSUST, IAUOE, AICOE and NOCOE are 3.51 (0.72), 3.25 (0.56), 3.48 (0.65) and 3.38 (0.78) respectively. This indicates that the mean scores are greater than the average point of 2.5. To this end therefore, the objectives of undergraduate business education degree programmes of the UNN, UNICAL, RSUST, IAUOE, AICOE and NOCOE (affiliates of University of Nigeria, Nsukka) are adequate and meet the expectation of the employers of labour.

To further provide solution to the above research question, items 1 - 11 on the Business Education Objectives Evaluation Checklist (BEOEC) provide the data required. The researchers' observation rating scores are analyzed and the result is presented in Table 2.

**Table 2: Researchers' Observation Ratings of the undergraduate business education Programme's objectives and the NUC Minimum Academic Standards**

Institution	No. of Item	Rating Score	_Mean (X)	Standard Deviation	Remarks
UNN	11	43.00	3.91	0.48	Adequate
UNICAL	11	38.00	3.45	0.45	Adequate
RSUST	11	36.00	3.27	0.32	Adequate
AICOE	11	37.00	3.36	0.39	Adequate
IAUOE	11	36.00	3.27	0.46	Adequate
NOCOE	11	37.00	3.36	0.37	Adequate
Total	66	227.00	3.44	0.41	Adequate

Table 2 indicates that the mean and standard deviation scores of the researchers' personal observation and ratings of the extent to which they compared the objectives of undergraduate business education degree programmes of the UNN, UNICAL, RSUST, IAUOE, AICOE and NOCOE (affiliates of University of Nigeria, Nsukka) with the NUC's minimum standards are 3.91 (0.48), 3.45 (0.45), 3.27 (0.32), 3.36 (0.39), 3.27 (0.46) and 3.36 (0.37) respectively. This implies that the mean scores are greater than the average point of 2.5. Therefore, the objectives of undergraduate business education degree programmes of these tertiary institutions are adequate and meet the required minimum academic standards of the National Universities Commission.

**Hypothesis 1**

There is no significant difference in the objectives of undergraduate business education degree programmes between the four Nigerian universities and two colleges of education as perceived by employers of graduates of business education programmes.

**Table 3: F-ratio Data Summary of a 2 X 6 Multifactor Analysis of Variance of the required and Observed Objectives of Undergraduate Business Education Degree Programmes of four Universities and two Colleges of Education**

Source of Variation	Sum of Square	Df	Mean Square	F-ratio Cal	F-ratio Crit.
Between Columns (Institutions)	109.40	5	21.88	1.73+	2.26
Between Rows (Required/Objective)	33.56	1	33.56	2.65+	3.89
Interaction (Columns X Rows)	123.70	5	24.74	1.96+	2.26
Between Groups	271.66	11	24.10		
Within Groups	2351.97	186	12.65		
Total	2623.63	197			

N = 198, P > 0.05 df = (1, 5, 186) + = Not Significant

The sum of square and mean square of responses of the senior staff representing the establishments that employ business education graduates, on the required and stated objectives of undergraduate business education degree programmes of the four universities and the two colleges of education investigated in this study are presented in Table 3. With N = 198, based on a degree of freedom of 5 and 186, for between columns (tertiary institutions) at 5% level of significance, the calculated F-ratio was 1.73 and the critical value of F-ratio was  $\pm 2.26$ . At this juncture, the calculated F-ratio is not statistically significant at  $\alpha = 0.05$  level of significance since it is less than the given critical value of F-ratio. The hypothesis ( $H_{01}$ ) is thus accepted in favour of adequately stated objectives of undergraduate business education degree programmes and the conclusion is that no significant difference exists in the stated objectives of

undergraduate business education degree programmes of these tertiary institutions. It does not make a difference with regards to the objectives of undergraduate business education degree programmes between the tertiary institutions studied.

Again, with  $N = 198$ , based on a degree of freedom of 1 and 186, for between rows (required and stated objectives of undergraduate business education degree programmes) at 5% level of significance, the calculated F-ratio was 2.65 and the critical value of F-ratio was  $\pm 3.89$ . At this point, the calculated F-ratio is not statistically significant at  $\alpha = 0.05$  level of significance since it is smaller than the given critical value of F-ratio. The hypothesis ( $H_{O1}$ ) is also thus accepted in favour of the required and stated objectives of undergraduate business education degree programmes and the conclusion is that there is no significant difference in the required and stated objectives of undergraduate business education degree programmes of the tertiary institutions as perceived by employers of graduates of business education programmes (schools, banks, government ministries, public and private firms).

To further test the hypothesis one ( $H_{O1}$ ), items 1 – 11 on the Business Education Objectives Evaluation Checklist (BEOEC) provide the data required. The researchers' observation rating scores are analyzed based on item-by-item analysis and the result is presented in Table 4.

**Table 4: F-ratio Data Summary of a 2 X 6 Multifactor Analysis of Variance of the required and Observed Objectives of Undergraduate Business Education Degree Programmes of Four Universities and two Colleges of Education**

Source of Variation	Sum of Square	Df	Mean Square	F-ratio Cal	F-ratio Crit
Between Columns (Institutions)	104.30	5	20.86	2.18+	2.40
Between Rows (Required/Objective)	35.71	1	35.71	3.75+	4.03
Interaction (Columns X Rows)	110.70	5	22.14	2.31+	2.40
Between Groups	250.71	11	22.79		
Within Groups	517.32	54	9.58		
Total	768.03	65			

$N =$  Number of Items = 66,  $P > 0.05$ ,  $df = (1, 5, 54)$  + = Not Significant

The sum of square and mean square of the researchers' observation rating scores on the required and stated objectives of undergraduate business education degree programmes of the four universities and the two colleges of education investigated in this study were presented in Table 4. With  $N = 66$ , based on a degree of freedom of 5 and 54, for between columns (tertiary institutions) at 5% level of significance, the calculated F-ratio was 2.18 and the critical value of F-ratio was  $\pm 2.40$ . At this point, the calculated F-ratio is not statistically significant at  $\alpha = 0.05$  level of significance since it is less than the given critical value of F-ratio. The hypothesis ( $H_{O1}$ ) is thus accepted in favour of adequately stated objectives of undergraduate business education degree programmes and the conclusion is that there is no significant difference in the stated objectives of undergraduate business education degree programmes between the tertiary institutions investigated. It does not make a difference with regards to the stated objectives of undergraduate business education degree programmes between the four universities and the two colleges of education.

Again, with  $N = 66$ , based on a degree of freedom of 1 and 54, for between rows (required and stated objectives of undergraduate business education degree programmes) at 5% level of significance, the calculated F-ratio was 3.75 and the critical value of F-ratio was  $\pm 4.03$ . At this point, the calculated F-ratio is not statistically significant at  $\alpha = 0.05$  level of significance since it is smaller than the given critical value of F-ratio. The hypothesis ( $H_{O1}$ ) is also thus accepted in favour of the required and stated objectives of undergraduate business education degree programmes and the conclusion is that there is no significant difference in the required and stated objectives of undergraduate business education degree programmes between the tertiary institutions as observed and recorded by the researchers.

## **DISCUSSION**

Based on the results of this study, the researchers discovered that the objectives of undergraduate business education degree programmes of the tertiary institutions investigated are adequately stated and meet the expectations of the employers of labour to a great extent. It was also discovered that there is no significant difference in the stated objectives of undergraduate business education degree programmes among these tertiary institutions.

The result is in line with the lay down philosophy and objectives of any academic programme as stipulated by the National Universities Commission (NUC, 1989). This is so because the objectives of undergraduate business education degree programmes of the six tertiary institutions are clearly stated. According to the minimum academic standards of the NUC, the philosophy and objectives of any academic programme should clearly state the type of manpower the programme is designed to produce and the general directional statements of the knowledge and skills the graduates of the programme should be able to perform in relation to the philosophy, goals and objectives of the institutions.

The result of this study further discloses that there is no significant difference in the required and the stated objectives of objectives of undergraduate business education degree programmes across the tertiary institutions investigated by the researcher. The result confirms the finding of the NUC (2000) during its accreditation exercise on the Rivers State University of Science and Technology, Port Harcourt that no deficiency was recorded against the philosophy and objectives aspect of the undergraduate business education degree programme of the university.

However, it is important to note that Alvan Ikoku College of Education, Owerri and Nwafor Orizu College of Education, Nsugbe, Onitsha are affiliated to the University of Nigerian, Nsukka. These colleges of education adapted the undergraduate business education degree programme of the University of Nigeria, Nsukka. That being so therefore, the NUC accreditation exercise carried out at the University of Nigeria, Nsukka also covered that of the Alvan Ikoku College of Education, Owerri and Nwafor Orizu College of Education, Nsugbe, Onitsha affiliated to the University. If deficiency of the absence of philosophy and objectives of undergraduate business education degree programme was uncovered at the University during the accreditation exercise, it therefore implies that the colleges of education affiliated to the University also suffer the same deficiency.

From the foregoing, the researchers noticed that having become aware that objectives of undergraduate business education degree programmes of the universities investigated in this study were absent and not well stated, they might have seen the need to review their undergraduate business education degree programmes, they were able to re-state the objectives of their programmes.

## **CONCLUSION**

Since no deficiency was discovered in the course of evaluating the objectives of the undergraduate business education degree programmes of these tertiary institutions, there is need for the tertiary institutions to always engage the external assessors to occasionally carry out evaluation studies on their academic programmes and undergraduate business education degree programmes are not excluded in order to maintain the required minimum academic standards stipulated by the National Universities Commission.

The researchers noted from this study that apart from the accreditation exercises carried out by the National Universities Commission on the academic programmes, the tertiary institutions hardly engage the services of experts to carry out evaluation exercise on their academic programmes. This development does not seem to be in line with the NUC's directive that every academic programme must be subjected to constant evaluation every five years.

## **IMPLICATIONS OF THE STUDY**

The findings of this study have implications for policy formulators and educational programmes' evaluators on programme implementation and evaluation. This includes bodies such as, educational institutions, non-governmental organisations, multinational and local companies and international bodies and the stakeholders in the educational sector. The findings also have implications for the tertiary



institutions offering undergraduate business education degree programmes in Nigeria. The study evaluated the objectives of the undergraduate business education degree programmes.

An aspect of the results of the study reveals that the objectives of undergraduate business education degree programmes are adequately stated across the six tertiary institutions investigated. The implication of this finding is that the objectives of undergraduate business education degree programmes of these institutions meet the desired expectation of the employers of labour and the required minimum academic standards of the National Universities Commission. It also implies that the objectives of undergraduate business education degree programmes of these institutions are in line with the nation's educational objectives as enshrined in the National Policy on Education document of the Federal Republic of Nigeria (FRN, 2004).

Another aspect of the results of the study reveals that no significant difference existed in the stated objectives of undergraduate business education degree programmes across the six tertiary institutions investigated. The implication of this result is that the objectives of undergraduate business education degree programmes of these tertiary institutions are well stated and none of the institutions deviated in stating the objectives of undergraduate business education degree programmes as demanded by the National Universities Commission.

### **RECOMMENDATIONS**

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

1. Tertiary institutions offering undergraduate business education degree programmes should engage the services of experts in educational evaluation to constantly evaluate their undergraduate business education degree programmes to ensure all components of the programmes updated in regular basis to meet the required minimum academic standards of the National Universities Commission.
2. Tertiary institutions offering undergraduate business education degree programmes should ensure that the objectives the programmes are adequately stated. This will assist the programmes implementers to work efficiently towards achieving the objectives by producing graduates who will be able to acquire the necessary attitudes, knowledge, skills and competencies in business education.
3. Efforts should be intensified by the employers of labour to ensure that business education graduates are adequately utilized in their establishments and their work performance level be always measured. This will motivate graduates of business education programmes to put much of their efforts to increase their performance level.

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