Evaluation of Business Education Programme in Rivers State University

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Abstract: This study evaluated Business Education Programme in Rivers State University. Congruence Evaluation Research Design and Discrepancy Evaluation Model were adopted. The population of this study was 1674 respondents which comprised 1611 undergraduate students, 44 post graduate students, and 19 staff of the Department of Business Education of Rivers State University 2018/2019 academic session. The multistage sampling technique was used to select a sample size of 313 fixed using the online Fluid Survey Sample Calculator. The researchers developed a questionnaire titled Evaluation of Business Education Programme (EBEP) to elicit data for the study The Cronbach's Alpha method was used to obtain a reliability coefficient of 0.76. The research questions were answered using means and standard deviations. The null hypotheses were tested at 0.05 level of significance using the One-way Analysis of Variance (ANOVA) and Independent Samples t-test. Results indicated that though the Business Education Programme has been partially implemented as defined with aspects of the objectives achieved; great disparity exists between the expected and actual outcomes; and that Business Education Programme is significantly inadequate as it lacked properly equipped business studios for practical experiences of the learners. It was recommended among others that the programme should be funded properly and that more lecture halls as well as studios be built to improve Business Education Programme in Rivers State University.

Keywords: Business Education, Evaluation, Implementation, Objectives, Programme.

INTRODUCTION

It has been observed today that states that thrive in all sectors of their economy did embrace education as their bedrock (Meisinger & Wagner, 2016). It is therefore not difficult to understand that a nation is as good as the kind of education system it operates. Consequently, emphasis should be placed on the quality of teaching, in order to ensure impressiveness, efficiency and productivity of education, if quality of education is to be guaranteed. When focusing on quality, the possibility of national and international level comparability should remain and improve. It is also necessary to control the quality of education by using the relevant agencies such as National University Commission (NUC), National Board for Technical Education (NBTE) as well as National Commission for Colleges of Education (NCCE). These agencies were established in order to ensure the quality of education in Nigeria. The concern here is quality assurance in Business Education. Quality assurance refers to the planned and systematic activities implemented in a quality system so that quality requirements for products or services are fulfilled. Idialu (2017) described quality as standards of something as compared to other things.

That is the degree of goodness or excellence. Quality assurance generally means all the procedures, processes and systems that support and develop education which includes Business Education.

According to Idialu (2017), Business Education is a form of education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Business education plays a significant role in economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Odunaike & Amoda, 2018).

Business Education entails those business programmes and courses taught ordinarily at the secondary school level. Business Education is an essential part of the preparation of youths for live and living; it is a programme of instruction which consists of two parts (1) Office Education - a vocational programme of office careers through initial, refresher and upgrading education and (2) General Business Education - a programme to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business. Njoku (2009) defined Business Education as that facet of educational training that helps the individual to acquire relevant skills needed for living.

Amoor (2010) noted that Business Education plays a significant role in economic development by providing knowledge and skills to learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. Business Education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. It is an education that provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. Hence, education about business prepares students to function intelligently as consumers and citizens in a business economy. Since the primary goal of Business Education is to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work; it can then be opined that Business Education is an impetus and sine qua non to national transformation because economic development usually engenders national transformation.

Business Education in Rivers State University

In line with the Congruence Evaluation Model, this study assessed the following:

1. The extent to which Business Education Programme has been implemented as defined?
   (a) Competency of the Business Education teachers in Rivers State University:
   (b) Recruitment of teachers to improve the Programme.
   (c) Establishment of E-library.

2. The extent of achievement of the under-listed objectives of Business Education Programme in Rivers State University:
   (a) Provision of educational resources with the use of Information and Communication Technology.
   (b) Provision of quality and flexible education.
   (c) Reduction of challenges as well as cost.
   (d) Provision of access to effective university education.

(e)   Provision of equality of opportunities in the department.

3.   The level of adequacy of the Business Education Programme in Rivers State University in achieving its objectives in terms of:
   (a)   Number of lecture halls
   (b)   Location of lecture halls
   (c)   Availability of quality and effective instructional materials to improve teaching and learning.
   (d)   Power Supply
   (e)   Internet Connectivity.
   (f)   Staffing
   (g)   Funding

4.   The level of congruence between the intended outcomes with the actual outcomes of the Business Education Programme in Rivers State University in terms of the following:
   (a)   Attainment of student target population of 600 in the first cycle (1-12 months).
   (b)   Attainment of student target population of 650 in the second cycle (13-24 months).
   (c)   Attainment of student target population of 700 in the third cycle (25-36 months).

Concept of Evaluation
Evaluation means different things to different people (Tumin, 2010).   First each person has different notions as to what are legitimate sources of pride and shame. Such deferring perceptions can lead to conflicts over the purposes and results of an evaluation. Tumin (2010) noted that there is a defensiveness of people about the possible results of a systematic security of their effectiveness. This defensiveness may possess a serious impediment to effective evaluation of educational programmes. Scriven (2017) has referred to this defensive by the non-ethical expression as "chicken heartedness". The threat syndrome in evaluation is a reality. Many people feel threatened by the word "evaluation". This apparent lack of consensus on the definition of evaluation also poses a problem in delineating the role of the evaluator. In one role, the evaluator is seen as a decision-maker; in another, the evaluator produces a description of the variables operating in a programme and a set of judgmental statements.   The implicit definition of evaluation by Stake (1967) as the description and judgment of an educational programme encompasses these roles of an evaluator.

However, some scholars contend that although evaluation is a judgment process, the evaluator is not involved in decision-making. He is mainly concerned with gathering, selecting and analysing of information and make his results available to the people in decision making positions.   The decision-makers take their decisions based on information so provided by the evaluator. Best known definitions reflecting this role of the evaluator are those provided by Alkin (1969) & Stufflebeam (1971). While Stufflebeam (1971) defined evaluation as the process of alienating, obtaining and providing useful information for judging decision alternatives, in the view of Alkin (1969), evaluation is a systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a programme. A more practical compromise to the evaluator's role was however offered by Worther (2011) and Sanders (2014) as they stated that the perception about evaluation as a collaborative activity is very pertinent to the discussion of evaluation of any educational programme of which Business Education programme is not an exception. It is expected therefore that all interest groups involved in an educational programme such as the programme developers, administrators, operators and consumers should report on the worth of the programme to ensure

its effectiveness and quality.

Evaluation therefore is not the making of value judgment that is subjective, rather it is the application of formal inquiry techniques (Scriven, 2017) for data collection in order to conceptualize, refine and determine the effectiveness or worth of a programme with a view to aiding decision making as to whether to continue, modify or terminate the programme. It is both qualitative and quantitative in nature; and the process of making objective judgment is based on the qualitative and quantitative information obtained from measurement.

Model for Evaluating Business Education Programme
The evaluation of an educational programme is multivariate in nature. To this end, a number of evaluation models exist for use in evaluating educational programmes. Some of them are decision-objective model (Tyler, 1958; Matfessel & Michael, 1967; Hammond, 1969; and Wormer, 1970) and course improvement model (Cronbach, 1963). Others are assessment of merit model (Scriven, 1967), countenance model (Stake, 1967), discrepancy model (Provus, 1969) decision-management–oriented model (Alkin, 1969), CIPP model (Stufflebeam, 1971), Kentucky vocational education evaluation model (Denton, 1973) and model for evaluating vocational teacher education programme in Nigeria (Okoro, 2005). A central feature, which characterises these decision-making models of evaluation, is their applicability to decision making concerning aspects of evolving programmes.

To ensure the applicability of these evaluation models, Farmer (2015) suggested that the following components of any programme should be scanned:
1. Need for the programme
2. Philosophical consideration
3. Values
4. Assumptions underlying or otherwise related to the programme
5. The degree of the programme's development in general and in local situations
6. The context for environment in which the programme functions
7. Alternative ways that the programme has been and is being implemented
8. Consequences of the programme
9. Explanations of consequences and the extent to which those consequences have been attributed to the programme

In order to take care of all the concerns expressed about past evaluation studies on educational programmes and suggestions that have been proffered for effective evaluation, the Meta-perpetual or Kernel of Truth Evaluation model was offered by Obanya (1982) and Akpe (1987) as a viable alternative methodology for the evaluation of Business Education programme.

The Kernel of Truth Evaluation model when applied to programme evaluation utilizes the degree of perceptual congruence among the various interest groups in the programme. Therefore, the measure of the Kernel of Truth in Business Education programme is also applicable. The rationale behind this perception-based model of evaluation is that consensual validation among those involved about the worthiness and quality of a programme which represents an approximation to an objective measurement (Stanton, 2007). As a participant perception-based-model of evaluation, the Kernel of Truth Evaluation model poses little or no threat to faculty members. It also highlights the areas of stress and strain that may exist in a programme and provides a near-realistic representation of the state-of-the-art of programme operation. This evaluation study is anchored on the Kernel of Truth Evaluation model.

Statement of the Problem

The Business Education Programme of Rivers State University is quite an innovation and Nigeria appears utterly fertile for it to thrive because of the large unemployment rate in the country and many Nigerians seeking self-employment, self-reliance, paid employment with higher wages, higher education for better job, employers' requirements for promotion and job security, and education for its sake (knowledge, information, and power). Unfortunately, the Business Education programme of the Rivers State University is faced with problems of poor funding, inadequate instructional facility, inadequate power supply, and poor internet connectivity which cast doubts on whether the programme is meeting the purpose of its establishment.

Given the above educational and employment needs of Nigeria, which are greatly supportive of the establishment and survival of the Business Education programme of the Rivers State University, the problem is: How well has the Business Education programme of the Rivers State University achieved the purposes for which it was established. It became imperative therefore to find out how much the Business Education Programme of Rivers State University has achieved its purpose and its quality.

Purpose of the Study

The purpose of this study is to evaluate Business Education Programme of the Rivers State University. In specific terms, the study sought to:

1. Evaluate the extent Business Education Programme of Rivers State University has been implemented as defined.

2. Investigate the extent Business Education Programme of Rivers State University has achieved its intended objectives.

3. Determine the extent of consistency between the intended and actual outcomes of Business Education Programme of Rivers State University.

4. Find out the objectives of the Business Education Programme of Rivers State University that should be (a) continued as they are, (b) modified, or (c) terminated.

Research Questions

The following research questions directed the investigation:

1. To what extent has the Business Education Programme of Rivers State University been implemented as defined?

2. To what extent has the Business Education Programme in Rivers State University achieved its objectives?

3. To what extent are the actual outcomes of Business Education Programme of Rivers State University consistent with the intended outcomes?

4. Which objectives of the Business Education Programme in Rivers State University should be (a) continued as they are, (b) modified and continued or (c) terminated?

Hypotheses

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

1. The undergraduate students, postgraduate students and academic staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the implementation of the Business Education Programme as defined.

2. The undergraduate students, postgraduate students and academic staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the achievement of the objectives of Business Education Programme.

3. There is no significant difference between the intended and actual outcomes of Business Education Programme of Rivers State University.

4. The undergraduate students, postgraduate students and academic staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the objectives of Business Education Programme that should be (i) continued as they are, (ii) modified and continued, (iii) terminated in their entirety.

METHODOLOGY

Congruence Evaluation Research Design and Kernel of Truth Evaluation model were adopted for the study. The population of this study was 1674 respondents which comprised of 1611 undergraduate students, 44 postgraduate students, and 19 staff in the Department of Business Education of Rivers State University 2018/2019 academic session. The multistage sampling technique was used to select a sample size of 313 fixed using the online Fluid Survey Sample Calculator, consisting of 250 undergraduates, 44 postgraduates and 19 staff. All the postgraduate students and all the academic staff of the Department of Business Education were sampled and the balance was made up of undergraduate students of the Department. The researchers developed a questionnaire titled Evaluation of Business Education Programme (EBEP) to elicit data for the study. The Cronbach's Alpha method was used to obtain a reliability coefficient of 0.76. The research questions were answered using means and standard deviations. The null hypotheses formulated for this study were tested at 0.05 level of significance using the One-way Analysis of Variance (ANOVA) and Independent Samples t-test.

RESULTS

Research Question 1: To what extent has the Business Education Programme of Rivers State University been implemented as defined?

Table 1: Descriptive Statistics on the extent of Implementation of Business Education Programme of Rivers State University

S/No.	Items	Undergraduates ($n_1 = 250$)		Postgraduates ($n_2 = 44$)		Staff ($n_3 = 19$)		Decision
		x	SD	x	SD	x	SD	
1	Competency of the Business Education lecturers in Rivers State University.	2.55	1.75	3.29	1.40	3.03	1.05	High Extent
2	Recruitment of teachers to improve the Programme	2.92	1.68	2.54	1.25	2.79	1.27	High Extent
3	Establishment of E-library.	3.01	1.19	2.81	1.62	3.35	1.49	High Extent

4	The relevance and multiple benefits (personal, social, academic) of the programme is made clear.	2.72	0.80	2.60	1.87	2.77	1.06	High Extent
	Grand Scores	**2.80**	**1.36**	**2.81**	**1.54**	**2.99**	**1.22**	**High Extent**

Total sample of undergraduate students, postgraduate students, and staff used for the study was 313, while n_1, n_2, and n_3 are the sub-samples of undergraduate students, postgraduate students, and staff respectively.

Decision: Business Education Programme of Rivers State University has been implemented as defined to a high extent: $(2.50 \leq \bar{x} \leq 3.49)$.

Table 1 shows the extent the Business Education programme of the Rivers State University has been implemented as defined. The table presents grand means of 2.80, 2.81 and 2.99, and standard deviations of 1.36, 1.54 and 1.22 for undergraduate students, postgraduate students and staff respectively indicating high extent implementation of the Business Education programme. In other words, the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University are in consensus that the Business Education programme has, to a high extent, been implemented as defined.

Research Question 2: To what extent has the Business Education Programme in Rivers State University achieved its intended objectives?

Table 2: Descriptive Statistics on the extent which Business Education Programme of Rivers State University has achieved its objectives.

S/No.	Items	Undergraduates ($n_1 = 250$)		Postgraduates ($n_2 = 44$)		Staff ($n_3 = 19$)		Decision
		x	SD	x	SD	x	SD	
5	Enhance lifelong learning as well as education for all	2.94	1.62	2.89	1.32	3.33	1.42	High Extent
6	Provision of educational resources with the use of Information and Communication Technology.	3.42	1.71	3.11	1.60	2.54	1.90	High Extent
7	The programme is worth the initial investment put into it.	3.13	1.45	2.70	1.37	3.40	1.26	High Extent
8	Provision of quality and flexible education.	2.62	1.60	2.93	1.24	2.93	1.38	High Extent
	Grand Scores	**3.03**	**1.60**	**2.91**	**1.38**	**3.05**	**1.49**	**High Extent**

Total sample of undergraduate students, postgraduate students, and staff used for the study was 313, while n_1, n_2, and n_3 are the sub-samples of undergraduate students, postgraduate students, and staff respectively.

Decision: Business Education Programme of Rivers State University has achieved its intended objectives to a high extent: $(2.50 \leq \bar{x} \leq 3.49)$.

The information in table 2 shows the extent the objectives of Business Education Programme of Rivers State University have been achieved with grand means of 3.03, 2.91 and 3.05, and standard deviations of 1.60, 1.38 and 1.49 for undergraduate students, postgraduate students and staff respectively which points out that the objectives of Business Education Programme of Rivers State University has been achieved to a high extent. This denotes that the students and staff of Business Education Department of Rivers State University are in accord that the objectives of the Business Education Programme have been achieved to a high extent.

Research Question 3: To what extent are the actual outcomes of Business Education Programme in Rivers State University consistent with the intended outcomes?

Table 3: Descriptive Statistics on the extent to which actual outcomes of Business Education Programme in Rivers State University is consistent with the intended outcomes.

S/No.	Items	Undergraduates $(n_1 = 250)$		Postgraduates $(n_2 = 44)$		Staff $(n_3 = 19)$		Decision
		x	SD	x	SD	x	SD	
9	Attainment of student target population of 600 in the first cycle (1-12 months	2.65	1.22	2.63	1.21	3.20	1.30	High Extent
10	Attainment of student target population of 650 in the second cycle (13-24 months	3.28	1.43	3.12	1.03	2.93	1.15	High Extent
11	Attainment of student target population of 700 in the third cycle (25-36 months	2.54	1.72	2.57	1.41	3.11	1.28	High Extent
12	Admission procedure into the programme is less complex considering the attainment detail for the period under review.	2.57	1.07	2.94	1.50	2.78	1.26	High Extent
	Grand Scores	**2.76**	**1.36**	**2.82**	**1.29**	**3.01**	**1.25**	**High Extent**

Total sample of undergraduate students, postgraduate students, and staff used for the study was 313, while n_1, n_2, and n_3 are the sub-samples of undergraduate students, postgraduate students, and staff respectively.

Decision: The intended and actual outcomes of the Business Education Programme of Rivers State University has been consistent to a high extent: ($2.50 \leq \bar{x} \leq 3.49$).

Table 3 illustrates that the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University have respectively grand means of 2.76, 2.82 and 3.01, and standard deviations of 1.36, 1.29 and 1.25 which connote high extent congruence between the intended and actual outcomes of the Business Education Programme of Rivers State University. Put differently, the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University agree that great disparity does not exist between the intended and actual outcomes of the Business Education Programme.

Research Question 4: Which objectives of the Business Education Programme in Rivers State University should be (a) continued as they are, (b) modified, or (c) terminated?

Table 4: Descriptive Statistics on the objectives of Business Education Programme in Rivers State University that should be (a) continued as they are, (b) modified, or (c) terminated.

S/No.	Items	Undergraduates $(n_1 = 250)$		Postgraduates $(n_2 = 44)$		Staff $(n_3 = 19)$		Decision
		x	SD	x	SD	x	SD	
13	Admission procedures should be modified.	3.15	1.72	3.03	1.70	3.12	1.71	High Extent
14	Improvement of E-learning.	3.32	1.60	3.12	1.63	2.98	1.33	High Extent
15	Instructional materials should be provided.	3.31	1.52	3.05	1.32	3.01	1.52	High Extent
16	Study centres in the department should be increased.	3.07	0.97	3.21	1.62	2.84	1.92	High Extent
	Grand Scores	**3.21**	**1.45**	**3.10**	**1.57**	**2.99**	**1.62**	**High Extent**

Total sample of undergraduate students, postgraduate students, and staff used for the study was 313, while n_1, n_2, and n_3 are the sub-samples of undergraduate students, postgraduate students, and staff respectively.

Decision: The objectives of Business Education Programme of Rivers State University should be continued as they are, or modified and continued to a high extent: ($2.50 \leq \bar{x} \leq 3.49$).

The results presented in table 4 shows grand means of 3.21, 3.10 and 2.99, and standard deviations of 1.45, 1.57 and 1.62 for undergraduate students, postgraduate students and staff respectively indicating, to a high extent, that the objectives of the Business Education Programme of Rivers State University should not be discarded, but some objectives would be retained as they are, while others would be modified and continued.

Testing of Hypotheses
Hypothesis 1: The undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the implementation of the Business Education Programme as defined.

Table 5: Analysis of Variance (ANOVA) on the implementation of the Business Education Programme of Rivers State University as defined.

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	5.321	2	3.622			
Within Groups	81.077	311	5.291	.441	.517	H_0 Not Rejected
Total	86.398	313				

Table 5 shows that the computed F is 0.441 which is statistically not significant at .05 (p > 0.05). Thus the null hypothesis that "the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the implementation of the Business Education Programme as defined" is retained, $F(2, 311) = .441$, $p > .05$. In other words, the undergraduate students, postgraduate students and staff of Business Education Department of the Rivers State University are in agreement that the Business Education Programme has been implemented as defined.

Hypothesis 2: The undergraduate students, post graduate students and staff of Business Education Department in Rivers State University do not differ significantly in their mean rating of the achievement of the objectives of Business Education Programme.

Table 6: Analysis of Variance (ANOVA) on the achievement of the objectives of Business Education Programme of Rivers State University

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	8.031	2	4.902			
Within Groups	92.811	311	8.132	1.501	.627	H_0 Not Rejected
Total	100.842	313				

Table 6 presents that the computed $F = 1.501$ is statistically not significant at .05 (p > 0.05). This implies that the null hypothesis that "the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the achievement of the objectives of the Business Education Programme" is not rejected, $F(2, 311) = 1.501$, $p > .05$. The implication is that the undergraduate students, postgraduate students and staff of Business Education Department in Rivers State University are in a consensus that the objectives of Business Education Programme of Rivers State University have been achieved to a high extent.

Hypothesis 3: There is no significant difference between the intended and actual outcomes of Business Education Programme of Rivers State University.

Table 7: Independent Samples t-test on the difference between actual and intended outcomes of Business Education Programme of Rivers State University

Sources of Variation	F	Sig.	t	df	Sig. (2-tailed)	Decision
Equal variances assumed	6.723	.002	22.517	311	.002	H_0 Rejected
Equal variances not assumed			43.702		.001	

The information in table 7 illustrates that independent samples t-test for equal variances assumed has $F = 6.723$, p value of .002 (Sig.), $t = 22.517$, degrees of freedom of 311 (df), and p value of .002 (Sig. for 2-tailed). Thus the null hypothesis that "there is no significant difference between the actual and intended outcomes of the Business Educational Programme" is rejected as $t = 22.517$, $p (.002) < .05$, (Sig. for 2-tailed). In other words, there is a statistically significant

disparity between intended and actual outcomes of the Business Educational Programme of Rivers State University.

Hypothesis 4: The undergraduate students, post graduate students and staff of Business Education Department in Rivers State University do not differ significantly in their mean rating of the objectives of Business Education Programme that should be (i) continued as they are, (ii) modified and continued, (iii) terminated in their entirety.

Table 8: Analysis of Variance (ANOVA) on the objectives of Business Education Programme that should be (i) continued as they are, (ii) modified and continued, (iii) terminated

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	.787	2	4.122			
Within Groups	62.301	311	5.614	.433	.545	H_0 Not Rejected
Total	63.088	313				

Table 8 presents a computed F = 0.433 which is statistically not significant at .05 (p > 0.05). Therefore, the null hypothesis that "the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University do not differ significantly in their mean rating of the objectives of Business Education Programme that should be (i) continued as they are, (ii) modified and continued, (iii) discarded in their entirety" is not rejected, F (2, 311) = 0.433, p > .05. This implies that the undergraduate students, postgraduate students and staff of Business Education Department of Rivers State University are in accord that no objectives of the Business Education Programme should be discarded; they should be continued as they are, or modified and continued.

DISCUSSION OF FINDINGS
The study evaluated the Business Education Programme of the Rivers State University and found that the programme has been implemented as defined and its objectives achieved as intended to high extents. It further found that no objective of the programme should be discarded (while some will continue as they are others will be modified and continued). However, the study revealed a significant disparity between the intended and actual outcomes of the Business Education Programme of the University.

The study revealed that the Business Education Programme of the Rivers State University has been implemented as defined. This implies that the Business Education Department of the Rivers State University is capable of providing good and quality access to Business Education and inherent benefits. This finding was supported by Lowe (2015) who after a worldwide study, concluded that the Rivers State University convincingly implemented its Business Education Programme. However, Farmer (2015) observed that the limitation of Business Education Programme of Rivers State was funding; and that if the programme was adequately funded, it would move faster to accomplish its set vision, mission, and objectives.

Further the study found that the objectives of the programme have been achieved to a high extent. Farmer (2015), in line with his study, opined that the Business Education Programme of the Rivers State University is realising its objectives of equality of opportunities in education in the University, provision of greater access to Business Education, and reduction in the cost of education.

Also found by the study was a significant disparity between the actual and intended outcomes of the Business Educational Programme. The results showed that the intended outcomes were larger than the actual outcomes. Supporting this result, Sanders (2014) asserted that the student enrolment of Business Education Programme in Rivers State University was below the expected enrolment, thereby not effectively reaching the hitherto unreached and not ensuring that all interested in, and capable of having Business Education is enrolled. The problem is associated with poor funding of the programme in particular, and Nigerian university education in general, power supply that is regularly irregular and inadequate infrastructures.

CONCLUSION

The findings of this study have revealed that the Business Education Department of Rivers State University is capable of providing good and quality access to Business Education because the programme has been implemented as defined, the objectives are being achieved and no objectives are to be discarded. Although there exist some disparity between the intended and actual outcomes of the programme, it is expected that with adequate funding and provision of needed infrastructure, the actual outcome might surpass the intended out in no distant time.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made to improve the effectiveness of the Business Education Programme of the Rivers State University in actualizing the purpose of its establishment:

1. Adequate monitoring and supervision organ should be put in place to ensure that the Business Education Programme of Rivers State University is providing the needed quality Business Education as implemented.
2. Power supply in the University and specifically to the Faculty of Education (where Business Education Department is housed) should be improved. The objectives of the Business Education Programme of the Rivers State University cannot be achievement with the present state of power supply that is regularly irregular.
3. Student enrolment into Business Education Programme in Rivers State University should be made less stringent to enlarge the scope of beneficiaries of Business Education.
4. The programme should be funded properly so that more lecture halls, studios, and other infrastructures will be provided to improve the Business Education Programme of Rivers State University and ensure it meets its intended outcomes.

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