



Education of the Mind and the Sustainable Achievement of Business Education Objectives in Nigeria

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Abstract

This study was carried out in Southeast Nigeria to examine education of the mind in the sustainable achievement of business education objectives in Nigeria's education system. The research used a survey design, and a multistage sampling approach was adopted to select 68 business educators and 206 business education students from Abia and Enugu states. The data collection tool was a closed questionnaire, which was verified by three experts, and a Cronbach's alpha reliability coefficient of 0.883 was achieved. The data was collected by distributing the questionnaire to 274 respondents. A total of 263 questionnaires were returned fully answered and were considered valid. Data was analyzed using mean and t-test statistics at the 0.05 level. The study identified the importance of 14 significant steps of education of the mind and 15 steps that promote education of the mind for the achievement of business education objectives. The outcome of the survey shows a significant difference ($p < 0.05$) in the mean values of business educators and students on the importance of education of the mind in achieving business education goals, while no significant difference ($p < 0.05$) was found in the mean values of business educators and students' responses in the measurement of promoting education of the mind to achieve business education objectives. Based on these findings, it is recommended that teaching strategies should focus on providing students with meaningful mental education.

Keywords:

Education
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JEL Classification:

M1; M5.

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1. Introduction

Education is the act or process of passing on or acquiring knowledge, developing the ability to think and reason. Education as a process refers to the ongoing changes that take place when a person acquires the knowledge, skills, and attitude needed to live a successful life in society. Education, according to Rajesh (2017), is a way for society to deliberately pass on information, skills and values from one generation to the next. Education leads to the enlightenment of humanity. It is a bipolar process, that is, the result of communication among teachers, or between teachers and their students. Teachers pass on information to students with the

intention of changing their attitudes and behaviors. Education enables one to distinguish between right and wrong and good and bad behavior for the betterment of all human society. UNESCO (2017) affirmed that education is essential for achieving sustainable social development. As a product, education is a combination of learning through developing knowledge skills, ideas, and values. Rajesh (2017) views education as any action or experience that influences the design of an individual's mind, character or ability.

Educational results vary from person to person. Mental and emotional education refers to education that deepens the intellectual capacity and enlightenment of recipients rather than what can be taught from a textbook (Didham & Ofei-Manu, 2015). Mental education helps people develop the productive skills needed to build peaceful, equitable, and sustainable societies (Mind and Life Institute, 2020). UNESCO (2017) has shown that the effort to achieve sustainable development will require a profound transformation of how we engage our mind. Therefore, to build a sustainable world and engage in issues related to sustainability, individuals must be constructive innovators through psychological education (UNESCO, 2017). Mental education teaches students to achieve success. The six principles of mind training are: (i) each mind is unique and uniquely organized, (ii) all minds are not equal, (iii) the mind is transformed by experience, (iv) the mind is plastic, (v) the mind connects new information to old, and (vi) attention + memory = reading (ITSI Store, 2018). From the above, education of the mind is important for achieving education goals. Business education is one of the major aspects of vocational education in the Nigerian education system that is offered at a higher level to equip students with the necessary skills and theoretical knowledge needed to work in the business world or become self-employed. Business education, according to Umoru (2015), is an educational programme designed to instill in students the understanding, values, knowledge, business and technical skills needed in the world of work and to educate other business students. The general aims and objectives of business education, as stated by Osuala (1989), include: (i) making opportunities to explore and learn the business world and potential interests and activities available to all students, (ii) developing all students' discriminatory and practical choices, (iii) helping to develop students' interest in the various activities available in the business world, (iv) developing a practical way for all students to understand and appreciate entrepreneurs as beginners who expect to pursue a business as a career, (v) preparing students to enter and succeed in business activities as beginners looking to pursue a business as a career, (vi) encouraging students to engage in normal business activities for many professions, industries, and home-based activities; and (viii) preparing students for effective business and academic studies at tertiary and higher education levels. It is important to note that the abovementioned business education objectives are commendable but may not be achieved without the strong promotion of mental education for business education students. This is because the importance of education of the mind cannot be overestimated as it stimulates deep thinking, understanding and independent problem-solving skills. Therefore, exploring how education of the mind can contribute to the sustainable achievement of business education goals is the subject of this research.

1.1. Purpose of the Study

The main purpose of this study is to investigate education of the mind for the sustainable achievement of business education objectives in Nigeria. Specifically, the study:

- i. Identifies the significance of education of the mind in the achievement of business education objectives.
- ii. Identifies the measures of stimulating education of the mind in students for the achievement of business education objectives.

1.2. Research Questions

- i. What is the significance of education of the mind in the achievement of business education objectives?
- ii. What are the measures for stimulating education of the mind in students for the achievement of business education objectives?

1.3. Hypotheses

H₀: There is no significant difference in the mean ratings of business educators and students on the significance of education of the mind to the achievement of business education objectives.

H₀: There is no significant difference in the mean ratings of business educators and students on the measures for stimulating education of the mind in students for the achievement of business education objectives.

2. Methods

This study answers two research questions and examines two hypotheses at the 0.05 significance level. A descriptive research design was adopted for conducting the research. The study was conducted in the southeastern part of Nigeria, which comprises five states, namely Abia, Anambra, Ebonyi, Enugu and Imo. The multistage sampling methodology was adopted to select the study respondents. The first phase was a random sample of two states (Abia and Enugu) from the five states in southeastern Nigeria. The second phase of the selection was a targeted sample from four public universities offering Business Education in the two states. These four selected universities are Michael Okpara University of Agriculture, Umudike, Abia State;

Abia State University, Uturu; University of Nigeria, Nsukka, Enugu State; and Enugu State University of Science and Technology, Enugu. In the third phase, all 68 business educators and 206 final year students of business education were selected from the four public universities making a total of 274 respondents for the study. The data were collected via a closed-ended questionnaire entitled: "Education of the Mind for Business Education Questionnaire (EMBEQ)," which was developed by the researcher. The questionnaire was organized into Sections A, B and C. Section A collected data on the personal characteristics of the respondents, such as their status as a business educator, students, and the name of the school; Section B obtained data on the importance of education of the mind in achieving the goals of business education; and Section C obtained data on measures to promote education of the mind for students in pursuit of business education goals. The response options for Sections B and C were structured on a 4-point rating scale: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The tool was verified by two Senior Lecturers in Business Education and one Senior Lecturer in Measurement and Evaluation at Nnamdi Azikwe University, Awka, Anambra State. To ensure the reliability of the tool, 15 copies were provided to five business educators and 10 business education students. Data collected from the trial were analyzed using Cronbach's alpha reliability method, which showed a reliability coefficient of 0.883, indicating that the questionnaire was approximately 88% reliable. Data was collected by researchers with the help of four research assistants, who handled the data collection for each of the four universities used in the study. Of the 274 copies of the questionnaire provided, 263 were fully answered, returned, and considered valid. Data extracted from the returned questionnaires were analyzed using mean and t-test statistics at the 0.05 significance level. The 4-point response options are assigned to the following values:

Response category	Value	Boundary limit
Strongly agree (SA)	4	3.50–4.00
Agree (A)	3	2.50–3.49
Disagree (D)	2	2.00–2.49
Strongly disagree (SD)	1	1.00–1.99

The hypothesis of no significant difference is rejected when the t-calculated (t-cal) value is greater than the t-table (t-tab) of 1.96, while the hypothesis of no significant difference is accepted when the t-cal value is less than the t-tab of 1.96.

3. Results

3.1. Research Question 1

What is the significance of education of the mind in the achievement of business education objectives?

Table 1. Significance of education of the mind in the achievement of business education objectives.

SN	Significant aspects of education of the mind in business education	X	SD	Response
1	Education of the mind stimulates students' interest in learning.	3.73	0.44	SA
2	Education of the mind has the capacity to increase overall students' achievement.	3.60	0.57	SA
3	Education of the mind creates positive change in the attitude of students.	3.82	0.43	SA
4	Education of the mind stimulates creativity and innovative ideas among students.	3.64	0.50	SA
5	Students' retention of learning is enhanced by education of the mind.	3.47	0.71	A
6	Education of the mind provokes a problem-solving ability among students.	3.78	0.53	SA
7	Students' communicative competence is deepened by education of the mind.	3.35	0.74	A
8	Students' thinking and IQ are activated by education of the mind.	3.70	0.40	SA
9	Education of the mind makes students constructive change-makers.	3.65	0.51	SA
10	Education of the mind helps students cultivate flourishing skills.	3.60	0.55	SA
11	The affective ability of learners is activated by education of the mind.	2.46	0.48	D
12	Education of the mind activates the cognitive ability of students.	3.65	0.45	SA
13	The psychomotor ability of learners is triggered by education of the mind.	3.36	0.69	A
14	Education of the mind makes one more objective in judgement.	3.57	0.51	SA
15	Education of the mind stimulates leadership qualities in students.	3.77	0.49	SA
Pooled mean		3.54	0.50	SA

Note: X = Mean; SD = Standard deviation; SA = Strongly agree; A = Agree; D = Disagree. N = 263.

The data presented in Table 1 reveals that the mean values of 11 out of the 15 items range from 3.57 to 3.82, falling within the 3.50–4.00 range on the 4-point rating scale. This indicates that the respondents strongly agreed with 11 of the items as being important regarding education of the mind in achieving business education objectives. The mean values for items 5, 7 and 13 are 3.47, 3.35 and 3.36, respectively, and are within the range of 2.50–3.49 on the 4-point rating scale. This indicates that the three items were agreed with by respondents as being important in achieving business education objectives. Item 11 in the table has a mean value of 2.46, which falls within the boundary limits of 1.50–2.49 on the 4-point rating scale. This shows that respondents disagreed that item 11 is an important aspect of education of the mind in achieving the goals of

business education. The standard deviation values of the 11 items in the table from 0.40 to 0.74 indicate that respondents' responses are close to average.

3.2. Research Question 2

What are the measures for stimulating education of the mind in students for the achievement of business education objectives?

Table 2. Measures for stimulating education of the mind in students for the achievement of business education objectives.

SN	Measures for stimulating education of the mind in students	\bar{X}	SD	Response
1	Using interactive instructional techniques.	3.83	0.41	SA
2	Improved exposure of students to the world of work.	3.37	0.45	A
3	Creation of a conducive learning environment.	3.84	0.45	SA
4	Periodic talks or seminars for students on the relevance of education of the mind.	3.76	0.52	SA
5	Adequate provision of the required instructional materials in schools.	3.67	0.45	SA
6	Improved use of practical-based instruction in business education.	3.48	0.59	A
7	The use of problem-solving instructions in business education.	3.64	0.51	SA
8	A thought-provoking business education curriculum review.	3.86	0.42	SA
9	The use of a competent resource person to engage business education students.	3.39	0.51	A
10	Periodic excursions for business education students to industries.	3.35	0.76	A
11	Engagement of professional teachers to handle classroom instructions.	3.62	0.50	SA
12	Proper and adequate career guidance for students.	3.75	0.56	SA
13	Engagement of work-based learning approaches in the business education programme.	3.82	0.43	SA
14	Adequate funding for robust business education programmes.	3.40	0.74	A
15	Improve professional competence of business educators.	3.58	0.63	SA
	Pooled mean	3.62	0.53	SA

Note: \bar{X} = Mean; SD = Standard deviation; SA = Strongly agree; A = Agree. N = 263.

The data presented in Table 2 shows that the mean values of 10 out of the 15 items range from 3.60 to 3.79, falling within the 3.50–4.00 boundary range on the 4-point scale. This indicates that the respondents strongly agreed with these 10 items as measures to promote education of the mind for the achievement of business education goals. The mean values for the remaining five items range from 3.36–3.47, falling within the 2.50–3.49 range on the 4-point rating scale. This indicates that the remaining five items were agreed with by the respondents as steps to stimulate education of the mind for the achievement of business education objectives. The standard deviation values of the 15 items in the table range from 0.41 to 0.76, which indicates that the responses of the respondents are close to average.

3.3. Hypothesis Testing

3.3.1. Hypothesis 1

There is no significant difference in the mean ratings of business educators and students on the significance of education of the mind in the achievement of business education objectives.

Table 3. Test of differences in the mean ratings of business educators and students on the significance of education of the mind in the achievement of business education objectives.

Variable	N	\bar{X}	SD	DF	Std. error	t-cal	t-tab	p-value	Response
Business educators	62	3.66	0.54						
Bus. Ed. students	201	3.40	0.62	261	0.043	2.24	1.96	0.02	Sig.

Note: Sig. = Significant at 0.05.

The data presented for the t-test statistics in Table 3 shows that the t-calculated (t-cal) value of 2.24 is greater than the t-table (t-tab) value of 1.95 at 261 degrees of freedom. This indicates that there was a significant ($p < 0.05$) difference between the mean ratings of the responses of business educators and students on the significance of education of the mind in the achievement of business education objectives. Therefore, the null hypothesis of no significant ($p < 0.05$) difference is rejected for hypothesis one.

3.4. Hypothesis 2

There is no significant difference in the mean ratings of business educators and students on the measures for stimulating education of the mind in students for the achievement of business education objectives.

Table 4. Test of differences in the mean ratings of business educators and students on the measures for stimulating education of the mind in students for the achievement of business education objectives.

Variable	N	X̄	SD	DF	Std. error	t-cal	t-tab	p-value	Response
Business educators	62	3.63	0.52						
Bus. Ed. students	201	3.61	0.55	261	0.021	0.43	1.96	0.62	NS

Note: NS = Not significant at 0.05.

The data presented in Table 4 on the t-test statistics shows that the t-calculated value of 0.43 is less than the t-table value of 1.95 at 261 degrees of freedom. This means that there is no significant difference ($p < 0.05$) in the average responses of business educators and students regarding measures to promote education of the mind for the achievement of business education objectives. Therefore, the null hypothesis of no significant difference ($p < 0.05$) in the average responses of business educators and students is accepted for hypothesis two.

4. Discussion of Results

This study identified the important aspects of education of the mind in achieving the goals of business education, which include: promoting students' interest in learning, the ability to increase overall student achievement, the ability to create positive attitudes in students, encourage innovation and new ideas, improved learning, provoking student ability, growing student engagement, developing students' critical thinking skills and I.Q., developing students' constructive transformers and helping students to develop thriving skills. A report by the Mind and Life Institute (2020) confirms that mental education helps individual students to develop the vital skills needed to build peaceful, equitable and sustainable societies. In addition, Didham and Ofei-Manu (2015) suggested that mental education helps to deepen the intellectual capacity and enlightenment of recipients. The UNESCO (2017) report also confirms that education of the mind empowers people to be constructive innovators.

This study also identified ways to promote education of the mind for the achievement of the goals of business education, which include: increased use of collaborative teaching strategies, building a better learning environment, application of business-based instruction in business education, application of problem-solving guidelines, a comprehensive review of the business education curriculum, offering an appropriate and effective student work guide, lectures or seminars for students on the appropriateness and adequate provision of teaching materials needed in schools, adequate support for a strong business education programme, and professional development in the business education system, among others. This study is in line with the UNESCO (2017) report which states that research psychology education can be better promoted through the improved use of collaborative teaching strategies, creating a better learning environment in schools and incorporating problem-solving instructions. Nwosu and Micah (2017) found that adequate funding is critical to the overall success of education. Ukachi and Ejiko (2018) argue that technical and vocational education should be well-equipped and properly funded to ensure a high level of quality.

5. Conclusion and Recommendations

The study explored how education of the mind works toward achieving the goals of business education in the Nigerian education system. Using a systematic questionnaire, data was collected from business educators and students. From the data collected and analyzed, the study identified the importance of 14 aspects related to education of the mind in achieving business education goals and 15 steps to promote education of the mind for the achievement of business education goals. The results of the hypothesis testing showed that there was a significant ($p < 0.05$) difference in the mean ratings of the responses from business educators and students on the significance of education of the mind in the achievement of business education objectives, while there was no significant ($p < 0.05$) difference in the mean ratings of the responses of business educators and students on the measures for stimulating education of the mind in students for the achievement of business education objectives. The study concludes that education of the mind is a potent force in achieving the objectives of business education in the Nigerian school system. Based on the findings and conclusions, the study recommends:

- i. Implementing teaching strategies that focus on students to stimulate meaningful mental education.
- ii. Offering lectures, demonstrations, and seminars for students on the suitability of mental education to produce graduates with sound and constructive minds.
- iii. Enhanced application of problem-solving principles in business education to promote student psychological education in building a better society.
- iv. Periodic thought-provoking reviews of the business education curriculum to encourage students' intellectual engagement in critical thinking and analysis.

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