



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

PAUL-Mgbeafulike, Vivian Stella¹
ALONTA, Gabriel Chidiebere^{2*}
UZOKA, Obioma Agatha³

^{1,2}Department of Technology and Vocational Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

¹Email: vs.paul-mgbeafulike@unizik.edu.ng Tel: 07038801150

²Email: gc.alonta@unizik.edu.ng Tel: 07037948689

³Department of Business Education, Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria.

³Email: obiomsy@gmail.com Tel: 08035017333

Abstract

The study was carried out in Southeast Nigeria to examine education of the mind for sustainable achievement of objectives of Business education in Nigeria education system. The research design was survey research. Multistage sampling approach was adopted in selecting 68 Business Educators and 206 Business Education students from Abia and Enugu states. The data collection tool was a closed questionnaire. The questionnaire was verified by three experts while the Cronbach Alpha reliability coefficient of 0.883 was achieved. The data was collected by providing 274 copies of the questionnaire to the respondents where 263 copies were fully answered, returned, and considered valid. Data was analyzed using mean and t-test statistics at the 0.05 value level. The study identified the importance of 14 significance of education of the mind and 15 steps to promote education of the mind for achievement of Business Education objectives. The outcome of the survey showed a significant difference ($p < 0.05$) in the means of Business Educators and students on the importance of education of the mind in achieving Business education goals while no significant difference ($p < 0.05$) in the means of Business Educators and students' responses in measures for promoting education of the mind in students to achieve Business education objectives. Based on these findings, the research among others, recommended the involvement of teaching strategies that focus on students to stimulate meaningful student mental education.

Keywords:

Education
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JEL Classification:

M1; M5.

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(✉ Corresponding Author)

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1. Introduction

Education is the act or process of passing on or acquiring common knowledge, developing the ability to think and reason, and to prepare oneself or others wisely. Education as a process here refers to the ongoing changes that take place when a person acquires the knowledge, skills, attitudes, and other skills 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 between teachers or teachers and 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, good and bad behavior for the betterment of all human society. UNESCO (2017) has affirmed that education is essential for achieving sustainable social development. As a product, education is a combination of learning through learning, that is, knowledge skills, ideas, and values. With its technical concept, 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 inside and out. Therefore, mental and emotional education refers to education that deepens the intellectual capacity of recipients and enlightenment rather than what can be taught in 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). A UNESCO (2017) has shown that the effort to enter the path of sustainable development will require a profound transformation of how we engage our mind in action thinking. Therefore, to build a sustainable world and engage in issues related to sustainability, individuals must be constructive innovators through psychological education (UNESCO, 2017). Mental and mind education teaches students to achieve success. The six principles of mind training are because (i) each mind is unique and uniquely organized, (ii) all minds are not equal because context and ability influence learning, (iii) the mind is transformed by experience, (iv) the mind is plastic, (v) mind and 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 educational goals such as Business Education. Business education is one of the major aspects of vocational education in the Nigerian education system that is offered at higher education level to equip students with the necessary skills and theoretical knowledge needed to work in the business world to become self-employed or paid. 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 available to all students opportunities to explore and learn the business world and potential interests and potential activities, (ii) developing all students' discriminatory and practical choice, (iii) to help develop, on the part of the students, the interest in the various activities available in the business world, (iv) to develop for all students a practical way of understanding, to appreciate of entrepreneurs as beginners expecting 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) encourages students to do normal business activities for many professionals, industries, ag cultural resources and home-based activities; and (viii) to prepare students for effective business and academic studies at tertiary and higher education levels. It is important to note that the above-mentioned Business Education objectives are commendable but may not be achieved continuously without the strong promotion of education of the mind 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 broad purpose of the study was investigation of education of the mind for sustainable achievement of objectives of Business Education in Nigeria. Specifically, the study:

- i. Identified significance of education of the mind to the achievement of Business education objectives.
- ii. Measures for stimulating education of the mind in students for achievement of Business education objectives.

1.2. Research Questions

- i. What are the significances of education of the mind to the achievement of Business education objectives?
- ii. What are the measures for stimulating education of the mind in students for 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 achievement of Business education objectives.

2. Methods

The study answered two research questions and examined two hypotheses at 0.05 significance level. Descriptive research design was adopted for conducting research. The study was conducted in the southeastern part of Nigeria. This area is made up of five states namely: Abia, Anambra, Ebonyi, Enugu and Imo States. Multi-stage sampling methodology was adopted for selecting 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 of four public universities offering Business Education in the two states. The four selected universities are: (i) Michael Okpara University of Agriculture, Umudike, Abia State, (ii) Abia State University, Uturu, (iii) University of Nigeria, Nsukka, Enugu State and (iv) 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 collection tool in the study was a closed ended questionnaire entitled: "Education of the Mind for Business Education Questionnaires (EMBEQ)" developed by the researcher. The questionnaire was organized into sections A, B and C. The Section A of the questionnaire was created to collect data on the personal characteristics of the respondents such as their status as Business Educator, students and the name of the school. Phase B was organized to obtain data on the importance of education of the mind in achieving the goals of Business education while Phase C was developed to obtain data on measures to promote education of the mind for students in pursuit of Business education goals. The response option for Category B and C of the questionnaire were structured on 4-point rating scale for Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The tool was verified through face validation by three experts. These include 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 of the tool were provided to 5 Business Educators and 10 Business Education students. Data collected from the trial were analyzed using the Cronbach Alpha reliability method which showed a reliability coefficient of 0.883 indicating that the questionnaire was approximately 88% reliable in the study data collection. Data was collected by researchers with the help of four research assistants. Each of the four research assistants 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 questionnaire were analyzed using mean and t-test statistics at 0.05 significance level. The 4-point response options are assigned to the following values:

Response Category	Value	Boundary Limit
Strongly Agreed	(SA) 4	3.50 to 4.00
Agreed	(A) 3	2.50 to 3.49
Disagreed	(D) 2	2.00 to 2.49
Strongly Disagreed	(SD) 1	1.00 to 1.99

Based on this calculation, any item whose mean value fell between 3.50 - 4.00 is translated as "Strongly Agreed"; those with values between 2.50 - 3.49 are translated "Agreed"; while items with mean values between 2.00 - 2.49 and 1.00 - 1.99 are translated "Disagree" and "Strongly Disagree" respectively. The hypothesis of no significant difference was rejected when the t-cal (t-calculated) value was greater than t-tab (t-table) of 1.96 while the hypothesis of no significant difference was accepted when the t-cal. (t-calculated) value was less than t-tab (t-table) of 1.96.

3. Results

3.1. Research Question 1

What are the significances of education of the mind to the achievement of Business education objectives?

Table 1. Significances of education of the mind to the achievement of business education objectives.

(n = 263)

SN	Significance of education of the mind to Bus. education include:	\bar{X}	SD	Rmks
1	Education of the mind stimulates students' interest in learning.	3.73	0.44	SA
2	Education of the mind has the capacity for increased overall students' achievement.	3.60	0.57	SA
3	Education of the mind creates positive change of attitude in students.	3.82	0.43	SA
4	Education of the mind stimulates creativity and innovative ideas of 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 problem-solving ability of 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 faculty and I.Q. 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 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; SA = Strongly Agreed; A = Agreed; D = Disagreed; SD = Standard Deviation.

The data presented in Table 1 revealed that the mean of 11 out of 15 items in Table ranges from 3.57 to 3.82 falling within the range of the 3.50 - 4.00 on 4 points rating scale. This indicated that the 11 items

identified were “Strongly Agreed” as the importance of education of the mind in achieving Business education objectives. The mean values for items 5, 7 and 13 were 3.47, 3.35 and 3.36 respectively within the limit range of 2.50 - 3.49 on 4-point rating scale. This indicated that the three items were “Agreed” upon by respondents as the importance of education of the mind in achieving Business education objectives. Item 11 in the table has a mean value of 2.46 that falls within the limit of 1.50 - 2.49 on 4-point rating scale. This showed that respondents "Disagreed" that item 11 is part of the importance 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 achievement of Business Education objectives?

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

(n = 263)

SN	Measures for stimulating education of the mind in students are:	\bar{X}	SD	Rmks
1	Using interactive instructional techniques.	3.83	0.41	SA
2	Improved exposure of students to world of work	3.37	0.45	A
3	Creation of conducive learning environment.	3.84	0.45	SA
4	Periodic talk or seminar presentation to students on the relevance of Education of the mind.	3.76	0.52	SA
5	Adequate provision of 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	Thought provoking Business education curriculum review	3.86	0.42	SA
9	The use of competent resource person to engage Business education students.	3.39	0.51	A
10	Periodic excursion of 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 of the students.	3.75	0.56	SA
13	Engagement of work-based learning approach in Business education programme	3.82	0.43	SA
14	Adequate funding for robust Business education programme.	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; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 2 showed that the mean values of 10 out of 15 items in Table ranged from 3.60 to 3.79 falling within the 3.50 - 4.00 boundary range on the 4-point scale. This indicated that the 10 items identified were “Strongly Agreed” upon by the respondents as measures to promote education of the mind for achievement of Business education goals. The mean values for the 5 items remaining in the table range from 3.36 to 3.47 falling within the 2.50 - 3.49 on 4-points rating scale. This indicated that the remaining 5 items were “Agreed” by the respondents as steps to stimulate education of the mind for achievement of Business Education objectives. The standard deviation values of 15 items in the table from 0.41 to 0.76 which indicate that the responses of the respondents are close to average.

3.3. Testing of Hypotheses

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 to the achievement of Business education objectives?

Table 3. Test of 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.

Variables	N	\bar{X}	SD	DF	Std. Error	t- Cal	t- tab	p-value	Rmks
Business Educators	62	3.66	0.54						
Bus. Edu. 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 on t-test statistics in Table 3 showed that the t-calculated (t-cal) value of 2.24 is greater than the t-table (t-tab) value of 1.95 at 261 degree of freedom. This indicated that there was significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators and Students on the

significance of education of the mind to the achievement of Business education objectives. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the Business Educators and Students is rejected on 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 achievement of Business education objectives.

Table 4. Test of significant difference in the mean ratings of Business Educators and Students on the measures for stimulating education of the mind in students for achievement of Business education objectives.

Variables	N	\bar{X}	SD	DF	Std. Error	t- Cal	t- tab	p-value	Rmks
Business Educators	62	3.63	0.52						
Bus. Edu. 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 showed that a t-cal. (t-calculated) value of 0.43 is less than the t-tab (t-table) value of 1.95 at 261 degree of freedom. This meant that there was no significant difference ($p < 0.05$) in the average responses of Business Educators and students in measures to promote education of the mind for achievement of Business education goals and objectives. Therefore, the null hypothesis of no significant differences ($p < 0.05$) in the average responses of Business Educators and students was accepted in the hypothesis.

4. Discussion of Results

This study identified the importance of education of the mind in achieving the goals of Business education which includes: promoting students' interest in learning, the ability to increase overall student achievement, the ability to create positive student attitudes, encourage innovation and new students' ideas, improved learning, provoked student ability, ability growing student engagement, students' critical thinking skills and I.Q., developed students constructive transformers and helping students develop thriving skills. A report by the [Mind and Life Institute \(2020\)](#) confirmed 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 identified ways to promote education of the mind for 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 business education curriculum review, appropriate and effective student work guide, occasional lecture or seminar 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 other things. This study is in line with the [UNESCO \(2017\)](#) report that research psychology education can be better promoted through 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 funded as this will ensure quality assurance.

5. Conclusion and Recommendations

The study explored education of the mind to achieve the goals of Business Education in the Nigerian education system. Using a systematic questionnaire, data were collected from Business Educators and students. From the data collected and analyzed, the study identified the importance of 14 education of the mind in achieving Business education goals and 15 steps to promote education of the mind for achievement of Business education goals. The result of the hypotheses tested showed there was significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators and Students on the significance of education of the mind to 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 achievement of Business education objectives. The study concluded that education of the mind is a potent force in achieving the objectives of Business education in Nigerian school system. Based on the findings and conclusions, the study recommended:

- i. Collaborating with teaching strategies that focus on students to stimulate meaningful student mental education.
- ii. Receiving occasional lectures, demonstrations, and seminar presentations for students on the suitability of Mental Education to produce graduates with a sound and constructive mind.

- 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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