

**PERCEPTION OF LECTURERS ON THE CHALLENGES OF MANAGING
BUSINESS EDUCATION PROGRAMMES IN COLLEGES OF EDUCATION
IN EDO STATE**

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BENIN CITY**

NOVENMBER, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF
EDUCATION, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF BACHELOR OF SCIENCE EDUCATION (BSc.Ed)
DEGREE IN BUSINESS EDUCATION (OFFICE TECHNOLOGY AND
MANAGEMENT) UNIVERSITY OF BENIN, BENIN CITY.**

NOVEMBER, 2023

APPROVAL PAGE

I hereby certify that this work was carried out by Egarton EWEKA with Mat No. ED1804408 in the Department of Vocational and Technical Education, University of Benin, Benin City.

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CERTIFICATION

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DEDICATION

This research work is dedicated to the Almighty God for his infinite mercies, love, provision, and strength towards me that made me complete my course of study.

ACKNOWLEDGMENT

The researcher wish to express his gratitude to God Almighty for his faithfulness and courage which enabled him to successfully completed his programme of study.

His sincere thanks go to his Supervisor Dr. E. Iyamu for his support and intervention towards the speedy completion of this work on time.

The researcher gratitude goes very heartily to the HOD, D.r R.O Owenvbughie, and all lecturers in the department of Vocational and Technical Education for their wealth of experience in teaching which was brought to bear in the cause of this programme

The researcher must never forget to express his deep gratitude and love to his parents, Mr and Mrs Eweka for their immeasurable support, prayers and understanding during his absence.

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ABSTRACT

This study assessed the perceptions of lecturers in colleges of education in Edo State on the challenges of managing business education programmes. Four research questions were formulated to guide the study. The population consisted of fifty-four lecturers in colleges of education in Edo State. The survey research design was employed for the study. The instrument used was validated by three experts Pearson's Product Moment Correlation coefficient was used to compute reliability of the instrument which yielded a correlation coefficient of 0.87 There was no sampling as the entire population was used for the study and also for data analysis. Questionnaire was the instrument used for data collection Data collected were analysed using the descriptive statistics From the results of the analysis of data it was discovered that the challenges in managing business education programme in colleges of education in Edo State are poor funding, lack of instructional facilities, insufficient manpower and lack of infrastructures Consequently, it was recommended among other things that the development of departmental internally generated revenue should be a major option for the funding of business education programme in Edo State. Institutions should liaise with corporate entities on the provision of instructional facilities for the teaching of business education programme A robust staff training scheme should be given top priority by the federal government through NUC to enable lecturers to access training funds as this will increase their efficiency in the workplace Finally recommendations were made for further studies.

CHAPTER ONE

INTRODUCTION

Background to the Study

Business education is an invaluable component of Technical and Vocational Education (TVE) which is primarily structured and designed to equip and develop the competencies of the learners towards contributing meaningfully to the growth and development of the economy. Business education is a programme that is offered across the tiers of the nation's tertiary institutions in Nigeria. Business education like any other academic programmes is guided by some goals. The general acceptable goals of Business Educations according to Ekpenyong (2010) are to:

- a) Develop individuals who will be properly equipped with the pre- requisite knowledge and skills for productive work life;
- b) Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency; and others.

Colleges of Education in Nigeria were established as teacher education programmes leading to the award of the Nigeria Certificate in Education

(NCE) to cater for the increasing demand of teachers both at the primary and secondary levels of education in Nigeria. The Nigeria Certificate in Education (NCE) Business Education programme at the Colleges of Education in Nigeria is a course of study aimed at equipping business education graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment (National Commission for Colleges of Education 2008)

Business Education programme at the Colleges of Education amongst others is aimed at: Educating business education teachers who will be positively oriented towards teaching business subjects: Producing effective business teachers who are highly motivated and conscious of the important role they are expected to play in the development of business education e.t.c.

However, business education encompasses such programmes that are designed to give pedagogical training to those who will be engaged in the teaching of: Integrated J.S.S. business studies and Compartmentalized single business subjects at the SSS which include Book keeping/Accounts, Commerce, Economics e.t.c

Business Education as a course of study in Colleges of Education in Nigeria is a three (3) year programme in which during the first two (2) years students offer the

same courses while they specialize in their third (3rd) year in either of Accounting, Secretarial or Management options.

Its curriculum is structured in such a way that students teachers are made to complete training in the four components of teacher education which include: General Education: Professional (Pedagogical Education): Teaching subject and: Teaching Practice/Students Industrial Work Experience Scheme (SIWES), NPE (2004).

The paradigm shift from liberal education to a more proactive type of education that equips its recipients with practical skills to thrive in a complex and dynamic society like Nigeria is now imperative in order to achieve the global trend for a qualitative standard of living for the individual and national survival The clarion call for capacity building for individual and national self-sustainability across the globe can be achieved through Business Education since its recipients acquire creative, innovative, inventive, managerial and sellable skills

The need for the curriculum of business teacher education to be relevant to the needs of the society cannot be overemphasized Ojo (2004) stated that the business teacher education curriculum should be viewed from the point of occupational and

pedagogical competence, relevant to the needs of the students, society and employers, comprehensive in scope, depth in knowledge and competence in skills. As new ideas accumulate in business and industry, and as Nigeria needs to fully embrace advanced ICT, the curriculum of teachers who will impact these new areas of knowledge will have to be enriched.

The training equipment and facilities needed for effective instruction of business education should be a replica of what is obtained and used in business offices and which the business teacher trainee must appreciate

Funding is essential for effective business education programmes in Nigeria because it is both capital and labour intensive. Funds are needed to acquire and maintain the instructional facilities, build workshops, and other training programmes. Apart from the issue of funding, the constant changes in technology bring new challenges in strategies for educators. Changes in technology are occurring faster than students can be trained hence the role of the business educator is to prepare the students to succeed in a work environment where change is continuous and adaptability is an essential employee attribute.

Statement of Problem

Business education which is one of the programmes in Colleges of Education is not without challenges. The implementation of Business education programme is a major for all stakeholders in the field of Business education. For the goals of Business education programme to be fully realized, all hands must be on deck and all stakeholders must be alert to addressing the issue. Researchers have often remarked that there are challenges confronting Business education programme. Some of the challenges that have alleged include: poor manpower (academic and non-academic staff), poor infrastructure, poor instructional facilities and poor funding. There seems to be inadequacy of manpower - academic and non-academic in the Colleges of Education in Edo and Delta State. This seems to be obvious in the lecturer-student ratio. Infrastructure is a major component that enhances the implementation of Business education programme in Nigeria.

The availability and adequacy of infrastructure will go a long way in assuring quality in Business education. From observations, it seems there are inadequate infrastructures in these institutions. In some cases, lecture and examination venues may not be available or convenient. For there to be proper implementation of

Business education programme, there must be instructional facilities on ground in order to fully prepare students for the world of work by instilling appropriate business skills in the students. 'Eye ball' observations over the years have revealed that some of these instructional facilities are not really available and where they are available, they may not be adequate. This development is indeed of great concern to stakeholders because of its importance in the realization of the objectives and goals of Business education. Funding which is a veritable resource in acquiring other resources seems not to have been given proper attention by the government and other concerned stakeholders. It is based on the above premise that the researcher intends to investigate the challenges in management of Business Education Programme in Colleges of Education in Edo State.

Purpose of the Study

The main purpose of this study was to examine the perceptions of lecturers on the challenges of managing Business Education programmes in Colleges of Education Edo State.

Specifically, the study find out: The challenges associated with Funding in the management of Business Education programmes in the Colleges of Education: The

challenges associated with instructional facilities in the management of Business Education programme in the Colleges of Education: The challenges associated with manpower in the management of Business Education programme in the Colleges of Education: The challenges associated with Infrastructure in the management of Business Education programme in Colleges of Education.

Research Questions

The following questions guide the study: What are the funding challenges associated with the management of Business Education programme in Colleges of Education?

: What are the instructional facilities challenges in the management of Business Education programme in Colleges of Education?: What are the manpower challenges in the management of Business Education programme in Colleges of Education?: What are the infrastructural challenges associated with te management of Business Education programmes in Colleges of Education?

Significance of the Study

The findings of this investigation will indeed be of importance to all the stakeholders in the field of education and Business Education in particular Some of the stakeholders to benefit from the result of this

Investigation includes: Government, Researchers, Educators/teachers, students and business consultants

The Government and especially the regulatory body of Colleges of Education in the country that is, National Commission for Colleges of Education (NCCE) stands to benefit from the outcome of this study. The final blue print of this study will assist government and policy makers to ascertain the state of things as regards the state of Business Education programmes in Colleges of Education This will therefore stand as a reference point in making appropriate policies that will lead to the realization of the goals and objectives of Business Education programme in the country

Researchers in the field of Business Education that desire to advance their professional knowledge and make significant contributions to knowledge will find the outcome of this study very useful as it will provide a framework for subsequent studies in this area.

Business educators/teachers will find the result of this investigation imperative will equally be helpful to them when preparing lecture notes or seminar papers This empirical investigation will also serve as a useful material to business

students/graduates who are not informed about some key policy issues regarding the management of Business Education at this level.

Scope of the Study

This study will cover the perceptions of lecturers on the Challenges of Business Education Programmes in Colleges of Education in Edo State It will cover all the public Colleges of Education in the state The variables to be covered in this study include: funding, infrastructure, instructional facilities and manpower.

CHAPTER TWO

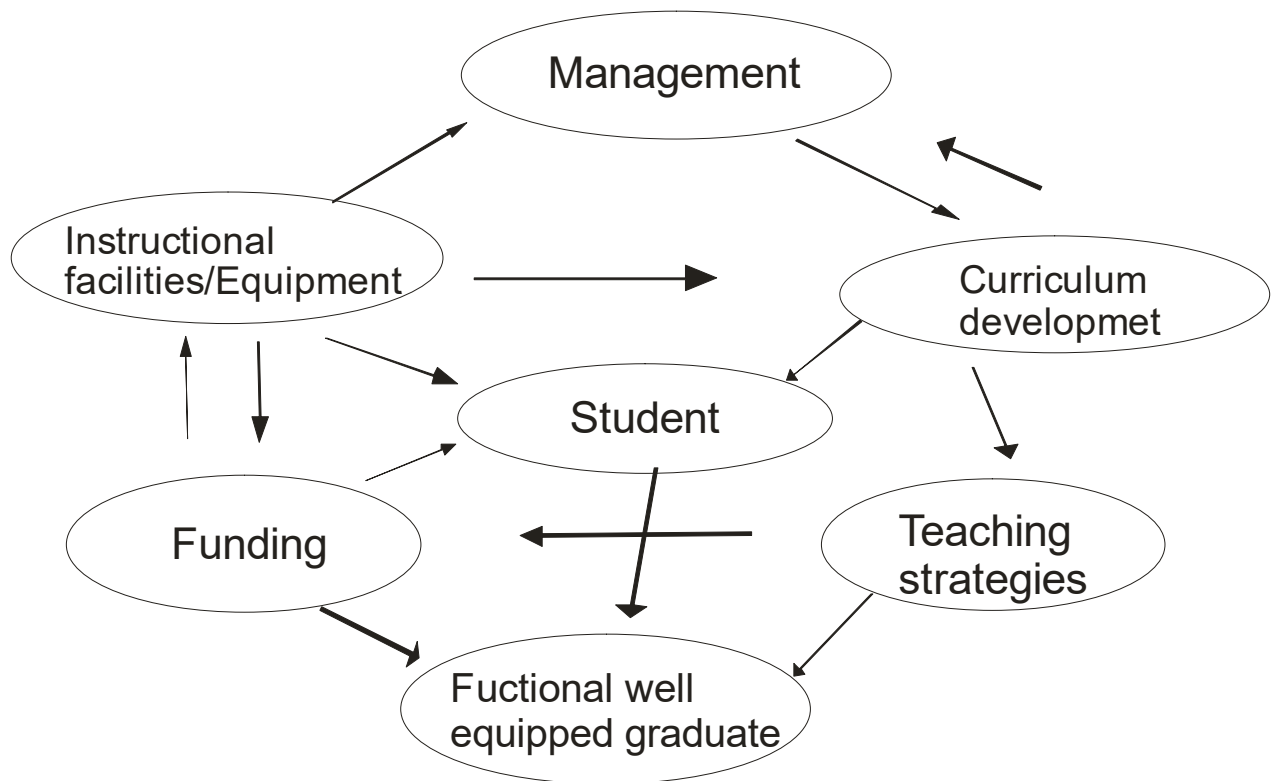
REVIEW OF RELATED LITERATURE

This chapter is designed to review the literatures that are related to this Study. The relevant literature shall be reviewed under the following headings:

- Conceptual Frame Work
- Curriculum Development of Business Education Programmes in Colleges of Education
- History of Business Education in Nigeria
- Concept of Business Education in Nigeria
- Problems Confronting Business Education in Nigeria
- Strategies for Addressing the Problems Confronting Business Education in Nigeria
- Review of Related Empirical Studies
- Summary of Literature Review

Conceptual Framework

Figure 1: Diagrammatic Representation of Business Education Concepts in Colleges of Education



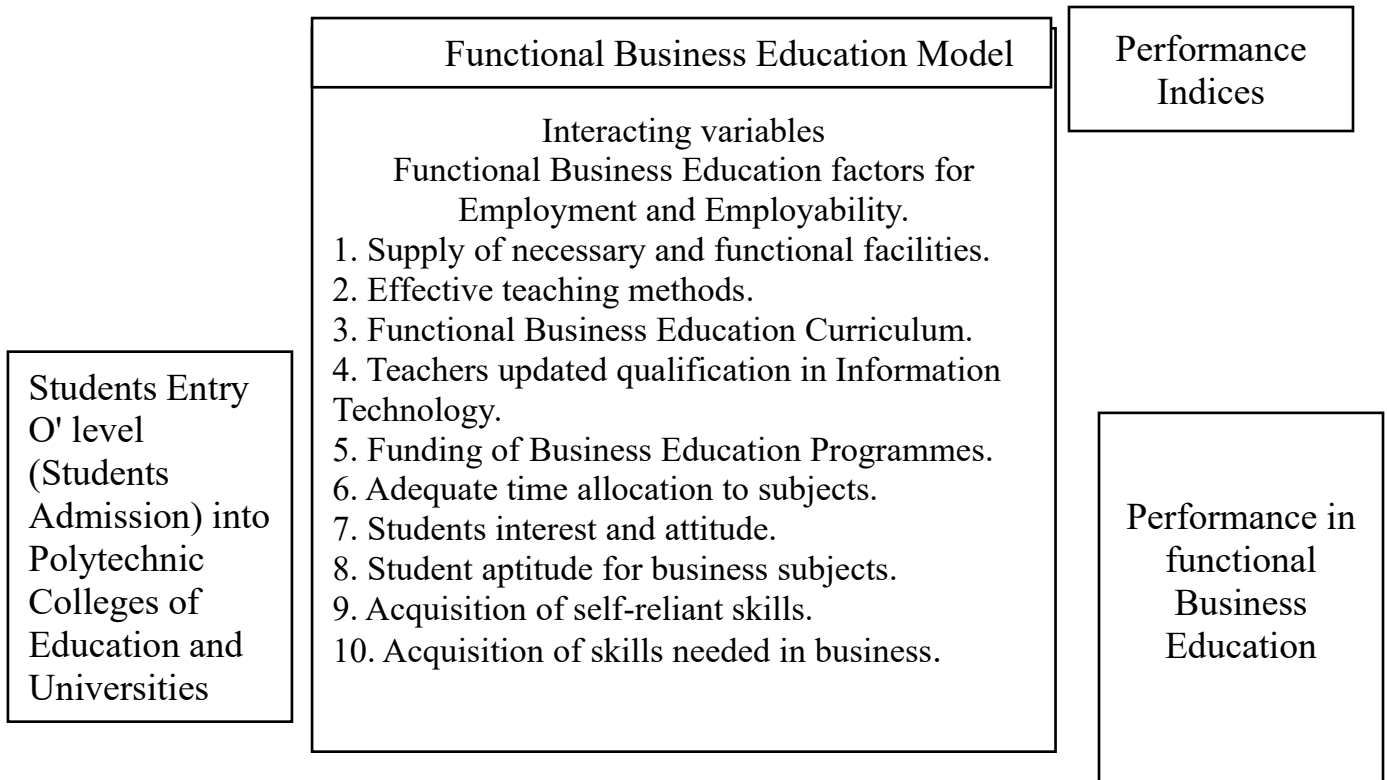
Source: Designed for the study.

The above diagram is a replica of the entire education process obtainable in Colleges of Education. It comprises the Management as the top hierarchy which of course includes the Provost, Deans, Heads of Departments, Lecturers, Non-academic staff etc. Management ensures that all necessary facilities/resources are put in place for a smooth education process. The focus therefore, is on the students who are their end-products. It is expected of management that these end-products (students) are well equipped academically, socially and otherwise to face the realities of life in the world of work. Management understands that much is expected from their graduates hence, they ensure that instructional facilities / equipment are adequately provided for, the right calibre of lecturers are employed, a functional and up-to-date curriculum is developed and provisions made for adequate fund to run the institutions. In other words, below the management could be referred to as the Grill Here, all resources (both financial, materials and human) are geared towards the students who are at the center of the learning process. A good combination of all these resources which the students are made to pass through will definitely produce a functional well equipped college graduates. The students after passing through this process are expected to perform

well and succeed in the world of work. On the other hand, the reverse is the case, if a defect is found in either of the education Process. The colleges shall produce ill-equipped and non-functional graduate for the industries in particular and the society in general

Rubenson (1977) was of the same view when he stated that the major concern of the individual learner is on how he perceives his environment and what he expects to gain from participation in education. According to him, the learner's environment includes the qualified teachers attitude and time allocation for instructional work etc, while some of the student characteristics include the learner's interest, attitude towards learning and aptitude for learning. This is represented diagrammatically as a Functional Business Education Model.

Figure 2: Functional Business Education Model



Source: Book of Readings (2004) (4)

The above model shows the interaction of variables needed to produce a standard functional business education and the resultant is a self-reliant Business Education Graduate

Business Education programmes in the Colleges of Education could be likened to a business man about starting a business. The businessman's foremost intent is to produce goods and services that would satisfy the needs of the consumer and at the same time make profit on the long run. He does so by first acquiring and combining certain resources such as Land, Building,

Labour and Capital (Money) to produce these goods and or services. The acceptability or otherwise of his products by the would-be consumers dependent largely upon the quality output of the products. Besides the competitiveness in the world of business, the entrepreneur makes conscious efforts to combine all available resources to produce the best quality of goods and services to satisfy the needs of the consumers.

Theories of management could be classified into Classical Management School of Thought and the Human Relations Management School of Thought. The Classical Management is further divided into the schools of Scientific Management and Administrative Management.

The first proponents of these schools of thought include Fredrick Taylor, Henry Towne, Gant etc. According to Taylor (1911) cited in Peretomode (2008),

Scientific Management comprises of a combination of four great underlying principles of management which include: The development of a true science to replace the intuitive method of doing the work of an organization. He felt that for every task, one best way should be determined.; The scientific selection of workmen that is, scientifically selecting the best person for the job and training him thoroughly in the tasks and procedures to be followed and giving him jobs which he is best suited physically as well as intellectually.; Intimate friendly co-operation between management (Planners) and the workmen (doers) to ensure that the work is being done according to established standards and procedures (Principles) amongst others.

Another school of management thought grew alongside the scientific management which is the Administrative Management School of thought that developed the Administrative Management theory. Prominent amongst them was Henri Fayol (1841-1925). Fayol was the first to present a breakdown of the functions of management which he listed as planning Organizing, commanding, coordinating and controlling.

Planning - the activity that attempts to study or forecast the future and assist in the decision making process of an organization

Planning - the activity that attempts to study or forecast the future and assist in the decision making process of an organization

Organizing - Establishing the organization's structure of authority, responsibility, tasks, and building both human and material resources of an organization.

Commanding- directing the subordinates and making the staff do their work.

Co-ordinating - All efforts needed to unite, harmonize and correlate all activities of an organization in order to achieve a common goal

Controlling - Ensure that everything is done in accordance with established ruler and expressed command, setting standards measuring performance against standards and taking corrective actions where needed.

Going further on his study of management principles, Henri Fayol formulated a more comprehensive list of good management principles as guide to management action which is fourteen in number They are: Division of Work, Parity of Authority and Responsibility, Discipline, Unity of Command, Unity of Direction,

Subordination of Individual Interest to the common goal Remuneration, Centralization, Scalar Chain, Order, Equity, Stability of Personnel, Initiative, and Esprit de corps.

It is based on this theory that this study seeks to analyze the problems associated with managing business education programmes in Colleges of Education in Delta State. The management and administrative roles performed by the Heads of Departments and Academic staffs of business education departments, in terms of instructional facilities/equipment curriculum implementation, funding of the programme, teaching strategies and the effect of the above on graduate's employability.

Curriculum Development of Business Education Programmes

Curriculum according to Ubulum (2000) is a set of intentions about opportunities for the engagement of persons to be educated with other persons and things (all bearers of information, processes, techniques and values) in certain arrangements of time and space. Curriculum could also be referred to as the sum total of the educational experiences of the learners during their schooling period. The extent to which a curriculum assists business student and business teacher

trainer to competently enter and succeed in the world of work spells out success In fact, every meaningful curriculum should not only be systematically developed, but should not be static or irrelevant Hence, such curriculum would definitely have adverse effect on whoever comes into contact with it.

As put by Finch and Crunkilton (1984) a business teacher education curriculum should have the following characteristics as exemplified in every other well articulated curriculum; data-based, dynamic and explicit in its outcome, fully articulated, realistic, student-oriented, evaluation conscious and future-oriented. This explains that a well formulated and comprehensive curriculum should be able to cover all of the above eight characteristics features.

In terms of relevance, Wheeler and Chukwurah (2010) cited in Chukwurah (2011) stated that business teacher education curriculum planning and development like every other education programme planning and development is a continuous process and should be in the following phases: The selection of aims goals and objectives: The selection of learning experiences: The selection of content (subject matter) ; The organization and integration of these learning experiences and contents.; Evaluation of the effectiveness of all the learning experiences acquired.

These phases should be related, interdependence and combined to form a cyclical process.

The need for the curriculum of business education to be relevant to the needs of the students cannot be over emphasized. Ojo (2004) stated that business education curriculum should be viewed from the point of occupational and pedagogical competence, relevance to the needs to the students, society and employers, comprehensive in scope, depth in knowledge and competence in skills. Chukwurah (2001) also noted that for business education quality to rise above the business education system, a strong global reform in the curriculum is required-bearing in mind that there has to be a successful transition from college to industry. As new ideas accumulate in business and industry and as Nigeria will have to fully embrace advanced ICT, the curriculum of teachers who will impart these new areas of knowledge will have to be reviewed and enriched.

What to teach in business education and who should be taught is an issue that is fundamental to attainment of standards in business education. An aspect of this border on curriculum. Business Education is a programme that has objective with definite curricula that ensure that those objectives are achieved. But in some cases,

the curriculum of business education is not in line with the dynamics of occupational changes, the type of graduates produced tend to be at variance with what is expected. Under such situations, standards become victims - Amaewhule (2004). A good business education programme should be such that takes in consideration trends in the market place, the economy and other important situations.

Another way of refocusing business education for sustainable national development is to re-engineer the curricula offering in vocational education institutions in the country. According to World Bank and the Nigerian Institute of Social and Economic Research (NISER) as cited in Ajala (2002), one of the major causes of declining quality of University education in Nigeria is irrelevant curriculum and poor preparation and presentation of lesson notes by teachers. This is also applicable to business education programme. Nigerian educational system has for too long looked at curriculum development as a global project and consequently, almost ignoring her needs.

But Ekpenyong (2011) stated that there has been a growing awareness of the relevance of cooperation between industry and business education institutions in recent years particularly with the slogan "School to Industry". Hence in Nigeria, the

work of Industry Training fund (ITF) is trying to relate the curricula of business education institutions to what happens inside Nigerian Industries through the Student Industrial Work Experience Scheme (SIWES) Although, not much has been achieved, he discovered some key problems which stand in the way of effective College - Industry relation in the design and implementation of vocational technical curriculum to include amongst others: Lack of significant consultation with, and involvement of various sectors of industry in curriculum policy and design: Lack of emphasis on, and channels of interaction between schools and employers of labour in order to make business education courses more realistic to the world of work e.t.c.

As part of his recommendation to this industry relevant business education curriculum, Ekpenyong (2011) stated that: There should be adequate consultation with experienced industrialists, employers of labour, trade and professional groups and private practitioners who would be in a good position to direct the courses towards the respective needs of the industry.: The curriculum should be structured to reflect the cooperative role between college and industry in the learning process: Finally, since occupations and job requirements differ from location to location, the curriculum of business education subjects should be made as flexible as possible

through the involvement of various industrial sectors including community industries.

Okoye (1991) stated that the process of curriculum development and planning is continuous. It does not end once and for all time. According to Uwaifo (2006) a close look at the current business education curriculum generally reveals some problems that border on inadequate course content. Uhumuavbi and Ebhomhen (2006) in their own vain stated that irrespective of the level of education and training given during the pre-colonial days in

Africa, it was functional because the curriculum was relevant to the needs of the society Unemployment if it existed at all was minimal and very few young men roamed the villages and towns with nothing to do

The present business education curriculum has overstayed, therefore, it is important that they be modified to meet today needs. This is very important from the stand point of academic integrity According to Ohiewerei and Azih (2010), the incompetence of the part of business education graduates also lays on the curriculum not properly designed to reflect the psychomotor nature of our noble profession The reasons for the reformation of the business education curriculum is aimed at helping

create tomorrow's competitive workforce by inspiring and engaging businesses to work in partnership with schools to raise the levels of achievement of young people, especially those in disadvantaged circumstances.

From the foregoing analysis, it is reasonable to conclude that it is important the business education curriculum should be designed in such a manner to cater for the differences in abilities of the individual students in terms of flexibility. The curriculum should be such that its development and designing process should be all embracing with particular reference to the incorporation of both industry executives, market women community representatives, student bodies, the academia etc. with each making their impact and contributions.

History of Business Education in Nigeria

After the 18th century industrial revolution in Europe, there emerged a merchandise economy with a boom in commercial and industrial enterprise. Commercial houses were actively supplying goods and services both to the industries as well as individual while banking industries were flourishing. The employees of commercial firms had to learn how to keep records of their business

transactions and maintain a healthy accounting system. These practices gave rise to what is now known as Book Keeping. Onah (2007) observed that, Business Education, unlike other subjects, had not achieved a high status and prestige in the Nigerian society. This, he said, was due to the attitude of some members of the society towards business subjects. According to Aliyu (2002), it was on record that the early Nigerian entrepreneur pioneered the education programme to meet the needs of their export market. The author further pointed out that Business Teachers' Education was offered at both the Nigerian Certificate of Education (NCE) level in Colleges of Education and at degree level in the Universities between 1975-1976. Adamu (2009) asserted that, as commercial activities continued expanding both in scope and complexity, the need to move business transaction faster than ever before increased. It created job opportunities for those who were skillful in penmanship (shorthand), especially after the development of functional typewriting in 1970s.

Commercial Education started with the study of typewriting, shorthand and book-keeping. As the world of business grew, so also was degree of additional courses and innovation. Innovation brought into the daily office routine, more

complex market analysis and sophisticated and skillful accounting entries and interpretation. This led to the introduction of electronic machines, calculators, projectors and computers that have since invaded business operations; and additional courses in data processing, corporate management, intermediate and advance accounting and economic theory were equally introduced. The title, Commercial Education had to be replaced with a more befitting name, "Business Education". It was further stressed by Adamu (2009) that, the history of business education is synonymous with British colonial administration and European commercial activities in the country. The author further stressed that, the need to provide low and middle level indigenous secretarial staff for British colonial administration and European trading companies led to the establishment of private and voluntary agency schools with classes for Business Education programmes.

Business schools were established in large populated places; these schools were called commercial schools, commercial institutions as well as schools for Secretarial Studies and Accountancy. These institutions enrolled their students for external overseas examination in the United Kingdom (UK).

Adamu (2009) also stressed that, it was until 1961, a year after independence, when the report of the Ashby Commission on Nigerian educational needs in the field of post-secondary school certificate and higher education criticized government on its neglect of Vocational and Technical Education, that it dawned on government that it was time it started to show concern about development of Vocational and Technical Education. Therefore, it was the recommendation of Ashby Commission that led to the joint effort of government of Western Nigeria and United State Agency for International Development (USAID) to establish Comprehensive High School, Aiyetoro in 1963, and a similar effort by the government of Northern Nigeria also led to the establishment of Government Commercial College, Zaria in 1967. Today, Business Education is offered at both secondary schools and tertiary institutions in Nigeria.

Concept of Business Education in Nigeria

'Business Education is a field of study which has attracted the attention of many scholars, educational stakeholders parents and students Business Education has been defined by different scholars in different ways Osuala (2004) states that, Business Education is divided into two parts: Office Education, which is vocational

in nature for office careers and general business education which is a programme that provides information and competence needed for managing business. The policies commission for Business and Economic Education asserted that Business Education is for office occupation, and marketing occupation, business teaching, business administration and economic understanding.

Business Education is a specialized area of Vocational and Technical Education that prepares students for entry into upward movement in occupation in their business and for the students to handle their own business affairs efficiently and effectively for growth of individuals and the nation at large. Nanassy (1976) defined Business Education as, a part of total educational programme that provides the knowledge, skills, understanding and attitude to perform in business world as a producer and consumer of goods or services that the world offers. Also, Aina (1986) defined Business Education as, a subject that permeates the entire life of the nation; that touches every one collectively and individually, be it on the field of sport in the place of worship, or even at home, doing domestic duties. In addition Aliyu (2001) opined that Business Education is an aspect of Education that prepares people to enter into the business world, to participate in productive activities in an attempt to

meet up with the nation's needs; and also to be able to make wise use of financial reward in order to attain successful living.

In another development, Mamman (2009) defined Business Education as, a type of training which, while it helps to achieve all the aims of education at any level of learning, has as its primary objective the preparation of students, entrance upon a business career, or having entered into such career, to render more efficient services there in and to advance their present levels.

In line with the foregoing definitions, Adamu (2009) defined Business Education, as an educational programme that provides training in business skills that are required for use in business offices, clerical occupations and business policy analyses.

Based on the professional definitions of Business Education discussed, Business Education could be seen as a discipline or area of study that deals with the preparation of youths to acquire skills, attitudes, and knowledge which will help them to function effectively in business organizations. Asoquo (2005) outlined the following as objectives of business education: To provide opportunity for practical job preparation or vocation studies for students/masses in order to make them render effective and efficient services in office, distributive and service occupations: To

provide opportunity for students and the public to develop an understanding of the business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services: To prepare the students/public for leadership position in both public and private life.: To serve as a guide for individuals/students for suitable placement in business, government and office employment To enable students/individuals have career consciousness and economic understanding of the free enterprise system.: To prepare students/individuals based on the interest and aptitude with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.: To develop in the students and the public the basic awareness of the contribution which business, government and office employees make to the nation's economy.

Problems Confronting Business Education in Nigeria

Business Education just like any other educational programme in the country is also faced with series of challenges/problems. The problems confronting Business Education are numerous but in this study, some of the problems will be explained

Funding has remained a major problem confronting Business Education in Nigeria (Ekpenyong, 2011) For a policy statement to be translated into reality there must be adequate funding (Babalola, 2010). No matter how beautiful or nice an educational programme may be, there is need for funding in bringing about the realization of the plans. Fund (money) is a major resource that is used in acquiring all other resources (That is, human and material resources)The human resources in this case is the personnel (that is, both the teaching and non-teaching staff)To ensure smooth running of Business Education programme, manpower (that is, teachers and non- teachers) must be available in adequate quantities and qualities Adequate quantities in this context mean having enough teaching and non-teaching staffIn a similar vein, qualities of personnel in this case means having well- trained and qualified personnel both teaching and non-teaching staff (Esene, 2012)The constrained often observed in our tertiary institutions is that Business Education courses are allocated to lecturers without due consideration of the specialization of the lecturers (that is, without due consideration of the output of the lecturers concerned)In some cases, lecturers from Computer

Science, Accounting and Business Administration are deployed to teach Business Education courses.

The inadequacy of infrastructural facilities is also a major challenge to Business Education programme as stressed by Ekpenyong (2011) Okoro and lycke (2004) stressed that the successful implementation of Business Education curriculum depends heavily on the availability of necessary materials and equipment and competent teachers The infrastructural facilities are the non-human (material) resources needed to translate Business Education programme from paper to reality (Babalola, 2010)The adequacy of modern teaching aids like projectors, public address systems computer facilities, typing pools Shorthand Laboratory and others are in doubt in most of these institutions Business Education being a skill-based course cannot be effectively and efficiently taught without having standard lecture theatres (halls) and modern Instructional Communication Technologies (ICT).

The lack of harmonized Business Education curriculum is also another problem facing Business Education in Nigeria (Ohiwerei & Azih, 2010). A well design curriculum is supposed to spell out what and how of the educational programme There seem to be disharmony in the curriculum offerings of the

institutions. In some institutions, Business Education students are admitted into their optional course (that is, Office Technology and Management, Accounting, Marketing or Management) right from their first year in universities. While in others, they are all admitted into Business

Education only to specialize after some years before graduation. In a study carried out by Ohiwerei and Azih (2010), the authors observed that there are differences in course units and titles of courses in Delta State University, Abraka and Ambrose Alli University, Ekpoma. The authors stressed further that there are some courses offered at Delta State University (DELSU) that are not offered at Ambrose Alli University (AAU). This position is also in line with the assertion of Ogben and Amahi (2013).

The poor liaison between schools and industries is another challenge to the teaching and learning of Business Education in institutions (Ekpenyong, 2011). The National Policy on Education which is the policy document in our education industry stressed that there should be cooperation between industry and school. This idea became important because of the perceived inadequacy of equipment in the schools. Owing to the poor collaboration between the schools and industries, the

schools are not able to benefit maximally from the resources in the industries and this in return affects the skill acquisition of the students.

Another major problem confronting Business Education is the inadequacy of researches in the area. For any educational programme to be successful there must be conscious effort geared at promoting research works in the field. There seem to be little efforts made by the government to sponsor and encourage research works in Business Education. Other problems confronting Business Education includes: Large class size; Poor class control; Inadequately furnished library, and Heavy work load on the lecturers.

Strategies for Addressing the Problems Confronting Business Education in Nigeria

Despite the factors/problems militating against the smooth teaching and learning of Business Education, there is still a way out. Below are some strategies that could possibly be adopted in addressing the above problems.

There should be innovation in the field as the world is ever changing. By innovation here, the author means the introduction of new ideas, methods, or things. The educational sector globally is experiencing changes ranging from the

mode of content delivery up to the method of assessment of learning outcomes (Ewubare, 2010). Modern teaching methods should be introduced and at the same time, there should be all round changes that is capable of motivating both the teachers/lecturers and students.

There should be adequate provision of infrastructural facilities to be able to guarantee effectiveness and efficiency in the teaching and learning of Business Education (Ewubare, 2010). The provision of this infrastructure will go a long way in ensuring the smooth running of the programme. It will equally aid research works in the field as information regarding the programme can easily be accessed and disseminated. The provision of infrastructure like lecture halls/theatre, computer laboratory, typing pools and others is encouraged. It is a common thing to find large proportion of students offering Business Education. This large population can only be effectively taken care of when there are spacious lecture halls with good furniture to match. The improvement of teaching facilities and equipment is also very important to strengthening Business Education. Providing good lighting both in lecture halls and workshops/laboratories will go a long way in ensuring smooth running of the programme. Modern teaching technologies are indispensable as far as

this programme is concern. Teaching aids help teachers to teach well and students to learn well. Teaching aids like projectors, slides, public address systems are very vital.

There should be conscious effort geared at encouraging in-service training as this is capable of strengthening the programme (Ewubare, 2010). In-service training is primarily designed to upgrade and update the knowledge base of the teachers/lecturers. Some of the lecturers/teachers are sent on workshops, seminars and conferences. In some cases, some are given study leave in order for them to be better informed about the new things in their fields. Contemporary issues always form the themes of most of these conferences and seminars.

The promotion of research works in the area of Business education is another way out of the problems confronting Business Education (Ewubare, 2010). Research works have a way of identifying and examining the problems confronting a programme; and in this vein, the findings of these research works end up becoming invaluable in addressing the problems. Most advance countries make their plans and take their decisions on the basis of research findings. The importance of research therefore cannot be over- emphasized. There should be sponsored research. That is,

Government and corporate bodies should budget certain amount aimed at encouraging research works in the field.

Business Education Programme in Colleges of Education in Nigeria

Colleges of Education in Nigeria were established as teacher education programmes leading to the award of the Nigeria Certificate in Education (NCE) to cater for the increasing demand of teachers both at the primary and secondary levels of education in Nigeria. The Nigeria Certificate in Education (NCE) Business Education programme at the Colleges of Education in Nigeria is a course of study aimed at equipping business education graduates with the right skills that will enable them to engage in a life of work in the office as well as for self employment (National Commission for Colleges of Education 2008).

Business Education programme at the Colleges of Education amongst others is aimed at: Educating business education teachers who will be positively oriented towards teaching business subjects.; Producing effective business teachers who are highly motivated and conscious of the important role they are expected to play in the development of business education.; Producing business teachers who possess sufficient knowledge in the theory and practice of business education which they

can in turn teach in the teacher training colleges: Equipping the business education students with sufficient knowledge and skills in business management

However, business education encompasses such programmes that are designed to give pedagogical training to those who will be engaged in the teaching of: Integrated J.S.S. business studies and: Compartmentalized single business subjects at the SSS which include Book keeping/Accounts, Commerce, Economics etc.

Business Education as a course of study in Colleges of Education in Nigeria is a three (3) year programme in which during the first two (2) years students offer the same courses while they specialize in their third (3rd) year in either of Accounting, Secretarial or Management options.

Its curriculum is structured in such a way that students teachers are made to complete training in the four components of teacher education which include: General Education: Professional (Pedagogical Education): Teaching subject and: Teaching Practice/Students Industrial Work Experience Scheme (SIWES)NPE (2004)

As a regulating body, the National Commission for Colleges of Education (NCCE) prescribed a number of equipment and materials including model office

equipped with the latest office machines in the business world necessary for the realization of the above stated objectives. Unfortunately, many Colleges of Education fall short of these requirements. The results is that pragmatic methods such as simulation role-play etc are hardly used in the organization and presentation of learning relevant to real world situation, students are therefore not sufficiently exposed to the much- needed practicals and are thus inadequately prepared for the real world of work Both ITF and employers of labour have identified a wide gap between the practical skills required in commerce and industry and the theoretical training obtained in tertiary institutions and the need to bridge this gap.

Review of Related Empirical Studies

Chika (2001) carried out a study on the Adequacy of Instructional facilities and Equipment for Business Education programmes in Colleges of Education. The study was carried out in the Eastern States of Nigeria Specifically the sample for the study comprises of one hundred and thirteen (113) lecturers and nineteen (19) HODs/Provosts/Deans of VTE departments of the Colleges of Education in the Eastern States under study. The instrument used for the study was the Questionnaire The findings revealed that facilities and equipment in business education

departments fall below the ideal standards for the programme. In the opinions of business education programme implementers and administrators, the available facilities are inadequate for effective instruction and learning. The study further revealed that while both the programme implementers and administrators agree in their opinions regarding the inadequacy of instructional facilities and equipment, they differ on individual items from one institution to another.

This empirical work is very relevant to this study as it equally seeks opinions of Lecturers on the availability and adequacy of instructional materials/equipment in Colleges of Education in Edo State.

Bongotors and Onyenwe (2006) also carried out another study on the Availability and Adequacy of ICT Resources in Business Teacher Education programmes of Nigeria. The study was intended to find out the availability and proper utilization of ICT resources by business teachers in the institutions under study. The research was carried out in Yola Adamawa State in the year 2006. The population was made up of 42 business education lecturers, 3 information Technology Managers and 3 HODs of business education department of three higher institutions in the State offering the programme. The Inventory questionnaire called

from the check-list of the regulatory bodies was the instrument used for the study. The Questionnaire items were grouped into five clusters of areas of resources such as hardware, software, data resources, network resources and people resources. The result of the findings revealed lack of required ICT resources in business teacher education programme in the institutions. It further showed that apart from Computer operators that are sufficient in supply, other critical aspects of resources like system Analysts, programmers, Data Base and Network Administrators are in short supply. Although, there are business teacher educators, but they have expertise in the use of only one of the ICT resources that is the computer. This study is equally relevant to the present study as it concerns one of the variables in this study: availability and adequacy of instructional materials/equipment.

Adesope and Omotayo (2009) researched on Reforming NCE Business Education Programme for the challenges of the Global Economic Meltdown in South-Western States of Nigeria - namely Oyo, Osun, Kwara, Ogun and Lagos States. The intent of the researchers was to identify the views of students and SIWES Industry- based supervisors on the relevance of shorthand, Typewriting and

word processing to the modern day world The sample of the study was made up of 322 (200 level) NCE business Education Students and 100 SIWES Industry-based Supervisors. The Questionnaire was the instrument used to collect data The findings of the study showed that all respondents agreed on the removal of shorthand and Typewriting courses from the curriculum as in modern-day ICT driven world, business education courses offered should prepare students for the contemporary world of work.

The study further revealed that all respondents agreed on the replacement of secretarial option with office technology and management of the NCE Business Education programme. The present work seeks to ascertain the challenges of managing Business Education in Colleges of Education in Edo State.

In a Similar vein, Agwazie (2008) carried out a research work on Analysis of Problems of Managing Business Education Programmes in Colleges of Education in Rivers and Cross-Rivers States The population of the study was made up of seventy-one (71) respondents from three (3) Colleges of Education made up of all the HODS and academic staffs of business education departments of the institutions. The Questionnaire was also used as the instrument The findings of the study revealed

that there has been an inadequate physical and instructional facility in the schools under study. Enough funds have not be provided to these schools under the period of study for the programme and that the management of business education programmes do not meet the NCE minimum standard requirement for the teaching and learning of business education programmes in the institutions under study. This present study is different in terms of location but both looked at the management of Business education programme under study. This present study is different in terms of location but both looked at the management of Business education programme.

Summary of Literature Review

It was quit revealing in the literature reviewed that a lot has been said on the business education programmes in Colleges of Education and even Universities. Several issues bothering on inadequate instructional facilities and equipment, ICT based course curriculum, funding management of human relations as well as instructional methodologies and inadequate qualified staff strength amongst others have equally been highlighted Researchers such as Roberts (2001), Azuka (2003), Agomuo (2004), Nwandu (2004), all agreed to the fact that instructional facilities

and equipment in the teaching and learning environment is very vital to academic success especially in business education programme whose emphasis is on skills acquisition.

The literature also review teaching strategies employed by lecturers of business education and discovered that the best method for the acquisition of basic skills is by practical demonstration and other methods deemed necessary.

It is obvious, however, that despite the studies carried out in this area of study, much still needs to be done especially in this area as little or no much improvement have been recorded in the business education programmes in Colleges of Education in Delta State. Previous studies could not ascertain if these variables (problems) could be responsible for graduates of business education programme's inability to be self-employed where government/companies could not absorb them due to limited vacancies.

In furtherance to the studies highlighted above, this study is intended to find out if some or all of these variables (problems) identified could actually be responsible for business education graduates inability to be self- employed or be employers of labour.

CHAPTER THREE

METHODOLOGY

This chapter deals with the study methods and is organized under the following sub-headings:

- ❖ Design of the Study
- ❖ Population of the Study
- ❖ Sample and Sampling Technique
- ❖ Instrumentation
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Method of Data Collection
- ❖ Method of Data Analysis.

Design of the Study

This study utilized survey design since it is basically an investigation into the challenges of managing Business Education programmes in Colleges of Education in Edo State. This is in agreement with Nworgu (1991) as cited in Omoroguiwa (2006) that a research survey is one in which a group of people or items is studied

by collection and analyzing data from only a few people or items considered to be representative of the entire population.

Population of the Study

The population of this study consisted of all Business Education lecturers who are currently in the public Colleges of Education in Edo State.

The total population is fifty-four (54) lecturers.

Table 3.1: Distribution of Population of Business Education lecturers in

Colleges of Education in Edo State Institution

Population of Business Education lecturers

College of Education in Edo State

Institution	Population of Business Education lecturers
College of Education, Ekiadolor, Edo State.	27
College of Education, Igueben, Edo State.	18
College of Education, Abudu, Edo State.	09
Total	54

Source: Academic Planning Unit of Schools 2015

Sample and Sampling Technique

The entire population of 54 was used as the sample size for this study because the size is a manageable one and it is not too large.

Instrumentation

The instrument used for this study is a structured questionnaire. The questionnaire will be used in eliciting information from the respondent and it is titled: Questionnaire on Challenges of Managing Business Education Programme (QCMBEP). It is divided into two parts- A and B. Part A consists of the demographic variables of the respondents such as sex, years in service; while part B consists of thirty (30) opinion statements.

Validity of the Instrument

The instruments were subjected to content validity by the project supervisor and two other experts in Measurement and Evaluation and Business Education in the Faculty of Education, University of Benin and their inputs to the draft instruments were incorporated into the final questionnaire. Reliability of the Instrument

Test-retest method was used in establishing the reliability of the instruments. The instruments were administered to twenty (20) respondents in colleges of education

from Delta State. It was re-administered after two weeks on the same respondents. The two set of scores were analyzed using Pearson's Product Moment Correlation co-efficient (r) formula in order to determine the reliability of the instruments. It yielded reliability co-efficient of 0.87

Method of Data Collection

The researcher engaged the services of two (2) trained research assistants in administering the instruments. The assistants will be exposed to short (2 days) training on how to go about the data collection in the institutions for the study. The completed questionnaire will be returned and thereafter be collated for analysis.

Method of Data Analysis

The data obtained was analyzed by the use of mean (\bar{x}), standard deviation, and z-test statistical tools. The mean (\bar{x}) was used at 2 decimal places to answer research questions. Questionnaire items related to these research questions had four response categories. The level of acceptance or rejection of each questionnaire item related to the research questions was determined based on mean rating of the item interpreted, relative to real limits of numbers shown thus:

Response Category	Rating	Boundary Limit
Strongly Agree (SA)	4	3.50-4.0
Agree (A)	3	2.50-3.49
Disagree (D)	2	1.50-2.49
Strongly Disagree	1	0.50-1.49

Any mean value of 0.50 and above will be considered as accepted while below 2.50 will be considered as rejected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS OF FINDINGS

In this chapter, the results of the study obtained from analysis of data are presented under the following sections:

- A. Demographic information of the respondents.
- B. Answering of research questions
- C. Discussion of findings

SECTION A

Demographic information

1. Male respondents and 16 female respondents respectively.
2. 29 experienced respondents and 25 non-experienced respondents respectively.

Analysis of Research Questions

Research Question 1

What are the funding challenges associated with the management of Business Education programme in Colleges of Education?

To answer Research Question 1 the data were computed and the results are presented as in Table 1.

Table 4.1: Rating of Lecturers in Respect of Funding Challenges.

S/n	Aspects of Funding	Mean	S.D	Remark
1.	The low subvention to Colleges of Education poses challenge managing Business education programmes.	2.90	1.13	Agree
2.	The low budgetary allocation to education sub-sector is a challenge in managing Business education programmes.	2.87	2.02	Agree
3.	The absence of Internally Generated Revenue (IGR) schemes in Business education department poses challenge in the management of Business education programmes.	3.09	0.84	Agree
4.	The negative attitude of Alumni towards the funding needs of Business education poses challenge to managing Business education programmes.	2.61	1.16	Agree
5.	The poor financial commitment by philanthropists poses challenge to the management of Business education programmes.	2.93	1.18	Agree
6.	The attitude of Non-Governmental Organizations (NGOs) to the funding needs of Business education poses challenge to managing Business education programmes.	2.91	1.01	Agree
	Grand Mean/Standard Deviation	2.98	1.14	Agree

Source: Field Study 2023

The data shown on table 4.1 revealed that mean ratings of the respondents ranged from 2.61 to 3.09. The table shows that all the variables (1-6) were rated as agreed.

The result shows that all the aspect of funding poses challenges in managing business education programmes.

Research Question 2

What are the instructional facilities challenges in the management of Business Education programme in Colleges of Education?

To answer Research Question 2 the data were computed and the results are presented in Table 4.2 below:

Table 4.2: Mean response on Instructional Facilities Challenges

S/N	Aspects of Instructional facility	Mean	S.D	Remark
1.	The inadequacy of stop watches is a challenge in the management of Business education programmes	2.94	0.99	Agree
2.	The inadequacy of typewriters in the typing pool is a challenge in the management of Business education programmes.	2.82	0.99	Agree
3.	The inadequacy if projectors pose challenge in the management of Business education programmes.	3.10	0.96	Agree
4.	There is inadequacy of computers in the teaching and learning of Word Processing for Business education programmes	2.90	1.07	Agree
5.	The lack of computers in the teaching and learning of word processing for business education programmes.	2.59	1.84	Agree
6.	The lack of scanning machines is a challenge to the management of Business education programmes.	2.36	1.18	Agree
7.	The lack of printers limits Business education	3.03	1.13	Agree
8.	The lack of internet facilities limits Business education programmes.	2.90	1.14	Agree
	Grand Mean/Standard Deviation	2.74	1.17	Agree

Source: Field Study 2023

The data shown on table 4.2 revealed that mean opinions of the respondents ranged from 2.36 to 3.10. The table shows that all the variables (7-14) were agreed to.

The result shows that the entire variables on instructional facility are challenges in the management of Business Education programmes

Research Question 3

What are the manpower challenges in the management of Business Education programme in Colleges of Education?

Table 4.3: Mean response on manpower challenges. Aspects of Manpower

S/N	ASPECTS OF MANPOWER	MEAN	S.D	REMARK
1.	Lack of trained Accounting education graduates as lecturers pose challenge to the management of Business education programmes in Colleges of Education.	3.22	0.91	Agree
2.	Lack of qualified Secretarial education graduates in Business education department in Colleges of Education pose challenge in the management of Business education programmes.	3.01	1.03	Agree
3.	Insufficient computer instructors in Business education department pose challenge in the management Business education programmes.	2.76	1.18	Agree
4.	Lack of supporting staff in Business education department creates challenges in Business education programmes management.	2.93	1.02	Agree
5.	The rate of lecturers disengagement from Business education department pose challenge in the management of Business education programmes.	2.88	1.05	Agree
6.	The attitude of government towards recruiting manpower into Business education department is poor.	2.91	1.10	Agree
7.	The 'politicization' of employment in Business education department creates challenges for Business education management.	3.12	0.88	Agree
8.	The disagreement/conflict among lecturers in Business education is a challenge in Business education management.	3.06	1.00	Agree
	Grand Mean/Standard Deviation	2.89	1.02	Agree

Source: Field Study 2023

The data shown on Table 4.3 revealed that mean opinions of the respondents ranged from 2.76 to 3.22. The table shows that all the variables (15-22) were agreed to.

The result shows that the entire variables on manpower are challenges in the management of Business education programmes.

Research Question 4

What are the infrastructural challenges associated with the management of Business Education programmes in Colleges of Education?

The data collected in respect of this question are shown in table 4.4

Table 4.4: Mean response on Infrastructures.

S/N	ASPECTS OF INFRASTRUCTURES	MEAN	S.D	REMARK
1.	Lack of lecture theatres in the school is a challenge in Business education management.	3.30	0.91	Agree
2.	Lack of spacious and conducive library is a challenge in Business education programmes management.	2.49	1.18	Disagree
3.	Lack of spacious and conducive library classrooms is a challenge for Business education programmes management.	2.70	1.18	Agree
4.	Lack of spacious typing pool is a challenge for business education programmes management	2.65	0.94	Agree
5.	Lack of shorthand laboratories in this school is a challenge in managing Business education programmes.	2.94	0.94	Agree
6.	There are no adequate well-furnished offices for Business educators.	2.94	1.05	Agree
7.	There is inadequacy of seminar rooms for Business education programmes	3.26	0.94	Agree
8.	There are no adequate conveniences for students and lecturers of Business education programmes.	2.99	1.04	Agree
	Grand Mean/Standard Deviation	2.78	1.06	Agree

Source: Field Study 2023

The data shown on table 4.4 above revealed that mean opinions of the respondents ranged from 2.49 to 3.30. The table shows that all the variables (23-30) except variable 24 ($x = 2.49$) were agreed to

The result shows that almost the entire variables of infrastructure pose challenge to the management of Business Education programmes

Discussion of Findings

In view of the results obtained from the presentation and analysis of data, the discussions of the major findings of the study are as follows:

The result of the analysis of research question 1 reveals that lecturers agreed that lack of funding poses a challenge to the management of Business Education programme. Data on Table 4.1 which indicated the results contained six items with total mean of 2.98. The opinion of Agwazie (2008) which establishes that poor funding has hampered the effective management of Business education programmes is in consonance with the findings of this study. Ekpenyong (2011) also ascertain that poor funding has remained a major problem confronting Business Education in Nigeria.

The analysis of research question 2 as show in table 4.2 revealed that lecturers agreed that lack of instructional facilities is a challenge to the management of Business education programme. Chika (2001) revealed that inadequacy of instructional facilities in business education department hinders the teaching and learning of business education. Okoro and lycke (2004) stressed that the successful implementation of Business Education curriculum depends heavily on the availability of necessary materials. These are in agreements with the results of the findings of this study.

The analysis of research question 3 as shown in table 4.3 reveals that lecturers agreed to the fact lack of manpower in terms of quantity and quality pose a challenge to the management of Business Education programme. Bongotors and Onyenwe (2006) revealed that though there are business educators but their expertise in ICT resource is only in the use of computers. The opinion of Esene (2012) that to ensure smooth running of Business Education programme, manpower (that is, teachers and non-teachers) must be available in adequate quantities and qualities Adequate quantities in this context mean having enough teaching and non-teaching staff In a similar vein, qualities of personnel in this case means having

well-trained and qualified personnel both teaching and non-teaching staff. These are in agreement with the results of the findings of the study.

The analysis of research question 4 as shown in table 4.4 reveals that lecturers agreed that inadequate infrastructural facilities pose a challenge to the management of business education programme Chika (2001) revealed that equipment in business education departments fall below the ideal standards for the programme and that the available facilities are inadequate for effective instruction and learning The inadequacy of infrastructural facilities is also a major challenge to Business Education programme as stressed by Ekpenyong (2011). Babalola (2010) also ascertain that infrastructural facilities are the non-human (material) resources needed to translate Business Education programme from paper to reality. These are in consonance with the results of the findings of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discussed the summary of the study, conclusion and recommendations were made.

Summary

The main purpose of this study was to determine the perception of lecturers on the challenges in managing business education programme in colleges of education in Edo State. The summary of the major findings of the study are listed below:

- 1) Poor funding is a challenge in the management of business education programme
- 2) Lack of Instructional Facilities is a challenge in the management of business education programme
- 3) Inadequate Manpower is a challenge in the management of business education programme
- 4) Lack of Infrastructure is a challenge in the management of business education programme.

Conclusion

Based on the findings of the study, I conclude that the challenges associated with managing business education programme in colleges of education in Edo State are poor funding, lack of instructional facilities, insufficient manpower and lack of infrastructures.

Recommendations

Deriving from the findings of this study, the following recommendations were made: The development of departmental internally generated revenue should be a major option for the funding of business education programme in Edo State.: Institutions should liaise with corporate entities on the provision of instructional facilities for the teaching of business education programme.: The findings of the study should be of concern to programme implementers in the accreditation of the programme in colleges of education in Nigeria.: A robust staff training scheme should be given top priority by the federal government through NUC to enable lecturers to access training funds as this will increase their efficiency in the workplace

Suggestions for Further Studies

The following suggestions are made for further studies by other researchers.:

The study should be expanded to include impact of business education programme to Nigeria economy.:. The study should be replicated involving other states in Nigeria to create room for wider geo-political area to allow for full representation of the entire country

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APPENDIX A
LETTER OF TRANSMITTAL

Technical Education,
Department of Vocational &
Faculty of Education,
University of Benin, Benin
City, Edo State.
7th April, 201.

Dear Respondent,

Request to Complete a Questionnaire

I am a master's student in the above named department. I am carrying out a research on the topic: **Perceptions of Lecturers on the challenges of Business Education Programmes in Colleges of Education in Edo State**. In view of the above, may I request you to please complete the questionnaire as truthfully as possible as your response will help in arriving at a concrete conclusion on this crucial subject matter.

It is my promise that your responses will be treated in strict confidence and used for the purpose of the study only.

Thanks for your anticipated co-operation.

Yours faithfully,

(Researcher)

APPENDIX B

QUESTIONNAIRE ON CHALLENGES OF MANAGING BUSINESS

EDUCATION PROGRAMME (QCMBEP)

PART A

Instruction: Please provide the following information about yourself by ticking the appropriate boxes.

1. Sex: Male ()
2. Female ()
3. Years in Service: Below 10 () 10 Above ()
4. Name of School

PART B

This part is made up of four sections and thirty (30) items you are required to respond by ticking (V) the appropriate columns to indicate your degree of agreement or disagreement to the various opinion statements. Kindly use the rating scale below to indicate your response.

Rating Scale

4 Strongly Agree (SA)

3 Agree (A)

2 Disagree (D)

1 Strongly Disagree (SD)

S/N	FUNDING CHALLENGE	SA	A	D	SD
1.	The low subvention to colleges of education poses challenge to managing Business education programmes.				
2.	The low budgetary allocation to education sub-sector is a challenge in managing Business education programmes.				
3.	The absence of Internally Generated Revenue (IGR) schemes in Business education department poses challenge in the management of Business education programmes				
4.	The negative attitude of Alumni towards the funding needs of Business education poses challenge to managing Business education programmes.				
5.	The poor financial commitment by philanthropists poses challenge to the management of Business education programmes.				
6.	The attitude of Non-Governmental Organizations (NGOs) to				

	the funding needs of Business education poses challenge to managing Business				
	INSTRUCTIONAL FACILITIES CHALLENGE				
7.	The inadequacy of stop watches is a challenge in the management of Business education programmes.				
8.	The inadequacy of typewriters in the typing pool is a challenge in the management of Business education programmes.				
9.	The inadequacy if projectors pose challenge in the management of Business education programmes.				
10.	There is inadequacy of computers in the teaching and learning of Word Processing for Business education programmes.				
11.	The lack of photocopying machines challenges Business education programmes management. The lack of scanning machines is a challenge to				
12.	The lack of scanning machines is a challenge to the management of Business education programmes.				
13.	The lack of printers limits Business education programmes				
14.	The lack of interest facilities limits Business education programmes.				
	MANPOWER CHALLENGE				
15.	Lack of trained Accounting education graduates as lecturers				

	pose challenge to the management of Business education programmes in Colleges of Education.				
16.	Lack of qualified Secretarial education graduates in Business education department in Colleges of Education pose challenge in the management of Business education programmes.				
17.	Insufficient computer instructors in Business education department pose challenge in the management Business education programmes.				
18.	Lack of supporting staff in Business education department creates challenges in Business education programmes management.				
19.	The rate of Business education department pose challenge in the management of Business education programmes.				
20.	The attitude of government towards recruiting manpower into Business education department is poor.				
21.	The 'politicization' of employment in Business education department creates challenges for Business education management.				
22.	The disagreement/conflict among lecturers in Business education is a challenge in Business education management.				

	INFRASTRUCTURAL CHALLENGE				
23.	Lack of lecture theatres in the school is a challenge in Business education management.				
24.	Lack of spacious and conducive library is a challenge in Business education programmes management.				
25.	Lack of spacious classrooms is a challenge for Business education programmes management				
26.	Lack of spacious typing pool is a challenge for Business education programmes management.				
27.	Lack of shorthand laboratories in this school is a challenge in managing Business education programmes.				
28.	There are no adequate well-furnished offices for Business educators.				
29.	There is inadequacy of seminar rooms for Business education programmes.				
30.	There are no adequate conveniences for students and lecturers of Business education programmes.				