



## FEATURES OF THE NIGERIAN ECONOMY AND IMPLICATIONS FOR BUSINESS EDUCATION

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### **Abstract**

*The study examined the features of Nigerian economy and the implications for Business Education. The study adopted a descriptive survey design. The population for the study was all 98 business educators drawn from three selected tertiary institutions in Rivers State, Nigeria; which include the Rivers State University, Port Harcourt, Ignatius Ajuru University of Education, Port Harcourt and Federal College of Education (Technical), Omoku. The entire population was used for the study since the size was manageable. A structured questionnaire titled “Features of Nigerian Economy and Implication for Business Education Questionnaire” (FNEIBEQ) was used as instrument for data collection. Three experts validated the instrument while PPMC was used to obtain the reliability coefficient of 0.82. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study. Mean was used to analyze data related to the research questions while Analysis of Variance was used in testing the formulated hypotheses. The findings revealed that the economy affects the availability of manpower, facilities and funds required for implementation of the business education programme. The researcher recommended that government should diversify and promote other sectors in order to improve the revenue base that will in turn improve the general allocation to education.*

**Keywords:** *Nigeria Economy, Implications, Business Education*

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### **Introduction**

Nigeria is the most populous country in Africa with a population of over 140 million people. The country is also endowed with vast land, forest resources, and abundant natural resources, including rivers and lakes, oil and gas, and solid minerals. It is therefore a potentially large centre of production and consumption activities, and has the potential of becoming a big economy (Ayanwu, 2008). Accordingly, Ahmed (2014) asserted that Nigeria is the biggest economy in Africa with a GDP of US\$510 billion and a per capita income of \$2,688, which places her on 121st position. The per capita income position is an indication of an economy with low productivity. Starting from 1914 when Nigeria was created until the end of 1960 when Nigeria got her independence, and until the end of the first decade after independence; Nigerian economy has been agro-based. Agriculture has been the main source of income for the economy. The country was known for the production of some main agricultural products like groundnut and cotton (produced in the North), cocoa (produced in the West), and Palm oil (produced in the East, which includes the Niger-Delta region). Essays UK, (2013)



maintained that about 70 percent of the entire population was engaged in one form of Agriculture or the other. During the colonial era, railroads, roads and harbors were developed and market for consumer goods emerged as well with agricultural marketing board playing the role of NNPC today. About 31.3 per cent of the total land area in the country is arable and almost all forms of agriculture thrive in Nigeria. The weather condition is clement. Nigeria is also endowed with abundant natural resources as oil, gas and solid minerals.

Nigeria as a nation started enjoying economic buoyancy before and after independence despite the fact that her economy is a primitive one. Oyewole (2016) noted that Nigeria economy is a primitive one which its fundamental production tools remain among others hoe, axe and cutlass, and production depended on energy stored in muscles. Not long to the independence oil was discovered and continues booming till 1970s. As a result of this, the agriculture which had been the mainstay of Nigeria economy was abandoned due to the discovery of crude oil in large quantity. Oloibiri in the present Bayelsa state of Niger Delta region was where oil was explored first in commercial quantity. Till date, oil plays a major role in the economy, as it accounts for about 24.6 percent of GDP, 95.9 percent of foreign exchange receipts and 87.6 percent of government revenue (CBN, 2006). In addition, the country is endowed with vast reserves of natural gas, even more than oil. She is also richly endowed with a variety of solid minerals, ranging from precious metals to industrial minerals, such as barites, gypsum, kaolin and marble. Others include coal, iron ore, lead, limestone, tin, columbite and zinc. The overdependence on oil has brought about neglect of other sectors that could drive the economy of Nigeria. Revenues derived from oil have also not been properly channeled to boost educational activities that will in turn help drive the economy as Okoroma (2017) opined that funding of education by government is below the 26 percent UNESCO bench mark as represented in the table below;

**Table 1:** Federal Budget and Educational Sector Share (2001 - 2016)

<b>Year</b>	<b>Total Budget</b>	<b>Allocation To Education</b>	<b>% Allocation To Education</b>
2001	894,214,805,186	66,441,434,271	7.13
2002	578,582,851,520	63,856,955,913	6.90
2003	699,057,649,979	59,146,740,250	7.75
2004	889,154,844,588	60,495,410,864	5.24
2005	1,354,615,243,138	79,911,096,069	8.21
2006	1,518,877,922,467	88,150,303,003	10.43
2007	1,880,923,949,983	95,702,067,069	9.75
2008	2,213,230,236,349	97,712,819,757	10.04
2009	3,101,813,750,626	102,940,740,202	8.79
2010	3,931,265,321,767	126,729,399,627	7.37
2011	3,571,815,678,134	127,860,445,381	9.32
2012	3,945,036,061,331	126,158,572,828	9.86
2013	4,920,000,000,000	141,008,230,959	10.21
2014	6,620,000,000,000	493,400,000,000	10.68
2015	4,500,000,000,000	492,034,986,591	10.93
2016	6,080,000,000,000	369,600,000,000	8.08

Source: Okoroma, 2017.



President MuhammaduBuhari, N448.01billion was allocated to education, representing about 6 percent of the N7.30 trillion budget, contrary to the recommendation by UNESCO. Also, Adedigba (2017) revealed that N605.8 billion which represents 7.04 percent of 8.6 trillion 2018 budget was allocated to the education sector. This is below the 2017 allocation and far below the UNESCO recommended benchmark and this may significantly affect the Business Education programme which subsists under the education sector and is initiated to equip its learners with relevant skills that will help drive the economy.

Business education is a program that is geared towards the acquisition of knowledge and skills needed in the work place. According to Aliyu (2006), Business education is the education that creates avenue for acquisition and development of skills and competencies, attitudes and attributes by learners for efficiency of the economic system. The objective of business education according to Koko (2010) includes; production of skilled manpower for industries, production of business teachers/educators and production of entrepreneurs. Accordingly, Val-Ossai and Akpomi (2017) asserted that business education is a programme in education that prepares students for entry into and advancement of jobs within the business environment. Val-Ossai and Akpomi stressed further that it is an education programme which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. Ubulom and Enyekit (2017) asserted that;

*Business Education is an aspect of educational or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as administrator or manager and for career as a business teacher wherever he may find himself in the world of work.*

Business Education can simply be defined as that aspect of educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills required for effective participation in the world of business. As a skilled programmer requires the use of hands-on facilities and modern technological wares that will enhance performance in the business world and efficient qualified manpower and all of this requires effective funding (p. 69).

### **Statement of the Problem**

On paper the Nigeria economic system is mixed economic system, which in theory is a system based on a combination of private and public economic players, each with their specific roles in matters of the economy but in reality the Nigerian economic system is a government run system, which is heavily dependent on one commodity called oil (Ebomah, 2017). This present system allows for a huge involvement of government and its public enterprises, as key productive players in the matters of the economy rather than a regulatory one. This system is perfectly flawed and unsustainable, as government as an institution is not embedded with features of flexibility, dynamism and innovation like private enterprises are, to meet the targets of job creation, inclusive growth and development. Hence, poses several challenges to various sectors that make up the economy.

Business Education on the other hand, happens to be a programme geared towards the empowerment of its learners for survival in the business world. However, studies have shown that the Business Education programme suffers setbacks in achieving its objectives due to certain socio-economic challenges; such as insufficient manpower and inadequate material resources as opined by

Agboola (2015) and Oladunjoye (2016). It was therefore the interest of the researcher to examine the opinion of Business Educators as regards the features of the Nigerian economy and its implication for Business Education.

### Purpose of the Study

The objective of this study was to examine business educators' perception of the features of the Nigerian economy and its implication for business education. Specifically the study sought to;

Ascertain whether the Nigerian economy affect the availability of manpower for implementation of the Business Education programme.

Ascertain whether the Nigerian economy affect the availability of facilities for implementation of the Business Education programme.

Ascertain whether the Nigerian economy affect the availability of funds for implementation of the Business Education programme.

### Research Questions

The following research questions guided the study;

To what extent does the Nigerian economy affect the availability of manpower for implementation of the Business Education programme?

To what extent does the Nigerian economy affect the availability of facilities for implementation of the Business Education programme?

To what extent does the Nigerian economy affect the availability of funds for implementation of the Business Education programme?

### Hypotheses

The following hypotheses were tested;

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of manpower for implementation of the Business Education programme.

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of facilities for implementation of the Business Education programme.

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of funds for implementation of the Business Education programme.

### Method

The research design used in conducting the study was descriptive survey. The population for the study was all 98 Business Educators drawn from 3 selected tertiary institutions in Rivers State, Nigeria as reflected in the table below;

**Table 2:** Population Distribution

S/No	Institutions	No. of Bus. Educators
1.	Rivers State University	10
2.	Ignatius Ajuru University of Education	60
3.	Federal College of Education (Technical)	28
<b>Total</b>		<b>98</b>

Source: Registry of the various institutions, 2018

The entire population was used for the study since the size was manageable; no sampling was required. The instrument used for data collection was a structured questionnaire titled “Features of Nigerian Economy and Implication for Business Education Questionnaire” (FNEIBEQ). The instrument provided responses to the three research questions with 15 items and a 4-point rating scale weighted as “Very High Extent” (VHE) 4 points, “High Extent” (HE) 3 points, “Low Extent” (LE) 2 points and “Very Low Extent” (VLE) 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts; two from the Department of Business Education and one expert from Measurement and Evaluation, all of Faculty of Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 14 days was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .82 was established. All copies of the questionnaire were retrieved and used for the study. Mean was used to analyse the research questions posed for the study; a mean score of 2.50 stood as the benchmark for acceptance, while Analysis of Variance was used to test the null hypotheses formulated for the study at 0.05 level of significance. The decision rule for the f-value is: If the f-calculated is greater than the f-critical, the null hypothesis is rejected but accepted if the f-calculated is less than f-critical at .05 level of significance, this is employed thus; f-ratio = mean square between/mean square within ( $f = MSB/MSW$ ).

## Results

### Research Question 1

To what extent does the Nigerian economy affects the availability of manpower for implementation of the Business Education programme?

**Table 3:** Mean Ratings on Extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme

S/N	STATEMENTS	RSU ( $\bar{X}_1$ )	Rmk	IAUOE ( $\bar{X}_2$ )	Rmk	FCE(T) ( $\bar{X}_3$ )	Rmk	Mean	Rmk
1	The economy does not permit recruitment of adequate qualified lecturers.	3.16	VHE	3.05	VHE	3.00	VHE	3.06	VHE
2	The economy does not allow for recruitment of studio attendants.	3.16	VHE	1.70	VLE	1.71	VLE	2.19	LE
3	The economy does not give room for hiring of student teachers.	2.00	LE	1.65	VLE	1.86	VLE	1.84	VLE
4	The economy does not give room for invitation of qualified visiting professors.	2.75	HE	3.13	VHE	3.07	VHE	2.98	HE
5	The economy does not allow for provision of train the trainers facilitators.	3.08	VHE	3.35	VHE	3.14	VHE	3.19	VHE
6	The economy does not make it affordable for hiring of skilled lecturers for practicals.	2.91	HE	3.22	VHE	2.78	HE	2.97	HE
<b>Grand Mean</b>								<b>2.71</b>	<b>HE</b>

Source: Survey Data, 2018.

\* Rmk = Remarks,

The responses of the respondents in Table 3 indicate that items 1, 4, 5 and 6 with mean scores of 3.06, 2.98, 3.19 and 2.97 were rated high and accepted. This implies that the respondents agreed that the economy does not permit recruitment adequate qualified lecturers; does not give room for invitation of qualified visiting professors; does not allow for provision of train the trainers facilitators and does not make it affordable for hiring of skilled lecturers for practicals. Also, the opinion of the respondents was rated low that the economy does not allow for recruitment of studio attendants and that the economy does not give room for hiring of student teachers as the both items in 2 and 3 were rated 2.19 and 1.84 respectively below average. However, the grand mean of 2.71 indicated a high extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

### Research Question 2

To what extent does the Nigerian economy affects the availability of facilities for implementation of the Business Education programme?

**Table 4:** Mean Ratings on Extent to which the Nigerian economy affects the availability of facilities for implementation of the Business

S/N	Statements	RSU ( $\bar{X}_1$ )	Rmk	IAUOE ( $\bar{X}_2$ )	Rmk	FCE(T) ( $\bar{X}_3$ )	Rmk	Mean	Rmk
7.	The economy affects the provision of land.	2.83	HE	1.77	VLE	1.5	VLE	2.03	LE
8.	The economy affects the provision of learning materials.	3.08	VHE	1.54	VLE	1.92	VLE	2.18	LE
	The economy affects the building of studios.	2.92	HE	3.32	VHE	3.17	VHE	3.14	VHE
	The economy affects the provision of lab equipment.	3.08	VHE	3.32	VHE	2.78	HE	3.06	VHE
	The economy affects the provision of adequate offices/classroom.	3.16	VHE	3.35	VHE	3.14	VHE	3.22	VHE
	The economy affects the provision of machines.	3.11	VHE	3.01	VHE	3.26	VHE	3.13	VHE
<b>Grand Mean</b>								<b>2.97</b>	<b>HE</b>

Source: Survey Data, 2018.

\* Rmk = Remarks,

The responses of the respondents in Table 4 indicate that items 9, 10, 11 and 12 with mean scores of 3.14, 3.06, 3.22 and 3.13 were rated high and accepted. This implies that the respondents agreed that the economy affects the building of studios; provision of lab equipment; provision of adequate offices/classrooms as well as provision of machines. Also the respondents rated items 7 and 8 low with mean scores of 2.03 and 2.18 respectively below average; implying that the economy does not really affect the provision of land and learning materials for implementation of the Business Education programme. However, the grand mean of 2.79 indicated a high extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

**Research Question 3**

To what extent does the Nigerian economy affects the availability of funds for implementation of the Business Education programme?

**Table 5:** Mean Ratings on Extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme

S/NSTATEMENTS	RSU ( $\bar{X}_1$ )	Rmk	IAUOERmk ( $\bar{X}_2$ )	FCE(T)Rmk ( $\bar{X}_3$ )	MeanRmk		
The economy does not permit for adequate allocation of funds.	2.75	HE	3.13	VHE	3.00	VHE2.96	HE
The economy affects private support funding.	2.92	HE	2.74	HE	2.78	HE 2.81	HE
The economy affects support from donor agencies.	1.83	VLE	1.58	VLE	1.5	VLE1.57	VLE
The economy affects internal generated funds.	3.25	VHE	3.13	VHE	3.17	VHE3.18	VHE
The economy affects collection of levy.	3.33	VHE	3.38	VHE	3.15	VHE 3.29	VHE
The economy affects parental and community funding.	3.16	VHE	3.35	VHE	3.14	VHE3.22	VHE
<b>Grand Mean</b>					<b>2.73</b>		HE

Source: Survey Data, 2018.

\* Rmk = Remarks,

The responses of the respondents in Table 5 indicate that items 13, 14, 16, 17 and 18 with mean scores of 2.96, 2.81, 3.18, 3.29 and 3.22 were all rated high and accepted. This implied that the respondents agreed that the economy does not permit for adequate allocation of funds; affects private support funding; internal generated funds; collection of levy as well as parental and community funding but the respondents disagreed that the economy affects support from donor agencies as item 15 was rated low, 1.57 below average. However, the grand mean of 2.73 indicated a high extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

**Hypothesis 1**

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

**Table 6:** Analysis of Variance of the Respondents on the Nigerian economy and the availability of manpower for implementation of the Business Education programme

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	7.6	2	3.8				
Within Groups	97.4	67	1.45	.05	2.62	3.15	Accepted

Source: Survey Data, 2018.

Table 6 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 7.6 and 97.4 respectively. It also shows the calculated f-ratio of 2.62 which is lower than the f-critical of 3.15 at .05 level of significance. Thus, hypothesis 1 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

### Hypothesis 2

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

**Table 7:** Analysis of Variance of the Respondents on the Nigerian economy and the availability of facilities for implementation of the Business Education programme

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	9	2	4.5	.05	2.98	3.15	Accepted
Within Groups	101	67	1.51				

Source: Survey Data, 2018.

Table 7 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 9 and 101 respectively. It also shows the calculated f-ratio of 2.98 which is lower than the f-critical of 3.15 at .05 level of significance. Thus, hypothesis 2 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

### Hypothesis 3

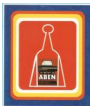
There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

**Table 8:** Analysis of Variance of the Respondents on the Nigerian economy and the availability of funds for implementation of the Business Education programme.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	6.01	2	3.01	.05	1.99	3.15	Accepted
Within Groups	101	67	1.51				

Source: Survey Data, 2018

Table 8 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 6.01 and 101 respectively. It also shows the calculated f-ratio of 1.99 which is lower than the f-critical of



3.15 at .05 level of significance. Thus, hypothesis 3 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

### **Discussion of Findings**

One of the findings of this study was that the Nigerian economy affects the availability of manpower for implementation of the Business Education programme. The study showed that the economy does not permit recruitment of adequate qualified lecturers; does not give room for invitation of qualified visiting professors; does not allow for provision of train the trainers facilitators and does not make it affordable for hiring of skilled lectures for practicals but this is not applicable to engaging studio attendants and hiring of student teachers as responded by the respondents in table 2. This finding agrees with Agboola (2015) and Oladunjoye (2016) who asserted that insufficient manpower is part of the challenges confronting the Business Education programme. This is as a result of the economic challenges confronting the government from allocating the required funds to drive education in Nigeria.

The study also revealed that the Nigerian economy affects the availability of facilities for implementation of the Business Education programme. The study showed that the economy affects the building of studios; provision of lab equipment; provision of adequate offices/classrooms as well as provision of machines but the economy does not really affect the provision of land and learning materials for the implementation of the Business Education programme. This finding aligns with Agboola (2015) and Oladunjoye (2016) who opined that inadequate material resources are a major setback in the implementation of the Business Education programme.

The study revealed that the Nigerian economy affects the availability of funds for implementation of the Business Education programme. The study showed that the economy does not permit for adequate allocation of funds; affects private support funding; internal generated funds; collection of levy as well as parental and community funding but the respondents disagreed that the economy affects support from donor agencies. This finding agrees with Okoroma (2017) who asserted that funding of education by government is below the 26 percent UNESCO bench mark.

### **Conclusion**

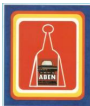
The Nigerian economy is a mixed economy with capitalistic and socialistic features that has its major dependency on oil exploration. The production of oil and subsequent sales determines the revenue base of the nation and a drop in oil price generally affects other sectors. The Business Education programme like every other educational programme is government driven with little private interference. Generally, allocation to the education sector is below UNESCO recommendation and this has greatly affected the allocation of funds and provision of manpower and materials for educational activities in Nigeria.

### **Recommendations**

Based on the findings, the following recommendations were made:

Business Education programme administrators should look at other available alternative manpower that will assist in academic activities for effective implementation of the programme.

Government and other stakeholders should synergize in provision of facilities and other instructional materials; this will help provide the needed facilities to drive the Business Education programme.



Government should diversify and promote other sectors in order to improve the revenue base and economy in general as this will positively improve the allocation of funds for education.

Business Education programme administrators should look at alternative means of funding in other to make funds available for implementation of the programme.

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