



BUSINESS EDUCATION TEACHER PREPARATION FOR FUNCTIONAL SKILLS: CRITICAL FOR THE E-WORLD

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Abstract

Teacher preparation in all areas of life is a serious business and cannot be divorced from the end product as well as the national growth and development which leads to sustenance. Unfortunately, the preparation of teachers generally, is not seen and taken as something that would have economic, social and developmental impact on the individual and the entire nation. It is seen as a thing that the impact is having no positive effect on the individual. This is why the curriculum for their preparation at the tertiary level to a large extent still remains the same. Irrespective of technological, economical and sociological trends leading to lack of high level of values and unemployment. Hence, data will be collected from secondary source. This will be curricula of institutions offering business education programmes. This study will examine the curriculum of institutions that prepare business education teachers at the university level in relation to what is taught in the Polytechnic and Colleges of Education as well as the world of work. Findings will be used to make relevant suggestions and bring out strategies for effective preparation of business education teachers at all levels so as to meet the demands of the e-world.

Introduction

Generally, the preparation of business education teachers was first handled by private schools and institutions (David, 1973; Vidyalkar 1983; and Amaefule, 1986). However, the take off of this preparation differed from place to place. For instance, in Nigeria, the business teacher education programme started in the late 1950s (Oladunjoye, 1987). Similarly, in America a number of State normal schools were established in Massachusetts, New York and Connecticut in which education teacher programmes were offered. This was during the last part of the nineteenth century. These institutions came to be known as State Teachers' Colleges, To Nolan, Hayden, and Malsbary (1967). And Popham, Schrag, and Blockhus. (1971), business education teacher programme is made up of the following components: Business education, Education, Business Administration, Teaching Practice. and Occupational work experience. For the present to be taken care of the past must be looked into.

Malaiya (1983) stressed the need for occupational work experience for a business education teacher programme. To him, the business education teacher is not only a teacher but also a businessman. This goes to underscore the point made by Osuala (1987). Malaiya, therefore, called for a sound programme of professional education of teachers. According to him, this was essential for the qualitative improvement in teacher education. This meant that teacher preparations should be adequately planned to enable the achievement of objectives, and this idea led to a review of vocational



education curriculum of which business education is a part in India since not much was achieved from the educational system. In this regard, emphasis was placed on the training of teachers and the curriculum was restructured accordingly. Lieberman, as far back as 1960 stressed the need for a tremendous change in the educational system of the United States. This change in the education system according to him would affect not only what was taught and how also such aspects of education as teachers' organizations, professional ethics, teacher education, the theory and practices of teacher compensation, etc. In Nigeria, there has been calls for decades by business educators on the need for a change in the curriculum for business education to reflect the present trend (Arukwe, 1990: and Ibe 1992). that train business education teachers to keep pace with the present development.

A critical assessment of the curriculum of different institutions showed that there are differences. These differences were also observed among States (Lieberman, 1967. It was on this account that Njoku, and Nwosu (2014) quoting Lieberman (1967) stated that one of the causes of imbalance in teacher education was as a result of a diffused decision-making structure. Every state according to Lieberman (1967) had its own procedure and the variations among and within them were almost beyond descriptions especially in the number of credit allotted to subject matter. In addition, the time allocations to the various components showed disequities. No wonder some graduates of business teacher education are more competent in the theoretical aspect than the practical'.

Obi (1988) reported that accreditation standards for teacher education programme require the teachers to complete formal methods of teaching, a period of teaching practice and other courses in the area of their subject specialization. But these standards to her were not strictly observed in the employment of business education teachers as a result of shortage of such teachers.

As a result of non-adherence to the accreditation of standard, It follows that, there is greater need for sufficient preparation of business education teachers for all educated persons and competency in business or knowledge of principles and methods of teaching and a cultural education.

Rationale of this Study

The adequate preparation of business education teachers is not a recent issue both in Nigeria and other countries. This has generated burning issues and discussions on them have been held at different fora. Yet, much is still not achieved. This may be partly as a result of faulty design of the curriculum or poor implementation of the curriculum or that inadequate training given to teachers may also be as a result of lack of agreement between the programme contents and its stated objectives.

It was on account of this that, Mmeremikwu-fiae, (2010), and Ugwuanyi (2010) have pointed out the need for in-service training for business education teachers, regular attendance to conferences and seminar. The problem of poor programme implementation has led to the production of different qualities of teachers who may not be able to effectively teach the business education subjects. A great number of authors have stressed the need for adequate preparation of business education teachers at various levels (), to enable them teach the subjects competently and contribute



effectively to national development. Some for decades have emphasized the need for up to date training equipment for business education teacher programmes (Nolan, 1967, Nwokolo, (1992) Oyedele 1992 and Ibe, 1992). To them, the business education programme should be properly equipped with the right training and up to date equipment. This is to enable the business education teacher remain current or keep abreast with technological changes.

The training received must be from a well known institution charged with the responsibility of the training of business education teachers, preferably a University, College of Education or a Polytechnic. The question is: What has been the training given to business education teachers to make them be relevant in the e-world so as to teach the business subjects and contribute effectively in making the human person functional?

The Status of Training Programmes for Business Education Teachers In Nigeria

At present, the training programme for vocational education teachers are run by Colleges of Education, Polytechnics and Universities. The training received by these teachers vary in terms of duration and certificates or degrees awarded. At the University level, the students at the end of the training are awarded degrees. While the Colleges of Education and Polytechnics award Certificates and Diplomas, respectively. However, products of Colleges of Education and Polytechnics cannot teach in the University.

There are variations in the curricula for business education programmes at the University, Polytechnic and College of Education levels. Even among the Universities that offer business education programmes, there are still minor variations in curricula. These variations in some cases, have reflected the names given to business education and programmes departments in these institutions. For instance, in some Nigerian Universities, business education is part of the Department of Vocational and Technical Education which includes options in technical, agriculture and home economics education. In still others, it is purely a Department of Business Education. These differences in curricula determine what is taught and therefore, the quality of teachers that are produced. One wonders whether or not these differences in curricula reflect difference in teaching content and have differences in quality of teachers produced. If it does not, there may be a case for streamlining of programmes to permit effective use of staff, equipment and facilities.

Consequent upon the difficulties of finding placements for higher degrees, particularly at the PhD level in Nigerian Universities, many teachers with Bachelors and Masters degrees in Business Education have been forced to get their terminal degrees in areas like Business Administration, Educational Administration and other Non-Business Education discipline. This invariably dilutes the content of their training at the University level. Since a number of these people teach at the University level, they are likely to produce teachers who do not also have wholesome exposure to business education training. This deficiency may be transferred to their students who transmit this down the line to even the secondary level.

There is a similar but slightly different scenario of the training which business education teachers receive even at the College of Education and Polytechnic level. The incidence of people who did not major in Business Education in their terminal degree teaching business education subjects also



exists at these levels. In addition, there exists here a situation in which holders of Higher National Diploma in Secretarial Administration with or without the NTTTC have to teach Higher Diploma students. Only very highly gifted teachers are able to perform very effectively and efficiently in this type of situation. Most are unable to perform creditably because while they may also have very strong technical competence, they may also be theoretically different. Since sound technical and theoretical background is needed for efficient performance as a business education teacher, an element of deficiency is automatically introduced in their teaching quality which reflects in their products directly or indirectly.

The training of business education teachers at all levels particularly in Nigeria is beset with numerous problems, the most important of which include shortage of funds, inadequate and mostly obsolete teaching equipment, shortage of skilled and qualified staff, ineffective implementation of the curriculum and the problem of work experience/teaching practice supervision and wrong teaching methodologies and strategies.

Poor funding has remained one of the perennial problems of Nigeria's educational system. It is, however, more critical for the training of business education teachers because business education is essentially a skilled subject and a lot of expensive equipment are required to teach the skills. incidentally, business education programmes have never received the right dose of funding required to ensure the production of teachers who are highly skilled in the use of sensitive equipment. The result is the production of teachers who are half-baked in the use of sensitive and relevant facilities. These are unable to subsequently impart necessary skills to students at the lower levels of the educational system.

In an attempt to elucidate further what Business education is all about, Nolan (1976) and Njoku (2016) have itemized some of the objectives of Business education as:

- To empower the individual with desirable skills, knowledge and value to perform specific functions as to become self-reliant.
- To help him appreciate the world around him and contribute maximally to the social, cultural and economic development of his nation.
- To empower the individual in such a way that the individual will develop his intellectual capability that would help him to make informed decisions in all spheres of life.
- To help the individual become a judicious spender and develop proper values for the achievement of healthy living and growth of the nation.
- To understand the political framework of a nation so as to contribute national economic development.
- To develop personal and business attributes that will enable her live meaningfully and decently in the society.
- To help provide an individual with factual information that would enable her take an informed decision concerning life.
- To provide educational opportunities for individuals preparing for students to acquire knowledge and skills other than chosen course of study.



The bold words above indicate what must be achieved in the preparation of a business education teacher so as to have functional skills that will ever meet the test of time especially in the e-world.

Data for the Study

Data was collected through secondary source. Curricula for business education\office technology and for Polytechnics and Colleges of Education. They were assessed\examined in line with technological trend and business education teacher preparation.

Objectives of the Study

The major objectives of the study was to critically examine the curricula for the preparation of the business education for functional skills.

To this end, the curricula of the for the preparation of business education teachers at the University, Polytechnic and College of education will be critically examine so as to ascertain the level of adequacy and relevance as well other relevant facilities for preparation. The courses are be put in cluster form.

**Examination of the Curricula
Federal Colleges of Education**

Course Title - I-T-P First Year	Course Title Second Year
Principles of Accounts I & II	Financial Accounting
Basic Mathematics	Business Law
Commerce I & II	Commerce III
Introduction to Economics I & II	Introduction to Monetary
Office Practice I & II	Economics
Shorthand Theory I & II	Office Management I
Typewriting (Keyboarding) I & II	Shorthand (70 WPM)
Methods of Teaching Business Subjects	Typewriting (30 WPM)
SIWES (8 weeks)	SIWES (8 weeks)
THIRD YEAR	Third year - secretarial studies
Advance Financial Account	Shorthand (80 wpm)
Business Finance and Economic Inst.	Business Finance and Economics
International Economics	Institutions
Auditing and Taxation	Typewriting (35 WPM)
Business Law II	Office Management II
Business Statistics	Business Law II
Cost Accounting	
Principles of Marketing	
Public Sector Economics	
Principles of Management	
Computer Appreciation	
Elements of Labour Econs	
Research Project	



Office Technology and Management Curriculum for Polytechnics

ND Level 1st and 2nd semester	HND 1st and 2nd semester
Tech. English	Shorthand IV
Introduction to business	I. C. T Applications I & II
S/hand.	Office Admin and Management I & II
I.C.T	Business Communication I & II
Office practice	Social Psychology
Principle of law	Business Law
Career Development	Research Methods
Modern Office Techniques	Nigerian Labour Law
Research Techniques	Professional career Development
Record Management	Human Capital Management
Desktop publisher	Advanced Transcription
Principles of Accounting	Data Management System
Social psychology	Oral Communication Skill
Principles of Economics	Element of Human Capital Management
Web page Design	Advance Desktop Publishing
Communication skills	M I S
Project	Professional ethics and Resp
Small business Management	Entrepreneurship Development
	Advance web page Design
	Project

The curricula of Colleges of Education and Polytechnics are standardized. There were no variations. These were produced by the National Commission for Colleges of Education and National Board for Technical Education.

Standard Four Year Degree Programme in Business Education

F irst Year	Second Year
Foundations of Vocational Education	Industrial W ork Experience
Shorthand I & II	Advanced Shorthand I & II
Typewriting I & II	Production Typewriting I & II
Introduction to Education	Curriculum Theory and Planning
Education Psychology I	Elements of Accounting I & II
Introduction to Computer	M icro -Economics Theory I
Principles of Economics I & II	Elements Marketing
Use of English I & II	Humanities I & II
Natural Science I & II	M ethodology in Business Education
Elements of Business	Educational Psychology II
Principles of Business and M arketing	Nigeria Marketing System & Commercial
Education	Policy
	Economics Theory II
	Humanities II



Third Year	Fourth Year
Industrial Work Experience II	Vocational Guidance
Business (Professional) Communication	Comparative History of Business and Marketing Education
Business Law and Govt. Regulations	Seminar in Business Education
Principles of Small Business Management	Teaching Practice II
Teaching Practice II	Educational Psychology III
Statistics for Social Sciences I	Fundamentals of Government Accounting System
Introduction to Financial Accounting I	
Evaluation in Voc. Education Research	Elective (Chosen one from the following)
Design in Voc. Education Transcription	I. Retail and Wholesale Management
	Principles of Advertising III. Cost Accounting Administrative of Voc. Education Administrative Office
Business Organization	Management Consumer Economics
Curriculum Implementation & Instruction	
Statistics for Social Sciences II Computer Application	Office Practice
Introduction to financial Accounting	Project
	Measurement and Evaluation
	Required Ancillary courses
	Elective - Choose one from the following:
	Cost Accounting II (2)
	Consumer Behaviour Analysis (2)
	Sales Management (2)

Courses were divided into:

- Professional Courses - (Office Education, Distributive & Accounting).
- Professional Education Courses
- Social Sciences and Statistic Courses

These are courses offered by 6 different universities. All the Universities studied offered industrial work experience, A total of 5 Universities offered Business Communication and seminar in Business Education while 4 universities offered administrative office management, business law and government regulations, shorthand, typewriting and transcription.. This is also the same with other courses.. Lack of uniformity was too prominent in the Vocational and Technical Education courses and this is not good for the programme.

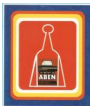


Courses Offered in the Department of Business Education (OTM Option) at Master's Level

1st Semesters	2nd Semesters
<ul style="list-style-type: none"> Research Methods Advanced Educational Statistic Contemporary Issues in Business Education Curriculum Development Forms Design & Records Management Word Processing Office Practice 	<ul style="list-style-type: none"> Industrial Strategies in Business Education Evaluation in Business Education Administration & Supervision Seminar in Office Education Empirical methods on investigation in Business Education Government Business Relations Thesis
First Semester (General to all Options)	1st Semester (OTM)
<ul style="list-style-type: none"> • Foundations of Business Education • Curriculum Development in Business Education • Administration & Supervision in Bus. Education • Advanced Entrepreneurial Development Edu • Seminar in Business Education 	<ul style="list-style-type: none"> a. Office Education/Office Management & Tech Option • Administrative Theory and Practice • Management Information System b. Marketing Education - Elective (Choose one) • Strategic Marketing/Management • Managerial Economics c. Accounting Education • Accounting Education • Managerial Economics
2nd Semester	2nd Semester
<ul style="list-style-type: none"> • Consumer Information Analysis Education Marketing Research & Information Management • Consumer Behaviour Analysis and Application • Issues in Marketing Policies & Practices in Nigeria • Research Project 	<ul style="list-style-type: none"> • Advanced Word Processing • Advanced Office Technology • Professional Business Communication • Forms Design & Records Management • Research Project

Discussions

A thorough examination of the different courses has shown that there is need to have a radical review of the business education programme at all levels if we want to prepare the teacher to handle the issues and challenges of the e-world. For instance, an indepth examination of the curricula for the programmes showed high level of inadequacies and irrelevance in terms of curriculum contents, non availability of equipment as well as the inadequacy and lack of qualified teachers, Furthermore, a big difference exist between the teaching\learning facilities and the facilities or

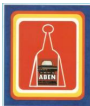


equipment in the world of work or specified in the curriculum . The qualifications of teachers teaching the subjects and the number of hours allocated to different subjects were not left out.. This, therefore underscores that the preparation of business education teachers is still a mirage after several years of clarion calls by Amaefule (1986), Davies, and Njoku, (1992) among others. This continued to the present as stated by Iweajunwa and Lekwa (2010) and Peter (2010).

An evaluation of the curricula of the programmes need to be reviewed. Courses for business education should bear its objectives in mind as well as the current change in technologies in all spheres of life. It follows, that the curriculum, the teaching learning facilities and the teachers must meet the standards set for the preparation of business education teachers. If that happens the teacher will be able to fit in the e-world since he has been prepared on the table below.

Empowerment for Functional Living/Skills

Types of Empowerment	Outcomes
Economic empowerment	Train a person to become judicious spenders and understand money is not everything and it must be worked for in the right way. Similarly, it teaches entrepreneurial skills, how to take ownership of assets and how to have income security.
Physiological empowerment	Enhances the person's consciousness, belief in self-efficacy, awareness and knowledge of problems and solutions and of how he can address problems that harm their quality of life. It creates in person self-confidence and gives him the skills to acquire knowledge. Njoku (2016) stated that in doing so, they ask for responsibility and are ready to account for it.
Psychological empowerment	When people are empowered psychologically, there will be change in attitude, cognitive, and behaviour which will lead to a positive change in value orientation, increased patriotism action, self esteem, self efficacy, self-consciousness as well as better psychological well being which will culminate in a peaceful and developing society (Oladipo, 2009). Without this, youth will exhibit wrong attitude and behaviours which may hinder any development. Their integration into the decision making process gives them a sense of belonging.
Spiritual empowerment	Instilling in an individual truth about his inner self, honesty in dealing with others, fight injustice without any form of intimidation, high level consciousness that will help the youths understand themselves better, relationship and other things around them. It is at this point that they begin to appreciate and value things. This is closely related to Mental and Moral empowerment.



Social empowerment	Developing a sense of autonomy and self-confidence and acting individually or collectively to change social relationships and institutions and discourses that exclude poor people and keep them in poverty.
Intellectual empowerment	Critical thinking skills that would enable a person analyze, assess, synthesis, define, distinguish and make informed decision. This gives room for individual differences.
Emotional empowerment	Become aware of how to use their emotions, i.e, their emotional state, understanding/mastery of self-awareness. Be able to say that 'he knows himself'. This is through the different levels of educational domains, e.g. discover, recognize, feel and use them to our own advantage instead of being beclouded by our own emotions.
Community empowerment	Helping an individual to take active part in community development, leadership and have increase control over their lives. This will lead to coming together to mobilize support for the community in their ways - road, power, companies, political, economic, health, etc. It addresses the social, cultural, political and economic problems that affect the community.
Cultural empowerment	It helps to create practices and redefine cultural rules and norms for youth.
Individual empowerment	Develops skills to exert control and improve competence as well as developing critical awareness to effectively collaborate for the betterment of organizations and communities (Zimmerman, M. & Rapport, 1988).
Production empowerment	Idacha (2006) harped on production empowerment as the basic focus of entrepreneurship initiatives. That it is determined by what the person trained wants to produce, how and for who? The goods are produced which leads to Marketing strategies.
Marketing empowerment	Magbagbeola (2004) saw Marketing empowerment as a crucial attributes of a business man. According to him, the Marketing strategies include: effective communication, self confidence and self -esteem.
Health empowerment	To help the youth to protect themselves and promote health and positive social relationship. It deals on healthy life style, Stress management, preventive of diseases, etc.
Political empowerment	It gives a clear picture of what politics is all about, what is out to achieve, and how it can impact positively on the lives of the people and that it is not a do or die affairs.

Njoku, C.U. (2016). *Empowering the youth with functional skills in the face of global challenges: A case for stakeholders.*



Recommendations and Strategies

Business Education teachers should be prepared according to existing trend. In order words institutions preparing them should examine the curriculum they would use upon graduation to teach their own students. This would help them to teach the courses as they should be subject taught.

Association of Business Education should establish an annual forum where business educators come together to share concerns or issuers like the Bar and medical Associations do. This would help break certain barriers in institutions instead of presenting papers alone during conferences,

There is great need to have a critical review of business education teachers curricula at all level. In reviewing any curriculum other studies should be looked into and you see what has been found out in the past that would be relevant to the present with reference to e-world. Thereby introducing standardization or uniformity, relevance and adequacy into curriculum content.

Since business education prepares individuals for teaching the curricula should include business ethics, office and business psychology, padding and rebranding, Teaching of Software, Communication Technology, Production & cost theories, decision making in perfect and imperfect marketing, French language and foreign language.

The teacher has to be prepared as a global worker (e-world). To this end, has to be well groomed in such a way that skill proinded are functional and can be used at any level and anywhere. That is either as a teacher, entrepreneur business man, employee, community rep, vocational counsellor, civic leaders and trainers among others..

In order to make work experience meaningful and practicable, it is important a work station be established in all the State or State capitals only. Alternatively, there is the need to arrange with organizations or establishments where these facilities are available.

This should be done by specialists in business education who have the mastery principles and knowledge with the skills so that the relevance and adequacy of the curricula contents will be taken into consideration. bearing in mind what obtains in the e-world.

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