

FUNDING AND ADMINISTRATIVE CONSTRAINTS AFFECTING BUSINESS EDUCATION PROGRAMME AT THE NCE LEVEL IN NORTH CENTRAL ZONE OF NIGERIA.

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Abstract

The purpose of this study was to find out funding and administrative constraints affecting business education programme at the NCE level in North Central Zone of Nigeria. The study adopted a descriptive research design. It was guided by two research questions and two hypotheses. The hypotheses were tested at 0.05 level of significance. The population of the study consisted of 12 Heads of Departments and 86 Teachers. A structured questionnaire was used to elicit responses. The tools used for data analysis in the study was the mean with standard deviation. The findings among others revealed that the respondents accepted 10 out of 12 items as funding constraints affecting the implementation of business education programme. It was revealed that there was no significant difference in the mean responses of heads of departments and teachers on administrative practices and funding of business education programme. It was recommended that NCCE, Federal and State Governments should ensure strict compliance to the provisions in the Minimum Standards by Provosts of colleges of education on funding to avoid constraints to effective implementation of business education programme.

Introduction

Nigeria has been able to lay much of the foundation upon which an excellent education structure would be built, in spite of wide range of challenges she faces. The need to redesign teacher education and the teaching profession especially business education programme in Nigeria is becoming increasingly imperative particularly if Nigeria is to achieve technological development soonest (UNESCO 2005). The reason being that teacher education and business education in particular is the foundation of quality in education which is the key that unlocks all aspect of development. Osuala (2004) defined business education as education for office occupations, distribution and marketing occupations, business teaching, business administration and economic understanding. Ugwoke (2011) also defined business education as the component of vocational technical education programme that prepares an individual for career in business and also to be an intelligent

consumer of economic good and services. In this era of globalization, Etonyeaku (2009) stated that business education contributes greatly in the economic development of any nation and has become an indispensable tool for development. The pre-requisites of the business education response to the 21st century include appropriate financial commitments to meet up with the demands of inculcating appropriate skills for the new economy. It was in the light of the foregoing that an empirical study on funding and administrative constraints affecting business education programme at the NCE level became imperative.

The school financing policies of any country are a reflection of its value, choices, its order of priorities in the allocation of its resources and its political philosophy. The issue of inadequate fund was considered in the work of Towe, (2000) as regards government declaration of free tuition which it has not provided adequate funds from its budget for capital subventions to the colleges. Funding to Colleges of education is far below expectation according to Awodi, (2000) which, has resulted to poor or lack of necessary workshops, training facilities and consequently dearth of business teachers. Business education is capital intensive, therefore, there is need for continuous funding to maintain and procure some equipment that are available. It has been observed that the source of business education system depends on proper planning efficient administration and adequate financing. At the moment, the co-ordination, planning and implementation of the business education effort is placed in the hands of the State Ministry of Education in the States and in the hands of the Federal Ministry of Education at Federal level. Financing of business education is necessary to provide adequate and balanced financial support for the business education system. Akinyemi (2001) stated that the poor quality of business education graduates include poor teacher quality in ICT, inadequate facilities and infrastructures, lack of motivation and incentives to business educators due to under funding of business education programme.

Education at all levels in Nigeria is grossly underfunded and sadly speaking, the government is wholly and entirely to blame for this. Government has enough on its hand to take on the full burden of exclusive funding of education. There is no way the same government can adequately fund education in all its ramifications (Umemezia, 2004). Soludo (2004) added that the biggest challenge facing the government is inadequate public spending on education. Again, the paucity and unreliability of data on educational financing makes it difficult to get an overall picture of the level of resources going into education or how much of these resources are used. The extent to which the objectives of producing disciplined, knowledgeable and devoted NCE teachers can be achieved depends, on a large measure, on the effectiveness of the administrator provided in the colleges of education for, according to Onubogu in Ezike and Odo (2003), good quality education is hinge on effective administration and funding. The implication, therefore, is that practitioners should strive for the promotion of those factors that would enhance school administration.

Osuala (2005) stated that, prior to Nigeria's independence, business teacher education like other vocational and technical education discipline was not given any thought in the Nigerian teacher education curricula. Igbino (2002) opined that business education is

currently being faced with poor funding which has resulted to inadequate teaching facilities, equipment, machines and materials. The result is that business education graduates are ill equipped to face the challenges of the industry. The extent to which the objective of producing disciplined, knowledgeable and devoted business teachers can be achieved depends to a large measure on the effectiveness of the administration provided in the colleges of education (Agomuo 2004). Although the National Policy on Education (2004) has stated the goals of business education, the implementation of this policy as contained in the Minimum Standards of NCCE (2002) is bureaucratically red taped. The above constraints have created a gap in knowledge, which needs to be filled. It is in recognition of this fact that funding and administrative constraints affecting business education programme at the NCE level in North Central Zone of Nigeria became necessary. The purpose of the study therefore, was to identify funding and administrative constraints affecting business education programme at the NCE level in North Central Zone of Nigeria.

Research Questions

The following research questions guided the study.

1. What are the funding constraints affecting business education programme?
2. What are the administrative constraints affecting funding of business education programme?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance to guide the study:

1. H_{01} : There was no significant difference in the opinions of Heads of Department and business education teachers on funding constraints affecting business education programme at the NCE level.
2. H_{02} : There was no significant difference in the opinions of Heads of Departments and business education teachers on administrative constraints affecting funding of business education programme at the NCE level.

Method

A descriptive research design was used in conducting the investigation on funding constraints affecting business education programmes at the NCE level in North Central Zone of Nigeria. The study was conducted in the North Central Zone of Nigeria. The North Central Zone comprises Niger, Nasarawa, Benue, Kogi, Kwara, Plateau States and FCT, Abuja. Since funding issues are national issues, it was necessary that an entire zone be studied in order to have a wider generalization. The population for the study consisted of 98 respondents comprising 12 Heads of Department and 86 Business Education Teachers. Since the population of teachers and heads of departments were not many, the entire population was used for the study.

A structured questionnaire consisting of 23 items was used to elicit information from the respondents on a five point Likert scale. The questionnaire was subjected to face validation by three lecturers from the Department of Vocational Teacher Education, University of Nigeria, Nsukka. The internal consistency of the questionnaire was ascertained using Cronback Alpha () reliability formula. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of probability.

The data for the study were analyzed using the Statistical Package for Social Sciences (SPSS). A cut-off point of 3.50 was chosen for decision rule. This limit of 3.50 is the upper limit of the mean (3.0) on a 5-point scale.

Results

Research Question 1

What are the funding constraints affecting Business Education Programme?

Table 1: Mean Ratings and Standard Deviations of Respondents Responses of Teachers and Heads of Department on Funding Constraints affecting Business Education Programme

S/N	Funding Constraints	$\bar{X}$	SD	REMARKS
1.	Poor funding renders the implementation of business education programme ineffective	4.74	.66	Agreed
2	Government subvention has not kept pace with students growth	4.14	.73	Agreed
3	The subvention granted to your college not adequate	4.43	.54	Agreed
4	The subvention do not come on time	4.17	.79	Agreed
5	Other charges for the day-to-day running of business education programme are not forth coming	3.88	.97	Agreed
6	Running cost of teaching aids are too prohibitive for your department lean financial resources	4.07	.68	Agreed
7	There are dilapidated structures and abandoned equipment due to poor funding	3.62	1.00	Agreed
8	Provision of funds for research and development are inadequate	4.5	9.57	Agreed
9	Lack of funding renders teaching facilities inadequate	4.59	.53	Agreed
10	Remuneration of personnel are inadequate	4.05	1.03	Agreed
11	There are lack of workshop and equipment due to poor funding	4.37	.53	Agreed
12	Late release of recurrent expenditure Cause delay in staff salary	4.16	1.01	Agreed

The results in table 1 indicates that the respondents agreed with all the 12 items as funding constraints affecting business education programme with mean () ratings and standard deviations between 4.74 to 3.62 and .66 to 1.00 respectively.

Research Question 2

What are the administrative constraints affecting funding of Business Education programme?

Table 2

Mean Ratings and Standard Deviations of Respondents Responses of Teachers and Heads of Department on administrative Constraints affecting funding of Business Education Programme

S/N	Administrative Constraints	$\bar{X}$	SD	Remarks
13	Business education depends on proper planning and efficient administration	4.67	.47	Agreed
14	Problems of business education not identified by the head	3.45	1.19	Disagreed
15	Problems of business education not properly communicated to government	3.22	1.34	Disagreed
16	The administrator does not take decision according to preferences or priorities by teachers	3.95	.78	Agreed
17	Decision making not properly analyze in line with students and societal goals and objectives	3.82	.74	Agreed
18	Decision making not systematically and sequentially followed	3.90	.77	Agreed
19	Corrupt practices by leaders rendered the administration of business education ineffective.	3.60	1.27	Agreed
20	Staff study leave hinders the administration of business education	2.57	1.01	Disagreed
21	Workshop and conferences pose constraints to effective administration	2.91	1.38	Disagreed
22	Students unrest constitutes constraints to administration	3.29	1.26	Disagreed
23	Staff condition of service pose constraints to administration of business education	3.52	1.06	Agreed

The data presented in Table 2 above revealed that the respondents agreed with 6 items with mean () ratings between 4.67 to 3.52 and standard deviations of .47 to 1.06. The respondents further disagreed with 5 items with mean and standard deviation ranging from 3.45 to 2.57 and 1.19 to 1.01 respectively. However, the value of the data indicates that the respondents were close to each other in their opinions.

Hypothesis 1

Ho1: There is no significant difference in the response of Heads of Department and

Business education teachers on funding constraints affecting Business Education programme.

Table 3: The t-test Analysis of Means Responses of Respondents on funding Constraints affecting Business Education Programme

S/N	Funding Constraints	HOD 12 $\bar{X}_1$	Teachers 86 $\bar{X}_2$			t-cal	P.V.	Decision
		SD_1	SD_2	$\bar{X}_1$	SD_2			
1	Poor funding renders the implementation of business Education Programme ineffective	4.75	.45	4.74	.69	.028	.977	NS
2	Government subvention has not kept pace with students growth	4.42	.79	4.10	.72	1.390	.168	NS
3	The subvention granted to your college not adequate	4.55	.75	4.45	.50	1.232	.221	NS
4	The subvention do not come on time	3.50	.90	4.27	.73	3.325	.015	S
5	Other charges for the day-today running of business education programme are not forth coming	4.08	.67	3.85	1.00	.786	.434	NS
6	Running cost of teaching aids are too prohibitive for your department lean financial resources	4.42	.51	4.02	.69	1.910	.059	NS
7	There are dilapidated structures and abandoned equipment due to poor funding	3.83	.94	3.59	1.01	.778	.438	NS
8	Provision of funds for research and development are inadequate	4.33	.49	4.63	.57	1.689	.095	NS
9	Lack of funding renders teaching facilities inadequate	5.00	.00	4.53	.55	2.935	.004	S
10	Remuneration of personnel are inadequate	4.25	.75	4.02	1.06	.713	.477	NS
11	There are lack of workshop and equipment due to poor funding	4.17	.39	4.40	.54	1.420	.159	NS
12	Late release of recurrent expenditure cause delay in staff salary	4.00	1.04	4.19	1.01	.594	.554	NS

The data in Table 3 reveal that there are no significant differences in the opinions of Heads of Department and Teachers on funding constraints affecting business education programme with probability values ranging from .977 to .059. This indicates that the probability value is greater than the stated value of 0.05 level of significance. However, there was a significant difference on the opinions of Heads of Department and Teachers on 2 items with probability values from .015 to .004 less than the stated value of 0.05 level of significance. With the above results, the hypothesis of no significant difference between the two groups of respondents on funding constraints affecting business education was upheld for 10 items but not upheld for 2 items.

Hypothesis 2

Ho₂: There is no significant difference in the response of Heads of Department and business education teachers on administrative constraints affecting funding of Business Education programme.

Table 4: The t-test Analysis of Means Responses of Respondents on administrative Constraints affecting funding of Business Education Programme

S/N	Administrative Constraints	HOD 12 $\bar{X}_1$	Teachers 86 $\bar{X}_2$			t-cal	P.V.	Decision
		SD_1	SD_2	$\bar{X}_1$	SD_2			
13	Business education depends on proper planning and efficient administration	4.83	.39	4.65	.48	1.258	.211	NS
14	Problems of business education not identified by the head	2.75	1.29	3.55	1.15	2.208	.062	NS
15	Problems of business education not properly communicated to government	2.57	1.44	3.30	1.32	1.546	.125	NS
16	The administrator does not take decision according to preferences or priorities by teachers	3.92	1.24	3.95	.70	.153	.879	NS
17	Decision making not properly analyze in line with students and societal goals and objectives	3.50	.90	3.86	.71	1.600	.113	NS
18	Decision making not systematically and sequentially followed	3.42	1.31	3.97	.64	2.377	.019	S
19	Corrupt practices by students rendered the administration of business education ineffective.	3.75	1.06	3.58	1.30	.430	.668	NS
20	Staff study leave hinders the administration of business education	2.17	.39	2.63	1.05	1.499	.137	NS
21	Workshop and conferences pose constraints to effective administration	2.42	1.62	2.98	1.34	1.324	.189	NS
22	Students unrest constitutes constraints to administration	3.92	1.00	3.20	1.27	1.876	.064	NS
23	Staff condition of service pose constraints to administration of business education	4.42	.51	3.40	1.05	3.289	.001	S

The results presented in Table 4 above indicates that there was no significant difference in the mean opinion of Heads of Department and Teachers on administrative constraints affecting funding of business education programme. The table shows that 9 items have probability values that ranged from .879 to .062, which are higher than the stated 0.05 level of significance. The table further revealed there were significant differences in the mean responses of only 2 items. Therefore, the null hypothesis is upheld.

Discussion of the Findings

The result of the hypothesis *in the response of heads of department and business education teachers on funding constraints affecting business education programme* indicated that there was no significant difference in the mean responses of Heads of

Department and Teachers on funding constraints affecting business education programme on 9 items. The null hypothesis was therefore upheld. This confirmed the views of Akinyemi (2001) who stated that the poor quality of business education graduates include poor teacher quality in ICT, inadequate facilities and infrastructures, lack of motivation and incentives to business educators due to underfunding of business education programme. In this period of technological flux, business education programme requires more funds than has been previously. Funds are needed for the procurement of computers, word processors and other office technologies for teaching and learning.

The result of the hypothesis **in the response of heads of department and business education teachers on** administrative constraints affecting funding of business education programme also revealed that there were significant differences in the mean responses of only 2 items. Therefore, the null hypothesis is upheld.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

It was concluded from the study that heads of departments and teachers agreed that funding is a serious constraint on the implementation of business education programme. The major constraints include lack of budgetary allocation and resources from government to colleges of education.

It was also concluded that business education should be given priority in decision making, planning, organizing, communicating, influencing and evaluating with regard to administration of business education programme.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The NCCE by its special position as a monitoring and supervising body over federal and states colleges of education in Nigeria should work harder to ensure adequate funding of business education n programme by the government. It should also ensure strike compliance of the provisions in the Minimum Standards by Provost of Colleges of Education on procurement of adequate modern teaching equipment and instructional facilities to avoid funding constraints affecting business education programme.
2. Government and other corporate and private bodies should be adequately enlightened on the need to provide business education departments in colleges of education and thus solicit for their unflinching support. These colleges need funding to procure the much needed equipment so as to assist the trainees in acquiring and developing knowledge and skills transferable to jobs available in the business world.
3. Since Association of Business Educators of Nigeria has become a reputable and recognized body of eminent scholars, it can mount pressures on the government to make adequate budgetary provision for funding of Business Education programme in Colleges of Education.

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