



## **ORGANIZING AND MANAGING BUSINESS EDUCATION IN NIGERIA**

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### **Abstract**

*The world today is challenged with high motion of knowledge explosion giving rise to new dimensions of thought among scholars in all disciplines. There is no area of human endeavour that has not been affected by the current challenge of knowledge explosion and technological advancements. This phenomenon has further challenged tertiary institutions' administration in their effort towards adopting best practices in organizing and managing knowledge instruction and learning. Business education is not left behind in the current challenges. Thus, this package focuses on organizing and managing business education with special affinity to business teacher education and training, business studies at basic education level, professionalism in business education, and work skills acquisition in Business education. The discipline of Business education has been conceived in this paper as a course of study that enables its recipients to acquire basic knowledge, attitudes and work skills required for business office routine functions like: creating and keeping records of accounting and marketing transactions, entrepreneurial exploits and business studies pedagogy. The paper briefly conceived the concept and academic components of business education, the administrative and academic functions involved in organizing and managing business education. The various bodies involved in organizing and managing business education were equally discussed. To capture the direction suggested in the title of this paper it further discussed organizing and managing business teacher education and training, business studies at basic education level, professionalism in business education as well as skills acquisition in business education. The paper also uncovered the challenges of organizing and managing business education in Nigeria and drew up a conclusion that the task in organizing and managing business education is not an easy one since it involves bodies and functions that are critical to the growth and development of business education sand business educators in tertiary institutions. Finally, the paper recommends among other measures that business educators should remain committed in the discharge of their employment responsibilities, and function with good inter personal relations in support of business education leadership and their employers at alltimes.*

**Keywords:** *Organizing, Managing, Business Education, Teacher education, Basic education, professionalism, skills acquisition.*

### **Introduction**

Business education has been variously described by scholars in the discipline Idris (2016) noted that business education includes education for office occupation, distribution and marketing occupations, business teaching, business administration and economic understanding. In line with this definition, Nwosu (2003) posited that business education is education FOR and ABOUT business; with the primary purpose of preparing individual recipients for gainful employment in business occupations, whether paid employment or self-employment the emphasis is on exposure to and acquisition of knowledge, skills and attitude relevant and adequate for employment in specific business occupations. Shehu (2013) noted that business education is a programme of studies which aim at creating awareness in business occupations, preparing beneficiaries to be better citizens, better consumers of goods and services, and intelligent business teachers. Business education enables its recipients to acquire basic knowledge of business and the economy; acquire office occupational skills



and basic entrepreneurial knowledge. The above discussion shows that business education is one of the vocational education courses aimed at equipping its beneficiaries with skills and competences needed to secure employment in business organization offices or to be self-employed.

Business Education houses four academic programme components as follows:

- i. **Accounting Education Option:** Aniagor (2016) noted that the accounting education option of business education focuses on the preparation of intelligent graduates who will possess sufficient knowledge in accounting principles and practice, and who will be competent to impart accounting knowledge to others.
- ii. **Entrepreneurial Education Option:** The entrepreneurial option of business education also focuses on enabling the recipient to be entrepreneurially conscious, be able to survey any given environment and visualize the type of business that could successfully thrive in the environment. The Entrepreneurial option also prepares the beneficiary to be able to explore business opportunities and be able to pool resources together to pursue the opportunity (Okoye2016).
- iii. **Marketing Education Option:** The marketing education option of business education is designed to ensure the preparation of well-informed business education graduates who will be capable of exhibiting intelligent behaviours, conduct and knowledge in all forms of exchange transactions involving requisition, purchases, containerization, store and stock keeping, and salesmanship. The marketing education option is a lucrative discipline especially in considering the unemployment situation in our society today (Adibe, 2018). The marketing option is entrepreneurial oriented and can spur one to be entrepreneurially inclined.
- iv. **Office Technology and Management Option:** The office technology and management focuses on grooming the beneficiaries who will specialize in the study, and be able to use and apply modern office electronic equipments in the discharge of office functions. The programme exposes its recipients to the use of modern office technologies in carrying out office information related tasks. The office technology and management (OTM) is focused on the preparation of graduates who are well informed in office routine functions, office technology and office management and administration in both the private and public organizations (Dimelu,2018).

### **Organizing and Managing in Business Education**

Osagie (2017) asserted that organizing and managing business education involves careful process of handling all the academic and administrative functions and activities of business education in order to achieve its pre-determined goals as a department. The realization of the goals of business education is a Herculean task of business educators in institutions where business education is offered either as a department or as an academic programme.

Ericson (2018) noted that organizing and managing academic discipline such as business education involves the determination and coordination of the administrative and academic instructional roles, activities and functions that guarantee the smooth operations of business education discipline; it involves the development of the beneficiaries, well equipped with the knowledge, attitudes and performance skills expected of business education graduates in the present day technological driven world. The administrative tasks involved in managing business education include:

- a. Keeping with established standard, rules and regulations
- b. Securing staff with requisite knowledge and performance skills.
- c. Stimulating staff interest and cordial work relationship
- d. Division and definition of functions, provision of work materials, and provision of conducive work environment.
- e. Admission of qualified candidates into the programme
- f. Strict observation of hierarchy of authority.

On the other hand, the academic instructional functions involved in managing business education include:



- a. Ensuring the design of marketable academic programme
- b. Ensuring that good hands i.e. business educators are engaged for instructional purposes
- c. Clear work division and allocation of instructional functions.
- d. Playing to standard and maintaining quality instructions.
- e. Performance teaching supervision and evaluation of instruction and students learning
- f. Availability of needed materials and facilities for instructional purposes

The above administrative and academic instructional roles involved in organizing and managing business education are inter-related and inter-woven. They are much dependent on each other and serves as the hub for the smooth operations of business education in tertiary institutions.

It is pertinent that we further conceive organizing and managing in business education to imply a process of defining and sharing work responsibilities among business education work-force in order to ensure that they work cooperatively and in cordial relationship with one another towards achieving business education goals (Jefferson 2015). In organizing and managing education the following activities will be considered important

- a. Availability of the required workforce with the requisite job skills
- b. Establishment of objectives to be achieved.
- c. Identification of activities to accomplish objectives
- d. Establishment of rules and regulations guiding performance
- e. Provision of needed resources for the performance of the work
- f. Ensuring that each group leader is given the authority to control others
- g. Ensuring that the group maintain adequate work cohesion and that they cooperate with one another (Jefferson,2015).

Osagie (2017) further noted that for all heads of academic discipline to be fit for academic functions of organizing and managing, the scholar should:

- i. *Be Academically Sound:* in the specific/discipline in question
- ii. *Be Mentally Fit:* This implies the ability to understand and to learn, the possession of mental vigor, judgment and adaptability
- iii. *Be Morally Sound:* Possession of physical energy, firmness, willingness to accept responsibility, initiative, loyalty, tact and dignity
- iv. *Possess Verifiable Academic Background:* That is, the fellow must be intelligent and sound with verifiable academic qualifications.
- v. *Be Technically Skilled in the Field:* That is, the fellow must possess work skills peculiar to the field of business education
- vi. *Possess Wide Spectrum of Academic Leadership Experience:* Possession of wealth of experience in instructional delivery, instructional supervision and curriculum design. Imegi (2016) also pointed out that a good administrator in the field of business education must possess: sound physical health, adequate mental ability, moral integrity, sound general education and specialized technical skills in the broad and specific fields of business education.

### **Bodies Involved in Organizing and Managing Business Education in Nigeria**

It is proper to recognize the important bodies involved in organizing and managing business education in tertiary institutions in Nigeria education system. The understanding is that through the recognition of these bodies, our discussion may have a better focus with the assimilation made much easier. These bodies include:

#### **The Federal Ministry of Education**

This body has the responsibility of organizing and managing the entire education system in Nigeria. This essential responsibility is performed by the Federal government through the Federal Ministry of Education and other established commissions, boards and agencies. The Boards, commissions and agencies function in collaboration and interactions with the Federal Ministry of Education in ensuring the discharge of their functions in organizing and managing the education system, business education inclusive as part of the



education system. Thus, the Federal Ministry of Education is the umbrella body that is trusted with the responsibility of organizing and managing education in Nigeria. The Federal ministry of education in this regard is saddled with the multiple responsibilities of formulating educational policies, provision of funds and facilities and ensuring implementations, progress, evaluation and reporting of all education activities. It is concise to say that organizing and managing business education cannot be treated in isolation, as it is part of the general education system. Thus, in organizing and managing the education system, the Federal ministry of education performs the following essential functions:

- i. Sponsors all activities of education in Nigeria
- ii. Coordinates all educational activities in the country
- iii. Formulates educational policies and laws in the country and ensures they are carried out
- iv. Determines as appropriate the desired changes needed in the education system
- vi. Determines good measures to improve and sustains high standards of operations in the education system

### **Boards, Commissions and Agencies**

Again, in order to further ensure efficiency and effectiveness, in organizing and managing business education in Nigeria especially at the tertiary education level, administrative commissions and boards are put in place to ensure prompt discharge of essential functions needed to expedite actions in the administration-organizing and managing education in Nigeria. Thus, to effectively carryout the activities involved in organizing and managing business education in tertiary institutions in Nigeria, the following commissions have been established and put in place to function under the administrative canopy of the Federal Ministry of Education.

- a. **The National Universities Commission (NUC):** This body was established in 1962 and it is charged with the responsibility of coordinating all the activities of recognized universities in Nigeria. Thus, it functions to develop minimum academic and administrative standards of operations needed in every recognized university across the nation.
- b. **The National Commission for Colleges of Education (NCCE):** This is another body established in 1989. It has the responsibility of over-seeing all the activities of accredited colleges of education in Nigeria. The body develops minimum academic and administrative standards of operations and ensures that all colleges meet with the standards of operations.
- c. **The National Board for Technical Education (NBTE):** This board is charge with the sole responsibility of coordinating the activities of polytechnics and monotchnics across the country. NBTE was established in 1977 to ensure effective operations of all recognized polytechnics in Nigeria. The body equally has minimum standards of operation as a guide that governs all the academic and non-academic (administrative) activities of all accredited polytechnics in the country.

Further in the functions of organizing and managing business education, the NUC, the NCCE and the NBTE performs the following identical roles:

- i To respectively coordinate the academic activities of the universities, colleges of education and the polytechnics.
- ii To constantly keep in touch with the Federal Ministry of Education while ensuring that policies and regulations in the operations of the respective arms are carried out
- iii To ensure that the BMAS is designed for all university programmes including business education and that the BMAS is adhered to.
- iv To adequately carry out resource visitation as the need arises in the respective arms of the system. This is vital in order to ascertain the readiness of institutions in floating a new discipline.
- v To constantly carry out accreditation exercise as the need arises in the respective arms of the system While ensuring that the minimum standards are maintained.



### **The Tertiary Education Trust Fund (TETFUND)**

The Tertiary Education Trust Fund (TETFUND) is an agency under the Federal Ministry of education with the sole aim of providing focused and transformative intervention in public tertiary institutions in Nigeria through provision of fund, education facilities and education staff development. The cooperate objectives of the TETFUND are to:

- i. Provide fund for educational facilities and infrastructural development.
- ii. Promote creative and innovative approach to educational learning and services.
- iii. Stimulate, support and enhance improvement activities in the educational areas like; teacher education, teaching practice, library development and special education programmes.
- iv. Champion new literacy enhancing programmes as scientific, information and technological literacy.

It is pertinent to point out that many colleges of education and faculties of education as well as the polytechnic OTM departments have benefited from the sponsorship and provisions of the TETFUND in ensuring functional teacher education and improved office technology education in the production of business education and office technology and management graduates.

### **Tertiary Education Institutions**

It is pertinent to point out here that tertiary education institutions are where the business education programmes are offered and implemented. However, not all tertiary institutions across the nation offer business education. Thus, the tertiary institutions that will be our prime focus here are the universities, colleges of education and the polytechnics where business education is offered. The institutions housing and offering business education in Nigeria are numerous. However, the target in organizing and managing business education in tertiary institutions in Nigeria is to ensure that best practices in business education are maintained. Again, that instruction, quality assurance, quality services, quality output as well as currency in information flow and transmission in business education are maintained in the various tertiary institutions.

### **The University, College and Polytechnics Council**

Each tertiary institution in Nigeria operate under the council members who are often appointed by the federal government through the Federal Ministry of Education. The councils serve to moderate the management of each institution. Thus, each Head of the institutions the Vice Chancellors, the provosts, the rectors are all responsible to the council of each of the institutions. Atimes, it is the onus of the council to endorse huge capital expenditure or capital provision needed for the smooth operations in the institution including business education.

### **The Business Educators**

Discussion on organizing and managing business education may be limping if one fails to mention the important role of the business educators as teachers and learning facilitators. In the classroom the business educators are charged with the responsibility of transmitting what is specified in the curriculum to the students of business education. The business education students no doubt are committed to the business educators teaching. However, the effectiveness of such teachers and students interaction and the transmission of knowledge depends on the quality of the business educators-academically and professionally. Academically, the business educator should possess adequate knowledge of the content to deliver, i.e the subject matter to impart to the students. Professionally, they should also possess the skills and varied teaching methods of imparting the knowledge to the students.

### **Business Education Students**

At this point, the business education students are viewed as important body elements in organizing and managing business education in Nigeria. Business education students are the group beneficiaries of business education programme in tertiary institutions. Thus, without the students, there will be no need and basis for organizing and managing business education in Nigeria. Considering their relevance, the students as learner elements cannot be waved aside in this discussion. Again, organizing and managing business education may not



be thought of if there is total absence of the students in business education.

### **Activities Involved in Organizing and Managing Business Education in Nigeria**

Organizing and managing business education in Nigeria is tasking more especially in this era of knowledge explosion where technology has impacted on all discipline through instruction and new modes of learning. To ensure that business education is adequately channelled to achieve its competitive objectives in the four programme options of: Accounting Education, Entrepreneurial Education, Marketing Education and Office Technology Education, the navigation activities in business education becomes imperative for discussion. These activities include:

- i. **The Design of Business Education Programme:** Among the first priority in organizing and managing business education is the design of appropriate business education programme. The programme must be explicit and simple to understand. Both the philosophy and objectives of the programme should be achievable through business education instructions. Above all, the programme should look current, competitive and marketable.
- ii. **Students Admission:** This is one of the essential and critical functions in organizing and managing business education. It is a yearly function, and the criteria for selection is often based on JAMB (UME) cut-off score. The cut-off score for each year is often determined by the respective management bodies of the three arms of Tertiary Institutions.
- iii. **Recruitment:** It is glaring that staff recruitment is often the task of coordinating bodies and authorities especially at the initial take-off task. However, in subsequent recruitment, core business educators from within the institution may be involved in the exercise. Where this obtains, care should be taken to ensure that core business educators are recruited. Again, that such recruitment is based on human resources needs assessment in business education. Essentially, management (institutional authorities) should be guided to ensure that recruitment takes cognizance of the human resources needs in the various academic programmes of business education all the time.
- iv. **Instruction and Learning:** Business education instruction is not an all-comers game; it is a specialized function that requires specialized training and vast spectrum of knowledge in the broad fields of business education. Accounting Education, Entrepreneurial Education, Marketing Education and Office Technology Education. Again, business educators need to be broad in content and in evaluation approaches. Business education instruction is best delivered with proper evaluation approaches especially where core business educators are involved rather than where they share communion with interlopers.
- v. **Instructional Supervision:** Instructional supervision in business education is a process or an activity, whereby business educators by means of visiting the classes, advise and stimulate interests of colleagues and students of business education, help to improve teaching and learning situations in business education. It is in fact, a vital process, which by means of advice, direction and discussion help to see that available resources like: business education manpower, finance and other capital resources are judiciously utilized in achieving business education instructional objectives.
- vi. **Departmental Meetings:** Organizing and managing business education requires that the department be having staff meetings from time to time OR as the need arises in an emergency situation. This is to ensure adequate coordination of staff and activities as well as cohesion and cross-pollination of ideas and thoughts among business educators. The departmental meeting should always prevail in an atmosphere of freedom. The meeting should serve as an opportunity to dispel existing or fuming tension and suspicion among staff-academic and non-academic.
- vii. **Resources Visitation:** The very essence of resource visitation is to clearly ascertain the availability of needed resources-human, materials, structures-classroom and



laboratories available on ground and in readiness to prompt the floating of a new academic programme. Resources visitation also help to determine the carrying capacity of each department or programme based on facilities, resources- human and materials that are available for use. In organizing and managing business education in Nigeria, this exercise becomes very imperative in order to ensure that minimum standard is maintained all the time.

- viii. **Students Learning Evaluation:** In organizing and managing business education, institutions maintain evaluation process that measures the extent of instructional coverage by business educators as well as the degree of learning by students. Evaluation in business education could take the form of class written test, group assignment, individual take home assignment, classroom task presentation or group discussion and presentation.

Accordingly, external examiners are engaged and the experts are expected to give a written report on the external examination exercise. The report is usually addressed to management of the institution. The report is often expected to cover the standard of the question, the coverage of the course content (i.e. the curriculum); the adequacy of the questions in line with the level of the students as well as the teachers marking standard, and the design presentation, and use of the marking guide.

- ix. **Accreditation Exercise:** The accreditation exercise is very close in approach with the resources visitation. The resource visitation focuses on ascertaining the extent of readiness for take-off of a particular programme, the accreditation exercise focuses on the level of operation in specific academic programmes in all arms of tertiary institutions in line with the BMAS prescriptions. The accreditation exercise therefore, as an evaluation technique instituted by the various arms of the tertiary institutions in Nigeria tries to ascertain the extent or level institutions under the various arms of tertiary institutions comply with the BMAS.

### **Organizing and Managing Business Teacher Education and Training**

Teacher education is that aspect of the education system aimed at the production of qualified teachers- to be fed into the education system especially at the primary and post primary levels of the education system. Zacks (2012) asserted that teacher education aim to produce quality teachers that will professionally be responsible for the implementation of the educational subjects curriculum at the primary and the secondary education levels. The teacher education system is an important aspect of the education system especially when one considers the various professional training activities that are embedded in the curriculum content of the system. Dike (2015) asserted that teacher education in Nigeria has provided the ample opportunity for the registration of both in-service and pre-service teacher trainees with the Teachers Registration Council of Nigeria (TRCN). The TRCN is the body saddled with the Registration and Professionalization of Teaching in Nigeria.

The colleges of education and faculties of education have the responsibility of producing professional teachers tasked with the responsibility of curriculum implementation in all subjects areas in the primary and in the secondary schools. Colleges of education are professional in nature because they offer recipients with professional subjects contents enough in skills and in methods to enable the teachers including business education students on graduation to become professional and specialist teachers who can competently and successfully deliver instruction within their respective areas of specialization.

### **Activities Involved in Organizing/Managing Business Teacher Education and Training**

There is no clear distinction between organizing and managing business education from organizing and management teacher education as business education is part of the teacher education system. It is pertinent to recall that Kadir, (2015) as earlier cited in this package has been quoted thus: organizing and managing business education or business teacher education involves the following tasks:

- i. Planning the curriculum or academic programme in conformity with the benchmark provided by the regulatory body (NCCE) or NUC for faculty of education.



- ii. Recruitment of best quality business teacher educators
- iii. The test of resources visitation
- iv. Provision of physical facilities
- v. Identification of duties (course allocation), identification of staff in charge, schedule of work groups and appointment leaders to supervise and monitor activities
- vi. Ensuring that performance is in line with goals determined
- vii. Devise leadership and control of the activities and communicate as appropriate.
- viii. Instructional services/regular administration meetings and interactions.
- ix. Assessment of teaching and learning(examination)
- x. Marking and grading; and other administrative functions as circumstances may demand.

All these are vital because the task of organizing and managing business teacher education is tedious and multiple. Activities need to be well performed, monitored and discharged. All the various activities need to be supervised, students and staff, physical and material resources need to be made available, rule and regulations guiding performance need to be provided. All those involved in the various activities in organizing and managing teacher education need to be well informed and guided (Kadir 2015).

**Organizing and Managing Business Studies at the Universal Basic Education Level**

The Federal Republic of Nigeria (2008) through the instrument of the national policy on education asserted that the universal basic education shall be of 9-year duration, comprising of 6 years of primary education and 3-years of junior secondary education. The UBE shall be free and compulsory. Also, Igborgbor (2009) asserted that the universal basic education (UBE) has three (3) levels or layers to include:

- i **Lower Basic:** This consists of the first three (3) years in the primary school. This implies that the lower basic consists of primary 1 to primary three(3)
- ii **Middle Basic:** The middle basic consists of the second phase of the UBE. The middle basic consists of primary four (4) to primary six(6)
- iii **Upper Basic:** This is the last phase of the UBE; it consists of the junior secondary school level and spans from JSS 1-JSS3.

In line with the above (Odah and Ohaegbulem 2015) and Onwuka (2008) respectively asserted that the Nine year universal basic education curriculum is divided into three level, namely: The lower basic education core compulsory and elective subjects spanning from primary 1- primary 3; the middle basic education core compulsory and elective subjects spanning from primary four (4) to primary six (6) and the upper basic education core compulsory and elective subjects spanning from JSS 1 to JSS 3. The subject content in each of the layers of the UBE has been articulated and distributed as shown in the table below:

**Table 1: The Universal Basic Education (UBE) Subject Content**

Basic Education Curriculum Level	Core compulsory Subject	Elective
Lower basic Education curriculum Pri. (1-3)	Middle basic curriculum pri.(4-6)	<ol style="list-style-type: none"> <li>1. English studies</li> <li>2. One major Nigerian languages (Igbo, Hausa and Yoruba)</li> <li>3. Mathematics</li> <li>4. Basic science and Technology</li> <li>5. Social studies</li> </ol>



	language (Igbo, Hausa and Yoruba)	1. Agricultural Science
	3. Mathematics	2. Home Economics
	4. Basic science and technology	3. Arabic
	5. Social studies	
	6. Civic Education	
	7. Cultural and Creative Arts (CCA)	
	8. Religious studies	
	9. Physical & Health Education	
	10. Computer studies	
	11. French language	
English studies		1. Agricultural Science
2. One major Nigerian		2. Home Economics
		3. Arabic
Upper basic JS 1-3	1. English studies	
	2. One major Nigerian language (Igbo, Hausa and Yoruba)	
	3. Mathematics	
	4. Basic science and technology	
	5. Social studies	
	6. Civic Education	
	7. Religious studies	
	8. Cultural and creative Arts (CCA)	
	9. Physical & Health Education	
	10. French language	
	11. Basic Technology	
	12. Computer studies (ICT)	
1. Agricultural Science		
2. Home Economics		
3. Arabic		
4. Business studies		

Source: NERDC the 9 year Basic Education curriculum at a Glance. Lagos: NERDC Press.

In tracing to locate the business studies subject in the table above, one discovers that business studies have no place in the list of core compulsory subjects in the three layers of the Universal Basic Education (UBE). In support of this observation, Okoye (2016) asserted that the truth is that business studies are not found in the list of core compulsory subjects in the lower, middle and upper levels of the universal basic education programme. This non-inclusion has been viewed by business educators as improper and mere suppression of the relevance of business studies in laying the needed foundation for entrepreneurial and business education in Nigeria education system. As an elective subject under the upper level of the UBE, Business studies secure little or no attention in the Basic Education System. This no doubt relegates and suppresses the relevance of business studies in laying the needed foundations in Trade and Entrepreneurial subjects in the education system. For business education to receive the needed attention in organizing and managing business studies, first it has to receive the needed attention and the placement be re-ordered to become one of the compulsory subject in the basic education system.



**Table 2: Review of the 9-year Basic Education Curriculum**

<b>Lower Basic Education Curriculum ( Primary 1-3)</b>	<b>Middle Basic Education Curriculum ( Primary 4-6)</b>	<b>Upper Basic Education Curriculum ( Jss1-3)</b>
Core Compulsory Subjects	Core Compulsory Subjects	Core Compulsory Subjects
1. English Studies	1. English Studies	1. English Studies
2. One Major Nigerian Language (Hausa, Igbo or Yoruba)	2. One Major Nigerian Language (Hausa, Igbo or Yoruba)	2. One Major Nigerian Language (Hausa, Igbo or Yoruba)
3. Mathematics	3. Mathematics	3. Mathematics
4. Basic Science and Technology	4. Basic Science	4. Basic Science
5. Cultural and Creative Arts (CCA)	5. Cultural and Creative Arts (CCA)	5. Cultural and Creative Arts (CCA)
6. Pre-vocational Studies	6. Pre-vocational Studies	6 Pre-vocational Studies
7. Religion and National Values	7. Religion and National Values	7. Religion and National Values
	8. French Language Language	8. French
	9. Basic Technology	
	10. Business Studies	
<b>Elective Subject</b>	<b>Elective Subject</b>	<b>Elective Subject</b>
1. Arabic Language	1. Arabic Language	1. Arabic Language

**Source:** Adeneye and Oludola (2013) *Recent Curriculum Reforms in Primary and Secondary Schools.*

Adeneye and Oludola (2013) pointed out that Business Studies was recorded in the review as shown in the table above to appear as one of the core compulsory subject under the upper basic education level. Not much has been achieved in this new development. The contention is that Business Studies should appear in the Lower, Middle and Upper Basic Education levels respectively as core compulsory subject in order to harvest the dignity of the subject in laying the needed foundation for Trade and Entrepreneurial studies in the education system.

**Organizing and Managing Professionalism in Business Education**

Peterson (2016) noted that the establishment of a professional body and professional workforce transition to professional body status requires a new dimension of thought in conduct and in services delivery. Thus, a transition from trade unionism to professionalism requires that the practitioners be

- i Set to show improved positive professional attitude towards clients from all the perspectives such as improved maintenance of personality, knowledge, communication and client management;
- ii Maintenance of professional attitude like discipline, hard work, commitment and keenness towards clients
- iii The development of positive thinking, beliefs, confidence, and self-sufficiency



### **Proposed ABEN Professional Membership Classification**

ABEN professional body membership status needs to be well defined and classified. The membership status or categories must always be recognized among members. To further shape up ABEN professional body, the membership must be classified to include the following categories:

- i. **Students Membership (SMABEN):** This membership category is to cover all students of business education and office technology and management who are currently studying in any recognized University, College of Education and Polytechnic. The students membership identity card will to be issued to students on registration. They shall be required to be paying annual membership dues as well as annual conference registration dues. Student membership identity is to expire on the expected date of graduation. Each institution, is to provide ABEN headquarters with the comprehensive list of all registered students in their school. Proceed from student registration shall be used by each institution in maintaining ABEN local office in each institution.
- ii. **Associate Members (AMABEN):** The Associate Membership of ABEN shall be a core business educator. The minimum qualification for this category should be those with NCE in business education; HND in office technology and management as well as those with first degree (B.Sc(ed) or (B.Ed) or any of its equivalents in the field of business education. Associate members are NOT FULL member; therefore they will not be issued with a membership certificate. To qualify to be recognized by ABEN body as an associate member, prospective associate members must provide evidence confirming that, he or she has attended ABEN annual conference for two consecutive years in the immediate past.
- iii. **Confirmed Member (CoMABEN):** Confirmed membership of ABEN must be core business educators. The minimum qualification for the category should be holders of an M.Sc (ed) or above in business education. Prospective confirmed membership (CoMABEN) must have attended ABEN annual conference for five consecutive years; and must have publish NOT less than two journal articles in ABEN journal. All confirmed members are entitled to be issued with membership certificate. All membership certificates has a life duration of one (1) year only. Membership certificates therefore, shall be renewable every year, during conference registration.
- iv. **Fellow Membership:** This is to be the highest category of academic membership of ABEN. It will be reserved for distinguished scholars in business education. To qualify for the class of *fellow*, the prospective candidate must have successfully been in business education academics and pedagogy for Not less than twenty years. The candidate should also not be less than the rank of a Chief Lecturer or a professor in his employment as a business educator. All fellow members must be financial members and must have attended ABEN Annual National Conference for the past five years without a break.
- vi. **Life Members (LiMABEN):** This is often an honorary membership award reserved for recognized academia, mentors, foundation ABEN members, successful academic elders. It is not an academic title but reserved for retired business education elders who made much significant wave during the period of their active service. Life members may not necessarily be expected to present papers but may be required to attend each annual conference

All the above suggest, that ABEN shall maintain a membership register for all the categories of members, employment contact addresses as well as their financial status in ABEN. Each class of ABEN member shall have a name-tag or brouch to identify the membership category of members. The use of ABEN colour here will be very important.



### **Organizing and Managing Business Education for Skill Acquisition**

Skill in this paper is seen as a performance ability and performance dexterity of an individual employee in handling business resources-employees, equipment and system in the discharge of a given function. It is the ability to do something well, usually gained through training or experience. Again, skill may be viewed as the ability to achieve some end result with maximum certainty and minimum outlay of energy or of time and energy. Skill acquisition in business education is needed for superior performance in relation to other counterparts in business office occupation and in business education delivery services.

The work performance skills in business education are too numerous to be listed in this little space. However, Adams (2018) have noted the following ten work performance skills as the most common in business education. They include:

- a. **Business Management Skill:** This involves among other skills the ability to manage and coordinate the activities of a given business successfully on a profit basis.
- b. **Communication Skills:** This involves the ability to be vocal (self-expression) and the ability to draft, write and raise business documents (reports, letters, notices and other important documents)
- c. **E-Skills:** This involves the ability to use the computer to prepare simple business documents, skills in composing, editing, scanning, web surfing, desktop publishing document retrieval as well as the skills in photocopying and in laminating business documents
- d. **Leadership Skills:** This involves the ability to direct, influence, control and channel the activities of others or (workforce) towards goal achievement.
- e. **Financial Skills:** This involves the ability to handle funds of business venture, the ability to distinguish between business and personal expenses and to maintain accurate financial details for reference purposes or for future decisions.
- f. **Inter-personal Skills:** This involves the ability to maintain cordial relationship with other people; it is the ability to be sociable; the ability to respect the opinions and feelings of other people in work group or in any social group.
- g. **Decision Making Skills:** This involves the ability to be critical in thought, the skill to assess a given situation and pass judgment on what is right or wrong
- h. **Team Work Skill:** This is the skill to motivate workforce to perform. It involves the ability to develop love for others and to be loved and accepted by other people. It also involves the ability to be task oriented.
- i. **Problem Solving Skills:** This involves the ability to be critical in thinking, ability to possess sense of evaluation, negotiation as well as high level of courage in task situations.
- j. **Teaching and Research Skills:** This involves the ability to deliver instructional services in one's areas of specialization in business education, sound knowledge of skills and methods in business education pedagogy. It also involves the ability to spot research problems and methods, research population, and the ability to analyze result and report findings appropriately.



### **Skill Acquisition Strategies in Business Education**

The focus here is to discuss some of the approaches that could be adopted while organizing and managing business education for work skill acquisition. Peterson (2016) asserted that a functional programme of business education targets at assisting the beneficiaries to acquire competitive work skills for superior job performance in office organizations.

Business education graduates who may be lacking in office skills may have missed the relevant aspect of business education instruction. In organizing and managing business education therefore, the following strategies are to be given adequate priority in skill acquisition.

- a. *Use of Experienced Hands in Teaching and in Demonstration*
- b. *Appropriate Use of Simulation Process (methods) in Teaching and in Demonstration*
- c. *Provision of Functional and Adequate Instructional Equipment*
- d. *Provision of Adequate time for practical Training Experiences*
- e. *Training and Re-retraining Programme for Academics*
- f. *School Industrial Collaboration*
- g. *Supervised Internship Programme*
- h. *Specialist Professional Skill Acquisition Training*

### **Organizing and Managing Business Education in Readiness for Accreditation**

Discussion on organizing and managing business education may be incomplete in academic forum like this if mention is not made of accreditation preparations. Thus, every activities and functions involved in organizing and managing academic discipline are being carried out to face accreditation as the need arises. It is the accreditation exercise (assessment) results that will reveal our effort in organizing and managing business education as successful or failure. It is on this basis that we shall be discussing the accreditation activities involved in organizing and managing business education. Thus, organizing and managing business education in readiness for accreditation will focus on the following.

- A. **Academic Content:** Focus here will be on:
  - i. *Business Education Programme*
  - ii. *Business Education Curriculum:*
  - iii. *Admission requirement into the programme:*
  - iv. *Academic regulations:*
  - v. *Standard of test and Examination*
  - vi. *Student's practical work to be well organized*
  - vii. *External Examiners system*
- B. **Staffing:** Focus here will be on:
  - i. *The HOD of Business Education*
  - ii. *Business Education Academic staff*
  - iii. *Staff mix by Rank in Business Education*
  - iv. *Qualification and Competence of Teaching staff.*
  - v. *Non-teaching Staff*
  - vi. *Funding and Staff development*
- C. **Physical facilities:** Focus here will be on:
  - i. *Laboratories*
  - ii. *Equipment*
  - iii. *Classroom/Lecture Theater*
  - iv. *Office Accommodation*
  - v. *The Library*
  - vi. *Safety and environmental sanitation*
  - vii. *Employers Rating:*



### **Challenges in Organizing and Managing Business Education**

At this moment, we shall be concerned with the challenge of organizing and managing business education in tertiary institution in Nigeria. Just like other disciplines, and in education generally, the challenges of organizing and managing business education are numerous. However, we shall consider the following few challenges in our discussion.

- a. The Challenge of Growing Business Education
- b. The Challenge of Transforming ABEN to a Full Professional Body
- c. The Challenge of Personal Career Growth and Development
- d. The Challenge of Obsolete Curriculum
- e. The Challenge of Influx of Inter-loppers
- f. The Challenge of Internal Bickering Among Business Educators
7. The Challenge of Industrial Collaboration and Linkages
8. The Challenge of Non-recognition of Business Studies at the Basic Education Level
9. The Challenge of Obsolete Instructional Equipment
10. The Challenge of Inadequate Funding
11. The Challenge of Self Isolation and Social Distancing from School Administration
12. The Challenge of Business Education Leadership Incompetence.

### **Conclusion**

Organizing and managing business education is not an easy undertaking as it involves many activities and functions that are critical to the effective development of the Business educators and expansion of the business education body in the institution. Business education is knowledge and talent oriented. Organizing and managing business education consist therefore of series of tasks that try to take business education to best practices in instruction and in learning. The task further ensures that business education focuses on production of quality graduates who are intelligent to function effectively in today's business office employment or self-employment. Organizing and managing business education is a team game that all business educators should practice as a priority in order to channel business education to the fore among other discipline.

### **Recommendations**

The above discussion leaves us in the mind to recommend the following measures towards a more effective organizing and managing business education in tertiary institutions in Nigeria.

1. All business educators should be more committed in the discharge of their primary assignment (instructional delivery) enough to take business education to greater height.
2. Business educators should work harmoniously to steer ABEN to a greater height of wider recognition as a professional body
3. ABEN members to always work in harmony to maintain good inter-personal relations.
4. Business education curriculum to be periodically reviewed and harmonized to ensure regular currency and uniformity in programme offering in the universities, colleges of education and in OTM in all polytechnics as well.
6. ABEN members to encourage and support their leadership at all times with good leaps of attitudinal change among business educator.



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