



## **STRATEGIES FOR EFFECTIVE MANAGEMENT AND ORGANIZATION OF BUSINESS TEACHER EDUCATION PROGRAMME IN NIGERIAN COLLEGES OF EDUCATION**

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### **Abstract**

*This paper examined the strategies for effective management and organization of business teacher education programme in Nigerian Colleges of education. The descriptive survey research design was adopted for the study while the population consisted of 200 business education lecturers teaching in government – owned colleges of education in South-west Nigeria. The simple random sampling technique was used to select a sample of 132 business educators as respondents for the study. A well-structured questionnaire on a 4point-scale was used as instrument for data collection while the reliability test for the instrument yielded co-efficient 0.75 using Cronbach Alpha. The data collected were analysed using frequency tables, mean and standard deviation. Four research questions guided the study. Findings revealed that, poor funding, infrastructural deficit and poor working conditions are the major challenges to the effective management and organization of business teacher education programme while adequate funding, engagement of competent personnel and transparency are some of the strategies for effective management and organization of business teacher education programme. Finally, it was recommended that adequate funding, collaboration between institutions and industries as well as public enlightenment campaign and others should be strategies adopted for effective management and organization of business teacher education programme.*

**Keywords:** Challenges, Facilities, Funding, Efficiency and Effectiveness

### **Introduction**

The importance of management and organization in human endeavours cannot be overemphasized. This is because mankind is always buffeted by myriad of challenges which threaten the very existence of human beings. For instances the corona-virus pandemic has seriously altered the ways human activities are conducted. Educational institutions have been closed for months and lockdown declared in many places. In order to cope with such unexpected occurrence there is the need to properly manage the situation and organize activities so that there will not be a total collapse of institutions.

Management has been defined in various ways by different authors because it has attracted the attention of academics and practitioners to a very great extent. According to EduNote (2020), Management is the process of planning, decision-making, leading, motivating and controlling all the resources (human, financial, physical and information)/available in an organization so as to reach pre-determined goals efficiently and effectively. For the purpose of this study management can be described as the process of designing and maintaining an environment in which individuals, working together in units, efficiently accomplish predetermined aims and objectives.

Organization provides a sequential and systematic framework for individual workers to perform their roles and duties in an effective way. It entails the division of the total work into various elements and ensuring that the work is undertaken by different individuals for the achievement of a collective result. Just like the term management, organization has been defined in various ways by various authors. Allen (2020) explained that organization is the process of identifying and classifying work to be performed, defining and delegating responsibilities and authority as well as establishing



relationships for the purpose of enabling people to work most effectively together in accomplishing objectives. It is a process in which the work of each individual is specified while authority and responsibility are apportioned accordingly for achieving the stated goals.

Basically business teacher education refers to the acquisition of skills in business administration, marketing, accounting, office technology and management, banking and finance, insurance, advertising and transport studies in addition to a thorough training in the pedagogy of the aforementioned disciplines. Therefore, business teacher education implies that the individual has undergone the best training in business administration, office technology and management, accounting and marketing to mention but a few and has received training in the teaching of the appropriate skills embedded in the disciplines concerned. This accounts for why in some institutions, business education students undergo full professional training with their contemporaries in their professional departments, leaving out nothing, while at the same time undergoing pedagogic training in the business education department and the faculty of education (Agboola, 2015). In a nutshell business teacher education is for example full accounting or marketing or office technology and management training (minus nothing) plus training in pedagogy. It is imperative to make the clarification above because the focus of this study is the college of education system which is charged with the responsibility of producing teachers to teach at the basic level of the education system in Nigeria.

Without any doubt the goals of business teacher education cannot be achieved without effective management and organization. This is because business teacher education is highly dynamic, work focused, skilled based, result-oriented and technology – driven. Therefore, those involved in the management and organization of business teacher education must be dynamic, forward-looking and innovative. Managers of business teacher education are tasked with the planning, organization and management of the approach and strategies adopted in colleges of education. They are generally responsible for planning and deciding the resources and development of the entire business teacher education curriculum. On the other hand, organization of business teacher education refers to the arrangement or structure within which the provosts, deans, heads of department, lecturers, students and non-teaching staff cooperate to undertake various activities of the institution so as to achieve the goals of the business teacher education programme (Asian College of Teachers 2018).

Though management and organization are interrelated they are not exactly the same. Management deals with planning, organizing, directing and controlling all essential activities of the institution. Managers do not monopolize all the work themselves rather they motivate others to do part of the work and coordinate all the workers to ensure the achievement of predetermined objectives. Management brings together the six Ms: men, (and women), money, machines, materials, methods and markets.

Organization entails working together in a coordinated way to achieve goals. Organizations allow individuals to specialize and increase efficiency (Sagar, 2018). Organizing involves the following:

- i. Outlining the tasks to be performed in order to achieve laid down objectives and assigning these tasks to selected and trained individuals.
- ii. Making sure that the personnel are equipped with the necessary tools to perform efficiently and effectively
- iii. Coordinating a formal structure (unit, system office, department, school), which enhances a hierarchical (vertical) allocation of responsibilities and communication flow (Nwabufo, 2013)

It is noteworthy that there are many challenges impeding the effective management and organization of business teacher education programme in colleges of education in Nigeria. Some of these are: shortage of academically and professionally qualified teachers, shortage of instructional materials, over-population of classes, indiscipline on the part of staff and students and acute shortage of functional facilities, inadequate funding and the influx of interlopers or professional misfits, (Oduma,2020). Similarly, Nwachukwu (2012) identified the following as challenges militating against management and organization of business teacher education – shortage of qualified personnel, insufficient staffing, inadequate funding, politicization of a recruitment, lack of proper evaluation system and constant change in educational policies. In addition to the aforementioned challenges, Atakpa (2012) highlighted the following challenges: Lack of managerial skills, shortage of proper



information and data, bureaucratic bottleneck, lack of accountability, poor conditions of service, ethnicity and nepotism.

In order to tackle the challenges of management and organization of business teacher education, Kadiri (2015) suggested the following strategies: Recruitment of qualified and competent business teacher educators; Massive rehabilitation of dilapidated structures in the colleges; Construction of sufficient lecture halls; workshops and laboratories; Provision of adequate and relevant teaching – learning materials; Equipping the colleges with relevant facilities and materials; Adequate funding of the colleges by the proprietors; Organizing refresher programmes for all categories of staff on a regular basis; Engagement of visionary managers who possess organizational capability and are innovative; honest and problem-solving oriented; Implementing the business teacher education curriculum in conformity with the provisions of the National Commission for Colleges of Education (NCCE) minimum benchmark.

Similarly, Jefferson (2015) identified the following as strategies for managing educational institutions: Ensuring professional cohesion and work ethics among academic and non-teaching staff; Obtain accurate information about the condition of available resources; Define the priorities in clear terms; Establish a workable resource and funding allocation mechanism; Design a well-planned maintenance schedule and stick to it; Ensure financing by convincing the appropriate authorities.

Furthermore, Onyesom et. al. (2012) enumerated the following as strategies for improving the organization of business teacher education: Strengthening the collaboration between formal academic institutions offering business education and the industries; Seeking appropriate legislations; Seeking funds through sponsorship and partnership with industries, NGOs and philanthropists instead of depending solely on funding from government or proprietors alone; Embarking on aggressive public enlightenment to combat the poor public perception and misconceptions about business teacher education; Constant review of business education curriculum to meet emerging challenges and changes; Deliberate efforts by business educators to improve themselves. From the foregoing it became imperative to examine the strategies for effective management and organization of business teacher education in Nigerian colleges of education.

### **Statement of the Problem**

Over the years business teacher education has been bedeviled by multidimensional problems which have undermined the plans and policy statements of government with regards to the achievement of the broad goals and objectives of the programme. Within the broad spectrum of Nigeria's educational system, the problems still persist till date with different dimensions and as a result of the socio-economic and political dynamics of country. The COVID-19 pandemic has further compounded the situation. Without any doubt the problems besetting business teacher education have attendant consequences not only for the colleges of education but the basic level of education which the products of the colleges of education are expected to serve. There is a dire need to arrest this ugly trend through appropriate and pragmatic strategies for effective management and organisation of business teacher education so that the lofty goals of the programme in colleges of education can be fully achieved.

### **Purpose of the Study**

The study sought to find out:

1. Challenges hindering the effective management of business teacher education programme in Nigerian colleges of education
2. Challenges hindering the effective organization of business teacher education programme in Nigerian colleges of education
3. Strategies for effective management of business teacher education programme in Nigerian colleges of education
4. Strategies for effective organization of business teacher education programme in Nigerian colleges of education.



### Research Questions

1. What are the challenges hindering the effective management of business teacher education programme in Nigerian colleges of education?
2. What are the challenges, hindering the effective organization of business teacher education programme in Nigerian colleges of education?
3. What are the strategies for effective management of business teacher education programme in Nigerian colleges of education?
4. What are the strategies for effective organization of business teacher education programme in Nigerian colleges of education?

### Methods

The study adopted the descriptive survey research design while the population of the study comprised 200 lecturers teaching in 12 government owned (four federal and eight state) colleges of education located in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States in South-west, Nigeria. The simple random sampling technique was used to select 132 business education lecturers. The sample selection was based on the sample size suggestion of the research advisor (2006). A well-structured questionnaire titled, strategies for effective management and organisation of business teacher education programme questionnaire (SEMOBTEPQ) was used as instrument for data collection. The instrument has two sections namely section A which deals with demographic data and section B which has 40 items of 4 Clusters (10 items each) relating to the 4 research questions. The instrument was validated by three experts in business education from the Olabisi Onabanjo University (OOU) Ago-Iwoye, Ogun State. A pilot study was conducted in two private colleges of education in Ogun State namely Yewa Central College of Education and Piaget College of Education. A reliability coefficient of 0.77 was obtained using Cronbach Alpha. The data collected were analysed using mean and standard deviation with decision rule of 2.50 on a 4-point scale.

### Results

#### Research Questions 1: What are the challenges to effective management of business teacher education programme in Nigerian Colleges of Education?

**Table 1: Mean rating of challenges to effective management of business teacher education programme in Nigerian colleges of education.**

S/N	Challenges	Mean	SD	Decision
1.	Poor funding	3.52	.81	Agree
2.	Inadequately of managerial skills	2.94	.83	Agree
3.	Inconsistent policy making	3.01	.80	Agree
4.	Widespread corruption	2.93	.75	Agree
5.	Acute shortage of facilities	2.85	.86	Agree
6.	Irregular school calendar	2.63	.71	Agree
7.	Infrastructure deficit	3.23	.77	Agree
8.	Widespread insecurity	3.25	.73	Agree
9.	Hyper-Inflation	3.00	.94	Agree
10.	Weak operational framework	2.68	.84	Agree

***N = 132, Decision rule = 2.50 Cluster mean = 3.00***

With a cluster mean of 3.00 and all the items having mean above 2.50, results in table 1 revealed that business educators agreed that all the items are challenges hindering effective management of business teacher education.



**Research Question 2: What are the challenges to effective organization of business teacher education programme in Nigerian Colleges of education?**

**Table 2: Mean ratings of challenges to effective organization of business teacher education programme in Nigerian colleges of education**

S/N	Challenges	Mean	SD	Decision
1.	Shortage of qualified and competent personnel	3.10	.89	Agree
2.	Poor conditions of service			Agree
3.	Lack of proper evaluation system	2.68	.75	Agree
4.	Lack of accurate data	2.79	.81	Agree
5.	Bureaucratic bottleneck	2.71	.76	Agree
6.	Societal apathy	2.85	.84	Agree
7.	Ethnicity and nepotism	2.04	.74	Agree
8.	Indiscipline by staff and students	3.51	.71	Agree
9.	Overcrowded classrooms	3.43	.82	Agree
10.	Admission of low-ability students	2.85	.73	Agree

***N=132, Decision rule = 2.50, Cluster mean = 2.70***

The results in table 2 indicated that all the items had mean above 2.50, therefore with a cluster mean of 2.70, the respondents unanimously agreed that all the items are challenges hindering effective organization of business teacher education in Nigerian colleges of education.

**Research Question 3: What are the strategies for effective management of business teacher education programme in Nigerian colleges of education?**

**Table 3: Mean ratings of strategies for effective management of business teacher education programme in Nigerian colleges of education**

S/N	Strategies	Mean	SD	Decision
1.	Adequate funding of business teacher education programme	3.44	.60	Agree
2.	Construction of sufficient lecture halls, workshops and laboratories	3.50	.71	Agree
3.	Massive rehabilitation of dilapidated structures	3.24	.64	Agree
4.	Provision of infrastructural facilities	3.58	.73	Agree
5.	Engagement of visionary managers	3.21	.62	Agree
6.	Organizing result-oriented refresher programmes for all categories of staff	3.48	.67	Agree
7.	Provision of adequate and relevant teaching-learning materials	3.20	.65	Agree
8.	Designing a programmatic policy framework for business teacher education	3.01	.74	Agree
9.	Integration of problem-solving skills in business education	3.22	.76	Agree
10.	Granting a charter status to professional bodies such as ABEN to help regulate the standard and practice of business education in educational institution	3.60	.73	Agree

***N = 132, Decision rule = 2.50, Cluster mean = 3.35***

Results in table 3 showed that respondents agreed that all the items are strategies for effective management of business teacher education in Nigerian colleges of education.



**Research Question 4: What are the strategies for effective organization of business teacher education programme in Nigerian colleges of education?**

**Table 4: Mean rating of strategies for effective organization of business teacher education programme in Nigerian college of education.**

S/N	Strategies	Mean	SD	Decision
1.	Establishing and strengthening functional collaboration between institutions and industries	3.59	.69	Agree
2.	Seeking funds through sponsorship and partnership with industries, NGOs and philanthropists	3.46	.71	Agree
3.	Embarking on aggressive public enlightenment campaign to combat public apathy towards business teacher education	3.47	.82	Agree
4.	Deliberate efforts at self-development by professional business educators	3.20	.77	Agree
5.	Constant review of the business education curriculum	3.24	.74	Agree
6.	Obtaining accurate information and data concerning available resources	3.70	.72	Agree
7.	Definition of priorities in clear terms to college management	3.32	.78	Agree
8.	Designing and sticking to a well-planned maintenance schedule	3.26	.76	Agree
9.	Getting regular input and feedback from staff and students	3.44	.73	Agree
10.	Domesticating the contents of the NCCE minimum benchmark to suit the peculiarities of the local environment	3.58	.75	Agree

***N = 132, Decision rule = 2.50, Cluster mean = 3.43***

Results in table 4 revealed that business educators agreed that all the items are strategies for effective organization of business teacher education programme in Nigerian colleges of education.

**Discussion of Findings**

The findings in table 1 revealed that poor funding, inconsistent policy making and infrastructural deficit are some of the challenges hindering effective management of business teacher education programme in Nigerian colleges of education. This finding supported the observation of Oduma (2020) that underfunding and acute shortage of functional facilities are some of the challenges of educational management in Nigeria. Furthermore, findings in table 2 indicated that poor working conditions, societal apathy and indiscipline are some of the challenges to effective organization of business teacher education programme in Nigerian colleges of education. This finding buttressed the opinion of Nwachukwu (2012) that insufficient staffing, poor remuneration and nepotism are some of the challenges militating against administration and supervision of business education.

In other dimension findings in table 3 implied that adequate funding, construction of adequate classrooms; workshops and laboratories are some of the strategies for effective management of business teacher programme in Nigerian colleges of education. This finding corroborated the position of Atakpa (2012) that adequate funding and the engagement of the right calibre of people are some strategies to tackle the challenges encountered by administrators of business education. Lastly, findings in table 4 showed that collaboration between institutions and industries as well as sourcing funds from philanthropists and NGOs are some of the strategies for effective organization of business teacher education in Nigerian colleges of education. This finding supported the assertion of Onyesom et. al. (2012) that institution – industry collaboration and non-dependence on funds from the government alone are some of the strategies for moving business education forward in Nigeria.

**Conclusion**

Based on the findings of this study, it was concluded that inadequate funding and societal apathy are major challenges to the effective management and organization of business teacher education while adequate funding, provision of relevant infrastructure and accurate data are some of the pivotal strategies for effective management and organization of business teacher education. The implication is that effective management and organization have been hindered by multidimensional challenges however the challenges can be successfully overcome if appropriate strategies are adopted by all the stakeholders involved in the execution of the business teacher education.



### **Recommendations**

Based on the conclusion of this study it was suggested that:

1. Managers of business teacher education programme in colleges of education should devise productive means of raising internally generated revenue instead of begging cap in hand for government meagre funding.
2. Managers of business teacher education should embark on aggressive public enlightenment campaign towards improving the image of business teacher education programme for members of the public to appreciate.
3. Organizers of business teacher education programme should liaise with public-spirit individuals and organizations to provide relevant and functional facilities for the effective implementation of the business teacher education curriculum.
4. Organizers of business teacher education programme should establish a workable record-keeping system so that accurate information and data will be released to enhance effectiveness in the organization of business teacher education in Nigeria colleges of education.

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