

CHALLENGES OF ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION IN NIGERIA FOR THE 21ST CENTURY

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Abstract

This paper focussed on the challenges of administration and supervision of business education in Nigeria for the 21st century. Business education programme is an academic programme that equips students with business skills in Nigeria and is expected to be at the forefront of the innovations that drive change in the 21st century. The main study objective was to look into challenges facing administration and supervision of business education. It was concluded that there were challenges of inadequate and insufficient number of manpower qualification, teaching and learning materials, problem of effective curriculum development, politicizing education, inadequate funding, corruption, insecurity, problem of effective staff-personnel, problem of student-personnel, illiteracy, and classroom visitation. Based on the aforementioned, the researcher suggested among others, Government and stakeholders should provide adequate learning materials, fund and security in order to curtail the problems.

Keywords: Administration, Business education and Supervision

Introduction

Existence of a nation lies on the important role played in education. This is because without a form of education, there will be no continuity and link between the past and present and even the future. Traditional African societies had their form of education which catered for the needs of precolonial societies before the advent of western education introduced by the colonial masters many years ago. The essence of education cannot be overemphasized as it is a process of liberating the mind of an individual to be creative, innovative and embrace problem solving and survival skills. This will enable individuals live a useful and productive life in the society by impacting positively on its growth and development.

Business Education being a part of Vocational and Technical Education in Nigeria remains a skill acquisition programme which provides training for individuals to perform in the world of work. Historically, Business Education was first introduced at Joseph Etukokwu's School at Onitsha in 1930s to 1962 when Eastern Secondary School of Commerce in Port Harcourt was also established indicating the predominance of private proprietors (Osuala, 1985 in Obayi & Okafor, 2015). Business Education exists at the vocational and prevocational schools within the levels of post primary, the technical colleges, the polytechnics, colleges of technical teacher education and universities. It is a 'double-major' and, cannot be combined with another course-area. Business

Cite this article as

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Education is presented within four options in the college of education, namely: Accounting Education, Office Technology and Management Education (OTME), Entrepreneurial Education and Marketing Education (Federal Republic of Nigeria, 2020). The philosophy of business education is to foster national development through business programmes as enshrined in the National Policy on education. Consequently, business education programmes shall provide skills in new and emerging jobs and innovations to fit the world of work or self-reliant. The medium is the provision of dynamic education that is demand driven. Business education programme aims are to produce capable graduates that will be able to communicate business subjects, epitomise business spirit in the society, development of vocational and entrepreneurial skills, and business competencies for self-employment and life of work in the office. To achieve the above, there must be entry qualifications, facilities, ICT laboratory, model office, accounting laboratory and personnel.

According to Igbokwe (2012), Business education is that aspect of total educational programme that provides the knowledge, skills, understanding, and attitudes needed to perform in the business world as producers and/or consumers of goods and services that business offers. It is a broad area of knowledge which deals with the entire enterprise system – preparing people for roles in business as employees, entrepreneurs, employers or simply as self-employed. Though, in the Nigerian context it is provided that a Business Education graduate is resourceful and can work in any field of venture as a teacher, administrator and even manager. Business education student graduates with quality and number of competency and skill needed to lead the future. It offers students an incentive for thinking creatively about an industry and broadens their understandings of career opportunities in industry (Ikpeama & Nwaokokorom, 2017). Therefore, as a business education graduate, employment opportunities should overflow. The paper would give conceptual clarifications of terms like administration and supervision for a clear understanding of each concept as it relates to the work.

The concept of Administration

Hornby (2010), administration implies planning, organising and running of business, school or other institution. Administration lays down several guidelines to be used by organisations to achieve predetermined organisational objectives. It harnesses the factors of production, namely land, labour, capital, entrepreneurship effectively and efficiently with the overall aim of achieving present goals. Quality administration is the careful and systematic arrangement of human and material resources working in an organised pattern for the realisation of the objectives of any organisation (Igwe, 2000 in Uyanga et al., 2018). To ensure quality administration, there are several principles, techniques and theories which are the bedrock of any organisation's effectiveness and efficiency. The administrative effectiveness of any organisation depends on how the leader utilizes material and human resources to achieve the expected goals of the organisation. Leadership effectiveness therefore depends on how well a leader perceives the situation and determine the most critical factors and upon the state of such factors, selects a leadership style that is appropriate for the situation (Agbugba, 2012). Igwe defines educational administration as the rational combination of material, human and financial resources made accessible for educational programmes using thoroughly exact policies and guidelines to accomplish educational goals.

Generally, the administrator who assumes the position of the leadership, as the major determinant of the school system, should harnesses both human and material resources within the institution to

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achieve the optimal goal of business education (Lipham, 2016). They implement the educational programmes in schools, keep statutory records as well as create a conducive atmosphere, employ decision making skills, leadership competencies supervisory skills and skills for climate management for teaching and learning in schools. Hayble (2003) in Ikpekogu, et al.,(2018) opined the successful administrative programmes are that which contributes materially to the willingness of staff to function for the accomplishment of both ends goals. Babalola (2004) argued that achieving these aims appear unattainable due to problems of teachers and students management, finance, infrastructures, motivation, curriculum and supervision plus information and technology facilities. However, the educational systems have been accused by parents and the public of not being capable of maintaining maximum utilisation of available resources and providing effective administrative arrangement for meaningful educational development.

The concept of Supervision

Ezeocha in Abraham (2013) defined modern supervision as a process of guiding, directing, and stimulating growth with the overall view of improving teaching and learning. To be able of perform this function, Ezeocha explained that the supervisor should be an experienced and well-trained instructor who has been equipped with modern supervisory skills, knowledge and competencies including human relations person. Supervision is growth oriented. It involves stimulating professional growth and development. It is phase of administration which deals with the achievement of all the appropriate elected instructional expectations of service. Supervision improves instruction, helps the teacher to develop professionally and confidence in the teaching task. It is targeted at the improvement of instruction and so, the achievement of goals of education. Supervision helps to make business education challenging, encouraging and less tedious to the administrator. Good supervisory skills are required to keep teachers on the job and reduce teacher attrition. Supervision becomes very pertinent because it is the supervisor who can aid the teacher in his bid to achieve set goals. The supervisor guides his people explain ambiguities in the curriculum, suggest better teaching methods and procedures, improvise instructional materials, or cause some innovations that would make his task easier. It is sad to note that developments in business education have changed the structure, content, and methodology of business work in the administration and supervision. (Ikpeama & Nwaokokorom, 2018). Business education is highly challenged by gross inadequate qualified manpower, learning materials, curriculum development, fund, corruption, insecurity, staff-personnel, student- personnel and illiteracy among others. Consequently, this paper is focussed on challenges of administration and supervision of business education in Nigeria for the 21st century.

Challenges of Administration and Supervision of Business Education

Good administration and supervision often places large responsibility in the hands of the administrators and supervisors of business education. The administrator and supervisor have to ensure that students receive good instruction; constantly keeping in view school's goals and coordinating members of the school community for the realisation of such goals. In the school administration, there are individuals from different home backgrounds, with different interests, capabilities, aspirations, and problems. It should be the concern of the school administrator to ensure that each problem is treated. Business education and their problems are growing bigger every day. Administrative and supervisory problems abound in a wide range of areas. These areas include the followings:

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a) **Inadequate and insufficient number of qualified manpower:** No society can boast of being better developed than the quality of teachers, administrators, and supervisors in it. Qualified business education teachers can guide and lead students in their various areas of specialisation to gain knowledge, acquire skills and imbibe attitudes for productivity and functionality in the society. Having inadequately qualified manpower in business education system automatically translates to having inadequately qualified business education graduates. Also, when qualified business education teachers, administrators and supervisors are not enough, there is a problem, as people's capacity to function optimally being reduced with work overload. These are challenges to functional business education in Nigeria for the 21st century.

b) **Inadequate teaching and learning materials:** Globally, technology is improving and making life easier and less stressful in many ways. In the classroom, smart boards, whiteboards, audio, visual and audio-visual aids are fast replacing the traditional blackboards and chalk. Electronic libraries with internet facilities are widening the scope and magnitude of information stored for learning purposes. Many business education schools lack these facilities and where these resources are not available, it hamper effective administration and supervision of teaching and learning process in business education. This is a strong problem to functional business education in Nigeria for the 21st century.

c) **Problem of Effective Curriculum Development:** Effective curriculum development and management is the pivot of school administration. Schools exist primarily for teaching and learning. Cooley-Gam in Abraham (2013) noted that effective curriculum must embrace:

- i) The experiences and activities of students while in school
- ii) The distinctive philosophical and psychological viewpoint of teachers which are graded according to the social needs of society
- iii) A group of prescribed courses of subjects required for certificate
- iv) The source through which the educational objectives and needs of society are achieved

A good administrator and supervisor must produce an effective curriculum and programme of instruction to maintain standards. Effective instructional programme should naturally result in positive teaching and learning. Expansion in student enrolment must be made to correspond with quality and quantity of facilities, and the teaching staff. If student population continues to soar high, and we do not have adequate number of qualified and highly motivated administrators and supervisors, teaching and learning will be grossly affected. Adequate number of trained personnel and instructional materials are indispensable in the achievement of the objectives of the curriculum. It is the place of the school administrator to certify that scholars are adequately fed with the right instruction and at the accurate time.

d) **Politicizing education:** There is a great challenge when education becomes a tool in the hand of politicians. The politician appoints whom they want to supervise without considering the area of specialisation of the individual. If administration and supervision of business education students of today is toiled with, it simply means that dark and uncertain tomorrow awaits every citizen. Functional business education can be possible in Nigeria for this 21st century if these problems are removed through combined, sincere, and sustained efforts of all stakeholders. Education is the only hope for a bright future of any nation because an educated populace is an enlightened populace that is easier to govern but difficult to enslave and colonize. Enlightenment

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of a people results in knowledge and with a substantial amount of knowledge comes breakthrough, creativity and innovation made with the use of one's capacity to reason (Uyanga & Eman, 2016).

e) **Inadequate fund:** This is a reoccurring problem facing administrative and supervision tertiary institutions in Nigeria which Business education is included. Workers in Tertiary Institutions have gone on countless number of strikes to salvage these institutions from total riot and decay. Many workshops, laboratories even administrative offices do not have required equipment and instruments for use. Staff are being over worked under harsh economic working conditions, classrooms are overcrowded with higher admissions every new session without larger lecture auditoriums being built, office furniture are abated etc. also the ability to manage funds when available is yet another problem. There have been cases of embezzlement of school fees, developmental levy and departmental levy against business education administrators. Business education administrators and supervisors are expected to be prudent in managing funds made available to the school. However, unnecessary economy must not jeopardize the social service function of the business education. Avenues for sourcing funds than government allocation must be explored by business education administrators.

f) **Corruption:** According to united nation postulation, corruption is simply the misuse of public office for personal advantage. Corruption is a bane of any progressive society. For the fact that corruption practices are a universal problem, it procedure in Nigeria is disturbing. Corruption is obviously a major cankerworm blocking the development of public offices in Nigeria which Business education is inclusive. It restricts economic development, reduces social services and diverts investment in infrastructures, institutions and social services. The practice of corruption in public offices has hindered the growth of the economy such that public officers engage in illicit activities as bribery, extortion, embezzlement and inventory procurement fraud among others (Onasoga & Akinsanya, 2017). This recurrent state can be compared to what Abonyi in Ogbu and Mbah (2020) called bureaucratic bifurcation of interest. This is a situation whereby public officials moved after their self-desire at the detriment of general public interest. Many administrators and supervisors extort money from students and their fellow staff with the promise of ensuring to enlist their names as beneficiaries in the means of empowerment programme.

g) **Insecurity:** As corruption appears to be a national problem that requires adequate attention to be addressed both internally and externally. Insecurity could be in the form of internal insurrection or external aggression. We have had so many insecurity challenges in the Nigeria situation that have been controlled in administration and supervision, hitherto there are some problems that we are still battling with in the country today, for instance, converting of school equipment to self-property when handing over to another administrator or supervisor, selling of properties, vandalization and showing less concern of the school property etc. All these internal challenges to a large extent have limited the impact of most federal government empowerment programmes in Nigeria.

h) **Problem of Effective Personnel Administration:** Personnel is concerned with the management of people at work, and the blend of men and materials for the achievement of the aims of the organisation. In the school organisation, personnel include all the teaching and non-teaching staff. Each one must compliment the efforts of the other to achieve results. Employees in every organisation are adjudged effective when they achieve both organisational objectives and

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personal needs at work. It is only when there is congruence in the achievement of both of personal and organisational needs at work that dysfunctional behaviours and attitudes such as insubordination, absenteeism, hostility, truancy and low self-esteem will reduce. Question comes, how many teachers in Nigeria's school system achieve personal needs at work? The prevailing situation suggests that both the business education administrator, supervisor and his staff work with major constraints. Having inadequate qualified manpower in the business education system automatically translates to having inadequately qualified graduates. Again, when qualified teachers, administrators and supervisor are not enough, there is a problem, as people's capacity to function optimally is being reduced with work overload. This makes the job of the administrator and supervisor difficult.

i) **Problem of student administration and supervision:** For student administration and supervision to be functional, both instructional and non-instructional materials must be adequately available. It is believed that if student services are properly administered and supervised, most of the disciplinary challenges that plague the school system will stop. Students admitted without proper administration and supervision in terms of entry qualifications, classroom teaching, assessment/examination, industrial work experience, student projects, guidance and counselling services, student discipline and health services among others. At any level where all these are not administered properly, it becomes a problem.

j) **Illiteracy:** Most Business Education programmes are usually design with educational qualification as a prerequisite for accessing it. However, the rate of incompetency among the administrator and supervisors are usually alarming. Most administrator and supervisors are clamouring for government appointment and empowerment but lack the minimum educational knowledge needed for their enlistment. Until the minimum educational requirements for most business education programme are met most business education programmes will remain elusive to many persons. This becomes imperative as effective use of physical capital itself is dependent upon human capital (Abah, 2009).

k) **Classroom visitation:** classroom visitation involves the supervisor visiting the school and joining the teacher at class to watch him and the students in the actual teaching and learning process. The supervisor watches the teacher and students in the process. The supervisor observes the teacher's methods of teaching and other aspects the task. He also observes students' responses in the class. One challenge in the classroom visitation is that since both the teacher and students already know they are being watched, they tend to conceal their real selves. There seems to be problem when the supervisor and supervisee are not in harmony to the profession.

Conclusion

Based on the challenges of business education in Nigeria for the 21st century, the researcher concluded that there were problem of inadequate and insufficient number of manpower qualification, inadequate teaching and learning materials, problem of effective curriculum development, politicizing in educational system, inadequate funding for business education programmes, corruption, insecurity, problem of effective staff-personnel, problem of student-personnel, illiteracy and supervisor's classroom visitation with teacher and students in teaching and learning process of business education. Administration and supervision of business education

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in Nigeria for the 21st century is really needed as these are the path through which business education programme can truly be achieved. Through administration and supervision of Business education, the destinies of millions of Nigerian youths will be secured thereby leading to a brighter future for every business education scholar as Nigerian citizen and ensuring national development by promoting productivity which is the objective of business education.

Recommendations

For solution to the challenges of administration and supervision of business education in Nigeria for the 21st century as identified from the research work and conclusion, the researcher made the following recommendations:

1. Government and stakeholders should provide adequate manpower in the programme of Business education in Nigeria to meet up the 21st century demands.
2. Government and stakeholders should provide adequate learning material in the programme of business education Nigeria to meet up the 21st century.
3. Curriculum of business education needs an in-depth review. This would enable the administrators and supervisors respond to social goals, economic realities, and future life challenges. This should be done by selecting contents that are consistent with emergent and anticipated needs of the business education. Modern technology should be integrated into the curriculum of business education programme.
4. Leaders should avoid self-politicizing in term of selecting administrator and supervisor in business education.
5. To solve the problem of administration and supervision of business education, government and stakeholders involved in the planning should provide adequate fund to meet up the business requirement. Better funding will result in better working conditions and higher motivation to perform better while on the job.
6. A process should be put in place to establish a regulating body that will be responsible for monitoring of any programme to avoid corruption. And there should be set aside punishment for the defaulters.
7. Government should provide adequate security personnel guiding every available equipment in business education.
8. Personnel should concerned with the management of people at work, and the blend of men and materials for the achievement of the aims of the organisation.
9. Student-personnel services should be properly administered and supervise without favouritism.
10. Government and stakeholders should avoid appointing administrator and supervisors who are clamouring for government appointment and empowerment but lack the minimum educational knowledge needed for their enlistment.
11. The supervisor and supervisee in classroom visitation should work in harmony to the profession.

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