

**PRIVATE SECTORS' PARTNERSHIP WITH NIGERIAN TERTIARY
INSTITUTIONS: THE POSITIVE WAY FOR TRAINING RELIABLE AND
VIABLE BUSINESS EDUCATION GRADUATES**

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Abstract

Business education is a specialized education programme known for training business educators/teachers of future businessmen, managers/chief executives, entrepreneurs, data processors/computer analysts, distributors, and accountants etc who become key role players in the national and global economic development. It perturbs the researchers that majority of our tertiary institutions do not have the adequate modern facilities and enough manpower that will ensure for adequate training of reliable and viable business educators on graduation. This paper therefore proffer the urgent need for the private sectors to partner with tertiary institutions by assisting them in providing the necessary modern teaching gadgets/facilities and also make their establishment available for business education undergraduates to familiarize their learning experiences in the school with what are obtainable in the labour market and automation offices. The study was a survey and was carried out among forty-eight business educators in the four public tertiary institutions in Anambra State. Three research questions and one null hypothesis were developed to guide the study. Data collected in course of the study were analyzed using mean ratings and t-test inferential statistics. The findings of the study revealed among other things that private sectors partnership with institutions of higher learning will go a long way in training resourceful, innovation and viable business education graduates thereby help in reducing high rate of youths' unemployment, youths' restiveness and other social vices. It was recommended that private business executives in collaboration with tertiary institutions' management shall arrange for an annual talents' exhibition where undergraduate should be allowed to show case their intellectual abilities in establishing and running successful personal business ventures, by receiving immediate financial support from any of the business magnets if he/she is able to prove his/her talents.

Key words: Private sectors, partnership, tertiary institutions positive, reliable, viable, business Education, Graduates.

Introduction

Business education is education for national and economic development. It provides skills, knowledge, attitudes and competencies needed in the field of work. The pedagogical skills obtained by business educators are used to train business executives, managers, accountants, distributors, data processors, computer analysts, bankers, insurer who are employable in different spheres of lives. These business executives and employees are the key role players in the nations' socio economic development. In spite of the importance of business education and its role towards the economic development of the nation, the programme (business education) like all other programmes in our tertiary institutions are beset by inadequate personnel, lack of funds, inadequate facilities, non-availability of model business offices, moral decadence on the part of students and staff. For business education to train variable business education graduates, enough funds and facilities must be made available. Nwaokolo (2003) affirms that for effective realization of business education objectives, appropriate tools and equipment should be used to emphasize learning-by-doing. The environment in which the trainee is prepared should resemble the environment he must eventually get employment into. Quality business is very vital in the programme of service delivery in the nations' economic development. Olise and Gbenedin (2007) contend that no meaningful economic development can take place unless serious attention is given to quality of teaching business education which is a function of other parameters. This, they maintained can only be achieved through adequate funding for provision of facilities, maintenance of existing ones and organizing refreshment programmes for update of existing staff knowledge and skills. Here, the researchers maintained that since majority of the final products of business education programme are to be absorbed in the private sectors, there is need for them (private companies) and tertiary institutions to team up in grooming the undergraduates. By so doing, they will inform the tertiary institutions exactly the skills and competencies required of the students. This, the researchers belief will reduce the stress of organizing orientation programme for new employed staff in the business establishments.

Functional business education programme is designed to give a broad knowledge of the functional areas of a company and their interconnection and thus help to develop in the students' practical managerial skills, communication skills and business decision making capability. Business education thus incorporate training and practical experience, in the form of case projects, presentations, internships, industrial visits and interaction with expert form industries. Agboola (2004) advocates that business education departments should establish standard partnership with industries, with parents and guardians, with the alumni, as a means of engaging the public on the possibilities of business education as an instrument for sustainable national development. Business education practitioners should differentiate the course from other related and unrelated programmes, by positively engaging the public on its' objectives, its' course contents, its' promises and its' challenges. Institutions partnership with private sectors will go a long way in tackling some of the challenges that devoid business education programme from achieving the goal and sustainable economic development.

Areas of Business Education Private Sectors' Partnership Funding

Education is the bed rock of every nation's economic development and it should be properly funded. No nation can achieve rapid national and economic development without proper funding of her educational sector. Government should allocate much of her budget in the development of education industry. Unfortunately, Nigeria educational sector is experiencing gross under funding in the current phase of her economic turn down. Business education at tertiary level, a program that contributes immensely towards national and economic development is facing serious under funding. Esene (2014) maintained that for business education to achieve its' goals, it must be properly funded. He future stressed that this should be the sole responsibility of the government. As it is now our tertiary institutions should partnership with private sectors for proper funding. Barko and Duktur (2014) state that inadequate funding of our tertiary institutions had been a norm for many years as enrolments have increased more quickly than the government's capacity should maintain its' proportional financial support. He further stressed that tertiary institutions should co-operate with the community, alumni and private establishments to help the federal and state government make adequate provision of funds in our tertiary institutions.

Provision of Infrastructural Facilities

Infrastructural facilities are indispensable factor for manpower development in business education programme. For business education to achieve its' objective of equipping students with necessary skills, attitudes and competences must be properly equipped with adequate infrastructural facilities. Bongotons and Onyenwe (2010) advocate that one of the pillars of a successful implementation of effective business education programme is the availability and adequacy of teaching and learning resources in form of facilities and equipment needed to foster skill development and allow for standards and quality in products. Many institutions lack the necessary facilities and equipment needed for successful business education operation. Availability of these physical facilities and equipment such as model business offices, laboratories, library, textbooks and journals, adequate classrooms and modern office equipment will go a long way to enhance effective business education offerings in our tertiary institutions. In phase of all these challenges, there is urgent need for private sectors' partnership with Nigeria tertiary institutions. These private sectors will assist higher institutions in the provision of some necessary modern office gargets/equipment, computer library, model offices for students' practical experiences etc.

Manpower Development

Manpower is the major processing machine in any tertiary institution. There is need for adequate skilled manpower in our tertiary institutions. Unfortunately, business education programme faced with dearth of adequate skill personnel. There is gross inadequate supply of proficient personnels to handle proper teaching/training of business education programmes at all levels of educational development. Agboola (2004) laments that business education department in the country are often poorly staffed, sometimes with non-business educators pretending to impart on students' knowledge they themselves do not have. The few available qualified teachers are often over-stretched, a phenomenon described as a disaster for successful business education delivery.

Research Questions

The following research questions guided the study:

1. What are the challenges of tertiary institutions in training reliable and viable business educators?
2. In what areas could private sectors' partnership with tertiary institution assist in tackling business education programme challenges?
3. What strategies should be employed to ensure for continuous assistance of the private sectors partnership in tackling business education programme challenges in the tertiary institution?

Null Hypothesis

Mean rating of business educators in the university do not differ significantly from their counterparts from the Colleges of Education regarding areas private sectors could partnership with tertiary institutions in training reliable and viable business educators.

Research Methodology

The study was a survey and carried out among forty-eight (48) business educators in the four tertiary institutions in Anambra (Chukwuemeka OdumegwuOjukwu University, Igbariam Campus, Nnamdi Azikwe University, Awka, NwaforOrizu College of Education, Nsugbe and Federal College of Education (Technical) Umunze) offering business education. Structured questionnaire made up 22 items was used as instrument was tested using Cronbach Alpha and Spear Man Rank Order reliability co-efficient at 0.76 and 0.82 respectively. Data collected in the course of the study was analyzed using mean ratings and t-test inferential statistics.

Data Presentation and Analysis

Research Question 1: What are the challenges of tertiary institutions in training reliable and viable business educators?

Table 1:Challenges of tertiary institutions in training a reliable and viable business educators

Items	Tertiary Institutions Challenges	X	Decision
1	Poor Funding	4.00	Agree
2	Inadequate resourceful and innovative personnel	3.85	Agree
3	None provision of modern facilities/equipment in teaching	3.98	Agree
4	None use of modern facilities by the instructors during teaching	3.90	Agree
5	Inadequate classroom and office accommodation	3.95	Agree
6	None existing laboratories	3.95	Agree
7	Unrealistic government promises	4.00	Agree

Data in Table 1 revealed that tertiary institutions in Nigeria are faced with lots of academic challenges. And if nothing is done urgently to check the bottleneck, training of reliable and viable business educators will be quite impossible.

Research Question 2: In what area could private sectors’ partnership with tertiary institutions assist in tackling business education challenges?

Table 2: Area private sectors’ partnership with tertiary institutions could assist he tackling challenges of business education programme.

Items	Area Private Sectors’ can Assist Business Education	X	Decision
8	Funding through grants and donations	3.96	Agree
9	Building classroom blocks/laboratories	3.96	Agree
10	Provision of modern equipment and facilities	3.95	Agree
11	Donation of textbooks	3.95	Agree
12	Giving Scholarship to Students	4.00	Agree
13	Sponsoring/organizing business education seminars and conferences	3.94	Agree
14	Empowering resourceful and innovative students by providing them with finance	4.00	Agree
15	Absorbing graduated students to work in their establishments	4.00	Agree
16	Reducing youths’ unemployment and societal vices	3.94	Agree

Results of data in Table 2 show that private enterprises have too many responsibilities to attend to for the successful establishment of business education programme in the tertiary institutions.

Research Question 3: what strategies should be employed to ensure for continuous assistance of the private sectors’ assistance in tackling business education programme challenges in the tertiary institutions?

Table 3: Strategies that could be employed to ensure for continuous assistance of the private sectors’ with tertiary institutions in tackling business education programme challenges.

Items	Strategies for Continuous Private Sectors’ Partnership with tertiary institutions	X	Decision
17	Business organization making available their establishments for IT and in house training of business students	3.96	Agree
18	Organizing prize award giving day	3.90	Agree
19	Giving scholarship to students	4.00	Agree
20	Empowering innovative and resourceful students	4.00	Agree
21	Absorbing graduated students in their establishments	4.00	Agree
22	Organizing seminars and conferences	3.95	Agree

Table 3: shows that all the six items were generally accepted by the respondents as positive strategies that could be employed for sustainability of private sectors partnership with tertiary institutions in training reliable and viable business educators.

Table 4: T-test analysis of the opinions of business educators in the universities and business educators in the Colleges of Education regarding areas private sectors could partnership with tertiary institutions in training reliable and viable business educators.

Respondents	N	X	SD	DF	t-cal	t-crit	Decision
Business Educators in the Universities	18	3.78	1.56				
Business Educators in the Colleges of Education	30	3.96	1.68	46	0.58	1.96	Accept

Data in Table 4 shows a calculated t of 0.58 which is less than the table value of 1.96. this indicates that no significant differences existed in the mean responses of business educators in the university and those in the colleges of education regarding areas private sectors could partnership with tertiary institutions in training reliable and viable business educators. Thus the hypothesis is accepted.

Discussion of the Findings

The persistent influx of modern technologies on daily basis and increase in the number of students graining admission in the tertiary annually had made it impossible for government alone to sponsor education. The finding of the study shows that tertiary institutions are faced with lots of challenges ranging from poor funding which in turn has made provision of modern facilities, equipment, adequate classrooms/laboratories blocks etc impossible. This according to Umezulike and Ile (2009) can make attainment of business education objective in training reliable and viable business educators quite impossible if left unchecked.

The study also revealed that every problem has a solution. That private sectors partnership with tertiary institutions will go a long way in alleviating higher institution academic and training challenges in the areas of poor funding, non-provision of modern facilities/equipment in teaching, inadequate classrooms and office accommodation etc. This was in line with Olatoye (2007) assertion that business organizations should complement government efforts by liaising with education authorities for proper implementation of government plans and policies in reducing youths' unemployment and societal crimes for the growth and development of education, business and entire economy.

Coming to strategies that could be employed to ensure for private sectors continuous partnership, the findings show that business organization making their establishment available for students' IT, absorbing them on graduation, sponsoring business education conferences and empowering innovative and resourceful students ect will to a great extent bring about sustainable relationship among the institutions of higher learning and business establishments. This concur with Umezulike and Ile (2009) assertion that since majority of the end products of business education are to be absorbed in the business organizations, private sectors should team up with the tertiary institutions in the training of sound and reliable business educators by organizing in house training of staff and students as well as making their establishment available for students' IT.

Conclusion

It is now a known fact (both in developed and developing countries) that government alone cannot provide for the needs of her citizens. This calls for private sectors/public agencies moving into strategic partnership with the government and institutions of higher learning to assist in resuscitating and enhancing Nigerian tertiary education system as education (business education in particular) is the pivot wheel on which every country's development revolves.

Recommendations

Tertiary institutions' management should learn how to reachout with public spirited individuals, business organizations, non-governmental organizations etc, to seek for aids/assistance. They (pubic spirited individuals, organizations) should be open to receive and pay heed to their needs.

If any assistance is offered, the institutions of higher learning should make judicious use of the opportunity because one good turn deserves another.

Again, private sectors (business organizations) should not only support the tertiary institutions in training reliable and viable graduates, they should be ready to absorb them and as well retain those that did Industrial Training (IT) with them.

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