

**STRATEGIES FOR ENHANCING THE FUNDING OF THE BUSINESS
EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN ENUGU
STATE, NIGERIA**

EZEONWURIE OLUFUNKE ABIOLA
Department Of Office Technology & Management Education
School Of Secondary Education (Business)
Federal College Of Education (Technical) Bichi, Kano.
+2348029461868
funkeezeonwurie@gmail.com

Abstract

The study assessed the strategies for enhancing the funding of business education programme in colleges of education in Enugu State. Two research questions and two null hypotheses guided the study. The study adopted the descriptive survey research design. The population of the study comprised 68 business education lecturers in colleges of education in Enugu State. The instrument for data collection was a 25- item questionnaire. Data collected were analysed using mean and standard deviation in answering the research question and t-test analysis in testing the hypotheses at 0.05 level of significance. The findings revealed that respondents, irrespective of their gender agreed that all the itemised funding strategies and its impact were capable of enhancing business education programme in colleges of education. Conclusions were drawn and it was recommended amongst others that experts in business education should be used in formulating policies for the programmes. This is because non experts as policy maker of business education will not understand the actual needs of the programmes.

Key words: Funding, Finance, Strategies, Colleges of Education,

Introduction

Funding is a vital mechanism in maintaining, ensuring and enhancing effective implementation of any education programme in tertiary institutions in Nigeria. For an institution, organization, government or individual to carry out their laudable programme objectives, adequate funds must be made available because it is an indispensable component to success in every establishment. The state of education is one of the crucial indicators of the seriousness of a society in its quest for national development because the quality of education in a society determines the quality of the society manpower. For education to achieve the desired effect of development and integration, it has to be functional in order to enable its recipients to come out with life and saleable skills. Supporting the above statement, Ile, Nwogu, Udoye and Oru (2013) asserted that funding is a tool for quality assurance in a discipline like business education..

Business education is one of the occupational areas that are richly provided by vocational and technical education in Nigeria. Business education refers to a programme

of instruction that offers various skills in Office Technology and Management (OTM) accounting and marketing. Major courses include: office practice, principles of management, business communication, office technology and management education, word processing, advertising (Ajisafe, Bolarinwa & Edeh 2015). Edokpolor and Egbri (2017) outlined the goals of business education to include to:

1. Prepare students for specific career in office occupations;
2. Equip students with the requisite skills for job creation and entrepreneurship; and to
3. Expose students with knowledge about business, including a good blend of computer technology, which incorporates. Information and Communication Technology (ICT).

They further buttressed that the first two goals involve education 'for' business, which is aimed at equipping recipients with the requisite attributes (knowledge, skills, competencies, and attitudes) to become gainfully employed in the world of work, whereas the later addresses education 'about' business, which is aimed at providing a sound basis for further studies at the graduate and post-graduate levels.

Business education programme is a qualitative programme that has all the prospects that life demands. It is an academic project that can only be effectively upgraded with adequate instructional materials and equipment and should be adequately funded. For proper and effective upgrading of business education programme, there is the need for consistent funding, in form of payment of teachers' salaries, purchase of instructional materials and teaching facilities, building of classrooms, equipping the computer laboratories, typing pools and offices with modern technological devices. According to Okeke and Eze (2010), It is a known fact that business education is capital intensive. Fund is needed to procure relevant equipment, machines, materials, facilities, staff development and maintenance of items or equipment's. Unfortunately, it was posited by Okeke and Eze (2010) that sufficient fund has not been channelled to business education which is a major problem affecting its proper upgrading.

Ezekwesili (2013), opined that Nigeria is under- funding education. According to Ezekwesili, education budget to GDP was 7.9% for South Africa, 4.4% for Ghana, 4.2% for Angola and Nigeria 0.79%. The author furtherstated that, worse than the funding issue was the misallocation of investment issue which had adversely affected the effective upgrading of business education programme irrespective of huge sums disbursed to Tertiary Education Trust Fund (TETFUND) through Education Tax.

Proposed Funding Strategies for Enhancing Business Education Programme in Colleges of Education in Enugu States:

According to Amesi (2011), the following are areas in which funds can be generated for effective running of business education. The colleges can embark on projects that can bring additional funds, which may be used to improve the quality of business education programmes, such projects includes:

1. Regular contributions from communities, states, such as levies on all adult to support schools, local government official, churches, and school authorizes should be involved in the launching of appeals for funds.
2. Large corporations should find the need for regular contribution to education in their operational state either in cash or by building classrooms, lecture rooms and by supplying equipment
3. Tuition Fees: colleges of education should receive a reasonable proportion of their revenue through students' fees, especially with the introduction of part-time

programmes, (Odekunle, 2001). Adeyemi and Osunde (2005) remarked that the part-time programmes are offered on a “for-profit” basis (that is, profit-making venture) which in turn financially subsidizes regular students enrolled in Colleges who are required to pay tuition fees.

4. Wealthy philanthropic individuals in the communities, states, should provide regular financial and materials assistance for sustainable educational development
5. Regular financial support for Nigerian education should come from international bodies as the World Bank, UNESCO, UNICEF, UNDP, and UNFPA and other financial assistance through bilateral agreement between Nigeria and other countries.
6. Undertaking researches, contracts and consultancy Services: Institutions of higher learning can also undertake researches for big organizations like the oil firms. Money accruing from these researches can be used by the institutions. Consultancy services can also be undertaken by the institutions and the proceeds from these used to fund the institutions
7. Alumni Association: The old students of an institution are usually very proud to remember their almamata. Old students should be recognized and invited from time to time. The institutions should keep track of their old students to invite them from time to time.

Statement of the Problem

Funding has always been a critical constraint on the development of effective business education programme in colleges of education. Business education is more expensive to run because of the nature of its content and the equipment needed to run it. Most of the departments offering business education programmes today are ill-equipped, ill-financed and lack fund for the training and re-training of business education teachers. The problem of inadequate funding over the years has resulted in the inability of the business education programme to expand their physical facilities to cope with the ever increasing demand of the 21st century. Laboratories needs to be well equipped with new ICT gadgets and should be well connected to the Internet to support teaching and learning. All these required a lot of funds. Supporting this, Ugwuanyi (2012) noted that the expensive nature is due to the much practical and costly equipment and materials. With recession of the Nigerian economy, the government has been finding it extremely difficult to finance education single headedly. As a result of this, most institutions cannot meet up with the huge financial involvement in funding education. This study was therefore carried out to identify other strategies of financing business education programmes in colleges of education in Enugu State, Nigeria.

Purpose of the Study

The main purpose of the study was to identify alternative strategies for funding business education programme in colleges of education in Enugu State. Specifically, the study sought to:

1. Identify alternative strategies through which funds can be sourced to effectively finance the business education Programme in colleges of education in Enugu State.

2. Identify the impact of the alternative funding strategies on effective running of business education programmes in colleges of education in Enugu State

Research Questions

The study was guided by two research questions:

1. What are the alternative strategies through which funds can be sourced to effectively finance the business education Programme in colleges of education in Enugu State
2. What are the impact of the alternative funding strategies on business education programmes in colleges of education in Enugu State

Research Hypotheses

The following hypotheses were tested as 0.5 level of significance.

1. There is no significant difference between the mean responses of male and female business educators on their perceptions of the alternative funding strategies as a means for enhancing business education programme in colleges of education in Enugu State.
2. There is no significant difference between the mean ratings of male and female business educators on the impact of this alternative funding strategies on effective running of Business Education programmes in colleges of education in Enugu State.

Method

The study adopted a descriptive survey research design. The study was carried out in Enugu State. The population for the study consist of 68 business educators from Federal College of Education, Eha-Amufu and Enugu State College of Education (Technical). The entire population was studied since the size was manageable hence, there was no sample. Two research questions and two null hypotheses guided the study

A 25-item structured questionnaire developed by the researcher from literature review was the instrument for data collection. Four point rating scale of SA (Strongly agreed), A (Agreed), D (Disagree) and SD (Strongly disagree) was used. The instrument was face validated by three experts.

The internal Reliability of the instrument was analysed using cronbach alpha coefficient which yielded a correlation coefficient of 0.85 indicating high reliability of the instrument. The 68 copies of the questionnaire distributed were retrieved representing 100% return rate. . The data collected were analysed using mean and standard deviation to answer the research question and t-test statistics of no significant difference was used to test the hypotheses at 0.05 level of significance and at appropriate degree of freedom.

Results

Research Question 1:

What are the alternative strategies through which funds can be sourced to effectively finance the business education programme in colleges of education in Enugu State.

Table 1: Mean ratings of business educators on their perception on alternative strategies in which funds can be sourced in effectively finance the business education programme in colleges of education in Enugu State.

S/No	Item on Funding Strategies	Mean	SD	Remark
1	Tuition Fees from students	3.83	0.63	Strongly Agreed
2	Donations from Alumni Associations	3.09	0.68	Agreed
3	Endowment fund by philanthropic Organisations	2.90	0.40	Agreed
4	Support from international Bodies, UNESCO, World Bank.	3.13	0.67	Agreed
5	Regular contribution by the community the college is located	2.97	0.73	Agreed
6	Obtaining of loan by the institutions	3.85	0.63	Strongly Agreed
7	Periodic launching of programme	3.42	0.81	Agreed
8	Grants from federal, states and local government	3.59	0.73	Strongly Agreed
9	Undertake Researches, and Consultancy Services	3.43	0.77	Agreed
10	Academic/Social clubs donations/supports.	3.52	0.69	Agreed
11	Internally Generated Revenue	3.09	0.68	Agreed
12	Tertiary Education Fund (TETFUND)	3.20	0.64	Agreed
13	Student should pay development levies	3.06	0.56	Agreed
14	Voluntary contributions through donations of equipment	2.99	0.54	Agreed
15	Establishment of consultancy services	3.17	0.68	Agreed

Table 1 reveals that all the items are agreed by business educators. This implies that the alternative funding strategies listed can enhance and upgrade business education programmes in colleges of education.

Research Question 2

What are the impact of the alternative funding strategies on business education programmes in colleges of education in Enugu State

Table 2: Mean ratings of business educators on the impact of the alternative funding on Business Education programmes in Colleges of Education in Enugu State

S/N Remark	Items on the impact of funding strategies	Mean	SD
1	Adequate supply of machines and equipment Strongly Agreed	3.74	0.56
2	Conducive teaching and learning Environment Agreed	3.08	0.51
3	Qualified Personnel Agreed	3.12	0.64
4	Provision Of relevant business education programme Agreed	3.32	0.89
5	Production of well baked graduates Agreed	3.45	0.62
6	High remuneration of staff Agreed	2.86	0.58
7	Regular maintenance of machines and equipment Agreed	3.54	0.76
8	Update of curriculum instruction and delivery Agreed	3.66	0.67
9	Makes motivation and training of manpower possible Agreed	3.17	0.68
10	Makes the products of business education viable in modern Office, business and technological settings. Agreed	3.86	0.45

Table 2 shows the mean responses ranging from 2.86 and above which is regarded as agreed on the design benchmark of the study. This implies that business educators agreed that as alternative strategies in funding business education programmes, it have a great impact on the programme.

Test of Hypotheses

Hypothesis 1

There is no significant difference between the mean responses of business education lecturers on their perceptions of the alternative funding strategies as a means for enhancing business education programme in Colleges of Education in Enugu State. **Table 3: t-test analysis of business education lecturers on their perceptions of the alternative funding strategies as a means for enhancing business education programme in Colleges of Education in Enugu State.**

Respondents	N	X	SD	DF	P	t-cal	t-crit	Decision
Male	40	2.97	0.66	66	0.05	0.18	1.98	Not significant
Female	28	2.96	0.67					

Table 3 shows that the calculated table value of 0.18 is less than the critical table value of 1.98 at 0.05 level of significance, indicating that there was no significance difference between the perception of male and female business educators on alternative funding strategies as a means for enhancing business education programme in colleges of education in Enugu State

Hypothesis 2

There is no significant difference between the mean ratings of the impact of this alternative funding strategies on enhancing of Business Education programmes in Colleges of Education in Enugu State.

Table 4: Summary of t-test analysis of male and female business education on ratings of the impact of this alternative funding strategies on enhancing of Business Education programmes in Colleges of Education in Enugu State.

Respondents	N	X	SD	DF	P	t-cal	t-crit	Decision
Male	40	3.12	0.65	66	0.05	0.14	1.98	Not significant
Female	28	3.10	0.67					

Data in Table 4 shows that the calculated table value of 0.14 is less than the critical table value of 1.98 at 0.05 level of significance, indicating that there is no significant difference in the perception of male and female business educators on the impact of alternative funding strategies on enhancing business education programme in colleges of education in Enugu State.

Discussion

Funding is a vital mechanism in maintaining and enhancing effective implementation of business education programme in tertiary institutions in Nigeria. The findings of this study revealed that male and female business educators in colleges of education agreed that all the itemised alternative funding strategies and the impact of this alternative funding strategies are relevant and necessary in enhancing effective delivery of business education programmes in colleges of education in Enugu State. Provision of funds, equipment and facilities will strengthen business education programme by impacting in its recipients the adequate competencies, skills and right attitude to become relevant in the world of work. Colleges of Education should encourage individuals/philanthropists to provide funds and equipment to support effective running of the programme. Supporting this fact, Aghenta (2012), Akinseinde (2012) and Ile et al (2013) suggested that gifts from friends, staff, lecturers, philanthropists, clubs and organizations are sources of funds to for business education programmes.

The test of the null hypotheses revealed that there were no significant difference in the mean responses of both male and female business educators on the alternative funding strategies and the impact of the strategies in enhancing effective business education programmes in colleges of Education in Enugu State. Thus, the null hypotheses tested were upheld. This implies that gender has no significant effects on

the responses of business educators on alternative funding strategies and the impact of the strategies on enhancing effective business education programmes in colleges of Education.

Conclusion

To ensure effective enhancement of business education programme in colleges of education, there is need for consistent funding, in form of payment of teachers' salaries, purchasing of instructional materials and teaching facilities, building of classrooms and equipping of computer labs, typing pools and offices with modern technological devices. The various sources of funding business education programmes and its impact on the programmes have been identified in the study.

Recommendation

The following recommendation are made for the study:

1. Business education should begin to receive a separate and distinct budgetary allocation separate from the general or conventional education.
2. Business education department should develop a strong and vibrant relation with their alumni/alumnae within and outside the country by organizing 'Home-coming' programmes on annual basis to source for funds from the alumni/alumnae
3. During annual budgetary allocation, amount that will be budgeted for business education should be separated from general education for adequate utilization and accountability.
4. Experts in business education should be used as heads of the programmes. This is because nonexperts as heads of business education will not understand the actual needs of the programmes
5. Business Education Department and other programmes of higher institutions should also strive to explore joint-venture participation with private sector operatives in diverse areas of endeavour

Reference

- Adeyemi, K. and Osunde, A. (2005). An assessment of the academic achievement of students in two modes of part-time programme in Nigeria. *The International Review of Research in Open and Distance Learning*. 2 (6).137-147.
- Aghenta, J. A. (2012). The financing of education in Nigeria. *Data Management in Schools and Other*. (3)2. 205 – 209.
- Ajisafe, O. E., Bolarinwa, K. O. & Edeh T. (2015). Issues in business education programme: challenges to national transformation. *Journal of Education and Practice*, 6 (21): 208-212.
Retrieved from: <http://files.eric.ed.gov/fulltext/EJ1079091.pdf>
- Akinseinde, S. I. (2012). Alternative methods of financing vocational and technical education in Nigeria. *Data Management in Schools and other*. 3(2). 196 – 201.

- Edokpolor, J. E. & Egbri, J. N. (2017). Business education in Nigeria for value re-orientation: A strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review* 5(3).41-48.
- Ezekwesili, O. (2013). Nigeria budget and its components. www.slideshare.net/statisence/ Budgetary-allocation-to-education-sector. Retrieved 5th August, 2018.
- Ile, C. M., Nwogu, U., Udoye, N. & Oru, P. (2013). Quality assurance in business education through effective funding of tertiary educational institutions in Anambra State. *Nigerian Journal of Business Education*.(2), 197 – 203
- Odekunle, K.S. (2001). Funding of university education democratic rule in Nigeria: Problems and Prospects. *Proceedings of the 12th General Assembly of SSAN*.
- Okeke, B.C. & Eze, C.P. (2010). Repositioning vocational and technical education for the 21st century: Implication and challenges. *Journal of Vocational and Adult Education*. 7(1), 58-67.