

# CHALLENGES OF PRODUCING EFFICIENT TEACHING MANPOWER IN NIGERIAN COLLEGES OF EDUCATION

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## **Abstract**

The paper took a look at the manpower development situation in the present economy and examined the vital roles of Business Education in the promotion of adequate and appropriate manpower potential in the present circumstance of our economy for national development purpose. The paper addressed the following, for better understanding of the discussion: The concept of manpower development, what Business Education is about, the role of Business Education in manpower development. The paper recommends the implementation of the suggested pills for the sustenance of qualitative and practical Business Education programme in the nation's system of education for the enhancement of the status of the nation's manpower potential.

## **Introduction**

Kolade (1985), observed that Nigeria suffers such problems of low productivity, high cost of production, scarcity, high cost of essential items, inefficiency of public institutions, capacity under-utilization and serious unemployment. Okwuanaso et al (1999), noted that the bane of the problems is the Nigeria's lack of adequate manpower to steer the ship of the nation. If these contentions are anything to go by, then the economic development of Nigeria undoubtedly requires the production of adequate and suitable people, who will work in public and private sector institutions, people who will be able to organize their own entrepreneurial undertaking, produce goods and services and even employ others.

The objective of this paper therefore is to present Business Education as a tool for such desired manpower development in Nigeria. In this connection, the paper addresses the following issues.

- a. The concept of manpower development.
- b. What Business Education is all about.
- c. The role of Business Education in manpower development.
- d. Sustaining Business Education for manpower development.
- e. Recommendations for the improvement of Business Education for continued manpower development effort.

## **The Concept of Manpower Development**

A nation is reckoned with through the productive capability and requisite skills possessed by its citizens. Unfortunately capabilities cannot be purchased instantaneously like commodities, they are acquired through learning. Countries like America, Britain, Germany and Japan etc became popular industrially because their citizens possess one form of capability or the other. If productivity enhancement is to be achieved in a nation's economy, relevant capabilities, or skill must be acquired by its citizens.

The paper considers 'manpower development' as the training of appropriate number of personnel for capability in those areas of a country's present and future needs. That is, building the right number of workers with the right level of skills, in the right jobs at the right time and performing the right activities in order to achieve the country's needed objectives. In the present circumstance of the Nigerian economy, manpower development process needs be geared towards building capabilities for entrepreneurial undertaking for self sustenance, production of goods and services and employment of others and not only for white collar engagements. The white-collar unemployment rate in Nigeria is enough evidence of over-production of white-collar manpower and under-production of entrepreneurial or technical manpower.

It is in the connection that this paper considers Business Education as a necessary tool for attaining such entrepreneurial manpower development. Entrepreneurial manpower development entails the building of capabilities of the learners for entry into the business world of work to handle their own business affairs, function intelligently as producers, consumers and distributors of goods and services without having to rely on white collar jobs but directly or indirectly contributing immensely to the economic growth of a nation. It is the process of building or producing innovators, skilled labour force of the type, quantity and

quality that matches the need of the economy.

### **What is Business Education About?**

The National Policy on Education (1998) present Business Education as "education *for* business other than education *about* business". It composed the Business Education curriculum as functional, practical, qualitative and instrument for self-reliance. That is, the curriculum is occupationally focused.

It is education "for" with the focus on training in practical business involvement i.e. training for entrepreneurial or saleable skill. On the other hand it is education "about" when the focus is on training for acquaintance about business so as to become intelligent partakers in business situations. Okwuanaso et al (1999), looked at it as that part of the total education that imparts knowledge, skills, undertaking, attitudinal and problem-solving competencies which one requires in order to perform in the business world as a producer and consumer of goods and services.

It is a kind of education that prepares the learner for paid employment in the world of business, and or to look at the economy, explore, exploit and utilize the available resources to initiate undertakings that would be economically viable for self dependence. It is training in saleable skill. It is the kind of training that builds the learner's capability to set up his/her own business affairs for the production of goods and services for the satisfaction of wants.

Business Education programme of instruction encompasses secretarial skill training, distributive skill building, Business Accounting and Office Management skill acquisition. All these altogether develop the student for the acquisition of practical or a vocational business skills, business attitudes, understanding and knowledge for competency and self dependence for self satisfaction. Among the objectives of Business Education are (i) To equip the individuals with the capability of producing goods and services and (ii) To build the learners' competencies for business and office occupations.

### **The Role of Business Education in Manpower Development**

Business Education prepares people for engagement in business, office and distributive occupations. It develops the occupational skills of the learner. According to Okwuanaso et al (1990), Business Education produces the manpower that possesses the requisite knowledge, skills and attitude for harnessing other resources and bringing them into a cooperative relationship in order to yield the goods and services demanded by members of the public. Business offices today are passing through technological revolution, business education is needed to play the role of updating knowledge to office personnel and other workers.

In the present economy, our free enterprise system can survive not with educated but with skilled and capable literate population. General education which is education for all only train students about business but Business Education which is specialized education train students for business engagements and expose them to occupations in the production and distribution world of work. Successful Vocational Business Education participants are motivated for a desire for self-development rather than dependency in white collar jobs, thereby improving the entrepreneurial manpower potentials of the nation.

"Harnessing the resources of an economy is a function of vocationally enlightened manpower". Because Business Education involves the development of skill and competencies, it then serves as utility education for manpower development. In a free enterprise economy like Nigeria, the entrepreneurial activities of production and distribution of goods and services is one significant engine that powers the economy, it is no overstatement that Business Education is one of the primary fuels of that engine by its objective of producing capable manpower for those activities.

Business education has the potentials for helping Nigeria to attain her objectives of developing the economy. Where self employable skills and capabilities are lacking, self-reliance cannot be attained and consequently, manpower potentials is affected.

Business Education could teach the individuals those business skills that will enable them carry out businesses as entrepreneurs and explore opportunities in all sectors both within and outside the country thereby developing the nation's manpower potentials. Okon (1986) observed that millions of people from among the educated are unemployed. This is because the learners came out of school without employable skills and capabilities. And millions of yet unidentified self-reliable undertakings are waiting to be tapped. With business education skill building, the problem of inadequate supply of technical manpower can be solved.

### **Sustaining Business Education for Manpower Development**

- i. Prospective school leavers and tertiary institution graduate should inculcate the idea for self initiated jobs and keep such in view for self-employability of production of goods and services in order to improve the technical manpower potentials of the nation, ii. Monies generated

through grants from parents, friends and relations can be utilized on small businesses rather than expending it on unsolicited applications for white collar jobs of fake promise.

iii. Non-capital intensive ventures could be commenced with, iv. Consultations could be made with seasoned businessmen and entrepreneurs for needed advice and piloting as occasion demands, v. Business Education participants are without doubt viewed as prospective entrepreneurs.

Government, through its appropriate agencies, should sincerely make loans and financial aid available to those interested, on graduation, for the take off and operations of their own businesses. By this government would be contributing positively to technical manpower development. vi. In order to assist the development of particularly technical manpower, government should consider the provision of adequate and appropriate facilities of the latest technology to business education institutions as a matter of necessity. vii. Business Education trainers and instructors should be encouraged with the provision of adequate incentives for better performance of work, viii. Vocational business education is very costly but a wise investment in terms of its significance to the individual and national manpower developments. Government should expand and adequately fund the training avenues to increase the production of people who can explore and utilize the available resources for satisfaction of wants, ix. The National Policy on Education (1998) should be reviewed to emphasize business subjects as core subjects to be offered particularly by secondary school students as a means of promoting future technical manpower needs. x. A review of the secondary school curriculum is also necessary. It should reflect arrangement of business subjects according to vocation. This would give the students the opportunity of viewing the type of vocation they would likely venture into.

## Conclusion

The paper holds view that business education programme is one better route to improving the manpower potentials of this country. The writer therefore wants to call for the implementation of the suggestions made above to enhance the status of the nation's manpower potentials.

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