

Administrative Constraints to The Effective Implementation of Undergraduate Business Education Programme in Universities in Rivers State

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Abstract

The study sought to investigate the administrative constraints to effective implementation of undergraduate business education programme in universities in Rivers State. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study consisted of 89 business educators from Rivers State. Census sampling was used because the population was of a manageable size. A self-made questionnaire titled: Administrative Constraints to Effective Implementation of Undergraduate Business Education Programme Questionnaire(ACEIUBEPQ) containing 14 item statements which was validated by three experts was used for data collection. The reliability of the instrument was determined using the Cronbach Alpha method which yielded .78. A total of 85 copies of the instruments administered were retrieved out of 89 and used for the study. Mean and standard deviation were used to answer research questions, while independent samples t-test was used to test the hypotheses at .05 level of significance. The findings of the study shows that non-availability of fund and material resources affect the implementation of undergraduate business education programme in universities in Rivers State. It was recommended that both federal and state governments should provide sufficient funds for the effective implementation of undergraduate business education programme and that adequate provision of necessary resources, both human and material, should be made by both Federal and State government.

Keywords: Administrative, Constraints, Implementation, Business education, Programme

INTRODUCTION

Education is a key for human development and empowerment which provides an individual for all round development. Section 1 of the Nigerian *National Policy on Education* Federal Republic of Nigeria (FRN, 2004) states the need for functional education to be relevant, practical for the and acquisition of appropriate skills and development of competencies as equipment for the individual to live and contribute to the development of his society. This implies that the quality of instruction at all levels has to be oriented towards inculcating the values of acquisition of competencies necessary for self-reliance. This emphasizes the relevance of business education. Business education is a programme of study designed to equip students with the needed practical business and vocational

attitudes, understanding, knowledge, skills and values that can enable him or her to function effectively in the society. Graduates of business education are groomed to fit properly into the classroom to perform professionally function such as teaching or work in the industry or be self-reliant. Effahand Okudare (2015) in West (2021), referred to business education as a programme of instruction which consists of two main parts (i) office education which is a vocational education programme for office careers through the initial refresher and upgrading education and (ii) general business education, a programme that provide students with information and competencies which are needed by all to manage personal business affairs and to use the services of business organization.

Olagunju (2020) defined business education as a branch of education that involves teaching the skills and operations of the business industry. Amaewhule, Okiridu and Nwoko (2019) see business education as education that prepares youth and adult for employment by providing experience which enables them to develop competencies needed in the job. Similarly, business education is defined as a systematic and organized programme of instruction aimed at transmitting knowledge, skills, ideas, attitude and technical know-how to recipients which is required for usage in business offices and for teaching others (Oxedele & Oladeji, 2016).

Federal Republic of Nigeria (FRN, 2013) emphasized business education as a major component of vocational and technical education which offers prevocational subject for the preparation of an individual into advance or specific occupation like accounting, secretarial, marketing, office technology, management, data processing and distributive occupation. Business education is an educational process that provides individuals with the business and pedagogical competences necessary for teaching and practicing of business concepts, knowledge and skills for entry into business world as employer or employee and participating as a business teacher (Ubulom & Enyoghasim, 2012). In addition, business education is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business (Nwazor, 2014).

Gidado and Akaeze (2014) viewed business education as “total educational programme that provides the recipient with skills, understanding, knowledge and attitude needed to perform effectively in the world of business as a consumer or producer of goods and services. Buttressing this, Osuala (2004) as cited in Gidado and Akaeze (2014) affirmed business education as a comprehensive area of knowledge that deals with a nations economic system, identifies and explains the rate of contentment and business experience that prepare individuals for efficient participation as consumers, workers and citizens.

From the above discussion, business education plays an important role in economic growth and development of any nation by training its recipients with practical skills necessary for self-employment or gainful employment in private or public sectors with the aim of making them independent. The discussion so far shows that the objectives of business education seems to have been variously stated in different ways. Ubulom (2012) and Aliyu (2013) outlined the following as objectives of business education:

1. To make available to its recipient opportunities to learn and explore the world of business and the potential careers it has to offer
2. To develop in all students’ ability to choose discriminatory and use goods and services wisely
3. To develop intelligent understanding regarding various occupations to be found in the business world in the heart of its recipients
4. To equip its recipients with desirable skills needed to perform specified business functions.
5. To prepare individual for self-employment in situation where employment opportunity is not available.
6. To develop in its recipients requisite analytical capability to meet the growing challenges of present and future economic needs of the nation.

7. To expose its recipients via favourable courses to limitless horizon of the business organization.
8. To give indispensable instruction to assist its recipients take economic roles as citizens, consumers and workers
9. To give specialized instruction that assists its recipients to prepare for professional careers in the business world.
10. To prepare recipients to become business teachers.

The objective of business education is to provide opportunities for students to develop occupational competencies (Oyedele, 2002) and for obtaining a job in a business career (Mebane, 2002). For Nwosu (2002), its primary aim is to prepare people for roles in business enterprises.

The sum of all the above is that business education has the objective to produce individuals with specific and employable skills or vocation. Oyedele (2002) posited that “business education has dual purposes which include a general objective of providing business, economic information, understanding and vocational competence in business occupations”. As a phase of general objective, business education seeks to provide opportunity for all students to develop an understanding of the business and economic systems of the nation and of the community. With the understanding so developed, each student is made to be aware of the impact of business and economic systems on his or her life as a consumer of goods and services as well as a working member of the society. At this phase, provision is made through business education for all occupational and personal activities. In regards to the vocational objective phase of business education, Adeboye (2003) posited that “the goal of business education is therefore the production of manpower who possess the requisite knowledge, skill and attitude for harnessing other resources and bring them into co-operative relationship yielding goods and services demanded by society for the satisfaction of their wants and needs of which there are many”.

Oyedele (2002) stated that “the major objective of business education is to provide the students with the required skills, understandings and attributes needed to enter a business occupation, to perform successfully and to adhere to provisions of greater responsibility and skills. For Ubulom (2006) business education has been part of the University Curriculum in Nigeria for over two decades, yet there is no satisfactory evidence that the objectives of the programme are being satisfactorily achieved. Research evidence actually indicates that the subjects are not being effectively taught because students do not perform well in examination neither do graduates of the programme secure employment easily because of the administrative constraints to the effective implementation of the programme.

Administrative constraints are the bottlenecks, hindrances and impediments to effective implementation of educational programmes. For business education programme, studies conducted by Administrative constraints are the bottlenecks, hindrances and impediments to effective implementation of educational programmes. For undergraduate business education programme, despite the fact that some reasonable improvements have been recorded, there are definitely myriads of problems facing the programme, ranging from inadequate instructional materials and textbooks to human resources (Olopete, 2002) and poor funding (Ubulom, 2006).The authors stressed further that funding was grossly inadequate, library books and journals were obsolete and outdated, there was inadequate office space for lecturers, teaching staff and facilities were inadequate. Olopete (2002) highlighted the pertinent problems facing the implementation of business education programme in Nigeria to be lack of teaching and training facilities, insufficient finances, inadequate knowledge and parental influence due to misconception and laziness. Under this condition, effective implementation of undergraduate business education programme cannot be achieved.

Programme implementation entails putting into practice the official prescribed course of study, syllabus and subject. This involves helping the learner acquire knowledge or experience. The learner is the central figure in the programme implementation process, viewed from this perspective. Esene (2015) opined that programme implementation refers to the stage when the curriculum itself, as an educational programme is put into effect. In the opinion of Baabfemi (2007) programme implementation is the interaction between learner and those who are charged to deliver it. It requires the implementing agent to shift from current programme which they are familiar with to the new or modified programme. Putting the curriculum into operation requires the teacher to adopt the best mode of implementation for effective goal attainment. Mode of programme implementation refers to the way and manner in which the business education curriculum is implemented. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intention into reality, it is imperative that the teacher understands the curriculum document well in order to implement it effectively. Implementation is said to take place when the teacher use a good teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experience, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function in the society.

The importance of teachers in programme implementation cannot be overemphasized. Most times teachers are involved during policy formulation even though they are expected to implement this programmes. A major setback in effective programme implementation is the problem of unqualified teachers, especially specialist teachers, in areas like vocational and technical subjects. No meaningful teaching and learning takes place without adequate resource materials e.g. white boards, flip charts, simulator, models etc. The availability and quality of resource materials and the availability of appropriate facilities and personnel such as teachers, administrative and technical staff has a great influence on programme implementation. Confirming this assertion Chiawa (2008) conducted a study on the availability of school facilities and implementation of JSS school curriculum. Chiawa concluded that a relationship exist between the availability of school facilities and implementation of school curriculum. As stated by Chiawa, without the availability of functional infrastructure in the schools, the skill based curriculum will not be effectively implemented in Nigeria and youth would lack skill acquisition and economic empowerment. This is because youth lack the ability to carry out some meaningful work due to lack of acquisition of basic skills that promote effective work performance. Hence, the researchers wishes to investigate the administrative constraints to the effective implementation of undergraduate business education programme in universities in Rivers State.

STATEMENT OF THE PROBLEM

In recent times, implementation of business education programme has been a matter of great concern as the performance of business education product has not been very encouraging. This has largely been cited to be the result of non- availability of funds for procurements of adequate facilities and modern equipment for training in business education (Ubulom, 2006). The author stated further that the greatest challenges that business education programme faced in its implementation is administrative constraints which stems from non-availability of funds, material resources and qualified human resources. This trend of development could adversely affect the effective implementation of business education programme in universities in Rivers State if not checked. Given that this is so, the question is put: how does administrative constraints influence effective implementation of undergraduate business education programme in universities in Rivers State? To

address this problem, there is need to empirically study and ascertain the influence of administrative constraints on effective implementation of business education programme in universities in Rivers State.

PURPOSE OF THE STUDY

This study was designed to investigate the administrative constraints to effective implementation of business education programme in universities in Rivers State. Specifically, the study sought to:

1. Determine the extent to which non-availability of funds affect the effective implementation of business education programme in universities in River State.
2. Determine the extent to which material resources affect the effective implementation of business education programme in universities in Rivers State

Research Questions

The following research questions guided the study:

1. What is the effect of non-availability of funds on the effective implementation of undergraduate business education programme in universities in Rivers State?
2. What is the effect of non-availability of material resources on the effective implementation of undergraduate business education programme in universities in Rivers State?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of experienced and less experienced business education lecturers on the non-availability of funds for effective implementation of undergraduate business education programme in universities in Rivers State
2. There is no significant difference in the mean ratings of experienced and less-experienced business education lecturers on the non-availability of material resources for the effective implementation of undergraduate business education programme in universities in Rivers State.

METHOD

Descriptive survey research design was adopted for the study. The population of the study comprised 89 business education lecturers in the two Rivers State owned universities. 22 from Rivers State University, Port Harcourt and 67 from Ignatius Ajuru University of Education. Census sampling was used because the population was of a manageable size. The instrument for data collection was a self-made questionnaire tagged “Administrative Constraints to Effective Implementation of Business Education Programme Questionnaire (ACEIVEPQ). Three experts, one in Test and Measurement and two in Business Education from Rivers State University validated the instrument. The Cronbach Alpha Reliability test was used to determine the consistency of the instrument which yielded 0.78 reliability coefficient. The questionnaire was structured on a four-point rating scale as Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (DA – 2 points) and Strongly Disagree (SDA – 1 point).

The researcher with the help of two research assistants administered 89 questionnaires out of which 89 (100%) copies were retrieved. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions and independent samples t-test to test the hypotheses formulated at 0.05 level of significance.

Regarding the research questions, mean rating of 2.50 was used for decision. Items of mean value of 2.50 and above were considered as agreed while items with mean values below 2.50 were

considered as disagreed. Also, hypothesis is accepted when t-calculated value is less than t-critical value and rejected when t-calculate value is greater than t-critical value.

Results

Table 1: Mean Rating of Business Education Lecturers on Influence of Non-Available of Fund for Effective Implementation of Business Education Programme in Universities in Rivers State

Item Statements	Experienced Business Educators (n= 54)			Less-Experienced Business Educators (n = 35)		
	\bar{X}_1	SD ₁	Dec ₁	\bar{X}_2	SD ₂	Dec ₂
1 Sufficient funds are provided for the procurement of teaching materials in my university	2.35	1.02	Disagree	1.97	0.92	Disagree
2 Lack of sufficient funds affect the purchase of equipment in most university	2.55	1.01	Agree	3.04	1.05	Agree
3 Government provides funds for the construction of office blocks in most university	2.25	1.12	Disagree	2.41	1.04	Disagree
4 Non-existence of laboratories most university is due to shortage of funds	2.40	1.04	Disagree	2.45	0.90	Disagree
5 Shortage of funds discourage regular workshops for tutorial staff in Rivers State	2.75	1.05	Agree	3.07	0.87	Agree
6 Insufficient funding affects regular supervision of most university in Rivers State	2.78	0.94	Agree	2.60	0.88	Agree
7 Fund is available for provision of school desks and chairs in my university	2.65	1.00	Agree	2.52	0.99	Agree
Grand \bar{X} & SD	2.53	0.38	Agree	2.58	0.38	Agree

Source: Field Survey, 2022

Analysis of data in Table 1 shows the mean ratings of experienced and less- experienced business lecturers on the effect of non-availability of find on the effective implementation undergraduates business education programme in universities in Rivers State. The standard deviations to the items were also shown. The analysis show that both experienced and less experienced lecturers agree to the statement of some of the items while they disagree to some of the items. Precisely, they are in agreement with items 2, 5, 6 and 7, and in disagreement with items 1,3 and 4. However, the overall mean responses of 2.53 and 2.58 were recorded for the experienced and less experienced business education lecturers respectively. This implies that non-availability of funds affect the implementation of undergraduate business education programme in universities in Rivers State. The standard deviations of the items equally indicate that there was a spread in the response of the respondents to the items.

Table 2: Mean Rating of Business Education Lecturers on Influence of Non-Available of Material Resources for Effective Implementation of Business Education Programme in Universities in Rivers State

S/No	Item Statements	Experienced Business Educators (n= 54)			Less-Experienced Business Educators (n=35)		
		\bar{X}_1	SD ₁	Dec ₁	\bar{X}_2	SD ₂	Dec ₂
8	There are sufficient classrooms blocks for business education programme in my school	2.76	1.01	Agree	2.56	0.90	Agree
9	Sufficient laboratory equipment are available in my school	2.78	1.10	Agree	2.77	0.84	Agree
10	Libraries are well stocked in my school	2.63	1.16	Agree	2.95	0.93	Agree
11	School furniture is insufficient in my school	3.08	0.90	Agree	2.77	0.96	Disagree
12	Visual and audio-visual aids are insufficient for training undergraduate in my school	3.05	0.92	Agree	3.15	0.86	Agree
14	Provision of chalk boards is insufficient in my school	2.53	1.01	Agree	2.51	0.93	Disagree
14	School buses are provided for good transport system in my school	2.93	1.05	Agree	2.3	1.03	Agree
15	More libraries and laboratories are established in my school	3.48	0.65	Agree	3.15	0.93	
Grand \bar{X} & SD		3.45	0.33	Agree	3.21	0.61	Agree

Source: Field Survey, 2022

Data analysis in Table 2 showed the mean ratings of experienced and less-experienced business education lecturers on the effect of non-availability of material resources on effective implementation of undergraduate business education programme in universities in Rivers State. The data generated shows that the mean responses of both experienced and less-experienced business educators are above the criterion mean of 2.50. This implies that both experienced and less-experienced business education lecturers agreed that items 8-15 are the solution to the administrative constraints to effective implementation of undergraduate business education programme in universities in Rivers State.

Table 3: t-test Analysis of the Influence of Non- Availability of Funds on the Effective Implementation of Undergraduate Business Education Programme

Variables	N	Mean	Std	Df	t-cal	Sig. (2 Tailed)	Decision
Experienced Business Educators	54	2.53	0.38	87	0.966	0.335	Accepted
Less-Experienced Business Educators	35	2.58	0.38				

The analysis of data in table 3 shows that the probability associated with the calculate value of (.966) is 0.335. Since the probability value of 0335 is greater than the 0.05 level of significance. The

null hypothesis is accepted. Hence, there is no significant difference in the mean ratings of experienced and less experienced business lecturers on the non-availability of funds for effective implementation of undergraduate business education programme in universities in Rivers State.

Table 4:t-test Analysis of the Influence of Non-Availability of Material Resources for Effective Implementation of Business Education Programme

Variables	N	Mean	Std	Df	t-cal	Sig. (2 Tailed)	Decision
Experienced Business Educators	54	3.45	0.33	87	5.170	0.000	Rejected
Less-Experienced Business Educators	35	3.21	0.61				

Table 4 shows that the probability associated with the calculated value oft (5.170) for the effect of non-availability of material resources for effective implementation of undergraduate business education programme is 0.000. Since the probability value is less than -0.05, level of significance, the null hypothesis is rejected, meaning that there is a significant difference between the mean ratings of experienced and less-experienced business education lecturers on the non-availability of material resources for effective implementation of undergraduate business education programme in universities in Rivers State.

DISCUSSION OF FINDINGS

The data presented in Table 1 provided answers to research question one. The findings revealed that apart from items 1,2 an4 with mean scores of 2.35/1.97, 2.25/2.41 and 2.40/2.245, all other items had mean scores above 2.50 meaning that they are the influence of non-availability of funds on effective implementation of business education programme in universities in Rivers State.

This supports the study of Chiawa (2008), whose study revealed that insufficient funding affects regular supervision of most public secondary schools in Enugu state.

Table 2 revealed that all the items account for the effect of non-availability of material resources on effective implementation of business education programme in universities in Rivers State. This is in line with the study of Durosaro (2013), who submitted that visual and non-visual aids are insufficient for training undergraduate in Enugu state university.

The result of the t-test of the null hypotheses one was upheld as the probability associated with the calculated value of t (0.966) of 0.2335 is greater than the 0.05 level of significance. Again, the result of the t-test of null hypotheses two was rejected as the probability associated with the calculated value oft (5.170) of 0.000 is less than 0.05 level of significance.

CONCLUSION

From the findings of the study, the researchers concluded that the effective implementation of business education programme in Rivers State Universities is constrained by insufficiency of funds. Since educational polices are usually translated into plans before implementation, studies have shown that the costs of implementing such plans have often been under-estimated. Most educational polices have become stalled at the planning stage. The importance of funds for carrying out any activity need not be overemphasized.

Finally, the importance of facilities in the academic environment cannot be overemphasized. Hence, facilities such as classrooms, offices, laboratories, workshops, libraries, power, water et cetera are basic requirements in every school system. These facilities have been found to be grossly inadequate in most Nigerian educational institutions including universities in Rivers Sate. This contributed to the administrative constraint to t effective implementation of universal undergraduate business education programme in universities in Rivers State.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proffered by the researchers;

1. Both Federal and State governments should provide sufficient funds for the effective implementation of undergraduate business education curriculum. Such funds provided should be properly disbursed, judiciously used and carefully monitored.
2. Adequate provision of necessary resources both human and material should be made by both Federal and State Governments.

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