



## **DOMICILIATION OF BUSINESS EDUCATION PROGRAMME INNIGERIAN UNIVERSITIES**

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### **Abstract**

*The paper ascertained the domiciliation status of business education programme and its options in Nigerian universities. The population comprised all 280 lecturers in 32 universities offering business education. Seventeen (17) heads of department and 135 were sampled from the North-Central, South-East, South-South and South-West geopolitical zones. Multistage sampling procedure was adopted in selecting 152 from 280 lecturers. Four specific objectives and research questions guided the study. One null hypothesis was formulated and tested at 0.05 level of significance. Structured questionnaire with reliability coefficient of 0.87 was used to collect data. Of 152 copies of questionnaire distributed, 149 were retrieved and analysed; using mean, standard deviation and t-test. The findings showed that accounting education 100%, OTM 82%, marketing 59%, entrepreneurship 18% and distributive 24% were available. From the results, business education is domiciled in Faculties of Education 87%, Business Studies 9% and Technology and Science Education 4%. At departmental level, it is domiciled in Business Education 36% (as a separate department), Vocational and Technical Education 30%, Educational Management and Business Studies 2%, Educational Foundation and Management 11% and Arts and Social Science Education 20% (as units). There was no significant difference in the lecturers' perception on the domiciliation status of the programme. It was concluded that accounting education and OTM were available 100% and 82% respectively, others: marketing, entrepreneurship and distributive education were virtually unavailable, suggesting they might be domiciled in other faculties or departments; that domiciliation of the programme in different faculties and departments, especially as a unit, will ultimately affect the options and could result in loss of its re-identity. It was recommended that business education should domicile in Faculty of Education; that business education programme should be a separate department in all the universities offering the programme to encourage expansion of the options*

### **Introduction**

Business education is a programme that equips recipients with the basic business knowledge, functional skills, and attributes for vocations that enable them become an employee, employer and entrepreneur. It parades a wide range of options, such as accounting, secretarial management, distributive, marketing and entrepreneurship education. It is an integral part of general education as well as a component unit of vocational education. According to Zunaed (2011) business education is all embracing, ranging from entrepreneurship education to basic business processes which are among the basic vocational practices. Hence it is generally regarded as a utilitarian education.

In their views, Ezemoyi and Ugochukwu (2013), Amoor in Ofodile (2013) affirm that business education consists of a group of related occupationally focused and general education courses. The relevant skills and knowledge derived from business education empowers recipients to function optimally in dual capacity – as an employee (in an office school environment) or an employer. It is therefore beneficial to all, irrespective of age or social status. In Nigeria, business education enjoys both



government and public recognition as a profession that holds the key to poverty alleviation. These assertions agree with the views of the Carnegie Foundation for the advancement of teaching. In their view, business education offers those who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them enter into and perform progressively in their chosen occupation after graduation, (<http://www.carnegiefoundation.org/>). In other words, business education graduates have an edge over their counter-parts whose knowledge was limited to liberal education. This is because, as a utilitarian education, it provides second chance for adults who missed the opportunity of early education to develop themselves. In same vein, it provides opportunities for those who, though are already employed but may require a retraining in other occupations.

In Nigeria, business education enjoys both government and public recognition as a profession that holds the key to poverty alleviation. This implies that the economic growth and technological advancement of any country is largely dependent on the educational policy adopted by that country as well as the extent to which the policy is translated into concrete actions. Nigeria government is quite aware of the relevance of an educational policy that is geared towards utilitarian education as consistently reflected in the goals of Technical and Vocational Education (NPE, 2013). They include production of trained manpower in the applied sciences, technology, technical knowledge and vocational skills necessary for agricultural, economic development and so on.

These goals can only be achieved when business education is properly domiciled in the right faculty and department in our Universities. Nwosu (2009) observed that improper domiciliation of business education is one of the challenges confronting the programme in our universities. Nwosu further stated that the issue has lingered on unchecked for long and has adversely affected the achievement of the set goals. This assertion corroborated by the findings of Olufunwa, Waziri and Olorunmolu (2013) when they affirmed that domiciliation of business education as a unit under a department in our universities is largely responsible for the underfunding and marginalisation and slow development of the programme. This implies that the domiciliation an academic programme could affect to a large extent, its rapid expansion or otherwise. Therefore, improper domiciliation of business education programme could have negative effects on the options.

Although business educators agree that business education is a two-fold programme; this dual nature appears to have made the issue of domiciliation a complex one. It has been observed that business education domiciles in different faculties and departments in our universities. It is assumed that this might have affected the growth of the programme, especially procurement of equipment, instructional facilities and coordination of the programme difficult, this necessitated this study.

The study was therefore conducted mainly to ascertain the domiciliation status of business education programme in Nigerian universities. Specifically, the study: ascertained the Faculty and department where business education is domiciles, as well as the perception of business education lecturers on the domiciliation status of business education.



The following four research questions and one null hypothesis guided the Study: which faculty is business education domiciled in Nigerian universities? Which department is business education domiciled in Nigerian universities? What is the perception of the academic staff on the domiciliation status of business education programme in Nigerian universities? The perception of male and female lecturers on the domiciliation status of business education programme in Nigerian universities will not differ significantly.

The study was delimited to the domiciliation status of business education in Nigerian universities. Geographical locations include states with university or universities offering the programme. Heads of department and lecturers of business education were the respondents.

The study adopted survey research design because the study elicited opinions of business education lecturers. The population comprised all 280 academic staff from universities in the five geopolitical zones of the country offering business education programme: North-East, North-Central, South-East, South-South, and South-West. The lecturers were chosen because they are directly involved in the administrative and academic activities of business education. Multi-stage sampling procedure: stratified random sampling technique, simple random sampling technique and purposive sampling technique, were used to select the sample size of 152 respondents out of 280. Two trained research assistants coordinated the administration of the instrument in North-Central and South-East geopolitical zones respectively. The researcher coordinated the administration of the instrument in South-South and South-West. One hundred and fifty-two copies of questionnaires were distributed, one hundred and forty-nine copies representing about 98% were retrieved and analysed.

Charts, percentage, mean, standard deviation and t-test were the statistical tools. The data for question three were analysed using two-point rating scales: Agree (4) or Disagree (1), the scale values were added ( $4+1 = 5$ ) and divided by  $2 = 2.5$ . The benchmark (Criterion Mean) is 2.50; any mean below 2.50 was regarded as low and interpreted as negative view or opinion.

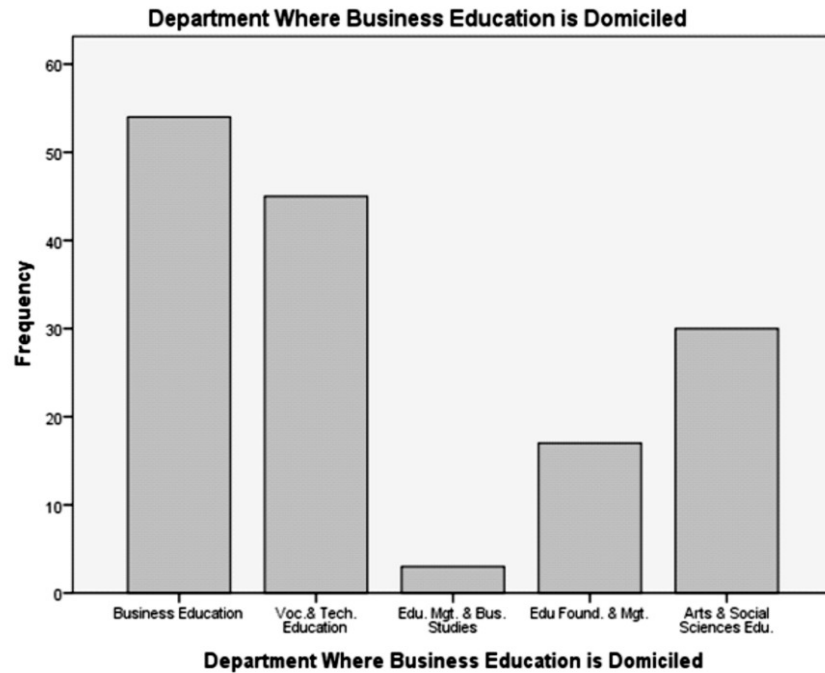
### **Research Question 1: Which Faculty is Business Education Programme domiciled in Nigerian Universities?**

**Table 1: Faculties Where Business Education Programme Domiciles**

<b>Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
Education	130	87
Business Studies	13	9
Technology & Science Education	6	4
<b>Total</b>	<b>149</b>	<b>100</b>

Results presented in Table 1 show that business education programme mainly domiciled in three Faculties -87% in Education, 9% in Business Studies and 4% in Technology and Science Education.

### **Research Question 2: Which Department is Business Education Programme Domiciled in Nigerian universities?**

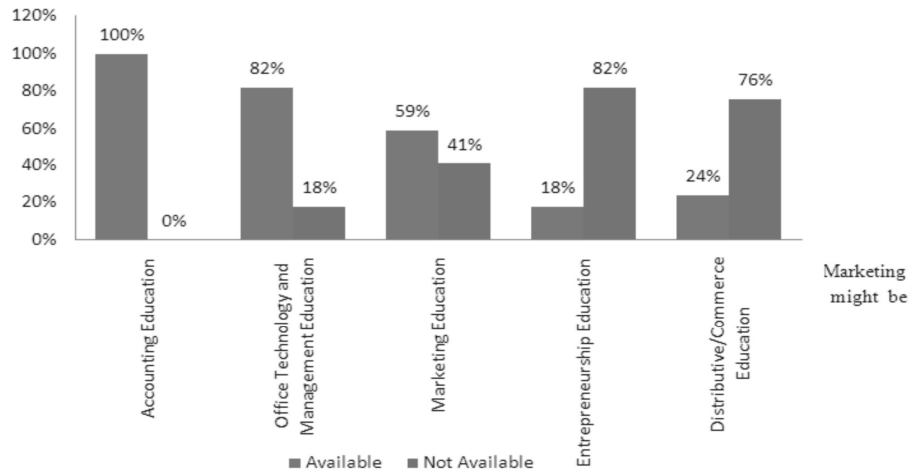


**Figure 1:** Department Where Business Education Programme Domiciles  
**Source:** Researcher's Field Survey, 2015

Departments: 36% in Business Education, 30% in Vocational and Technical Education, 2% in Education Management and Business Studies, 11% in Educational Foundations and Management and 20% in Arts and Social Science Education department respectively.

**Research Question 2: What are the Options available in Business Education Programme in Nigerian Universities?**

To ascertain the options available in business education programme, the options were classified and percentages were obtained to show the levels of each available option as shown in Figure 2



**Figure 2:Percentage (%) of Available Options in Business Education Programme**

Figure 2 shows that Accounting and OTM options are available 100%, 82% respectively. While Marketing 59%, Entrepreneurship 18% and Distributive Education 24% respectively. Suggesting the options might be domiciled in other faculties and departments.

**Research Question 3: What is the Perception of Lecturers on the Domiciliation Status of Business Education Programme in Nigerian Universities?**

**Table 2: Perception of Lecturers on Domiciliation Status of Business Education Programme in Nigeria**

SN	Variables	Responses				Decision
		Agree	Disagree	Mean	SD	
1.	Domiciliation of Business education programme as a unit in a department decreases the financial and material allocation for the programme	111 (74)	38 (26)	2.95	0.85	Agree
2.	Domiciliation of Business education programme as a unit in a department affects the procurement of instructional facilities for the programme.	87 (58)	62 (42)	2.7	0.8	Agree
3.	Domiciliation of Business education as a separate department ensures better coordination of the programme	132 (89)	17 (11)	3.42	0.83	Agree



4.	Domiciliation of Business education as a separate department encourages rapid development of the programme	78 (52)	71 (48)	2.7	0.89	Agree
5.	Domiciliation of Business education as a separate department ensures better representation at Faculty level.	134 (90)	15 (10)	3.25	0.67	Agree
<b>Weighted Mean</b>				<b>3.00</b>	<b>0.81</b>	Agree

The results presented in Table 2 indicate that numbers 1 – 5 obtained mean scores above the criterion mean of 2.50 with weighted mean of 3.00. This implies that the respondents unanimously agree with the statements.

**Hypothesis: The perception of the male and female lecturers on the domiciliation status of business education programme in Nigerian universities will not differ significantly.**

**Table 3: t-test on Domiciliation of Business Education Programme**

Variable	Respondent's Gender	N	Mean [x]	SD	df	f-val.	p-value
Domiciliation Status of Business Education Programme	Male	94	15.23	2.521	147	1.429	0.155
	Female	55	14.65	2.145	127	1.490	0.139

The results on Table 3 show that the males obtained 15.23 and 2.521 mean and standard deviation; the females obtained 14.65 and 2.145 mean and standard deviation respectively. The results also show that the male lecturers obtained p-value of 0.155 and the females obtained p-value of 0.139. The degree of freedom for the two groups is 147 and 127 at 0.05 level of significance. Since the p-values 0.155 and 0.139 for male and female respectively are greater than 0.05, the null hypothesis is retained. This implies that gender did not significantly influence the perception of the academic staff on the domiciliation status of business education programme in Nigerian universities.

**Discussion**

The findings presented in Table 1 show that business education domiciles in three Faculties: Education; Technology and Science Education and Faculty of Business Studies. The results in fig. 1 show that business education programme domiciles in five different departments: Business Education; Vocational and Technical Education; Education Management and Business Studies; Educational Foundations and Management; Arts and Social Science Education. These findings corroborate the findings of Olufunwa, Waziri and Olorunmolu (2013) that the challenges of under-funding of business education are as a result of merging it with



other educational programmes. Having 87% of the programme domiciled in faculty of education may seem encouraging, but the issue is that only 36% actually domicile in faculty as a full-fledge department. The results in fig.2 show that apart from Accounting and OTM, the other options: marketing, entrepreneurship and distributive options that are the main thrust of business education are virtually unavailable. This suggests that they might be domiciled in other faculties and departments. This could have ultimately affected domiciliation of the options and cause them to lose their real identity.

In the same vein, domiciliation of business education a unit will deplete the financial allocation department. Any financial allocation that comes to the department will be shared among the units that make up the department. Definitely, the financial allocation to each unit will be too small for any meaningful project or procurement of the necessary instructional facilities. Therefore, domiciliation of business education in different faculties and departments, especially as a unit is a major hindrance to the rapid development of the programme. The findings in Table 3 show that the lecturers unanimously agree that the programme will be better coordinated as a separate department; it will get its fair share of financial allocation from the university and adequate representation at faculty level. Based on the findings, domiciliation of business education in different faculties and departments cannot promote the desired expansion of the programme. Therefore, Association of Business Educators of Nigeria (ABEN) should insist on domiciliation of business education as a department as one of the criteria for accreditation. They should also press for a separate Faculty or School of Business Studies. This will ensure proper integration and better coordination of all business related courses in all the universities offering the programme

### **Conclusions**

- 1) That as long as business education domiciles in different faculties and departments, especially as a unit, the options available in the programme will suffer the same fate and hence lose their real identity;
- 2) That domiciliation of business education in different faculties and departments as a unit decreases financial allocation, for the procurement of necessary instructional facilities as well as affect the overall development of the programme;
- 3) That core business educators should be heads of department, this will ensure better coordination and representation at faculty level.

### **Recommendations**

- 1) that business education should domicile in faculty of education so that all the options available in the programme will also be properly domiciled;
- 2) that ABEN should insist on proper domiciliation of the programme as a full-fledge department in all the universities, it will improve the financial allocation for the overall development of the programme;
- 3) that core business educators should coordinate the programme at the departmental level, decide the right equipment and facilities for the programme as well as adequately represent the department at faculty level;



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