

Job Prospect For Business Educators University Graduates in Nigeria

F.O. Ohiwerei

Department of Vocational and Technical Education, Ambrose Alli University,
Ekpoma, Edo State, Nigeria

Abstract: The researcher deemed it very necessary to examine the job prospect of business educators' graduates in Nigeria and the research revealed some of the impediment which are inability to identify organization job placement where their services are needed apart from teaching field, inferiority complex to seek for jobs of their favourite establishment. It also revealed incompetency as a result of the recent information communication technology. An indication that some of the business educators' graduates are not properly trained and needed to be retrained. Conclusion and recommendations were made.

Key words: Educators, business, job, prospect and graduates

INTRODUCTION

Education is the totality of life experience that man acquires and which enables him to cope with and derive satisfaction from living in the world. This is because it enables him to achieve social competence and optimum individual development. Broken down, business education which is a subset of the general education can be seen as the development of person's head, heart and hands for his self fulfillment and optimum services to humanity. While the head responds to reasoning, intellect or understanding, the hearing refers to emotions or feelings, habits, attitudes while values and the hands refers to motor or manipulative. To meet this aspect, business education came into being. However various authors have different opinions as regards the origin and definition of business education in Nigeria.

Esene (1997) opined that business education started as commercial education about 1930 at Oshogbo in the former Western Region now Oyo State of Nigeria with the establishment of clerical training centre with a view to urgently fill the vacant position of clerical officers that were needed in the office. In 1995 both government and privately owned day and evening business schools were established in various parts of the country.

Nwaokolo (1994) is of the view that business education has been with us, perhaps since the birth of man, in the informal sense. A confirmation of this is the buying, selling, distribution products, exchanges, storing and transportation etc.

Toby (2000) stated that vocational education (which business education is a unit) has been misconceived that one can hardly get a general acceptable definition from the existing indigenous literature except to fall back on American books on vocational education.

According to Esene and Ohiwerei (2005), business subjects have not been popular in the Nigerian secondary schools because of the bias against vocational education. The public perception of business subjects, which form

part of vocational education, is education for the school dropouts. This is further reinforced by the attitude of Nigerian parents who prefer the conventional grammar schools to business schools whose curricular were directed towards the training of secretarial and clerical personnel. This erroneous impression was corrected by the release of the Federal government of Nigeria (2004). The Policy, which recommended the 6-3-3-4 educational systems, was instrumental to the inclusion of business subjects in the secondary school curriculum.

Experience has shown that most people are not interested in business education as profession with the mind set that it is education meant for the less privilege or a programme which upon graduation, there is simply no opportunity for securing a job.

This study will be of benefit to the teachers, parents, government and students.

Through this study, job prospect for business educators graduates, will be determined. Through this study, parents, teachers and government will develop interest for business education.

Locating Prospective Employers: Locating prospective employers' means when a job seeker is looking for any organization that can offer him or her a job. It is not only a job seeker that looks for prospective employers. Employers on the other hand seek the services of a prospective employee. In this case, the employer is looking for qualified candidate to be recruited.

Recruitment according to Ohiwerei and Umoeshiet (2006) refers to the process of finding right people for the right job or function, usually undertaken by recruiters. It also may be undertaken by an employment agency or a member of staff of the business or organization looking for recruits. Advertising is commonly part of the recruiting process, and occur through several means; through online, newspapers, using newspapers dedicated to jobs advertisement, through professional publication, using advertisement placed in windows, through a job

centre, through campus graduate recruitment programmes, ministry of labour and productivities, federal, states and local government councils, etc. However, technology has become more advanced, more avenues of recruitment such as internet and others have opened up.

Recruitment of employees into any organization according to Ohiwerei and Umoeshiet (2006) is classified into segments. They are skilled and unskilled labour. This research therefore, is based on skilled employees because graduates of business educators are highly skilled job seekers.

The information for job seekers are grouped into two major sets – Internal sources and external sources. Internal sources are; advertisement on company's notice board, publication on company's weekly, monthly, quarterly magazine or bulletin, circular letter, and grapevine. While the external sources are; advertisement on daily newspapers, magazines as special journals, advertisement on radio, television, advertisement on factory gate, internet etc.

Job Positions Awaiting Business Educator: Business Educator (Teaching/Lecturing), Secretary (of different grades e.g. personal secretary, or confidential secretary), Office Assistant, Administrative Officer, Supervisor, File Achieve Manager, Liaison officer, Agency Executive, Accountant

Accounts Supervisor, Travel Officer, Director (Self-Employed), Military (Army officer, Police Officer, Navy Officer, Custom Officer etc), Private School Proprietor (or Principal), Sales Representative, Marketing Officer, clearing and forwarding officer etc.

Employment Locations: The following are places where business educators can be employed upon graduation:

Multinational companies, Banks, Universities, Polytechnics, Colleges of Education and Secondary Schools, Local Government, State and Federal Governments, Politic, Production companies, Commercial, Self-Employed, Hospitals/clinics, Hotels, Embassies, Air Ways, High commissions and Consults, Oil companies – Shell, NNPC, Chevron, Nitel, Nipost, Breweries, Clearing and forwarding agencies. It is pertinent to note that experience has showed that some of the business educators are wallowing in unemployment and poverty because of their inability to search for jobs outside the teaching filed while some because of inferiority complex felt they are not meant for jobs in lucrative areas of their choices.

The perception of the author is in line with the objectives of the Faculty of Education, Ambrose Alli University, Ekpoma, Faculty Hand Book (2002-2004), which stated among other objectives to equip graduates to enable them to fit into administrative cadre in government and in institution of higher learning and to acquire skills and competence required for self-reliance and self-employment if the need arises. To give students the ability to work in modern business offices and to teach modern

office skills in secondary schools, the programme will give the students skills to perform functions such as planning and organizing office operations, written communications and telecommunications in the office, information and records management in the office, leadership and human relations in the office, controlling office operations.

Inability to Fit into Available Job Opportunity: As business educators graduates complained about lack of jobs, companies complained of receiving lack of skilled applicants. The contradiction here is the poor quality of under graduate education. So many graduates are produced yearly but no one wants to hire them.

Job opportunities may come but the inability of the business educator to cope or be able to fit into the position is a nightmare itself. This is traceable to incompetence as a result of the quality of certificate issued to business education graduates, shortages of business education teachers, lack of maintenance of equipment, inaccessibility of teaching facilities, teachers and students interest, inadequate textbooks, workbooks and other business teaching materials, Nigerian certificate mentality and body responsible for teaching business education.

Sokunbi (2006) opined even, former President Obasanjor observed that some banking institutions are actually going abroad to source for personnel as some of our universities products are not well taught therefore are unemployable. All these facts are all hatched because of over emphasis on paper qualification. People therefore get the qualification whether they are well taught to merit it or not, at all cost.

According to Agbonifo (1985) the quality of graduates produced by any educational institution is determined by the environment constraints posed by the larger society in which it operates, the facilities available to it, its curricula, the quality and motivation of students admitted, most importantly the caliber and motivation of its academic and non academic staff.

Eferakaya (1988) states that the political development in Nigeria has led to the influx of ill-equipped supervisors and inexperienced principals into the educational system. This issue is not particular to principals alone: it also applies to business educators. For a nonprofessional lecturers to handle any courses in business education is a very delicate problem because it concerns the intellectual, moral, and emotional phases of students' lives (Fafunwa, 1992). Due to the critical nature of their work, highly skilled teaching personnel are required to sustain every educational system. This explains why professional teachers are regarded as the most important element in the school system, because it is generally believed that no educational system can rise above the quality of its teachers (Osunde and Omoruyi, 2004; Ololube, 2004). The evidence seems to be strong: Odor (1995) opined that no matter the availability of educational infrastructures in the school system, they mean nothing if there are no trained, competent teachers to handle them.

DISCUSSION

The finding does not agree with the general view that there is no job opportunity for graduates of business educators in Nigeria, rather, it analysis the positions and places where such opportunities lay. But however, they reaffirmed previous studies that concluded that some of the graduates lack competency, haven taking into consideration numerous problems affecting the teaching and learning of business education such as the absence of computer based instructional programme which would have improve the achievement of the students Kiboss (2002), Njoo and De Jong (1993). Most of the business education teachings are theoretically based instead of practical based. Haven taking into consideration the components of business education, such as typewriting, adding machines, cheque writing machine, photo copying machine and computer etc.

CONCLUSION

Thousands of business educators have graduated from the various Nigerian Universities on yearly basis living majority of them to wallow in unemployment, poverty and crime. This paper has painstakingly identified some of the problems which have brought citadel to the country one of which according to Okecha (2008) the apparent unwillingness of Nigerian leaders to sufficiently invest in education affects the country in diverse ways. Okecha (2008) produces statistics to show that Indonesia and Malaysia that were at a comparable level of development with Nigeria in 1965, pulled far ahead of our country by 1995. While Nigeia's GDP grew by only 3.6 fold in 30 years, Indonesia's grew by 52 fold and Malaydsia's by 27 fold.

Places of job opportunities awaiting business educator graduates and position which they are likely to fit into where well enlisted and finally the authors made recommendations among which are: Government should provide fund and equipment for the smooth running of business education programmes as this will encourage parents, teachers and students. This is in line with Omo-ojugo and Ohiwerei (2008) that stated that local, state and federal governments should assist by providing funds and equipment for teaching and learning of business education. While Okecha (2008) says the apparent unwillingness of Nigerian leaders to sufficiently invest in education affects the country in diverse ways.

It is unfortunate that Nigerian leaders are self centered and do not care of what happens to the Nigerian educational system. This is the only country I see all universities both state and federal are shut down because of strike for close to nine months and nobody talks again since 8th June, 2009 the Academic staff union of universities has call out her members on strike over an agreement which was over due since 2001 and was only concluded in January, 2009 from then to June, 2009 the federal government has refused to sign the agreement

reached between them and academic staff union of universities instead the federal government said she has graciously granted 40% salary increment to academic staff union of universities, a violation of the agreement which no responsible government will initiate. This information has further buttressed the fact that federal government is not interested in the education of her citizen. Unfortunately, those in government have taken their children and relations abroad to Ghana and other advanced countries. All the established private universities belong to those in government and the past government officials, living the commoners to suffer in poverty. This has adversely affected our students' performance.

Teaching and learning should be redirected from our colonial pedagogy of teaching to reflect the information communication technology. This will make them stronger to perform wherever they find themselves. This is in conformity with Kiboss (2002), Njoo and De Jong (1993), who stated most of the business education teachings are theoretically-based instead of practically-based.

RECOMMENDATION

Irrespective of the challenges enumerated in this paper, it is of the considered opinion that if there are serious efforts on the part of the government, teachers, parents and students significantly, business education unemployed graduates will be a thing of the past, hence we recommend as follows:

Government should provide fund and equipment for the smooth running of business education programmes as this will encourage parents, teachers and students. This is in line with Omo-ojugo and Ohiwerei (2008) that stated that local, state and federal governments should assist by providing funds and equipment for teaching and learning of business education. While Okecha (2008) says the apparent unwillingness of Nigerian leaders to sufficiently invest in education affects the country in diverse ways.

Graduates of business education should desist from the habit of waiting for only white collar jobs.

Government and financial houses should be of assistance to business educators' graduates by financing their business take off.

Entrepreneurship orientation programme should be arranged for graduates of business educator to redirect their minds.

Teaching and learning should be re-directed from theoretical to practical. This will make them stronger to perform wherever they find themselves. This is in conformity with Kiboss (2002), Njoo and De Jong (1993), who stated that most of the business education teachings are theoretically based instead of practical.

Respective government, local, state and federal governments should deemphasized the crazy for emphasis on certificate.

Business education curriculum need to be reviewed, because experience has showed, that there are differences

in the business education programmes runs by various universities in Nigeria. Information communication technology is yet to be inculcated into the curriculum. This is in line with Okereke (2004) that the emergence of the era of ICT has made it imperative that a hard look be taken at the teaching of business education programmes especially business education teacher programme on whom rests the responsibility preparing youths and adults for jobs in the business world.

Government should concretize their policies rather than their lip service promises of empowering business education programme. This in confirmation with Obasi (2001) which says there should be faithful implementation of the fundamental objectives and directive principle of state policy as enshrined in the Nigerian constitution.

Parents should encourage their children to develop interest in business education programme and at the same time provide them with the enabling for the programme. Nmorsi (2008) says he believed that people can achieve anything they set their minds on, no matter where they are from except the individual is mentally retarded. All that is required is the enablement which involves money and interest.

Private sector should be encouraged to contribute input into the financing of business education as they are the end users of the graduates produced by the universities. Awaritefe, 1986 in Tobi (2008) posited that the degree to which the developmental potential of any country is actualized depends to a large extent on the quality and level of educational training with which its manpower force is coated.

Non professional business education lecturers should not be allowed to teach any of the business education courses.

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