

The Challenges Faced by Administrators, Supervisor and Planners of Business Education in Tertiary Institutions in Nigeria

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Abstract

This paper critically discussed the challenges faced by administrators, supervisors and planners of business education in tertiary institutions in Nigeria. Business education is a broad programme which equips individuals with necessary knowledge, skills and aptitude that will enable him to progress in whatever business he may engage in. Without effective administrators and supervisors there will be poor development of a sound educational system needed in the country today. Any organization without a set of rules cannot function effectively. This paper recommends that efforts should be geared towards producing sound administrators and supervisors in business education who can push the programme to the next level. Recommendations and conclusions are drawn.

Keywords: Business Education, Supervisor, Planning, Tertiary Institutions

Introduction

The introduction of administration and supervision in business education in Nigeria dates back to the colonial era, to the time of the missionaries. For long, administrators and supervisors of business education were selected from among lecturers/classroom teachers, such, administrators and supervisors depend solely on, their experiences gained from the classroom to administer and supervise the various organs of business education in their respective area.

According to Nwankwo (2002), administration is an organization what the central nervous system is to the body. In business education an administrator initiates, activates, directs, controls, and monitors the functioning of the various organs of the system.

Wannke (2010) highlighted that in modern times it has become rapidly clear that experience alone does not constitute a valid base for administering and supervising business education, hence tertiary institutions have become very difficult. The numbers of lecturers in our tertiary institutions have highly increased with varied qualifications.

Moreover, the students come to school from different backgrounds that often confuse the supervisor and unprepared administrator. It is discovered that the facilities and services for business education programme are becoming more complex to manage

Moreover Denga (2011) opined that the field of administration and supervision in business education is becoming famous in the country's educational environment and graduates of the programme are awarded complimentary

Keeling and Callus (2012) saw administration as the process of planning organizing controlling leading and directing people to attain the objectives of the organization. An administrator is an officer who supervises others using all the techniques, methods, procedures and even the personnel in operating on organization or carrying out policies that have been established by a policy making body. The administrator of business education is responsible for planning, arrangement and organization of human and material resources aimed at attaining 'the 'objectives of business education. According to Isinenyi (2005) supervision is act of influencing workers in organization to carryout work and service. Supervisor should also be seen as a person that directs another person's work. Nworgu (2010) defined educational supervision as a process of bringing about improvement in instruction by working both working with people. It is a means of helping teachers to help themselves.

Warmk (2010) stated that supervision provides resources, consultation leadership and cooperative service designed to improve instruction through leadership. It is imperative effort directed towards a common objective. Meanwhile, supervision is carried out in educational institutions in order to ensure that the process will lead to the attainment of desired goals. Supervision actually' means overseeing, controlling, dealing with situations immediately as they arise where as management means operating far by using administrative techniques. Supervision can also be seen, as an art of working with a group of people over whom authority is exercised in such a way as to achieve the progressive effectiveness in getting work done. Administration and supervision in business education are linked in teaching and learning. Administration covers the formal structure of tertiary institutions management. Administrators in business education are on the apex level of management making policies, planning, taking decision's while supervisors in business education are highly responsible and control at the technical board.

The Roles of Administration of Business Education

Nolen et al (2012) opined that administration refers to all the techniques, methods and' procedures and the personnel that are used in supervising arid organization or in carrying out policies that have been established by policy making agents. They further explained that administrator carries out policy; he does not make the policy. However, at the time decisions are being made, groups consult with the administrator.

Nolen, Nonnasy and Malsbry (2009) affirmed that the supervisor has its main function as improving and evaluating of components involved in the learning situation. They further explained that, the work of the supervisor is to provide leadership in promoting the learning situation and recognize and encourage leadership, others took part in learning process. The major function of the supervisors is that of improving a given educational programme. In business education, to meet identified needs it is the supervisor that is departmental head and teachers are needed for assistance in evaluating and recommending improvements in their programme. The supervisors are highly needed for assistance, advice, guidance in dealing with problems encountered in situations in schools. He is supposed to represent the interest of business teachers in administrative and supervisory bodies. Moreover, for effective and efficient supervision, the supervisor should be granted the authority to do the job of which he is to be held, responsible and allowed to carry out the roles expected of him.

Qualities Skills Needed by Business Education Administrators

Isinegi (2005) enumerated the skills required by business education administrators thus:- Business education administrator is responsible for planning, arrangement, and organization of human and material resources aimed at attaining the objectives of business education. Managerial skills are needed to enable on officer become an affective¹ manager. The skills result from knowledge, information, practice and aptitude, Managerial skills, interpersonal and communication skill, conceptual and decision making skills. So, to function effectively and succeed in the attainment of business education objectives business education administrators need these skills.

Technical Skill: - This is the ability to perform a specialized task that requires a certain method or process. To complete a daily work lives every one develops a set of technical skills. During the formal training in school, people acquire a set of

technical skills that will provide them with opportunity to prepare their business venture.

Moreover, the technical skills learnt in school will also help individuals to become a manager. The accounting and finance courses will enable one to develop the technical skills needed to manage resources of an organization. These skills will prepare them for new responsibilities and appreciation of others in the organization.

Interpersonal and Communication Skills

Interpersonal skills; are those skills that link one person to another, making them to have general view and same similar thinking about organization and also makes them to work hard towards attainment of the same objective. They are the skills that enable individuals to understand one another and make them to work as one group with high-level physical and mental strength. Communication and interpersonal skills affect the manager's ability to work well with people. The skills are called human or personal skill. A study of chief executives reveals that half of their time is spent interacting with people. This is because manager must deal with others, develop their abilities to lead, motivate and communicate effectively with those around them. In a successful management, there should be ability to get along with many different individuals and exchange information with them.

Conceptual and Decision Skills

These skills comprise the manager's ability to recognize difficult and dynamic issues, to highlight the various and conflicting factors that influence these problems and to resolve such situation for the benefit of the organization and everyone involved. Conceptual and decision skills are needed by managers to enable them progress in their organization. These help managers to meet various issues that involve vital aspect of the organization. Although conceptual and decision skills can be enhanced experience plays an important role in its development.

Business education administrators need technical skills, interpersonal and communication skills to enable them supervise, interact, motivate and communicate effectively with those in his organization in order to achieve the objectives of business education. All these skills are necessary for a progressive management career. Acquisition of these skills can improve the career of business education administrator whereas lack of these; skills will result in failure.

Challenges Faced by Administrators of Business Education

Administrator/supervisor of business education faces lot of challenges in discharging of his/her duties. Some these challenges include:-

1. **Bureaucratic Bottleneck:-** the bureaucratic bottlenecks influenced the administration and supervision of business education for a long time. Issues like rule& and regulations, improper documentation; confusing hierarchy of authority have contributed to the enhancement of tapism in tertiary institutions. These have marked the humanitarian principles which form the basis of teaching/learning process.
- 2 **Inadequate Funding:-** In some tertiary institutions today, business education is poorly funded and this influence) the duties of administrators and,, supervisors. This has even affected the quality of business education graduates in business education. Inadequate funding of business education has also led in the existence of dilapidated buildings, obsolete teaching facilities (machines) demoralized workforce and some time incompetent administrators and supervisors on the field.
- 3 **Lack of Accountability:-** It is common knowledge that must administrators and supervisors in business education are not conservatives. They engage themselves in unvital part times and in the process misappropriate the money meant for the smooth, running of the department. The negative attitude of administrators and supervisors of business education in most cases are responsible for the lack of necessary facilities often experienced in the department of business education.
4. **Poor Conditions of Service:** Muhommed (2000) opined that the problem of poor conditions of services is needed to secure the basic necessities of life. He asserted, without contentment administrators, supervisors cannot do their best. They may wish to put in their best when there are little prospects for promotion, as well as conducive atmosphere for working. However the administrators and supervisors cannot have a high moral when, promotion is not based on merit and severity? Because of all these many administrators and supervisors decide to learn and those that remain become disillusioned about the situation. This has led in brain drain often witnessed by administrators and supervisors of business education in the past due to poor condition of service.
5. **Ethnicity and particularism** according to Perrow (1995) is defined as the use of irrelevant criteria, for, instance only relatives of the boss have chance at the top position, when recruiting staff. The above quotation has unveiled what happens in all the organizations in Nigeria including business

departments in school academic, social and religious organizations. He emphasized that the problem of particularism and-ethnicity is (not only with recruitment, but that it permeates staff promotion as well as in service training. Moreover, the cases of square pegs in round holes witnessed in business education today are a direct consequence of ethnicity and particularism.

6. Lack of proper information and data: lack of proper information and data pose a serious challenge to the efficient and effective discharging of duties by the administrators and supervisors in business education. Nwankwo (2000) asserted that the demand for adequate information for management decision and operational function in Nigeria educational system, appears, most, challenging the addition many business education administrators and supervisors are not fully abreast with economic importance of the fundamentals of management information system. Most of them are computer illiterates. Nevertheless, for one to be computer illiterate in this technological period, places one in a disadvantaged position as the person will find it difficult to actually follow the trends of events. The particular problem has been responsible for the ineffective administration and supervision of business education in our tertiary institutions

7. Lack of managerial skills. It has been discovered that management involves strategy, innovation, initiating, and bringing out about change, creating problems solving and decision making, reforming resolving, conflict, actively seeking out alternative and opportunities, dynamic or activities leadership, diplomacy -and-a high degree of risk taking arid entrepreneurship (Nwankwo,2000)

TheWayForward

It is vital for every good administrator and supervisor of business education to be weir trained, in the process of using data collected for effective administration and supervision.

Pure and enough knowledge of managerial skill are a necessity for every business education administrator to enable them supervise, interact, motivate and communicate.

This can be reached by undertaking a course in management and making reference to experience. An efficient administrator and .supervisor of business education must be accountable for things like cash and results. He, must think of his subordinates and must limit a balance between measurable and non-measurable results.

This, balance is a constant problem usually confronted by dynamic and efficient administrators and supervisor of business

educator. Government should endeavour to provide adequate funds for business education departments in tertiary institutions particularly in Nigeria. Therefore it is through adequate financing that students, lecturers *and* administrators and supervisors can secure job satisfaction in their respective areas. For efficient and effective running of business education programme in tertiary institutions in the country, administrators and supervisors of business education should avoid favouritism and particularism. These evils should be avoided when employing or appointing business education administrators and supervisors. To curb the problem of bureaucratic bottleneck in the administration and supervision of business education, there should be uniformity of command among 'the federal government, state government and tertiary institutions offering business education on the mode of administration and supervision. This will reduce the problem of bureaucracy and interference from higher authorities. Added to these, administrators and supervisors should understand the Fundamental functions of business education. They should also be knowledgeable in principles of administration and supervision like the fundamental principles of mode responsibility, delegation of authority etc.

Conclusion

Business education which is a branch of general education has its main objective of producing individuals who are efficiently ready to take up position in business establishment and those who should develop competences, and understanding of business for their own benefit and growth 'of the nation. That important integral part of education needs to be supervised by well trained effective and efficient personnel who must acquire nice managerial skill. The acquisition of managerial skills will promote the career of business education administrators and supervisors, while lack of it will lead to a failure. Moreover, government should bridge up the problem of lack of funding experienced by business education schools in the nation.

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