



## Research Proposal

### **Comparative Study Of Business Teacher Preparation Programs in Nigeria, Ghana and the United States of America: Implications For Globalisation In Business Teacher Education**

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#### Profile

Dr. Ezenwafor is a professional business teacher educator with background in secretarial administration in a famous Nigerian polytechnic (Institute of Management & Technology, Enugu) and training in business teacher education in two Nigerian universities (Anambra State University of Technology, Enugu and Nnamdi Azikiwe University, Awka) from where she obtained the degrees of B.Sc., M.Sc. and Ph.D. She practiced the secretarial profession in two known institutions in Nigeria (IMT, Enugu and UNIZIK, Awka) and gained extensive industrial experience before taking up appointment as a Lecturer in the university in 2001. Her research interest centers on effective implementation of business and business teacher education programs as evidenced by:

1. Identification and evaluation of instructional materials used by business education teachers in selected secondary schools in Onitsha – undergraduate research project.
2. Perceptions of secondary school administration of the effectiveness of business education teachers in Awka Education Zone – Master's thesis.
3. Strategies for effective implementation of business teacher education curricula in tertiary institutions in Nigeria – Ph.D Dissertation.

as well as publications (attached).

## Benefits of the collaboration

Three institutions from the three countries, namely; Nnamdi Azikiwe University, Awka (Nigeria), University of Education, Wineba (Ghana) and Bloomsburg University, Pennsylvania (USA) are expected to participate in the collaborative study. The study is expected to widen the horizon of team members in the field and related areas as well as situations beyond their locations. This would strengthen their competitive ability at the global scene. The collaborating departments, faculties and institutions will benefit from the discovery of existing gaps in the programs and resources/facilities for their implementation as well as worked out remedial strategies to reposition them in line with best practices globally. In particular, the faculty members from Bloomsburg University would discover areas of need in Nigerian and Ghanain programs for possible intervention to extend their relevance beyond their faculty, institution and state. This is expected to accord them a greater sense of fulfillment in life.

## Background of the Study

Education is a process by which a society preserves its accumulated knowledge, skills and values by imparting them to its members especially the younger generation. It also entails upgrading or improving on the existing knowledge and skills as well as changing the values in the light of new economic and social circumstances. Nwagwu in Ndu and Emenuga (1996) defined education as the process by which every society attempts to preserve and upgrade the accumulated knowledge and skills in its cultural milieu in order to foster continuously the welfare of mankind and ensure its survival in the face of changes triggered off by man and nature. It is the means by which an individual acquires literacy, knowledge and skills; internalizes socially desirable values and develops socially approved attitudes to effectively contribute to his upkeep and sustenance plus that of the society (Ezeaku in Ndu and Emenogu, 1996). It can be concluded that the essential ingredients of education are literacy, skills, values and attitudes.

In the views of Ezeaku in Ndu and Emenogu (1996), national development and education are inseparable since education is instrumental to the economic, political, social, administrative and legal aspects of national development. Education enhances economic growth, intellectual, social and legal improvements of individuals and society to which they belong as well as the political emancipation and international power of a nation. It is a screening device and enhances the earning power and social mobility of individuals. Describing the Nigerian situation, Ukeje (1983) contended that the nation had

mass schooling rather than mass education because of the large number of people who went to school and obtained certificates without being educated. Consequently, he made a call for a closer examination of what went on in the nation's educational institutions to avoid turning them into conduit pipes that consume investible resources without yielding significant dividends.

Several Nigerian authors and researchers such as Nwana (2002), Ukeje (2002), Ejiofor (2002), Okebukola (2005), Ezekwesili (2006) and Azikiwe (2008) reported a continuous fall in the standard of education in the Nigeria which is evidenced by the increasing level of graduate unemployment occasioned by lack competencies and skills to perform effectively in the work place. To buttress the point, Egwu (2006) reported that a survey of the best universities in Africa featured only the University of Ibadan (Nigeria's best university) as the 60<sup>th</sup> and that this Nigerian best rated 7000<sup>th</sup> in the world. This position places products of the nation's educational system and the nation at a serious disadvantage in an era of technology and globalization.

Business education emphasizes different skills especially in the areas of technology and entrepreneurship for survival and success in the ever changing and dynamic society (Osuala, 2004). In the views of Ezenwafor and Ndinechi (2004) business education is a subset of general education intended to equip recipients with requisite technological and entrepreneurship skills for paid or self employment and effective citizenship. Azuka, Nwosu, Kanu and Agomuo (2006) observed that business education is a training program that is aimed at equipping recipients with practical skills, attitudes, concepts and knowledge to actively engage in office occupations and/or manage businesses effectively as well as accomplish set objectives. It is a utility education that ensures the survival and positive contributions of the products in their society.

Several Nigerian authors and researchers such as Oyedeji (1987), Gana (1987), Oladebo (1990) and Okwuanaso (1992) have affirmed that business education is very relevant to the needs of the Nigerian society. Daudu (1987), Oladebo (1990) and Ezenwafor (2009) specifically affirmed that business education will contribute significantly to Nigeria's economic revival and development while Anyaduba (1987) posited that the program will assist the nation in prosecuting the war against indiscipline and corruption asserting that the duo vices are the capstone of ignorance, illiteracy and irrelevant lop-sided education. Contributing, Akhere (2002) affirmed that business education is relevant to the nation's needs at all times since it equips the recipients for office occupations in the area of information and communications technology which is the current focus globally. Furthermore, Abdullahi (2002) affirmed that the program will increase the productive and

income capacity of individual Nigerians most of whom live below poverty line at the moment. Finally, Ezenwafor (2009) concluded that business education is a panacea to poverty reduction and employment generation which Nigerian government and populace have been struggling with over the years.

Nigerian government had demonstrated its recognition of the relevance of business education by including it in the secondary school curriculum in 1979 and taken adequate measures towards its implementation such as sponsoring business teachers' training locally and in the United States of America, expanding business teacher training facilities in the tertiary institutions, among others. However, Ezenwafor and Ndinechi (2003 and 2004) reported that the teaching of business education subjects in Nigerian schools for over two decades had not yielded the desired results as many of the products could not easily secure employment or adapt to the demands of employment. The authors cited several researchers in the field such as Adigun (1991), Njoku (1992), Okoye (1992) Oyedele (1992) and Isineyi (1997) who implicated poor quality teachers and teaching as major contributory factors to the programs' ineffectiveness. The reports support the assertions of Balogun (1982) and Alhassan (1991) that effective teaching is concerned with instructional outcomes which are determined by teachers' technical and personal competencies and skills among others.

Teachers are the taproot of any nation since their quality is a major determinant of the quality of the nation's work force which also determines the productive and developmental levels of the nation. Emezi (1977) asserted that one of the educational problems of Nigeria is the training of competent teachers since teachers' performance depends, to a very large extent, on the quality of their training. It recommended that given the strategic place of teachers in effective educational endeavour, their training should be the most vital factor for the country. In the views of Ukeje in Ndu and Emenogu (1996), while education opens the door to a nation's development, the teacher holds the key. His place is so crucial that his mistakes are more devastating in effect to the future of the nation than the mistakes of other professionals. To buttress the point, Ukeje explained that if a doctor makes a mistake a patient may die; if an engineer makes a mistake a bridge or house may collapse; if a lawyer makes a mistake somebody may lose his liberty; but if a teacher makes a mistake generations yet unborn may suffer the detrimental consequences.

Following the inclusion of vocational (business and technical) education subjects in Nigerian secondary school curriculum the government demonstrated its acknowledgement of the vital role of teachers and the need to provide the nation with good business

teachers. Government also recognized the advanced status of business teacher preparation programs in the USA and sponsored candidates for training as business teachers in the USA in the 80's. This was at a very huge cost to the nation and the sponsorship was terminated after a while. In addition, government approved the establishment and expansion of business teacher education facilities in the country. Davis and Oladunjoye (1987) reported that business teacher education began in Western Nigeria in the fifties with the help of the University of Ohio while Ndinechi (1987) reported that as at 1986 business teacher education programs were offered in 31 institutions covering colleges of education for the award of Nigerian Certificate in Education (NCE), Nigerian Technical Teacher's Certificate (NTTC) and universities for the award of bachelor and higher degrees. To further demonstrate its commitment to providing adequate number of competent business teachers for the nation, government began and still sponsors their training in local institutions under the Technical Teacher Training Program (TTTP).

Products of the teacher education programs are expected to possess relevant competencies and skills at mastery level to inculcate them in their students and are recruited to teach business subjects at different levels of the education sector in the country. Consequently, reports of Njoku (1992), Isineyi (1997), Ezenwafor and Ndinechi (2004) and others that dearth of competent teachers is a major implementation problem besetting business education programs in the country is a paradox demanding critical and objective assessment of the nation's business teacher preparation programs relative to what obtains in other countries such as Ghana and the USA from where the Nigerian program originated. Nigeria is widely known or referred as the giant of Africa but it seems that relative to education, Ghana is ahead of Nigeria. This is evidenced by the great number of affluent Nigerians who send their children to Ghana for academic programs as well as the number of the nation's tertiary institutions lecturers who seek sabbatical placements in Ghana.

In order to achieve the objectives of business education generally, Ndinechi (1987) recommended that the business teacher preparation programs should be developed by persons who, in addition to having a professional commitment, are also speculative and futuristic enough to see the long range implications of modern practices in different fields, emerging education policies, economic and societal influences and strategies for implementing change,. Supporting Ndinechi on the need for adequate preparation of business teachers, Aliyu (2000), Osuala (2002) and Ezenwafor (2006) recommended that their training should adequately equip them to inculcate necessary competencies and skills in students that will prepare them to effectively adapt to the demands of employment

in an era totally being transformed by technology. Furthermore, Calhoun (1981), Tonne and Nanassy in Ndinechi (1987) emphasized that the admission of trainee business teachers should include relevant credits. Finally, Ezenwafor (2008) identified major competencies required of business teachers to include mastery of the teaching subjects, interest and enthusiasm in the field, skills in utilizing information and communication technology facilities, effective communication skills, proper use of suitable teaching methods and instructional materials.

The teacher is the tap root of education in any nation. Potential teachers are taught, guided, challenged, examined orally and practically, observed formally and informally within the training period and those who are well prepared are expected to teach well. The study of Conti and Kolody in Ausburn and Brown (2005) revealed that in business teacher preparation, the general ideas should dovetail to specific approaches that can motivate different types of learners such as the navigators, problem solvers and engagers to learn. The authors recommended that business teacher preparation programs should adopt a multidisciplinary approach to build the products' capacity for teaching and research in innovations using best practices.

Davis and Oladunjoye (1987), in a comparative study of business teacher education programs in Nigeria and the USA, traced the beginning of business teacher preparation in the USA to early 1900's and that of Nigeria to 1958 with a 2-year program established by the Ohio University USAID program followed by a 3-year collegiate program started at the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria and the Polytechnic Ibadan by three American universities. The study reported that the Nigerian programs at the time were similar to those in the USA obviously because of the presence and influence of the American institutions that started them. The researchers recommended, among other things, that there should be an accrediting body for business teacher education programs in Nigeria as in the USA, a certification board to test graduates of the programs before they can take up teaching jobs, membership of national and international associations by the departments in Nigerian institutions so that they can access journals on current issues and trends in the field and improved funding for relevant equipment and supplies. It is obvious that the situation has drastically changed from what it was in 1987 when Davis and Oladunjoye conducted their study. For instance, the three American institutions that set up the Nigerian business teacher education programs have withdrawn and most of the recommendations are not being implemented.

Globalization is simply a commonsense view of the world as a global village which connotes relationships across countries, cultures, races, religions, gender, professions,

etc., that have been established among human societies across the world. No nation or people are entities by themselves any longer because use of computers and internet facilities has turned the world into a global village. According to Barthelot in Effiong (2011), globalization is a process where national markets are becoming increasingly interlinked, interdependence of production is intensified and mechanisms of deciding the allocation of goods and factor markets are increasingly operating at a global level. Contributing, Mansod in Effiong (2011) posited that globalization is the widening and deepening of international flows of trade, finance and information in single integrated global market. In summary, globalization is the transformation of the world into a global village leading to disappearance of borders, shrinking of distances and reduction of time; its impact on education generally and business education in particular cannot be over-emphasized. In view of this, Okechukwu in Efiang (2011) asserted that globalization has stimulated a new thrust into the nation's vision and actions by bringing it into active competition with the rest of the world.

Global education is a tool for enlightening learners on global issues, principles, standards and demands. It is aimed at informing students in different fields on global issues, concerns, problems, demands and opportunities to help them realize the interconnection and interdependence of societies and nations so that they can effectively compete and contribute globally. According to Xanthopoulos (2005), global education is an inter-disciplinary approach to learning concepts and acquiring of competencies and skills necessary to function in a world that is increasingly interconnected and multicultural.

### **Statement of the Problem**

The Nigerian education sector has failed the society in terms of equipping school leavers and tertiary institution graduates with necessary competencies and skills for success in employment. Ukeje (1983) had sounded a note of warning about this development when he contended that what was happening in the country was mass schooling rather than mass education because of the large number of people who went to school and obtained certificates without being educated. The proportion of unemployed Nigerian school leavers and graduates of different fields including business education, who, in the actual sense, are unemployable as they lack the requisite competencies and skills to meet employers' demands, has continued to rise and the society pays highly for the situation with increased social vices such as cultism, armed robbery, kidnapping, political thuggery, prostitution and different other forms of criminal activities which are capable of ruining the image and reputation of the nation in the global arena. The relevance of business education as a panacea to most of these problems has been

acknowledged by both the government and several researchers. Consequently, government has made huge investments at different times for an effective implementation of business education curricula but research reports reveal that after almost three decades of implementation, there is no significant evidence that the objectives of the programs are being realized. The major factor implicated in research reports is the quality of teachers. This is because what matters in the curriculum is not the design but what teachers make of it in the classroom.

Ndu in Ndu and Emenuga (1986) had observed that the problems of teacher education in Nigeria from beginning to the present are shortage of qualified teachers and insufficient competence of teachers. The author recommended competency-based teacher education which had its origin in the United States of America as relevant to Nigerian teacher education because it can bring about the needed change in teachers' quality and performance. The effectiveness of business education at all levels of the education system in Nigeria depends largely on how effective business teacher preparation programs are relative to the status of equipment, course content and coverage, student enrolment and admission requirements and most importantly, number of competent lecturers. The quality of a worker depends largely on the quality of the training he/she received in the school. If the implementation of business education curriculum at different levels in the country is being negated by poor quality teachers, it is most likely that the lecturers who produce them are not the best quality since a disciple cannot be greater than his master.

At the global level, America is leading the world in fields of technology, education, business and technology education and business teacher preparation, among others. In Africa, while Nigeria is regarded as the Giant, Ghana seems to be ahead of her in the field of education. Where products of Nigerian business teacher education programs have been found ineffective locally, it means that they will sink or freeze in the global arena. By comparing the business teacher preparation programs in Nigeria, Ghana and the USA, the proposed study will reveal existing gaps in the nation's programs to enable government and other stakeholders take appropriate remedial measures. It is noteworthy that the only time a study of this nature has been undertaken was as far back as 1987 by Davis and Oladunjoye. If the proposed study is not conducted, Nigerian business teacher educators and the government will not be in a position to objectively assess the programs and identify gaps that need to be filled to reposition them and enhance the quality of the products. In addition, the nation's expenditure in business education generally and



business teacher education programs will continue to be wasted as the objectives will remained unrealized.

### **Purpose of the Study**

The study aims to compare the business teacher preparation programs in Nigeria, Ghana and the USA. Specifically, the study seeks to determine whether and what similarities and dissimilarities there are in business teacher preparation programs between the three countries relative to

1. Status of lecturers
2. Student enrolment and admission requirements
3. Course offerings and content
4. Status of equipment
5. Funding

### **Significance of the Study**

The proposed study will reveal the gaps in business teacher preparation programs in Nigeria relative to Ghana and the USA to enable government take appropriate measures to bring the Nigerian programs to world standard. If this happens, business teacher educators and their students will benefit immensely because it will adequately equip them with required competencies for employment and progress as well as enhance their global competitive ability. Nigerian employers, businesses and industries will as well benefit immensely because they will have middle level manpower with relevant competencies and skills for effective performance and greater productivity. The Nigerian society will benefit because as more of its youths gain employment and progress on the job, unemployment and its attendant consequences of cultism, armed robbery, political thurgery, prostitution and youth restiveness generally will be significantly reduced. Individual Nigerians, expatriates and the entire nation will enjoy greater security, peace and progress as well as sustained development. Finally, all the foregoing benefits will earn the nation and its government enhanced reputation and competitive ability in the global arena to attract foreign investors for greater socio-economic development.

### **Scope of the Study**

Vital issues in business teacher preparation derived from literature cover status of lecturers and equipment, course offerings and contents, student enrolment and admission requirements, among others. In Nigeria, business teacher education programs are offered at colleges of education for the award of the Nigerian Certificate in Education (NCE) and universities for the award of Bachelor's and higher degrees. It is hoped that Ghana and America also run the certificate and degree programs. Therefore, the study will cover the

two types of institutions in the selected areas as well as the vital issues highlighted above. It will also verify existence of significant difference in status of lecturers, student enrolment and admission requirements, course offerings and contents, status of equipment between the three countries based on terminal qualifications of the graduates (certificate and degree).

### **Research Questions**

The study will be guided by the following research questions:

What similarities and dissimilarities are there in business teacher education programs in Nigeria, Ghana and the USA relative to:

- 1 Status of lecturers
- 2 Student enrolment and admission requirements
- 3 Course offerings and content
- 4 Status of equipment
- 5 Funding

### **Research Hypotheses**

The following hypotheses will be tested

1. Significant difference does not exist in the status of lecturers for business teacher education programs in Nigeria, Ghana and the USA as a result of the levels at which students graduate (degree and certificate).
2. There is no significant difference in student enrolment and admission requirements in business teacher education programs in Nigeria, Ghana and the USA based on students' graduation levels (degree and certificate).
3. There is no significant difference in course offerings and content in business teacher education programs in Nigeria, Ghana and the USA as a result of the levels at which students graduate (degree and certificate).
4. Significant difference does not exist in the status of equipment in business teacher education programs in Nigeria, Ghana and the USA based on the levels at which students graduate (degree and certificate).

### **Design of the Study**

The descriptive observational design will be adopted for the study. The researchers will visit the institutions in the designated areas, observe/study their business teacher preparation programs relative to areas covered in the purpose of the study and then compare them to highlight similarities and dissimilarities if any.

### **Area of Study**

The study will be conducted in two out of the six geo-political zones of Nigeria, namely; south-east and south-south zones comprising eleven states; in the south-east – Abia, Anambra, Ebonyi, Enugu and Imo and in the south-south – Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers and selected areas/states in Ghana and the United States of America. The three countries are chosen because Nigeria is regarded as the giant of Africa but Ghana appears to be ahead of her in the field of education while at the global scene, America is atop in fields of technology, education, business and technology education and business teacher preparation, among others.

### **Method of Data collection and analysis**

Business teacher education lecturers from universities and colleges of education in the selected areas of the three countries and assistants who will be trained on what to do will be involved in the collection of data for maximum coverage and timely execution of the study. Based on the design adopted for the study, no structured instrument will be used. Photocopies or handwritten notes will be made of the observations in the institutions covering the identified areas. Data analyses would be presented in tables.

### **Duration**

The study is projected to last between three and six months to allow time for visits to local institutions, processing of travel documents where necessary and visits to institutions in the three countries for the observational study as well as preparation of reports and recommendations.

### **Funding**

A budget would be prepared by key collaborators from the three countries who also could jointly source funds from relevant local and international agencies for

1. Equipment such as a laptop computers, printer, spiral binder, etc.
2. International and local travel costs.
3. Analyses and report production.
4. Other incidentals

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