

## **Business and Technical Education Delivery in the 21<sup>st</sup> Century: The Challenge of Quality and Functional Skills.**

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### **Abstract**

The study explored the question of quality and functionality in the delivery of Business Education in Nigeria. Attempt was made to unravel the definitional flux around business education pointing out the broad goals and objectives of Business Education. The paper critically examined the issue of quality and functional skills in education with special emphasis on the parameters for measuring quality and the various dimensions of the educational system quality. The impediments to quality Business Education and even the way forward were not left out. The paper concluded with a proposal of a model captioned the “School Work Mix” Model of Business Education”. The model is an integrated 5 – stage activity leading to efficiency, excellence and effectiveness in the delivery of Business Education in Nigeria.

### **Introduction**

Nigeria’s education has nose-dived and ultimately dipped for the worst. Graduates are produced who are not educated in anyway. Applicants abound our streets and highways that do fit into any employment schedule. Teachers abound in our Business and Technical Schools and faculties who themselves require so much teaching. Teaching facilities and equipment have become sorry sights to behold. Funding complaints, claims and counter claims have become the preoccupation of school administrations and governments alike.

Little wonder then that the issue of quality and functional skills has become the centre of discourse in business education. What caliber of graduates are we producing from our Business and Technical schools? What skills do they possess? How much do they fit into the ever-competitive labour market? How prepared are they to exist without paid employments? Who are their teachers? What material, equipment and infrastructure are employed for their training?

May be the answers to the afore-listed questions and many more not catalogued above may explain the rationale for the choice of quality and functional skills by the organizers of this conference. In the words of Ottih (2013) “Nigeria is at precipice of failure and this arises from the inability of Nigerians to put themselves to work. Our present challenge as a nation which makes entrepreneurship (Quality and Functional Skills) compelling cannot be addressed by a pedantic, passive and ivory tower orientation’. Ottih concludes by asserting that our present situation beckons on us to confront this threat of a national collapse and device an action plan capable of pulling us out of the impending national failure.

The presentation of this discourse shall adopt a multifaceted approach which includes an examination of definitional issues around business and technical education along with key words associated with the topic; the rationale/need for quality and functional skills; mission statements of Business education; the concept of quality in education; dimensions of educational system quality; impediments to quality education and functional skills; functional skills or functional education, enthronement of quality and functionality in Business Education delivery; the school – work mix model of Business Education.

### **The Definition Question**

The term business education has been prone to definitional confusion for some time now. The terms have been so freely used, misinterpreted by many and clearly understood by a few. The confusion associated with the appropriate definition of the term originally derives from the confusion of whether it is Business Education or Education for Business or indeed Business Teacher Education. A generally acceptable definition has been difficult to arrive at because research and theoretical formulations have continued to grapple with the issue, providing as many definitions as there are experts.

Some school of thought strongly believe that Business Education is a programme of study designed to produce teachers of business subjects in our Secondary and Post-Secondary Schools. To this school of thought ably supported by the assertions of Otamiri and Adiele (2004), Otamiri and Odigie (2009), Abadom (2005), business education is education for business teachers. This school of thought perceive business education as a specialized and professional arm of the technical and science education focused at preparing and equipping those to impart business skills and competencies to students and other business trainees. This may be, provides the rationale for including educational courses in the curriculum of business education. This also explains where lecturers of

courses in Business Education are required to back up their various degrees with some educational grounding. This also possibly explains the inclusion of teaching practice in the preparation of students of Business Education. This in the opinion of this author is the most localized, acceptable and Nigerian understanding of Business Education. This perhaps is the rationale for establishing Business Education faculties in universities and schools already running programmes in Business Administration, Business Management and the like.

However, another school of thought views the aforementioned as a very myopic and simplistic view of the concept of Business Education. To them, business education is education for business. This view of business education received the support of a host of authors and theorists. Ubulom and Ukwuije (2000) for instance assert that Business Education is an aspect of educational programme.... Which prepares students for careers in business. To them it is education needed to teach people business; education needed to handle personal affairs and education needed about business in order to be good citizens of a society. Even Osuala (1981) supports this view when he opined that business education is a programme of instruction which consists of two major parts. Whereas one part consists of office and vocational education for office career through refresher and upgrading education; the other part consists of a programme to provide students with information and competencies which are needed by all in managing personal business affairs or using the services of the business world. Anao (1986) still in support of this school of thought defined business education as the sum total of knowledge, skill and attitude that are required for successfully promotion and administering a business enterprise. Ulifun (1983), was not far from this point when he defined business education as education for business, or training in business skills which are required for use in business offices, clerical occupations and business policy analysis.

For the purpose of this paper and perhaps for the avoidance of doubt this paper attempts to take a centre course between the two schools of thought on what business education really means in our situation. This paper views business education as a fusion of pedagogical and managerial preparation. In the opinion of this paper, Business Education, different from Business Administration or Business Management is defined as a programme of study which combines the production of business teachers with education for business. Business education therefore involves the study of technologies and related sciences and the acquisition of practical skills including teaching skills attitudes, understanding, and knowledge related to occupation in various sectors of our economy, and social life. This certainly is the philosophy behind setting up departments of Business Education in Schools that originally had business administration departments. It is in the spirit of this combined objective and philosophy that students of business education faculties go for both teaching practice and the supervised industrial work experience (SIWES).

### **Mission Statements of Business Education**

What motives drive business education? What is our mission as practitioners? Whither do we go from here? With what “compass” do we “navigate” the weird waters of human capital development entrenched in the broad and specific objectives of Business Education.

As reported by Oni (1978), the goal of Business Education as stipulated by the Policy Commission for Business Education, 1975 include:

- 1) To educate the individual for and about business.
- 2) To produce a continuous programme of planned learning experience designed to equip individuals to fulfill effectively three roles:-
  - (i) To produce and distribute goods and services as workers.
  - (ii) To use the result of production as consumers
  - (iii) To make judicious socio – economic decisions.
- 3) To provide career information that helps students relate their interest, needs and abilities to occupational opportunities in business.
- 4) To provide educational opportunities for students preparing for careers in fields other than business and to help them acquire business knowledge and skills needed to function effectively in those careers.

From the foregoing, business education is a broad – based programme of education with multiple focuses. Consequent upon the above assertion, Anao (1986), outlined the goals of business education to include:-

- i) Production of manpower who possess the requisite knowledge, skills and attitude for harnessing other resources and bringing them into co-operative relationship yielding the goods and services demanded by society for the satisfaction of their wants.
- ii) Providing the youths with skills, knowledge and attitude necessary for production of goods and services which will undoubtedly fight employment, poverty, loitering and wandering, drug abuse, and usage, and urban migration and ignorance of economic affairs.

Aina (2002) was more specific when he listed the goals of business education to include:-

- i) To apply the various business concepts acquired in class to real life situations.
- ii) To acquire skills and competencies required for the performance of basic business jobs.
- iii) To keep simple records of financial and other transactions in the office and operate and cater for office machines and equipment.
- iv) To identify and discriminate among alternatives available in the market, given scarce resources.
- v) To recognize and demonstrate their responsibilities as consumers; and
- vi) To play productive role in a free enterprise economy.

Consequent upon the stipulations of the Policy Commission for Business, and the provisions of the National Policy of Education, several authors (Anao, 1986; Ubulom, 1999, Aina, 2002 and Otamiri, 2009) enunciated the goals of Business Education to include:-

- 1) To prepare effective Management, Secretarial, Marketing, Accounting and Banking executives.
- 2) To produce lecturers and teachers who will handle business and related courses in our secondary schools, colleges and universities.
- 3) To propagate the development of the business thought and philosophy in our daily existence.
- 4) To prepare and equip those who pass through the programme to be able to establish and run their own private business ventures as self-employed citizens of the society.

### **The Concept of Quality in Education**

The concept of quality education which was not part of the consideration of education planners of old has become centre – stage in recent years. No thanks to the policy of “education for all” which emphasized quantity instead of quality. In these days of quantity, so many things are offered in varied delivery patterns that sometimes appear meaningless, giving credence to the call for quality in education deliveries.

Precisely, quality education means the education which fulfils the desired standard of knowledge and skill suitable for the time being. It is the development of every person’s ability mentally, emotionally, psychologically and spiritually. Quality education in schools aims to maximize the potential of students and make them develop, learn and grow through experience – based learning. Quality education is the type of education given to students that is meaningful, worthwhile and responsive to individual and social needs.

Babalola (2007), defined quality as fitness to purpose in relation to the user and customer need. By this he affirms that quality means that the product conforms to standards, specifications and requirements. Similarly, Bamisaiye (1983) in Gbenu (2012), posited that quality may be defined as “the sum of composite of the property inherent in a material or product”.

Speaking about quality education, Gbenu (2012), described it as a relative term dependent on the country concerned and based on a couple of variables which may include economic resources, value system, educational goals and philosophies. According to Gbenu (2012) “quality education improves the quality of workforce by raising the levels of skills and efficiency. Quality education gives a nation access to the world’s body of knowledge ..... the general outcome of quality education is a progressive increase in productivity and efficiency and enables people to express more fully their potential capacities”.

Along this line of thinking Longe (1999) posited that quality education enables the grandaunts to be able to prove their worth by their level of performance in the competitive labour market among other challenges that will confront them in the society.

The “Education for All”: Global monitoring Report 2005, in tackling the Quality Imperative specified two principles that define quality in education.

- 1) Learners cognitive development as the core objective of the education system.
- 2) The role of education in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

Essentially, quality consideration in education refers to how much and how well learners learn and the extent to which their education translates into a range of personal, social and developmental benefits. The Dakar Framework for Action (2000) cited in Grima recognized the need to stress pedagogy and posited that it is the teaching and learning process that brings the curriculum to life, that determines what happens in the classroom and subsequently the quality of the learning outcomes.

According to Grima (2008), the Global Monitoring Report (2005) specified six policy issues directly impacting on teaching and learning and by extension quality. These include:-

- (i) Relevant aims
- (ii) Subject balance
- (iii) Good use of time
- (iv) Pedagogic approaches for better learning
- (v) Language policy
- (vi) Learning from assessment

In reviewing quality in education the analysis must encompass a broader definition involving learners, content, processes, environments and outcomes.

Colby (2000) in his UNICEF research on Quality Education posited that Quality education includes the following:-

- 1) **Learners** who are healthy, well – nourished and ready to participate and learn.
- 2) **Environments** that are healthy, safe, protective and gender – sensitive, and provide adequate resources and facilities.
- 3) **Content** that is reflected in relevant curricula and materials for the acquisition of basic skills and literacy.
- 4) **Processes** through which trained teachers use child-centered teaching approaches to facilitate learning.
- 5) **Outcome** that encompass knowledge, skills and attitudes, and are linked to national goals for education.

In 1990, the World Declaration on Education for all noted that the generally poor quality of education needed to be improved and recommended that education be made universally available and relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. In the year 2000, the Dakar Framework for action declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education. The Dakar Declaration set out the following as the paraphernalia of quality.

- a) Desirable characteristics of learners (Healthy and Motivated)
- b) Process (Competent Teacher and active Pedagogies)
- c) Content (relevant Curricula)
- d) Systems (Good Governance and Equitable Resources Allocation)

Suffice it therefore to assert here that the two most recent United Nations International Conference declarations on education (the Jomtein Declaration in 1990, and the Dakar Framework for Action in 2000) recognized the quality of education as a prime determinant of whether Education for All is achieved.

### **Dimensions of Educational System Quality**

From the perspective of quality, activities in the education industry could be seen from the following angles:-

#### **1) Quality Learners**

- a) Good health and nutrition: Physically, psychosocially healthy persons learn better. Healthy Development plays an important role in learners and learning (McCain and Mustardi, 1999).
- b) Early childhood psychosocial development experience. Positive early experiences and interaction's are vital to preparing a quality learner (Colby, 2000, Willms, 2000 and Unicef, 1998)
- c) Regular attendance for learning
- d) Family support for learning: Parental background, parent's level of education and the degree of support affect to some reasonable degree the performance of children in school. (Carron and Chau, 1996, Colby, 2000, Willms, 2000).

#### **2) Quality Learning Environment**

Colby (2000) opined that learning can occur anywhere, but positive learning outcomes generally sought by educational systems happen in Quality Learning Environments.

- a) Quality of school facilities (Fuller, 1999) (Willms, 2000)
- b) Class size
- c) Peaceful, safe environments (Sutton, 1999)
- d) Teachers behaviour
- e) School discipline policies
- f) Provision of health services.

### 3) **Quality Content**

Quality content refers to the intended and taught curriculum of schools. A good curriculum should:

- a) be student centered and non-discriminatory
- b) have uniqueness of local and national content literacy
- c) numeracy
- d) life skills
- e) peace education

### 4) **Quality Processes**

This refers to how teachers and administrators use inputs to frame meaningful learning experiences for students.

Considerations of Quality Processes include:-

- a) Professional learning for teachers
- b) Teacher competence and school efficiency
- c) Professional Development
- d) Continuing support for student-centered learning
- e) Standard – based participation method
- f) Teacher feedback mechanism
- g) Teachers working conditions
- h) Supervision and support

### 5) **Quality Outcomes**

Colby (2000) posited that the environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. However, Quality learner outcomes are intentional expected effects of the educational system. Quality learner outcomes can be in terms of achievement in literacy and numeracy; outcomes sought by parents, outcomes related to community participation, health outcomes etc.

### **Impediments to Quality Education and Functional Skills**

A quality outcome is the desire of anyone in any meaningful venture – education not an exception. Both practitioners and non-practitioners in the education industry agree that quality in delivery and outcome should not be compromised. But obvious obstacles stand in the way of quality in education both at the delivery level and in terms of outcome. Business education as a member of the education industry also has a fair chunk of the impediments to quality and functional education.

Perhaps a review of some of the recent works on the barriers to quality education in some parts of the world may suffice. Azuka (2012) speaking about the barriers to quality education in Nigeria listed them to include:-

- a) Cost of education
- b) Unequal distribution of educational facilities
- c) Poor implementation
- d) Poor capacity of government
- e) Social – Cultural beliefs and practices
- f) Poor quality of teachers
- g) Inconsistency in policies and strategies
- h) Corruption
- i) Incessant strikes by teachers etc.

Chevedza, Wadesango and Kurebwa (2012) explored the obstacles to quality education in Zimbabwe. A lot of variables were employed in the test but results revealed the dominance of the under-listed factors in all the districts involved in the study.

Poor supervision of teachers, Shortage of Resources, Teacher Shortage, Economic factors and The Brain Drain

Bhuwan (2012) commenting on the Barriers to quality education in India listed them to include:-

- a) Absence of schools
- b) Trafficking/child labour
- c) Lack of teachers
- d) Absenteeism of teachers
- e) Lack of infrastructure
- f) Over crowded classes
- g) Socio – cultural environment
- h) Religious beliefs about education

i) Poverty

The United Nations Global Education First Initiative in its priority number two stressed the improvement of quality of learning.

This initiative – a creation of the secretary General listed the impediments to quality teaching and learning to include:-

Shortage of qualified teachers, Lack of learning materials, Weak foundation for early learning, Challenging family environment, Mismatch of skills and today's livelihood, Language barriers, Hunger and poor nutrition and Ineffective systems to evaluate the performance of students

The above assertions and research revelations point to the conclusion that quality education is bedeviled by a myriad of impediments. A second fact from the brief review of works on barriers is that various countries and various educational settings experience the barriers in some related manner – that is to say that some of the impediments cut across geographical and administrative spheres.

Paying particular attention to Business education on the barriers to quality education, and particularly based on the participant – observer experience of the author revealed some inhibiting factors not common to the earlier scenarios.

- a) Wrong and out-dated mission statements
- b) Dearth of quality learners
- c) Preponderance of weak students
- d) Poor learning environments
- e) Uncensored process of teaching and learning porous curriculum
- f) Poor policy enunciation and implementation
- g) Crave for certification against education
- h) Dearth of committed and dedicated teachers
- i) Widespread exam fraud and corrupt practices
- j) Lack of required facilities and infrastructure
- k) Admission racketeering
- l) Improper measurement of outcomes
- m) Societal influence on education
- n) Lip service to ICT-compliant teaching and learning
- o) Complete absence of e-learning facilities

### **Functional Skills or Functional Education**

In recent times, universities, polytechnics, Colleges and even employers have been calling for young graduates to leave school with the relevant skills needed to operate confidently in the world of work, and even for higher studies. Ordinarily, functional skills are described as the essential elements of English, Mathematics and ICT that help young people to develop higher levels of practical skill which they can apply to real life context.

Functional skills are already an integral part of most curriculum and education programmes. Rather than being taught as separate curriculum subjects, functional skills are applied to the teaching and learning of all subjects. In the teaching of functional skills, teachers are encouraged to provide opportunities for students to apply their knowledge and skills to real life situations which gives more relevance to what is studied.

Functional skills are important in a number of ways:

- (i) They help to build learners' independence and confidence.
- (ii) They equip young graduates better to apply their skills in the workplace scenarios.
- (iii) They help students to express themselves better and to produce better and more logical papers or applications.
- (iv) They help graduates manage their finances and bills at university or even workplace.
- (v) They facilitate the use of internet in all activities including banking.

“Weak functional skills are associated with higher unemployment, lower earnings, poorer chances of career progression and social exclusion..... The time has come to ensure that school – leavers in future have the skills they need for work and daily life” (working on three Rs (CBI, 2006).

Over and above the international definitions and postulations on functional skills and what it means, our Nigerian situation compels us to think of the term in a somewhat different perspective. Rather than restrict our efforts to skills in Mathematics, English and ICT, our educational planners and operatives should focus on a wholesome package that results in a comprehensive functional education. By the understanding, this author advocates the kind of education that enables the graduate or holder of any certificate to fit into the specific demands of his area of reading. This position preaches the kind of education that makes the student relevant, useful and adaptable to the work or occupational environment. The student while in school should be equipped with teachings and skills that make him immediately useful or provided with skills that he can easily apply or kind applicable outside school. Such to us is the whole idea of functional education or functional skills – education that is relevant in the immediate environment and possible places of work.

Business educators can make business education functional by focusing on the relevant skills that our children in our various specialties would need as soon as they leave school. We should purge our curriculum of many docile, irrelevant and non-functional courses and subjects. More time and emphasis should be given to the specific skills required of our products by those who may seek their services, or equip them to be self employed especially in these days of rising graduate unemployment.

Firstly, as producers of teachers, our curriculum and course content should focus more on practical and effective teaching methods and pedagogical principles to equip our products sufficiently to be able to face the turbulent world of the teacher. Our business education graduates should be made competent, effective and grounded in the modern principles and practice of teaching. Secondly, frantic efforts should be made to prepare them in their elected teaching subjects to make them have a good mastery of their subject areas – since this is the hallmark of a sound teacher. Thirdly, as business education graduates who are also prepared for the industries and the like, serious effort should be made to prepare them adequately in specific, relevant and functional areas of their chosen disciplines. More emphasis should be placed on practical and real office situation instead of routine, theoretical and classroom rhetorics. The use of properly managed supervised industrial work experience (SIWES) is highly recommended to bring them close to real work life. Curriculum planners should be those abreast with current work realities and demands. The graduates of business education of our time should also be equipped with sound entrepreneurial skills in their chosen areas, with a view to equipping them for self – reliance outside paid employments. Real practical guidance in the various business opportunities available should be emphasized and not the mere one semester teaching of entrepreneurship as a general studies requirement. This three – pronged approach to the preparation of business education graduates will ultimately result in a wholesome education – and that to the author is the whole idea of functional education.

### **Enthronement of Quality and Functionality in Business Education Delivery**

Because we are involved as business educators, and for the purpose of securing the future of our children and nation, the task of ensuring quality and functional skills in Business Education must be won. The increasing demands for good quality higher education by students and society imply that higher education now face similar pressures that the business sector has been facing for decades.

Okereke (2014), posit that assuring the quality of education provision is a fundamental aspect of gaining and maintaining credibility for programmes, institutions and national systems of higher education worldwide. Adedipe (2007) argued that for higher institutions to establish and maintain high quality standards, they must accept responsibility in addressing the following key areas: -

- i) Minimum academic standard
- ii) Accreditation
- iii) Carrying capacity and Admission Quota
- iv) Visitation
- v) Impact Assessment
- vi) Research Development
- vii) Publications and Research Assessment
- viii) Structures, Infrastructures and Facilities

The need for quality teaching and learning in higher education has been felt all over the world. Okereke (2014), confirmed that the National University Commission Act of 2004 brought with it increasing concerns about how universities perform and the quality of services they provide. Ultimately quality may be considered on the basis of how good and efficient the teachers are, how adequate and accessible the facilities and materials needed for

effective teaching and learning are, and how prepared the graduates are for meeting the challenges of life and solving societal problems.

The real search for quality and functionality in our business education delivery requires a multifaceted approach. However taking an aggregate of some postulations by various authors, and based on the participant – observe experience of the author, the following actions are recommended.

- (i) Change of Mission Statements/Goals
- (ii) Review of Curriculum
- (iii) Regular Training and Retraining of Teachers
- (iv) Sound Link between Classroom and Practice
- (v) Making ICT Work in Schools
- (vi) Provision of up-to-date Infrastructure
- (vii) Eradication of Examination fraud
- (viii) Select of Students based on Potentials
- (ix) Employment of Genuine, Qualified and Committed Lecturers
- (x) Development of Self Pride and Satisfaction.
- (xi) Functional Library Facilities and books

## OUR THESIS

### The “School – Work Mix” Model of Business Education

This paper proposes a model tagged the “School Work Mix” Model to serve as a panacea for achieving quality and functional Business Education in Nigeria. The model consists of six integrated stages that can be followed to ensure that business educators achieve sound quality and effective skills in both delivery and outcomes. The model consists of the following stages: –

- (1) Mindset Change
- (2) Curriculum Review/Goal Change
- (3) Aptitude Quest
- (4) School – Work Interface
- (5) Regular Appraisal
- (6) Periodic Review

#### **Mindset Change**

In proposing his model for creating an entrepreneurial generation, Ottih (2013) pointed out that mindset re-engineering was the first step. Following from this and our observations from practitioners in the field of Business education, we recommend mindset change as the first stage of the effort to enhance quality and functionality in Business education. Practitioners must be brought to change their orientation about business education, build pride in themselves and what they do and regularly see themselves as human engineers vested with the responsibility of producing future leaders in education and industry.

#### **Curriculum Review/Goal Change**

The curriculum of business education in most part is not responsive to the present realities of our society. Similarly, the goal of business education as stipulated since 1975 requires complete overhaul. As a follow – up to a re-orientated business educator, the curriculum and goals of business education should be overhauled to incorporate the new pursuit of quality and functional skills in the field. Emphasis must be placed on sound pedagogical principles and practical skills that package wholesome business education.

#### **Aptitude Quest**

One great challenge to business education nowadays is the weak quality of students admitted into the business education programme. With a totally re-orientated mind, a sound curriculum and appropriate mission statements, the next stage is to carefully select students who really have the aptitude and acumen for a career in business education. Students who pass UTME examination and even school based screening tests should be further exposed to special aptitude check to be organized by the various departments of business education to ensure that only ready and prepared candidates are admitted to pursue careers in Business Education.

#### **School – Work Interface**

At this fourth stage, what is recommended is a sort of principle and practice mix. Students admitted into the programme and taught should be given regular and monitored opportunity to interface with the world of work to confirm that what is taught is relevant to the demands of work. The establishment of model work

environments/laboratories in schools is highly recommended where students can test the relevance of what they have learnt at the various stages of the programme. The supervised Industrial Work Experience already in place should be made more functional, revamped and reactivated to really facilitate the school work interface.

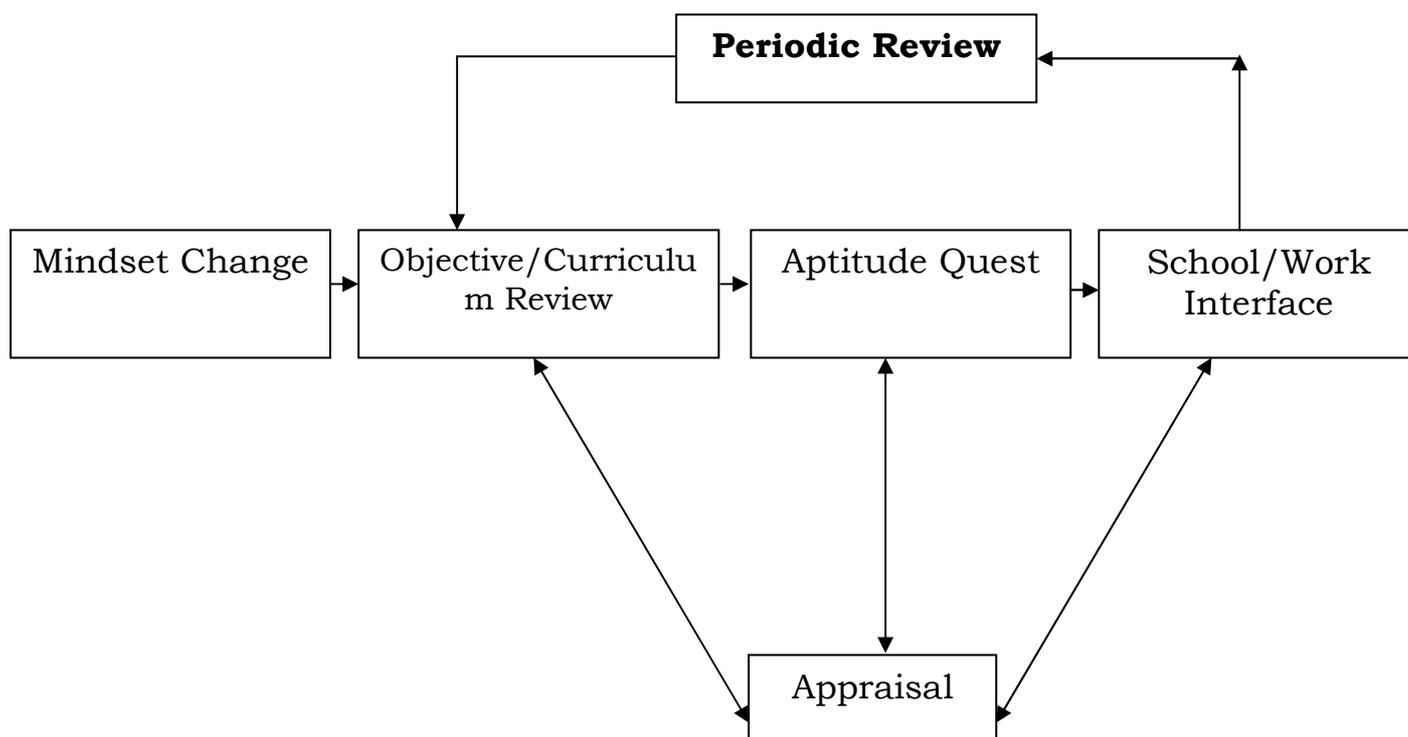
### Regular Appraisal

As part of the curriculum review, Aptitude Quest, and school – work interface, there should be an inbuilt appraisal system that regularly checks the accomplishment of desired objectives of every stage. It is the result of the regular appraisal programmes that should guide activities at the six and last stage. Appraisal should be objective, non – personalized and results really applied in the periodic review of activities from time to time.

### Periodic Review

At the top of every successful programme is a planned programme of review. The world is generally dynamic and change is a constant component of every aspect of human existence. The regular appraisal recommended at the fifth stage of this model is expected to produce tangible results and these results should culminate in a worthwhile review of the activities of the model. Specific time frame should be set to review a ruling set of activities with the sole aim of engendering dynamism and adaptability of our effort to the realities of our existence.

Essentially, apart from the mindset change which occurs once, the other five stages of the model are on a revolving pad with regular appraisal as reoccurring decimal. The interfaces between the five stages are also on a give and take basis. The arrows going up and down indicate that what happens at each stage calls for appraisal and that the regular appraisal itself influences the activities. The model is further illustrated with the diagram overleaf. The model followed carefully will ultimately ensure quality and functional skills in business education in Nigeria.



**FIG. 1 “School – Work Mix” Model of Business Education**

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