

Management Technology Education and the Challenges Of Millennium Development Goals in Nigeria

Ayuba A. Aminu, Ph.D¹ Charas Madu Tella² Mohammed Madawaki, Ph.D³

1 Department of Business Management, University of Maiduguri-Nigeria

2 Department of General Studies, University of Maiduguri, Nigeria

3 Department of Business Management, University of Maiduguri-Nigeria

Corresponding author: Charas Madu Tella charasmd1@gmail.com. Tel.+2347033074444

Abstract

Increasingly nowadays 'good governance' is viewed as a keystone in the architecture of effective leadership and "the exercise of political power to manage a nation's affair. It encompasses the state's institutional and structural arrangements in decision-making processes and implementation. The concept has moved to the fore and the aim is to convince decision-makers about the merits of effective management and transparency, and of the need to have effective managers to manage the available resources. However, absences of such have resulted to the persistent crisis of governance such as corruption, mismanagement and have blocked development. This ugly situation has left good governance and accountability as just a mere concept. As a result today, Nigeria is characterized by problems of poverty, disease, ignorance, and above all lack of good managers. Consequently, Poverty, hunger, hunger, diseases, ignorance has moved to the forefront of global concern. Particular importance is the commitment of the United Nations to reduce developing countries' such as Nigeria level of poverty as now reflected in the objectives of Millennium Development Goals (MDGs) consisted of 189 membership states.

Keywords: Millennium Development Goals (MDGs), Managers/Management Education,

Introduction

The place of Management technology in the realization of Millennium Development Goals (MDGs) programmes is possible if managers have the required qualifications, skills and abilities that are expected in trying to achieve the MDGs goals and objectives. Since the introduction of Universal Basic Education (UBE) in Nigeria by the former President Olusegun Obasanjo in 2003, the intention was to provide good and accessible education for all by the 2020 to all its citizenry. To achieve this objective, the managers of MDGs require management technology skills as well as other educations to forge ahead. Management technology education is viewed in different perspectives by different scholars, government and interested individuals. The economy of the world cannot prosper well there is the need for those professional and non professional skill to have technical education.

However, looking at the current economic situation across the world and Nigeria in particular, the need for competent and professional manpower becomes eminent to meet the basic management education requirement as well as the needs to manage the economy of the country. It is against this back dropped, that the need for professional managers and personnel as the basic pre-requisite knowledge requirement to manage the MDGs. The questions are- who are these professional managers and how do we get them? What are their basic qualifications expected from them? How relevant is management education in the development of these managers in this millennium? What are the roles of management education or management technology and their challenges of management education and how will management education assist managers in the achievement of MDGs? It is in line with above questions, which this paper tries to address.

Management therefore is a specialized activity that has undergone various changes and challenges in different stages of human development. The emergence of industrial revolution in 1887 necessitated the development of management education through the dependence and interdependence of individuals, institutions, and societies on one hand and has also led to the growth of management as a discipline of study. Furthermore, one could also state categorically that developmental stages in human history, science and technology have also helped to sharpen the development of management thought and practice since management education is an interdisciplinary field of study that comprises many fields of study such as accounting, finance, marketing, insurance, economics, taxation, commerce, public administration etc.

According to McFarland (1979), managers are executives or administrators that manage the affairs of organizations and are referred to those occupying privileged positions in organizations that formulate and implement decisions in the organizations. In other words, they are those who manage the affairs of organizations and take critical decision on behalf of the larger subordinate for effective and efficient day to-day administration that will lead the organization to greater success. Similarly, Management to Litterer (1979), is a culture which refers to as a

profession that is concerned with taking decisions and action, with getting things done, and utilizing possibilities to satisfy mankind objectives and needs. This simply means that management is a study of knowledge, a disciplined way of proceeding and an identifiable institution with membership. It is a discipline that is being practice through and with people.

In this paper, the words Management, 'management education', 'business education', 'management technology', 'management technology education', mean one and the same thing and are used interchangeably in order to clarify some of these terms clearly. To this end, we can say that Business education is used mostly in the University's Faculty of Education and Colleges of Education as well. While Management education, and Management technology are offered in Universities of Technology and Polytechnics. On the other hand, Management and Business Administration is from the Faculty of Management and Sciences.

Nigeria and Management Education

Since Nigeria got her political independence in 1960, it was greeted with euphoria with hopes of development and greatness. The hopes and expectations were based on substantial, abundant natural and human resources. Unfortunately, 52 years after independence, contemporary evidence shows that, these expectations are far from being achieved as development have eluded the country. Leadership and governance question remained a perennial problem attributed to pro-long military/authoritarian rule. However, to realized, the country needs to have qualified, competent, honest, transparent and accountable managers with good knowledge of management, there is a need to develop our education system to its minimum standard to compete along with international communities in terms of good governance. It is against this development that there was outcry for Nigeria to have a comprehensive reform with hope of putting emphasis on management education. It is hoped that this section of the paper would address some of the problems of management education in Nigeria and the need for Management education

Furthermore, management education is a kind of special education that is given to students, practising managers and researchers who have chosen to follow a specific profession and who want to further receive training and retraining in commerce to fit into a job market. The state of our economy requires such training and retraining of education managers to not only manage our nation's resource and provide a good leadership model but also manage learn how to administer our education properly. This is why management should be considered as an integral part of the general educational policy. Management and Management technology education encompasses Economics, Business Education, Accounting, Insurance, Marketing, Personnel Administration, Finance, Secretarial Studies, etc.

Today, in Nigeria and Africa as a whole, the benefit of management education for development purpose has not been fully achieved in or appreciated by the governments. This becomes necessary as management education has not been appreciated in the past rather it was only assumed as an act of buying and selling or just an acquisition of skills in secretarial services. However, the situation in the 21st century has change with the introduction of Universal Basic Education claiming that management education now is meant at developing individuals to acquire management skills and training and retraining to make them to be self-reliant and self-employed to pave ways for entrepreneurial development and also to train skilled work force for economic and national development. Although there is every indication shown that such objectives is far from being realizable. This is because the nation's economy has not been fully strengthened to face global competition as nothing or little is provided at the international market apart from oil and gas.

Furthermore, the situation is also compounded by the prevailing unstable economy characterised by corruption, idleness, ignorance, poor leadership, mismanagement, outright stealing from government treasury, lack of due process and above all due to lack evenly and timely application of the rule of law on the citizenry. This might be due to lack of management education from our leaders or those who manage the country's economy. So, it may not be an exaggeration to conclude that Military rule in Nigeria, lasting for about thirty-eight years of the country's fifty-two years of independence had caused a number of problems, such as the collapse of public sector, institutions and the process of administering them. If this is true then Management education is vital to our economy and such also our leaders. They require Management technology education in order to manage our economy and put it in a proper or right direction.

Meaning and Goals of Business/Management Education

A remarkable feature of Nigerian education since independence has been its phenomenal, growth a factor generally attributable to the increasing demands, as well as its social, economic and political benefits. This research, therefore, would not be meaningful without looking into the brief historical background of the education system and its development in Nigeria as an integral part of management education in general. Therefore, the growth and development of management education in Nigeria before and after independence is nothing but short of astounding.

By 1945, the appointment of Elliot Commission on Higher Education led to the establishment of University College, Ibadan in 1948, and by 1959, and the High Commission was set up to review post secondary education, leading to the establishment of four new Universities between 1960 and 1962. These newly established Universities were Ahmadu Bello University (ABU) Zaria, University of Benin, University of Nsukka, University of Lagos and University of Ife all of which were creations of the civilian administration. They were established to generate more high level manpower in all fields especially in agriculture, industries, technology managements, education, and health social welfare among others.

As a result, the increasingly growing pressure for expansion led to the formation of a Commission to study the situation. Thus, in 1945, the Asquith commission was set up with the aim of promoting higher education, learning, research and the development of university education. When the Commission on management came out with recommendations, it stated that all the British territories which were able to support university education should have their own universities, but with a warning that University should adhere strictly to academic standards and policies in both teaching and learning. This led to the establishment of additional three Universities in the West African sub region in which the University of Ibadan was one.

However, due to regional differences, the University of Ibadan which appeared to be heavily influenced by regional needs, led to other regions under the guidance of the Nigerian constitution to establish one University each in the regions, namely University of Nigeria Nsukka and Ahmadu Bello University, Zaria. Later on, other universities in the country were established and operated as separate institutions. These include University of Lagos, Yaba in 1962, University of Ife, Ile-Ife (now Obafemi Awolowo University); 1961, University of Benin; 1962. The Second generation Universities aroused from the National Development plan (1975) on the basis of state creation which were Maiduguri, Sokoto, Ilorin, Calabar, Kano, Jos, and Port-Harcourt. While the third generation came on the basis of technology awakening and these are Makurdi, Yola, Minna, Abeokuta, Akure, Bauchi, Owerri etc, in which this research emphasis on the importance or relevance of business education in achieving the Millennium Development Goals (MDGs) in Nigeria. **Conceptualization of Business/Management Education**

The meaning of Business/Management education or Management technology varies from different perspectives however, but it still boils down to mean one and the same thing. Management technology is an education that is acquired in order to equip a person/student to stand on his feet in the future to be self reliant or self-employed. Nolan et-al (1967) stated that Business education enables the individual develop understanding and skills which enables a livelihood. While the National Policy on Education FRN (2004) stated that Business education is a vocational education that leads to acquisition of practical and applied skills as well as basic scientific knowledge.

The goal of Management technology is slightly different from Business education, though Business education encompasses Management education and Management technology. Management technology can be acquired in a formal educational school learning system without having education as a course like what is being taught in the award of Bachelor of Science degree in Business Administration, Management or Management technology in our Universities or award of Diploma or Higher National Diploma in Management in Nigerian polytechnics. These Diplomas and Degree were obtained in Management without having a single course from the Faculty of Education but the process of acquiring the Diploma and degree is through formal learning often referred to as Education.

The goals of Business Education can be viewed as what to be achieved at the end of haven't learnt management education. However, Harms, et al (1972) summarised the goals of business education as follows:

Exploration:

To make available to all students opportunities to explore and learn about the world of business and the possible interest and potential career it has to offer. Therefore for any individuals or group to learn and explore out very well especially in sciences management, the knowledge of management education becomes eminent. Presently, the trend of science education in tertiary institutions is moving at slow spate more especially in universities of science and technology. This is because emphases are so much placed on social and management sciences as an avenue to generate more revenue. Similarly, government is also not doing enough to encourage business education by either giving students' automatic employment or special scholarship to encourage studying such courses. So with this development, how can MDGs objective are achieved by the year 2015.

Personal use:

To enable any student to acquire those business knowledge and skills that he may need for his personal use. Here most if not all students try to acquire additional qualification for the purpose of achieving a better life in a society. However, after completion of education only very few got jobs in both private and public sectors

Vocational:

To prepare and succeed in business as a career, here the objective is good, but you can only enter and succeed in business when it is available. However, as expressed above, unless and until jobs are available before you can put into use the knowledge acquired.

Economic understanding:

To develop in a practical way, an understanding and an appreciation of the actual functioning of our economic system and the objectives of education as well as Millennium Development Goals are interrelated and interconnected. Today, in Nigeria, due to the economic situation only very little or few do have the economic power for them to develop and practically appreciate and understand it.

Occupational Intelligence:

This is to assist graduate to develop intelligent understanding on the various occupations to be found in the world of Business as well as to provide an avenue to train graduates who will impart knowledge to future leaders that will manage our economy. Lastly, occupational intelligence would provide professional managers and future managers with the necessary skills and knowledge to build up a career and to satisfy their aspiration for career advancement through effective and efficient leadership style.

The linkage between Managers and Millennium Development Goals

According to Igbuzor (2006:4), he point out that there are limitations of utilizing the MDGs as a framework for delivering or measuring educational development. First, they risk simplifying what development is about, by restricting the goals to what is measurable. Many aspects of development cannot be easily measured. Secondly, some of the goals are very modest e.g. the goal to half the proportion of people living on less than \$1 a day by 2015 and the target to achieve a significant improvement in the lives of at least 100 million slum dwellers by 2020. Finally, some of the targets do not address the problems holistically. For instance, the MDG on education talks only a full course of primary schooling with no reference to secondary and tertiary education.

One of the most striking aspects of Nigeria is the challenges of Millennium Development Goals (MDGs) and those who manage the process. It is regrettable to say that majority of Nigerians continue to live in abject poverty, disease, hunger, environmental degradation etc. A deeply contradictory process of globalization has further deepened structures of inequalities and accentuated the already existing pattern of hegemony. A glimmer of 'development light' came at the time when Heads of States of 189 countries signed the Millennium Development Goals (MDGs) to eradicate poverty, corruption etc in their countries. The MDGs represent a common agenda for the international community to tackle some of the most critical development challenges confronting humanity. At the inception of the programmes, it appears to be highly practical, measurable and largely feasible, and has thus received the endorsement of a broad spectrum of multilateral institutions and governments, as well as civil society group. It has provided the much needed rallying point for development discourse and practice among scholars and practitioners across different geographical regions of the world. The MDGs therefore represent an important catalyst for a just and equitable world.

In Nigeria, the MDGs, for all its appeal, appeared to be limited and patterned along the modernization theory of development, which has been criticized by social scholars, individuals as well as stakeholders.. It does not seem to recognize contextual analysis; in particular, the MDGs does not treat issues of poverty and development as problem situated in a power vacuum, totally disconnected from structural issues such as trade regulations, crushing level of debt on third world countries, the power of trans-national corporations and global economic crises. The MDGs goals seek to address the following issues such as Poverty and Hunger, Universal Primary Education, Gender, Health care, Good Governance, AIDS/HIV, Malaria etc.

However, to achieve these objectives, the managers require special Management education skills to discharge their responsibilities while those administrators/ managers that have no management background need Management technology education to meet the MDGs goals objectives. This paper therefore seeks to recognize the critical role of managers on issues surrounding the MDGs and as well as MDGs managers in achieving the goals and objectives of MDGs Programmes in Nigeria.

The roles of managers in achieving Millennium Development Goals (MDGs)

i) Basically a manager in the MDGs programmes is one who is responsible for ensuring that the MDGs act in legal, ethical and responsible ways in carrying out its activities. Consequently, due to individual interest and diversionary tactics in implementing the goals of the MDGs, as well as differences in opinion, most of the MDGs manager hardly take decisions promptly and as when due. The nonchalant attitude of managers affects the full implementation of the MDGs goals and objectives.

ii) Ascertains that all employees work together in harmony and ensures adequate supply of resources to achieve the MDGs goals. Since changes is necessary in any society to prosper and it takes a committed leadership to accomplish a propitious change. However, to lead a multi-ethnic society like Nigeria is not an easy task. To this end, one of the major problems of leaders and leadership is to bring employees to work together and ensure adequate resources without any crises.

iii) Decides what the MDGs should accomplish to satisfy society's needs. This is to set agenda without attaching a different meaning to it is not an easy task. This is because in Nigeria, incorporating several ethnic groups into a single organization is like bringing together all the basic problems of ethnic conflicts as well.

Iv) Planning in its particular usage, the term refers to any attempt to achieve a goal such as economic wellbeing by central direction. Planning therefore has become a rather emotive word. It is against this back dropped that managers need to map out strategies for the implementation of MDGs task

Challenges Millennium Development Goals in Nigeria

The challenge MDGs Managers faces in Nigeria includes;

- (a) Translating MDGs decisions into action
- (b) The process of using management techniques and decision to achieve the objectives of the MDGs and the society in which it operates.
- (c) The delegation of duties and responsibilities to different units of the MDGs activities.
- (d) The need to supervise, co-ordinate and control the available resources in order to ensure maximum efficiency and effectiveness in the discharge of MDGs programmes.
- (e) The need to ensure the adequate flow of MDGs information through proper channel of communication.
- (f) The need for a systematic gathering of data, analysis and evaluation in order to identify the problem(s) of an organization and to proffer solutions and take necessary action to ensure the implementation of Millennium Development Goals.
- (g) Because of the dynamic nature of the environment and the unpredictability of human behaviours, there is the need to review, reassess and adapt continuous changes in the MDGs programmes.

Problems of MDGs managers in managing the MDGs Programmes

Some of the problems which contributed to the increased complexity in MDGs programmes management are multidimensional and numerous which includes:

1. There is an increased demand for accountability by government on MDGs Projects and this requires managerial efficiency.
2. The continued dwindling of government financial resources affects MDGs financing, which puts pressure in the Government to re-examine its planning, management activities and the utilization of scarce resources to meet MDGs goals. This calls for efficient management by the managers of MDGs.
3. Public awareness in terms of right to education and the need for quality health care has increased. This was brought about by changes in literacy and public enlightenment and this has exerts pressure on the MDGs managers to plan better and manage MDGs programmes more effectively.
4. There are problems of increased need of material requirements, scarcity of resources, advances in technology, informational needs, world population growth and allocation of scarce capital resources among competing sectors and unit, all converge to make the management of MDGs programmes and services a demanding and complex task facing the MDGs managers.

Today more than ever before, professional and non-professional managers have become more active and vocal in seeking benefits and more participative influence in decision making in organisations. Managers are compelled to pay greater attention to employees and labour relations than in the past. Therefore, the role of managers is very crucial as management excellence will contribute greatly toward making the MDGs activities effective and efficient. It will contribute to effectiveness by ensuring that the managers are doing what it should be done. But some of the MDGs managers in many states in Nigeria operate without knowing their bearing as government continuously change policies as it affects the MDGs programmes.

The problems peculiar to Nigerian Managers which I considered to be cultural or environmental is attested by Cockran's theory of entrepreneurship which states that the behaviour of an entrepreneur is affected by the environment. This affected Nigerian managers as follows:

Conclusion

Finally, I concurred with Abdullah (2007) conclusion that Nigeria cannot achieve the Millennium Development Goals target by the 2015. The scenario with which Nigeria now found itself in tackling the (MDGs) objectives such as eradication of poverty and hunger, reduce child and maternal mortality and combating HIV/AIDS, malaria and other diseases. The managers of MDG's in Nigeria must realize that they have the responsibility of providing good and enjoyable life to our people and to do that they must embrace Management technology education which is a pre-requisite and necessary to the realization of MDGS goals. Lastly, managers must face the challenge of how to strategies to make the MDGs goals to be realizable; these could be achieved through attending management seminars, conferences and training and retraining.

References

- Abdullah, S.A. (2007), "External Reserve Management and the Millennium Development Goals: Nigeria a Case Point. Academy Journal of Marketing Research. Vol.I, No.III, September.
- Anao, A. R. (1986), The Role of Business Education in Developing Economy. Business Education Journal № 1, vol. 1.
- Dale, E (1978), Management: Theory and Practice. Singapore. McGraw-Hill International Book Company.
- Federal Republic of Nigeria (2004), National Policy on Education. Lagos NERC Press.
- Harms, H. Stehr, B. W. and Harris, E. E (1972), Method of Teaching Business and Distributive Education. Chicago, South-Western Publishing Company 3rd Edition.
- Igbuzor, A.C. and Moru, J. (2006), Attaining the Millennium Development Goals in Nigeria: Indicative Progress and a call for Action. In Moru J. (Ed). Another Nigeria is possible: Proceedings of the First Nigeria Social Forum. Abuja. Nigeria Social Forum.
- Jimoh, A (2005), "Promoting business ethic's and integrity among Nigerian Managers". Journal of Business Education, Gombe, VOL. 6, No.5.
- Litterer, A.J. (1978), An Introduction to Management. Toronto. John Wiley and Sons. Inc.
- McFarland, F.D (1979), Management Foundations and Practices. New York. Macmillan.
- Nolan, C.A, Hayden, C.K and Macbany, D.R (1967), Principles and Problems of Business Education. Chicago. South-Western Publishing Company. 3rd Edition.
- Popham, B.L, Schrag, B.F and Blockhus, W. (1975), A Teaching/Learning for Business Education. New York. McGraw Hills Book Company.
- Social Science and the Challenge of the Millennium Development Goals (MDG's) in Africa. The University of Maiduguri, Faculty of Social Sciences National Conference. Maiduguri October 26-30, 2008.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

