

## **Influence of Business Education for Manpower Development in Bayelsa State, Nigeria**

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### **A b s t r a c t**

**T**his work has strived to explain the contribution of business education for manpower development in Bayelsa State. The main aim of this research work was to find out if business education has any impact in the manpower development in Bayelsa State. Having used a university accepted research procedure the result has proved beyond all reasonable doubt that business education is very important to manpower development in Bayelsa State. Business education programme reveals that its products are indispensable part of manpower supply of economic development in Bayelsa State. Four specific purposes were developed in line with the major purpose of the study. The study answered four research questions in line with the four specific purposes. The population of the study consisted of 295 students from business education option. A stratified selection sampling technique was employed to select a total of one hundred (100) students from the four (4) options in the business education. A total of 100 copies of the questionnaire were distributed to respondents by the researcher, and all were retrieved. The data collected were analyzed using mean and standard deviation for answers of the four research questions. Based on the findings, the following recommendations and suggestions were made among others: Government should provide facilities for the business education programme like typewriters and the other materials etc.; Government should make out a provision for business education courses to be offered in primary and secondary schools and this will help to strengthen the business education curriculum in Nigerian universities. Business education curriculum has to be modified to suit the Nigerian needs out concept of education should reflect our needs and aspirations.

**Keywords:** *Influence, Business education, Manpower development, Bayelsa State, Nigeria*

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### **Background to the Study**

Business education was formerly known as commercial education. It was introduced by the missionaries and private individuals in the 1900s. When apprenticeship program failed to meet the demand for book-keepers and clerical workers, pre-services education programs for training these workers, pre-services were organized in academic preparatory schools (Akpomi, 2001). Therapid expansion of the early years saw the need to have more stenographers, book-keepers, accountants and clerical workers. This brought about an increased interest in business education resulting in the training of personnel for the relevant skills in typing, stenography, book-keeping and clerical duties.

Educators became more concerned about commercial courses and as a result of this interest, the Phelps-Stoke fund of U.S.A in cooperation with the international education board set up two commissions. The Phelps-Stokes in an American philanthropic organization interested in Africa. The commission was led by Thomas Jesse José an American socialist at the famous Negro, College Hampton Institute. It was Phelps-stokes commission that brought about the evolution of technical and vocational training which should be given by government department and those departments were supposed to supervise them. They also recommended that the educational system should street the importance of manual skills. Another recommendation was the establishment of technical vocational education institution of higher learning which could develop in to universities. After the recommendations the first school boy's high school Sapelewas established by the Delta native pastorate. The building was provided free by the merchants and it took off on 1<sup>st</sup> April 1900. Akpomi, (2001) Stated that, the subjects taught were as follows: Book-keeping, carpentry, short-hand they were taught at seven (7) shilling (6) six pence per quarter.

Between 1940 and 1960, the mission particularly the Roman Catholic established schools for training girls as secretaries. In 1955 the secondary modern schools were introduced to give provocation business training. Eight colleges were opened to train teachers at a cost of through soon after wards the future of the secondary schools was made bleak. Koko (2008), A few leading commercial secondary schools at that time include Zik's Academy (now Okpe Grammar school) Sapele, Essi, commercial school, Benin city premier college, Yaba, Christian secondary commercial college, Apapa, to mention, Just a few.

The Yaba College of Technology (founded in 1932) was the only post-secondary institution which was then offering some business (commercial education courses). At the lower post-secondary level there were number of colleges of technology and polytechnics offering business education courses including business, teacher education programmes offered Technical Teachers college at Yaba, Okene and Gombe, (Koko, 2003). In 1962 University of Nigeria Nsukka was acknowledged the first university to mount a well-articulated business education programme of vocational education started with the Europeans and merchants groups which created the need for those who are capable of recording sales clerical activities and teaching.

The missionaries also contributed a lot to the development of vocational education.

Referring to Osuala, Ihimenkpen & Olise (2004), explained that business education is a programme that contains varied instructions which offer specialized guidelines leading to specialization in such areas as office technology and management as well as general business operations and orientations.

### **Statement of the Problem**

In the recent time it has been viewed that business education programme is not meeting up with the economic needs of the growing society. Akinola & Juliet (2004) asserted that the government of Nigeria placed high priority on general education which emphasized more cognitive development and paid little attention to psychomotor development or other aspects of attitudes and skill development. The product of business education programme was therefore looked down upon by students and the society at large despite their occupational value and credibility.

However, the government of Bayelsa State has started giving priority to business education programme, having realized that it would improve the needed manpower in the State. It is therefore paramount for the State ministry of education to draw up the business education programme that will take into consideration such as manpower needs.

Business education programme has not been accorded worldwide recognition by the State. The programme is occasionally without due regards to problems of business education programme. It is due to this neglect of business education programme and manpower that this study is undertaken to determine the influence of business education for manpower development in Bayelsa State, Nigeria.

### **Purpose of Study**

The major purpose of this study is to identify the influence of Business education for manpower development in Bayelsa State, Nigeria. Specifically, the study will sought to:

1. Identify the relevance of business education for manpower development
2. Identify challenges facing business education for manpower development
3. Identify the availability of equipment and instructional materials in business education.
4. Identify the level of government funding for business education programme in Bayelsa State.

### **Research Questions**

The study will answer the following research questions:

1. What is the relevance of business education programme to the development of manpower in Bayelsa State?
2. What are the challenges facing business education for manpower development in Bayelsa State?
3. What is the availability of equipment and instructional materials in business education?

4. What is the level of government funding for the business education programme in Bayelsa State?

## **Research Methodology**

### **Design for the Study**

The study will be adopted a descriptive survey design to identify in influence of business education for manpower development in Bayelsa State.

The survey design is chosen because it focuses on the people and their opinions as well as investigating the subject in their natural setting. According to Osuala (2005), survey research design focuses on the people, facts about the people, their beliefs, opinions, attitudes, motivation and behaviours.

### **Population for the Study**

The population for the study consisted of all the 300 and 400 level students in business education unit of the department. Then a total of 295 students were used as the total population for the study.

### **Sample and Sampling Technique**

In order to obtain the sample, the researcher used stratified sampling techniques in selecting the students used in the study. A sample of four options were used in business education that are eighty-eight accounting students, thirty-four were management students, hundred and fifty-two marketing students and thirteen were secretarial student, totaling two hundred and ninety-five students (295). The population was sampled through a systematic selection which gave hundred (100) as respondents.

### **Instrumentation for Data Collection**

For this study, a structured questionnaire titled Business education variables influence manpower development (BEVIMDQ) was used in collecting data. The questionnaire as divided into two selections A & B. Section A was designed to elicit information from respondents based on demographic variables such as age, sex etc. B' of the instrument was structured Statement in line with the variable under investigation. This selection designed to elicit information for respondents based on family background. A four point likert scale was used for the questionnaire. The scale contained information such as a strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Six Statements were made in each of the research questions to ascertain the level of ability and knowledge from the respondents.

### **Validation of the Instrument**

The instrument for data collection (questionnaire) was subjected to face validation by experts in measurement and evaluation.

### **Administration of the Instrument**

The questionnaires were administered to the respondents by the researcher and through research assistants. The researcher or the research assistants handed over the questionnaire to the respondents and allowed for some time for the completion and return it to the

researcher and collected the entire questionnaire and ensures that all will be ticked before using it for data analysis.

### Method of Data Analysis

The respondents for each item on the questionnaire were tabulated on a frequency table. The data collected based on the questionnaire was analyzed using mean and standard deviation considering the scale. Mean and standard deviation on the context market SA (4), A(3), D(2) and SD(1) for a given item divided by the total respondents and percentage computed. The analyses were made based on answers provided by the respondents to the items. Therefore, any mean score value above 2.5 is accepted while any mean score value below 2.5 is rejected.

### Presentation of Data, Analysis and Discussion of Findings

#### Analysis of Research Questions

**Research Question 1: What is the relevance of business education programme to the development of manpower in Bayelsa State?**

**Table 1: Summary of Mean and Standard Deviation Scores Retrieved from Research Question 1**

S/N	ITEMS	SA	A	D	S.D	X	S.D	Remarks
1.	Business education for manpower development make young graduate to become self-reliance	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted
2.	Business Education provide technical and vocational skill necessary	60 (60)	20 (20)	18 (18)	2 (2)	3.38	0.62	Accepted
3.	Business Education for manpower development makes individual to become gainful employed	55 (55)	30 (30)	10 (10)	5 (5)	3.35	0.65	Accepted
4.	One of the benefit of business education for manpower is acquisition of skills, ideas and managerial ability	50 (50)	30 (30)	10 (10)	10 (10)	3.20	0.80	Accepted
5.	Business education graduate has the ability to establish company or become self employed	48 (48)	32 (32)	8 (8)	12 (12)	3.16	0.84	Accepted
6.	Manpower Development is necessary for all managers	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted

Key: X = Mean, S.D = Standard Deviation, values in parenthesis () represent the percentages of frequencies

For item 1 in table 1 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed business education for manpower development make young graduate to become self-reliance.

For item 2 in table 1 above, 60 respondents strongly agreed representing 60%, 20 respondents agreed representing 20%, 18 respondents disagreed representing 18% and 2 respondents representing 2%. The mean value of 3.38 indicated that majority of the respondents strongly agreed that business Education provide technical and vocational skill necessary.

For item 3 in table 1 above, 55 respondents strongly agreed representing 55%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 5 respondents representing 5%. The mean value of 3.35 indicated that majority of the respondents strongly agreed that business Education for manpower development makes individual to become gainful employed.

For item 4 in table 1 above, 50 respondents strongly agreed representing 50%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 10 respondents representing 10%. The mean value of 3.2 indicated that majority of the respondents strongly agreed that one of the benefit of business education for manpower is acquisition of skills, ideas and managerial ability.

For item 5 in table 1 above, 48 respondents strongly agreed representing 48%, 32 respondents agreed representing 32%, 8 respondents disagreed representing 8% and 12 respondents representing 12%. The mean value of 3.16 indicated that majority of the respondents strongly agreed that business education graduate has the ability to establish company or become self-employed.

For item 6 in table 1 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that manpower development is necessary for all managers.

**Research Question 2: What are the challenges facing business education for manpower development in Bayelsa State?**

**Table 2 Summary of Mean and Standard Deviation Scores Retrieved from Research Question 2**

S/N	ITEMS	SA	A	D	S.D	X	S.D	Remarks
1.	Lack of publicity by the administrators have affected the growth and success of the programme	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted
2.	Inadequate funding is a major problem facing the educational institution in Nigeria from the secondary level to the university	60 (60)	20 (20)	10 (10)	10 (10)	3.3	0.70	Accepted
3.	The success of any secondary school system depends on the amount of resources available to it	65 (65)	25 (25)	5 (5)	5 (5)	3.5	0.50	Accepted
4.	Efficient and effective running of schools to achieve predetermined goal can hardly be with sufficient facilities to the teaching and learning	75 (75)	15 (15)	6 (6)	4 (4)	3.61	0.39	Accepted
5.	Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs	73 (73)	17 (17)	4 (4)	6 (6)	3.57	0.43	Accepted
6.	The school in turn shape the student and while bringing them out as output make better persons	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted

Key: X = Mean, S.D = Standard Deviation, values in parenthesis () represent the percentages of frequencies

For item 1 in table 2 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that lack of publicity by the administrators have affected the growth and success of the programme.

For item 2 in table 2 above, 60 respondents strongly agreed representing 60%, 20 respondents agreed representing 20%, 10 respondents disagreed representing 10% and 10 respondents representing 10%. The mean value of 3.3 indicated that majority of the respondents strongly agreed that inadequate funding is a major problem facing the educational institution in Nigeria from the secondary level to the university.

For item 3 in table 2 above, 65 respondents strongly agreed representing 65%, 25 respondents agreed representing 25%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.5 indicated that majority of the respondents strongly agreed that the success of any secondary school system depends on the amount of resources available to it.

For item 4 in table 2 above, 75 respondents strongly agreed representing 75%, 15 respondents agreed representing 15%, 6 respondents disagreed representing 6% and 4 respondents representing 4%. The mean value of 3.57 indicated that majority of the respondents strongly agreed that efficient and effective running of schools to achieve predetermined goal can hardly be with sufficient facilities to the teaching and learning.

For item 5 in table 2 above, 73 respondents strongly agreed representing 73%, 17 respondents agreed representing 17%, 4 respondents disagreed representing 4% and 6 respondents representing 6%. The mean value of 3.57 indicated that majority of the respondents strongly agreed that money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs.

For item 6 in table 2 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that The school in turn shape the student and while bringing them out as output make better persons.

**Research Question 3: What is the availability of equipment and instructional material in business education?**

**Table 3: Summary of mean and standard deviation scores retrieved from research question 3**

S/N	ITEMS	SA	A	D	S.D	X	S.D	Remarks
1.	Instructional materials are very useful to business education students	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted
2.	It is required that instructional materials must be available for impacting knowledge to business education students for manpower development	60 (60)	20 (20)	18 (18)	2 (2)	3.38	0.62	Accepted
3.	Instructional materials improve understanding and knowledge of the learners	55 (55)	30 (30)	10 (10)	5 (5)	3.35	0.65	Accepted
4.	Business education provides experience which equip students with fundamental knowledge about business enterprise, personal economics, money and banking	50 (50)	30 (30)	10 (10)	10 (10)	3.2	0.80	Accepted
5.	Business education contributes maximally to the development of manpower in Nigeria	48 (48)	32 (32)	8 (8)	12 (12)	3.16	0.84	Accepted
6.	Business education prepares people for employment in business or as owners and managers of business enterprise	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted

Key:  $\bar{X}$  = Mean, S.D = Standard Deviation, values in parenthesis () represent the percentages of frequencies

For item 1 in table 3 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that instructional materials are very useful to business education students.

For item 2 in table 3 above, 60 respondents strongly agreed representing 60%, 20 respondents agreed representing 20%, 18 respondents disagreed representing 18% and 2 respondents representing 2%. The mean value of 3.38 indicated that majority of the respondents strongly agreed that it is required that instructional materials must be available for impacting knowledge to business education students for manpower development.

For item 3 in table 3 above, 55 respondents strongly agreed representing 55%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 5 respondents representing 5%. The mean value of 3.35 indicated that majority of the respondents strongly agreed that Instructional materials improve understanding and knowledge of the learners.

For item 4 in table 3 above, 50 respondents strongly agreed representing 50%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 10 respondents representing 10%. The mean value of 3.2 indicated that majority of the respondents strongly agreed that Business education provides experience which equip students with fundamental knowledge about business enterprise, personal economics, money and banking.

For item 5 in table 3 above, 48 respondents strongly agreed representing 48%, 32 respondents agreed representing 32%, 8 respondents disagreed representing 8% and 12 respondents representing 12%. The mean value of 3.16 indicated that majority of the respondents strongly agreed that Business education contributes maximally to the development of manpower in Nigeria.

For item 6 in table 3 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that Business education prepares people for employment in business or as owners and managers of business enterprise.

**Research Question 4: What is the level of Government funding for Business Education programme in Bayelsa State?**

**Table 4: Summary of mean and standard deviation scores retrieved from research question 4**

S/N	ITEMS	SA	A	D	S.D	X	S.D	Remarks
1.	The level of government funding for business education programme in Bayelsa State has been a worrisome issue in the programme of business	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted
2.	Lack of funding adequate government funding leads to collapse business education for manpower development	60 (60)	20 (20)	18 (18)	2 (2)	3.38	0.62	Accepted
3.	Business is a necessity in manpower development of Nigeria	55 (55)	30 (30)	10 (10)	5 (5)	3.35	0.65	Accepted
4.	Government has been providing all the necessary equipment and materials needed to improve manpower development in business education programme	50 (50)	30 (30)	10 (10)	10 (10)	3.2	0.80	Accepted
5.	Government funding as well as the provision of equipment will not be any benefit to business education graduates	48 (48)	32 (32)	8 (8)	12 (12)	3.16	0.84	Accepted
6.	The level of government funding will be of great help to business education graduate	70 (70)	20 (20)	5 (5)	5 (5)	3.55	0.45	Accepted

Key: X = Mean, S.D = Standard Deviation, values in parenthesis () represent the percentages of frequencies

For item 1 in table 4 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that the level of government funding for business education programme in Bayelsa State has been a worrisome issue in the programme of business.

For item 2 in table 4 above, 60 respondents strongly agreed representing 60%, 20 respondents agreed representing 20%, 18 respondents disagreed representing 18% and 2 respondents representing 2%. The mean value of 3.38 indicated that majority of the respondents strongly agreed that it is required that instructional materials must be available for impacting knowledge to business education students for manpower development.

For item 3 in table 4 above, 55 respondents strongly agreed representing 55%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 5 respondents representing 5%. The mean value of 3.35 indicated that majority of the

respondents strongly agreed that Instructional materials improve understanding and knowledge of the learners.

For item 4 in table 4 above, 50 respondents strongly agreed representing 50%, 30 respondents agreed representing 30%, 10 respondents disagreed representing 10% and 10 respondents representing 10%. The mean value of 3.2 indicated that majority of the respondents strongly agreed that Business education provides experience which equip students with fundamental knowledge about business enterprise, personal economics, money and banking.

For item 5 in table 4 above, 48 respondents strongly agreed representing 48%, 32 respondents agreed representing 32%, 8 respondents disagreed representing 8% and 12 respondents representing 12%. The mean value of 3.16 indicated that majority of the respondents strongly agreed that Business education contributes maximally to the development of manpower in Nigeria.

For item 6 in table 4 above, 70 respondents strongly agreed representing 70%, 20 respondents agreed representing 20%, 5 respondents disagreed representing 5% and 5 respondents representing 5%. The mean value of 3.55 indicated that majority of the respondents strongly agreed that Business education prepares people for employment in business or as owners and managers of business enterprise.

### **Summary of the Findings**

Based on the analysis of the research questions, there is convincing evidence that can support the claim that business education is relevant to the development of manpower in Bayelsa State; lack of publicity by the administrators have affected the growth and success of the programme; inadequate funding is a major problem facing the educational institution in Nigeria from the secondary level to the university are challenges facing business education for manpower development in Bayelsa State; instructional materials are very useful to business education students; it is required that instructional materials must be available for impacting knowledge to business education students for manpower development; the level of government funding for business education programme in Bayelsa State has been a worrisome issue in the programme of business; lack of funding adequate government funding leads to collapse business education for manpower development

Based on the data analyzed, the following findings were made:

1. Business education programme greatly influence the development of manpower in Bayelsa State.
2. Business education programme faces great challenges in the development of manpower in Bayelsa State.
3. Equipment and instructional materials has a great influence in business education.
4. Government funding has a great influence on business education programme in Bayelsa State.

### **Recommendations**

Based on the findings, the researcher has the following recommendations and suggestions to make.

1. Government should provide facilities for the business education programme like typewriters and the other materials etc.
2. Government should make out a provision for business education courses to be offered in primary and secondary schools and this will help to strengthen the business education curriculum in Nigerian universities. Business education curriculum has to be modified to suit the Nigerian needs out concept of education should reflect our needs and aspirations.
3. Students should be made to think for themselves and develop the right business attitude.
4. Government should provide proper training centres for business education students in the same vein, there should be a change of perception from the public that business education is education of the dullards, academically less privileged it is education for those who have determined to succeed in business and business related ventures.

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