
BUSINESS EDUCATION PROGRAMME IN NIGERIA: CHALLENGES, WAY FORWARD AND STRATEGIES FOR CURBING ECONOMIC UNCERTAINTIES

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Abstract

The challenges facing Business Education programme in higher institutions are multifaceted and far-reaching. Despite its primary objective of combating unemployment by empowering graduates with essential business knowledge and skills, the programme is hindered by a shortage of qualified instructors, inadequate funding, out dated equipment, and a stagnant curriculum. Furthermore, manpower issues exacerbate the problem, undermining the program's potential to drive national development. To address these challenges, it is imperative that the Federal and State Governments inject sufficient funds into the implementation of Business Education programs. This investment will enable business students to acquire relevant, applicable knowledge, equipping them to excel in the labour market and contribute meaningfully to the economy. Also, by revitalizing Business Education, we can unlock its potential as a vital component of a nation's economic growth and development. It is crucial that we prioritize the enhancement of this programme to ensure a brighter economic future.

Introduction

In today's globalized world, business transactions and activities are an integral part of daily life. Every individual, directly or indirectly, engages in business activities that drives economic growth and development. Nigeria, with its vast population and abundant resources, is no exception. However, the Nigerian economy is faced with significant economic uncertainties, including unemployment, poverty, and Low level of entrepreneurship skills possessed by young youths. To address these challenges, Business Education has emerged as a vital tool to curb these different dimensions of economic uncertainty.

The alarming rate of unemployment and quest to make people knowledgeable about business skills and ideas gave birth to Business Education programme in Nigeria. Business education programme can therefore be referred to as the life supporting machine of a Nation as it enables graduates to be knowledgeable about business and how to establish themselves instead of roaming around the street or engaging in evil acts as a result of idleness and joblessness. Oladunjoye (2016) stated that Business Education is an aspect of vocational education that is directed towards developing the learner to be productive in teaching, paid employment and self-employment. According to Ajisafe, Bolarinwa, Edeh (2015), topics taught in Business Education Programme include Office practice, Book keeping, Business mathematics, Business Communication, Secretarial studies, Word processing, Advertising etcetera.

According to Edokpolor and Egbri (2017), the goals of Business Education is to:

1. Prepare students for specific career in office occupations.
2. Expose students with the requisite skills for job creation and entrepreneurship.
3. Expose students with knowledge about business, including a good blend of computer, technology, which incorporate Information and Communication Technology (ICT).

From the foregoing, it could be deduced that Business Education is all about education 'for' Business and Education 'about' Business. Education 'for' Business specifically aims at

imparting students will the necessary skills, knowledge, qualities, abilities that will make them outstanding and sought for in the labour market. Education 'about' Business makes them knowledgeable about the strategies required for the setting up and continuity of business.

Concept of Business Education/Objectives of Business Education

Business Education is a broad and integrated discipline which involves the combination of some specialized fields such as accounting, secretarial studies, entrepreneurship, human resources management, stenography, and marketing among others. Williams (2015) defines business education as crucial in developing global competence among students. It is designed to prepare students for complexities of international business landscape by integrating cross-cultural communication, international marketing and global business into the curriculum. According to Johnson (2017), Business education is defined as the process of imparting knowledge, skills, and attitudes necessary for students to become productive members of community. It focuses on the competencies required for both individual career success and the overall economic growth.

According to Smith and Miller (2016), Business Education refers to the teaching of skills, practices, and principles that are crucial for success in the business world. It aims to equip students with both theoretical knowledge and practical skills needed to operate effectively in the business environment. The goals of Business Education can further be discussed under the following subheadings:

- i) Sustainability and Corporate Social Responsibility (CRS): Today businesses are increasingly directed on sustainability and corporate social responsibility as a major objective of business education. This is to ensure that not only profit is generated but also ensuring that the business operations as an impact on the society and the environment. Smith and Miller (2016) noted that companies now prioritize long term sustainability goals to enhance contributions to social welfare.
- ii) Digital Transformation and Innovation: Companies are striving to stay competitive by adopting new technologies, enhancing digital capabilities and encouraging innovation. This emphatically helps a business to remain relevant in this digital age (Westerman et al., 2016).
- iii) Customer Experience and Management: Another significant objective for businesses is to be customer focused or centric. This means focusing on delivering superior customer treatment and experiences. Businesses are leveraging data analytics and customer feedback to tailor products and services to meet specific needs and preferences of target markets (Lemon & Verhoef, 2016).
- iv) Employee Engagement and Development: Companies now prioritize and recognize the need for a motivated and well trained work-force. It involves in investing in professional development, promoting a positive workplace culture, and ensuring employee well-being (Bakker & Albrecht, 2018).
- v) Globalization and Market Expansion: this is involved with understanding and navigating different regulatory environments, cultural differences and local market dynamics. Businesses aim to diversify their operations across multiple regions to reduce risk and tap into new customer bases. (Cavusgil, Knight & Riesenberger, 2017).

With the rate of unemployment, the quest to become Business thinkers and innovators in organizations, there is no doubt that Business Education will become a sought for course by people in the nearest future. The general aim and objectives of business education curriculum are as follows: to available to all students, opportunities to explore and learn the world of

business and possible interest and potential careers it has to offer, to develop in all students the ability to choose discriminately and to use wisely the goods and services that business has to offer, to assist in developing, on the part of the students, interest in the various occupations to be found in the world of business, to develop in all students the practical ways of understanding and appreciating the actual functioning of the economic system, to enable students to acquire basic skills in business occupations as beginners who expect to follow business career, to prepare students to enter and succeed in business occupations as beginners who expect to follow business career, it assists in career selection, it gives opportunities for self-employment and it tackles societal problems

Concept of Economic Uncertainties

Economic uncertainties encompass a broad spectrum of unpredictable changes and fluctuations in economic conditions that significantly impact businesses, employment, and the overall stability of an economy. These uncertainties stem from various internal and external factors, creating an environment where economic agents, including businesses, households, and policymakers, face significant challenges in planning and decision-making. Economic uncertainties in Nigeria cuts across volatile oil prices, fluctuating exchange rates, and inconsistent government policies (Kemi, (2016). As a major oil producer, Nigeria's economy is heavily dependent on oil exports, making it vulnerable to global price swings. The country also faces high inflation, rising debt levels and challenging business environment, exacerbated by corruption and inadequate infrastructure. Political instability and security concerns, particularly in the Northern regions, further contribute to economic unpredictability.

Economic uncertainties can be triggered by multiple factors, and as such each contributing to the unpredictability and volatility of economic conditions:

1. **Political Instability:** Political events such as elections, changes in government, policy shifts, and geopolitical tensions can create an unpredictable environment for businesses. For instance, political and civil unrest can lead to disruptions in production, investment, and trade, thereby impacting economic stability Akinola G. (2023).
2. **Fluctuating Oil Prices:** For countries like Nigeria, which rely heavily on oil revenues, fluctuations in global oil prices can have profound effects on the economy. Changes in oil prices can influence government revenues, foreign exchange earnings, and the overall economic health. A significant drop in oil prices can lead to budget deficits, reduced public spending, and economic contraction (World bank, 2022).
3. **Changes in Government Policies:** Fiscal and monetary policies, including tax regulations, interest rates, and government spending, play a crucial role in shaping economic conditions. Sudden or frequent changes in these policies according to Ogunleye (2017) can create uncertainty for businesses and investors, leading to delayed investments and cautious spending.
4. **Global Economic Trends:** The interconnectedness of global economies means that economic trends and events in one part of the world can have ripple effects elsewhere. Global financial crises, trade wars, and economic recessions in major economies can create uncertainty and volatility in other countries, including Nigeria (CBN, 2022).

Nigeria's economy is particularly susceptible to economic uncertainties due to its heavy dependence on oil revenues and its relatively less diversified economic structure. The following are some of the key impacts of uncertainties on Nigerian economy:

1. **Economic Disruptions:** Fluctuations in oil prices have historically led to significant economic disruptions in Nigeria. For example, the oil price crash of 2014-2016 resulted

in a severe economic recession, with GDP contracting, inflation rising, and unemployment rates soaring (Kemi, 2016).

2. **Investment and Business Confidence:** Economic uncertainties can lower business confidence, leading to reduced investments in critical sectors. When businesses are uncertain about the future, they are likely to delay or scale back investment plans, which can stifle economic growth and innovation.
3. **Employment and Income Levels:** Economic uncertainties often translate into job losses and income instability. In Nigeria, sectors such as manufacturing, agriculture, and services are vulnerable to economic shocks, affecting employment levels and household incomes. This can exacerbate poverty and inequality, which further destabilizing the economy (World Bank, 2020).
4. **Public and Private Sector Stability:** Both the public and private sectors in Nigeria are affected by economic uncertainties. The government may face budgetary constraints due to reduced oil revenues, thereby impacting public services and infrastructure projects. Similarly, the private sector may struggle with reduced consumer demand and access to finance, thus hindering business operations and growth (IMF, 2016).

Business Education and its Role in Curbing Economic Uncertainties

Business Education can play a crucial role in mitigating economic uncertainties in Nigeria by equipping individuals with the necessary skills and knowledge to navigate and thrive in the business world. Through various mechanisms, Business Education contributes to economic stability and growth, which are vital in a country frequently impacted by economic fluctuations. The role of Business Education in Curbing Economic Uncertainties are further discussed under the following subheadings.

Skill and Entrepreneurship Development: One of the primary ways Business Education addresses economic uncertainties is by developing entrepreneurial and managerial skills among individuals. This skill development is essential for creating and sustaining businesses, which in turn helps reduce unemployment and fosters economic stability. By teaching students how to start and manage businesses effectively, Business Education contributes to a more dynamic and resilient economy. (Journal of Entrepreneurship and Business Innovation, 2018).

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Innovation and Entrepreneurship

Business Education also encourages innovative thinking and entrepreneurship, leading to the creation of new businesses and the diversification of the economy. This is particularly important in Nigeria, where the economy has been heavily reliant on oil revenues. Encouraging entrepreneurship through education can lead to the development of various sectors, reducing the country's dependence on a single industry and increasing economic resilience.

Financial Literacy

Enhancing financial literacy is another critical component of Business Education. By teaching individuals how to manage their finances effectively, Business Education enables better personal and corporate financial management. This improved financial literacy can lead to more informed economic decisions, reduced personal and corporate debt levels, and overall economic stability (CBN, (2020)

Adaptability and Resilience

Business Education prepares individuals to adapt to changing economic conditions and to be resilient in the face of economic challenges. The ability to adapt and be resilient is essential in a country like Nigeria, where economic conditions can be unpredictable due to various internal

and external factors. Business Education fosters these qualities by teaching problem-solving, critical thinking, and strategic planning skills (African Research Review, 2016).

Improved Business Ethics

Ethical business practices taught in business education programmes, reduce corruption and foster a more transparent and stable business environment. It refers to the enhancement of moral principles and standards that guide behaviour and decision making within the business organization. It involves the promoting a culture where actions are both legally and morally sound; reflecting integrity, transparency and respect for stakeholders.

Enhanced Management Skills

Business education provides critical management skills, helping existing businesses to operate more efficiently and adapt to changing market conditions. Business Education equips individuals and organizations with the ability to effectively navigate complex and unpredictable business environment through strategic planning, leadership development and trainings.

Challenges facing Business Education Programme in Nigeria

There are problems which have caused Business Education to suffer from some setbacks. It was observed that these persistent problems have crippled and prevented the success of Business Education programme in Nigeria. The challenges include: Inadequate Training Materials: The use of training materials enhances learning achievement. Business education courses are practical oriented courses which cannot be taught without equipment; we only achieve the best output when both theory and practical are taught together. Due to lack of relevant training materials, Business Education teacher had resorted to theoretical teaching instead of demonstration of skills through the use of necessary equipment. A teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students' participation and intensive thinking. Msheliza (2015) asserts that teaching aids is the guidance of learning activities that a teacher uses to motivate and arouse student's desire to learn. Absence or inadequate training materials, tools and equipment reduces the commitment of the lecturers, this will result to low productivity.

Curriculum Challenges

Curriculum is a document which comprises the contents, subject matters, goals and objectives of a particular course of study. It is the concern of business educators that business education curriculum should respond to labour market trends and projection of manpower requirement. The current business education curriculum in Nigeria as observed by Okoli and Azih (2015) is highly theoretical and rhetorical in nature. Thus, the graduates of Business Education programs lack the skills and competencies needed for actual performance in the world of work. Another threat to business education is poor curriculum implementation at tertiary institutions. Inability of schools to translate curriculum to practical realities is a common challenge across the three levels of education in Nigeria (Okolocha, 2012). Hence, there is need for business education curriculum to be restructured to meet the changing work environment in business organizations in such a way that the programme can play enhanced role in human resource development in Nigeria. A look at Business Education curriculum in Nigeria tertiary institution reveals that inadequate time allotted to some of the skill courses is one of the programme deficiencies.

Business Education objectives is about acquiring skill; to acquire such skills therefore requires sufficient time for students practical. Ajisafe, Bolarinwa and Edeh (2015) observed that inadequate number of hours allotted to business education subjects at all levels was considered a major issue that needed proper attention.

Non-availability of e-learning facilities

E-learning refers to the use of modern technologies such as computers, android phones, digital technology, networked digital devices (e.g. the internet) and associated software and course ware. E-learning requires equipment that can facilitate learning. The fact that e-learning require computer equipment and android phones to run online learning platforms poses problem for students from poor family or less privilege ones in purchasing one. It also poses problem for schools with old and out-dated hardware and software. Furthermore, online learning demands for accepting course material in a variety of multimedia formats and taking part in online discussions which can be unnerving for students who are familiar with traditional classroom settings. Lack of both technical and social skills required for the implementation of e-learning contributes to failure of e-learning programme in tertiary institutions. The learning style and level of interaction in teaching and learning process between the students and lecturer is another challenge facing the programme. Business education is a skill course that requires students and teachers interaction in a classroom setting and most especially the possibility of getting immediate feedback in face-to-face lecture. Some people perceive e-learning as not being as good as face-to-face teaching because it does not support students-centre learning. Connectivity is also a bottleneck to e-learning; accessibility of internet service or quality of connectivity in many of our tertiary institutions impedes access to online learning. For business education programme to remain relevant in global competitive world, e-learning should be graciously supported by both the lecturers and students of business education. Government

Discriminatory Attitude in Funding

Funding is a tool for quality assurance in a field of education and also a fuel that power an education. It is disheartening to know that the government of Nigeria does not take business education very serious despite the fact that the programme is designed towards skill acquisition which can enable the recipients to contribute meaningfully to national growth by being self-employ or an employer of labour without seeking for white collar job. Business education when properly funded will create an avenue through which students develop abilities, attitudes and other forms of behaviour of positive value to the society (Okereke, 2015). The gross underfunding of business education programme in the country is so pathetic. Okeke and Eze (2010) opined that sufficient fund has not been channeled to vocational education which is a major problem plaguing the system. Chukwurah (2011) affirmed that adequate funding of business education should be a priority of government and stakeholders. Inadequate funding has made business education lecturers to teach the practical facts in theory and memorization. They have resorted to theoretical teaching instead of demonstration of skills through the use of materials and equipment. Consequently, students cannot make a successful acquisition of skill. There is need therefore for government to provide tertiary institutions with the necessary funds to purchase academic facilities.

Wrong Societal Perception

The societal negative impression is one of the issues and challenges stirring at the business education programme in Nigeria. Vocational education which business education an integral part is still considered by parents and the public at large as a domain for less academically gifted students, it also suffers stereotyping from parents, students and other stakeholders in Nigeria. Raimi and Akhuemonkhan (2014), the importance of TVET is not in doubt in industrialized nations, but in the developing nation like Nigeria, it is still being viewed with negative perception and disgust by parents and other groups. This poor perception of the meaning and prospect of business education among Nigerian citizens poses a serious problem to its learning in tertiary institutions. Business education is perceived by the society as an inferior type of education and no go area for the achievers. Instead, they opt for courses like Law, Medicine, and

Engineering etc. In a recent empirical survey by Akhuemonkhan and Raimi (2013), a total of 53.4% respondents described TVET as an education option designed for students who cannot cope with the rigour of conventional education system, 43.4% noted that brilliant students should not take-up TVET programmes and 40.6% perceived TVET as an inferior education designed for students from poor families. The higher reputation place on science and some other related type of education than business education by the society discourages students to opt for business education.

Inadequate Infrastructures

Infrastructures are the physical and organizational structures needed to facilitate effective teaching and learning processes. Infrastructure is the resources used for effective development and implementation of any educational programme of which business education is not an exception. Nearly all the institutions offering business education are lacking in terms of laboratories, studios, model office, libraries, entrepreneurship research centers etc. Amadi and Ohaka (2018) posited that despite the importance of infrastructure to education, it's worthy to conclude that the state of infrastructure in Nigeria schools is generally adjudged to be in deplorable and decaying state. Thus, the effect of poor infrastructure reflected in almost all the sectors of the Nigeria economy and it directly and indirectly affecting global economy. Inadequate facility makes teaching to be ineffective. For effective teaching of business education in our higher institutions, provision of educational facilities and infrastructures such as conducive classrooms, lecturers' offices, laboratories and internet access are very vital for most of their practical studies and for the achievement of business education goals. Babalola (2013) was of the view that students learn better when they explore an environment that is rich in materials. Facilities needed for instruction must be capable of taking care of all those who need them. According to Okereke, (2015) one of the pillars of a successful implementation of effective business education is the availability and adequacy of infrastructural facilities. It is sad to note that such environment eludes business education programme, most institutions of learning do not have business education laboratories fitted with modern facilities and lecture halls. The implication of this problem is that teaching cannot be effective no matter the best method and techniques used in teaching Business studies. High-quality infrastructure facilitates better instruction and improves students' outcomes. the greatest challenge crippling the running of business education programme in Nigeria is poor funding. The set aside fund allocated to Business education department in various institutions is insufficient. Business education department in some higher institutions don't even get any allocation due to inadequate or lack of subvention from their state government. The token generated from the students in the department is used to manage the day to day running of the department's activities.

Epileptic Power Supply

Epileptic power supply is a situation whereby there are poor power outages. Power failure is a deterrent to economic growth of any nation. Inadequate provision of power supply constitutes one of the greatest constrains in educational development. Access to a reliable power supply is widely considered as vital to effective teaching and learning of business education. Most business education equipment depends on the continuous availability of electricity supply to energize and power the training equipment such as computer, laminating machine, scanner, fax machines, shredder, photocopying machines, overhead projector, printer and the accessing of internet facilities. Ogunleye(2017) commented that these equipment need to be functional to make the instructional process meaningful and this call for an uninterrupted system of electrical power supply in the schools. It will be pertinent to mention that places where there is electricity supply the power is unsteady and highly erratic. As a result of the epileptic nature of electricity to institutions of learning, Business Education courses are only taught in theory with less

practical. This therefore negates the objectives of business education, which include acquisition of skill; electricity is the power that moves laboratory practical work. Adequate electricity supply enhances student's practical learning experience and their academic performance. It is very disheartening that most business education products do not know that there are various job prospects available to them after graduation, business education offers the beneficiary the ability to be self-reliant, job creators and employers of labour. Some of these graduates' roam about cities seeking for white collar job because they are ignorant of job opportunities available for them. Apart from these job opportunities, business education offers individuals with vocational and professional skills that enable them to prepare for business career and teaching of business subjects. Furthermore, business education aims at equipping students with skills, knowledge and competences necessary to perform in business occupations and for entry into employment either as self-employed or an employer of labour. Business education graduates or experts hold the best job prospects, climb to the top of their pick from a variety of possible career paths, beginning with practical training programme in major offices and companies, they can be an analyst, managers and consultants. Graduate of business education may work in manufacturing sectors; distribution sector; education sectors; ICT sectors and government business sectors. There is a great opportunity for career selection in business education; one can opt for teaching or become a business owner and be self- employed, work with a company or pursue careers in marketing and public relations.

Shortage of Qualified Instructors

Instructors play a critical role in the impartation of knowledge and planning of Business education curriculum. Majority of lecturers employed by some higher institutions into Business education department are people from other disciplines, not strictly those with qualification of Bachelor degree, Master's degree and Doctor of Philosophy degree in Business Education only. According to Ekpeyong (2015), planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed for teaching and non teaching staff.

Overcrowded Class

Due to inadequate funding of institutions by some state government, institutions usually admit more than the admission quota allocated by National Universities Commission so that they can get sustainable fund through the school fees of the overpopulated students. The implication of a populated class is that students are not adequately carried along during the teaching-learning process (Kemi, 2016).

Inadequate Training and Re-Training by Lecturers

Some lecturers fail to bother about updating their knowledge concerning newly introduced equipment. For example, those that schooled during the era of typewriters had failed to learn how to operate laptops not to talk of knowing it and imparting the acquired skills on the learners (Ogunleye, 2017).

Manpower Problem

Due to poor funding, majority of higher institutions employ inadequate number of staffs. They employ few personnel as they seem not to be financially buoyant and capable of paying that is they struggle to even pay the salaries of few personnel that were employed. This challenge has made the work cumbersome to the few available lecturers (Smith and Miller, 2016).

The Way Forward

To overcome the challenges facing Business Education in Nigeria and to maximize its impact in curbing economic uncertainties, the following strategies are essential:

Enhanced Funding: Increased investment in Business Education from both government and private sector sources is crucial. Adequate funding ensures that educational institutions can provide high-quality materials, facilities, and programs essential for effective learning. Funding can also support research and development activities that foster innovation in Business Education. According to UNESCO (2017), investment in education is a key driver of economic growth and development. Increased funding would enable schools to update their resources, hire qualified educators, and create a conducive learning environment that can produce well-rounded graduates ready to tackle economic challenges.

1. Curriculum Overhaul

The Business Education curriculum must undergo regular updates to stay aligned with current business trends and technological advancements. A dynamic curriculum that reflects the contemporary business environment ensures that students acquire relevant skills and knowledge. As Akhuemonkhan and Raimi (2013) argued, a modernized curriculum is essential for producing graduates who can meet the demands of today's global economy. Incorporating emerging topics such as digital marketing, e-commerce, financial technology, and sustainability into the curriculum can provide students with a competitive edge in the job market and entrepreneurial ventures.

2. Professional Development

Continuous training and development programs for educators are necessary to enhance their teaching capabilities. Professional development ensures that teachers are well-versed in the latest business practices and pedagogical strategies. The Nigerian Union of Teachers (2018) emphasizes the importance of investing in teacher training to improve education quality. By participating in workshops, seminars, and courses, educators can stay updated on new teaching methodologies and business innovations. This, in turn, can lead to more effective teaching and better learning outcomes for students.

3. Industry Partnerships

Strengthening partnerships between educational institutions and the business industry is vital for providing students with practical exposure. These partnerships can facilitate internships, mentorship programs, and real-world projects, bridging the gap between theory and practice. Ayeni (2016) highlight the significance of industry linkages in enhancing practical training in Business Education. Collaborations with businesses can provide students with hands-on experience, insights into industry practices, and networking opportunities that can enhance their employability and entrepreneurial skills.

4. Public Awareness

Raising public awareness about the value and importance of Business Education in economic development is essential for changing societal attitudes. Public awareness campaigns can highlight the benefits of Business Education, such as its role in reducing unemployment, fostering innovation, and promoting economic stability. Igwe (2019) suggests that public awareness initiatives can increase enrollment in Business Education programs and attract more investment. Promoting success stories of Business Education graduates and showcasing the positive impact of business skills on personal and community development can enhance the perception of Business Education as a viable and valuable career path.

The study underscores the need for educational reform that prioritizes Business Education as a strategic tool for economic stability. Educational policymakers and stakeholders

must recognize and address the identified challenges to enhance the program's effectiveness. Implementing the proposed strategies can lead to several positive outcomes:

- i. **Improved Curriculum Design:** Regular updates to the curriculum can ensure that it remains relevant and comprehensive, equipping students with the skills needed in the modern business world.
- ii. **Better Resource Allocation:** Enhanced funding can provide the necessary resources for high-quality education, including up-to-date materials, state-of-the-art facilities, and well-trained educators.
- iii. **Effective Teaching Methodologies:** Continuous professional development for educators can lead to the adoption of innovative teaching methods that improve student engagement and learning outcomes.
- iv. **Enhanced Practical Training:** Strengthened industry partnerships can offer students practical experience, making them more prepared for the workforce and entrepreneurial ventures.
- v. **Increased Enrollment and Investment:** Public awareness campaigns can change societal perceptions of Business Education, leading to higher enrollment rates and increased investment from both public and private sectors.

Conclusion

The importance of Business education programme cannot be over emphasized. Business Education is seen as a life supporting machine for a nation's economy which ensures the impartation of knowledge and skills needed in the business world. The programme was designed in order to combat thuggery, drug trafficking, child trafficking, kidnapping among others which has remained menace that need to be abated. However, there have being challenges that have served as limitations to the achievement of its stated objectives. Such challenges include shortage of qualified instructors, inadequate funding, high population of students in the lecture hall or classroom, outdated equipment, lack of training and re-training by lecturers, low provision of befitting infrastructures, outdated curriculum, and Man-power problem. In order to pave way for national transformation, the challenges facing business education need to be looked into and solved as soon as possible.

Recommendations

The following recommendations were made:

1. For a Nation to assist in improving her economy and the citizen's standard of living, sufficient funds should be injected into business education programme by both state and federal government.
2. Business Education Stakeholders should review and update their curriculum as soon as possible. The new curriculum should reflect the need of the labour market in the present era in order to eradicate the continuous production of half baked graduates.
3. The Governing Council and Senate of various institutions of learning should ensure that only personnel with first degree and higher degree in Business Education should be employed as lecturers in the Business Education department.
4. State government should always allocate adequate subventions to their established institutions so that these institutions can always admit strictly according to NUC quota instead of their usual way.

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