

Onyesom and Okolocha (2013) opined that business education is an education for the acquisition and development of skills and competencies, attitudes and attributes needed for the economic system's efficiency. Business education, they explained, is the mental and vocational preparedness of students for generating income in today's industrial and business world. Education for office jobs, business administration, business teaching, and economic knowledge are all included in business education.

However, one theme that runs through all these definitions is that business education provides a workforce with the requisite knowledge, skills and understanding needed for business careers. However, technological innovations in teaching, such as the use of computers internet, and electronic boards, among others, have drastically changed the shape of things in many sectors of the economy, including the education sector. Presently, many Universities, Polytechnics and Colleges of education are offering business education courses by the National Policy on Education (FRN, 2004).

Concept of Education

Education is a process by which one develops acceptable attitudes and abilities which can either be of positive or negative value to the society in which one finds themselves. We live, gain experience, and experience forms part of our education (Eruangu, 2006). Education can also be seen as a process of cultural transmission and transformation. Thus culture is not static; it is dynamic. Education makes us adjust according to the level of interaction with other people from different societies and environments. We have certain ingredients of culture and norms, values and customs. Education helps us pass these norms, values and traditions from generation to generation.

According to Ukeje in Atakpa (2006), education is the complete process of human learning in which information is taught, and faculties and abilities are developed. Education refers to the process through which a child or young adult acquires new skills, attitudes, or ways of behaving that are beneficial to the society in which he lives. It is also a process of conveying culture in terms of continuity and growth, as well as distributing information to provide social or rational society orientation or both.

According to Abdul Kareem (2001), education is a necessary instrument for long-term growth and a vehicle for expanding the frontiers of knowledge. People of all origins, ages, needs and goals for sustainable development believe and impart education in this respect. Education's relevance is increasingly apparent in its globalization tendencies filled with instrumental principles of developing productive individuals for democracy's long-term progress. Education is also viewed as a pre-requisite for excellent personnel growth and money creation, as well as a concrete road to life success and humanity service. It is further recognized as a process of imparting knowledge, skills and attitudes to the learner. The influence of the teacher is always felt in every aspect of society. However, the efficiency of any educational system is extremely dependent on teachers' accomplishments since no educational framework can be qualitatively superior to the worth and dedication of a teacher. Thus, education unlocks the door to modernization, and the teachers hold the key to the door (Ukeje 1996). Furthermore, Afe (1992) remarked that the realization of the educational objectives depends on the quality and quantity of the available teaching manpower.

Teacher Education

Teacher Education is generally regarded as a professional education of teachers to the accomplishment of attitudes, skills and understanding considered desirable to make them efficient and effective in their work according to the needs of any given society at any particular time. This encompasses training and education before the commencement of service, i.e. pre-service and during service. On the other hand, every society requires sufficient human and material resources to improve social organization, maintain the culture, promote economic development, and change governmental systems. Education is often regarded as an essential requirement of the workforce and creation of wealth which lead to success in life and service

to mortality. As such, teachers have a veritable part to play in preparing young individuals to enable them to achieve set national objectives.

The Teachers' Registration Council (TRCN 2002) described a teacher as a person who possesses the ability to impart the acquired competency to learners in a given subject area. According to Azunku (2007), a teacher has achieved the special competency required to effectively teach a particular subject area to a group of learners. According to the National Policy in Education, the vital purpose of teacher education is to provide teachers with intellectual and professional backgrounds for their assignments. Teaching and learning depend on the teachers, for there can be no significant socio-economic and political development in any nation devoid of teachers. The National Policy in Education, released in 1977 and revised in 1981, 1998 and 2004 and 2013, clearly articulates the importance of teachers' education and remarks that no educational system can rise above the quality of its teachers. Thus, teachers have a role to adequately prepare the youths for their roles in society to achieve the set national objective. The policy makes it compulsory for all teachers in Nigeria to be trained and stipulates NCE (Nigeria Certificate in Education) as the minimum qualification for the teaching profession. It further recognizes in-service training as an essential part of continuing teacher education. Thus, it emphasized that teacher education shall continue to take cognizance of changes in methodology and the curriculum.

Currently, the statutory responsibility for teacher education in Nigeria is rested with the Colleges of Education, Institute of Education, Polytechnic, National Institute (NTI) and Faculties of Education in Nigerian Universities.

Business Teacher Education

Business Teacher Education is generally referred to as the policies and procedures designed to equip prospective business teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks creditably well in the classroom, school and the wider society. As a result, business teacher education goals align with the field's breadth and twin goals of employment-related and general education (Atakpa, 2020). Business teachers will become more skilled in offering students and professionals wide knowledge and different skills as the quality of their institutions' services improve.

In-service teacher education and graduate course coursework for advanced degrees have been provided via business teacher education. Professional organizations in the sector, as well as colleges and universities that provide formal course work, are responsible for providing professional development opportunities. Maintaining current programs in information processing technology is a fundamental responsibility of all business teachers. However, as the demand for personnel in information technology occupations grows in the workplace, business courses are becoming more popular among students. Courses cover anything from personal computer users to preparing personnel to manage a communications network, among other topics. In many segments of the economy, including the educational sector, technological breakthroughs have radically transformed how things are done. To keep up with technological developments in the education field, business education teachers must put in substantial effort, dedication, and drive to consistently better themselves in this period of the technological explosion that has become apparent worldwide.

Egbri and Nwadiani (2011) opined that many business education graduates lack adequate technological skills to use modern pedagogical tools to teach in the classroom. This is due to defective preparedness in the cause of training as students. Teachers play an important role in the teaching/learning process. As such, they must understand the role of innovations in the classroom to make them relevant in the world of work. Thus, incorporating technology into teaching is a great way to actively engage students, particularly as digital media surrounds young individuals in the 21st century.

According to Evans and Gunter (2004), to prepare business studies future teachers for the challenges of new technological innovations in this technology-driven society, colleges of education and universities that prepare teachers must produce technology proficient teachers

with increased access to technology-rich schools and create positive attitude on the part of pre-service teachers.

Danhoo and Whitney (2006) posited that tertiary institutions could not hope to improve either the academic achievement of their students or the overall value of their programmes without sufficient preparedness of teachers to use technological innovations in teaching. Teachers must use technological innovations to teach to enable students to successfully use innovations to live and work effectively and efficiently in an increasingly complex and information-driven society.

However, teachers' preparedness for using new technological innovations plays a dominant role in the success or failure of an educational programme in the teaching/learning process. Teachers are the agents of change and play a critical role in the success of the teaching/learning process in business education programmes, which is practically inclined.

The Need for Business Teacher Education

Olajide (2005) noted that since independence, the main thrust of Nigeria's development strategies and objectives had been the development of industries, education and a self-reliant economy. But unfortunately, the human capital expected to support the industrialization process and propel the other sectors has not exhibited the right mix of knowledge, attitude and skills needed to succeed. He remarked that a large proportion of Nigerians, despite their education, lack the requisite skills and knowledge to become relevant, employable and contribute to the society in which they live. Since teachers play an important role in the teaching-learning process, they need to be acquainted with recent technological innovations in the education service delivery. And also endeavour to become effective agents to use these innovations in the classroom to make learning meaningful to students and make them relevant in the world of work.

According to Yelland (2001), the traditional environment is not suitable for preparing learners to function or be productive in today's workplace or society. Therefore, there is a need for higher institutions to incorporate the use of innovations in teaching to prepare students for life in the 21st century since innovations can help teachers enhance their pedagogical practices and assist the students in their learning with application orientation.

Challenges

The challenges militating against teacher education in Nigeria and business teacher education, in particular, are too numerous to mention. In contrast, some of these challenges appeared with the time's changing socio-economic and political conditions. Others developed gradually as a result of government neglect of the education sector. Such challenges include:

Government Underfunding of Teacher Education Programme.

They are underfunding the teacher education program by the government, as well as injudicious use of available money by implementation agencies such as Vice-Chancellors, Rectors, Provosts, Deans of Faculties, and Heads of Department, to mention a few. When funds designed to provide critical facilities are misused or embezzled, however, the training that students get falls short of expectations.

Non-Professionalization of Teaching

Generally, many teachers in institutions of higher learning in the country do not measure up to the minimum international standard stipulated by the education ministry. As a result, there are still a lot of unskilled and half-baked people in the system, resulting in a situation where teaching isn't entirely professionalized yet. Teaching will continue to be commonized until the government makes this training mandatory and insists on maintaining the specified standard. This condition would further weaken professionalism in the teaching profession.

Poor Policy Implementation

Poor policy implementation in Nigeria is a significant obstacle to providing high-quality teacher education. This explains why teacher education graduates from higher education institutions do so badly in the job market. According to (Anyakoha, 1994), our policies are produced by qualified writers who have the foresight and sincerely believe in what

they write for the future; nevertheless, the challenge emerges during the implementation phase of the policies.

Inadequate Infrastructural Facilities.

Inadequate infrastructural facilities in most higher Institutions is another factor bedevilling teacher education in Nigeria. Most tertiary institutions offering business education programmes ought to have a state-of-the-art computer laboratory, well-equipped model office, and simulation laboratory, among others. But most of these facilities needed to prepare business teachers and learners for the work environment of the 21st century are non-existent.

Poor Condition of Service and Brain Drain Syndrome.

Teachers' working conditions in Nigeria (including business education teachers) are now unappealing, making it difficult to retain the greatest brains in the country. Those who remain in the profession have a low social status with attendant psychological problems. As a result of the low appeal to the teaching profession and the falling enrolment in the Teacher Education Program, Some teachers seek employment in other industries with better working conditions or even travel to countries where working conditions for teachers are significantly better. However, the dependence on inexperienced and sometimes unqualified teachers and lecturers in the various educational fields in tertiary institutions in the country often affects the quality of students work and graduates who are eventually employed to service the manpower needs of the country as well the economy.

Insufficient Knowledge and Use of Information Communication Technology (ICT).

Another challenge to business teacher education in Nigeria is insufficient knowledge and use of ICT in a globalized economy. The knowledge and use of computer technology and the internet is imperative for all business teachers to guarantee the relevance of their products in the 21st century. However, many higher Institutions still operate the traditional system with little or no adaptation to ICT.

Lack of Modern Teaching Facilities and Academic Staff Development: these are some factors responsible for inadequacies in the training programmes in tertiary institutions in the country. Staff development has not been accorded high priority in the development plans of Nigeria. Abelega (2011) advised that educational planners should frequently consult prospective private sector developers. This is to enable them to obtain the number and type of jobs that are likely to be available for graduates to plan curriculum accordingly.

Conclusion

In Nigeria likewise other developing countries of the world, teaching is regarded as the most vital and strategic profession for national development. This is because teaching is an important activity that makes possible the acquisition of knowledge and skills that determine the mark of an educated and useful person in society. As such, education remains a single major factor for national development. To prepare business education teachers for the challenges of new technological innovations in this technology-driven society, Universities, Polytechnics and Colleges of Education that prepare business teachers should endeavour to produce teachers proficient in the use of new technological gadgets that aid teaching and learning.

Since teachers play an important role in teaching and learning, they must understand the potential roles of new technological innovations in education service delivery and be able to use these innovations in the classroom to make learning meaningful and relevant for students.

Recommendations

Business education teachers should be regularly exposed to workshops, seminars and conferences to keep them abreast with modern innovations in their respective areas of specialization. Aliyu (2001) emphasized that training and retraining of business teachers need to be continuous and target-oriented. This is because of the new development in the business world brought about by technological advancement.

Since business education is a vocational and practical discipline, business education teachers should embark on continuous professional development to keep them up-to-date with

the recent Information Communication Technology (ICT) gadgets that would aid teaching and learning.

Due to technological advancement pervading the world of work, tertiary Institutions offering business education programmes need to restructure their programmes to ensure that business education graduates acquire sufficient content knowledge in the diverse areas of business and the methodology used in teaching business subjects.

Most tertiary institutions in Nigeria still operate the traditional educational system of chalk and talk with little adaptation to Information Communication Technology. To benefit from the ubiquitous information flow and enhance communication among professional networks, business education teachers need not only to be trained and retrained in Information Communication Technology, but the management of tertiary institutions should provide facilities to enable business education teachers and their students to have uninterrupted access to information since the world is gradually becoming a global village.

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