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## **THE APPLICATION OF MODERN MANAGEMENT EDUCATION IN NIGERIAN FIRMS (2020s AND BEYOND)**

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### **Abstract**

Management Education in Nigeria became a reality after the independence of Nigeria in 1960 and more pronounced after the Nigerian Civil War of 1967-1970. It was pioneered by few management faculties in few Nigerian polytechnics and universities. Until the early 1960s, little or nothing was known of management education in Nigeria. The assumption was that people would be trained in management and they would graduate by experience to become effective managers of the future. This paper looks at the brief history of management education in the management faculties of the tertiary institutions. It initially examines the factors that gave rise to management education by management faculties, most especially the Nigerian Indigenization Decree of 1972, efforts by the government labour, and society, evaluates the methods used by managers to study and critically evaluates the future of management education in Nigeria, one of which is that management programmes of the future should be spread over a period of time on a modular basis so that managers can learn and implement programmes of action, and most importantly managers must acquire the study and acquire the knowledge of the internet communication technology. There will be a close relationship between the educator and the student managers who will be practically oriented. The paper is a literature review. In the 2020s and beyond there will be a massive interface between the educators, practically oriented students and management faculties.

**Keywords:** Management Education, Unionism, Indigenization Decree, Nigerian Institute of Management, Case Study, Internet Communication Technology, Experiential Learning

### **Introduction**

Until the University of Nigeria Nsukka (UNN) and other Universities like Ahmadu Bello University (ABU), Zaria, the University of Lagos, amongst others set up the management faculties in the early 1970s, and the Kaduna Polytechnic, the Institute of Management and Technology (IMT), Enugu, little was known of management education in Nigeria (Onah and Ani, 1984). Because of the importance of management education in the operation of firms in Nigeria and the world, management faculties started springing up, to fill in the gap of training professional manager.

Until the early 1960s in Nigeria, little or nothing was known of management education. The assumption was that people would be trained in management and other professions and they would they graduate by experience on the job to become effective managers. It worked in the past for most Nigerian firms, who lay emphasis on company loyalty and long service as the key factor to the management development process in firms. The conditions following the Nigerian civil war (1967-1970), the World War II and the independence of Nigeria in 1960 created many opportunities and people with any level of managerial skill to utilize the chance to prove their mettle in the business world.

However, it was recognized that people who were promoted to higher positions under such conditions had to learn through practical and rule of thumb experience. Little opportunity was provided for off the management and job education. For most companies in Nigeria, it was a case of get the experience, or perishes, sink or swim.

After the independence of Nigeria in the 1960s, and precisely after the Nigerian Civil War of 1967 – 1970, many factors and events pointed to the need for a coordinated and well planned approach to modern management education in Nigeria (Ayozie, 2016)

It was recognized that there is an urgent need to have educational organizations, institutions and firms who are specialized in the study and tuition of management or business topics and scholarship.

Many firms, companies or organizations began to recognize that the practical and traditional process of developing managers in Nigeria on the basis of on the job experience, and rule of thumb, needed to be supplemented by a more comprehensive approach to manpower planning and the development of modern managers who will take over the business space vacated by the foreign/alien managers who are vacating their post in the multinational firms like Patterson Zochonic (PZ), United African Company (UAC), Lever Brothers of Nigeria (LBN) amongst other foreign firms. The thought of management faculties schools came up.

In addition the Nigerian government was setting up indigenous multinational firms. The indigenization decree of 1972 and takeover of most multinational firms provided the stimulus for the establishment of business faculties in the universities and polytechnics who will teach the management education and practice in Nigeria. These novel moves were not based on charitable and non-charitable notion that education is a good thing and necessary evil in Nigeria. They were based on the responses to the hard realities, logic and challenges of the post-independence/post-civil war challenges of a developing country and economy like Nigeria. These challenges like in the past are still with us today, providing even more challenges and forceful pressure to Nigerian business environment, so that they can develop more effective pragmatic, scientific and technologically based approach to management education in Nigeria.

## **Literature Review**

### **Factors that Gave Rise to Modern Management Education and Faculties in Nigerian Tertiary Institutions (Universities and Polytechnics)**

#### **Education Demands More Education**

People coming into the business and management ranks since after Nigerian independence of 1960s and the Nigerian Civil War (1967-1970), have typically more formal education than their predecessors. The indigenization decree of 1972 (later Nigerian Enterprise Act of 1977) provided an opportunity for Nigerian managers to take over the firms vacated by the foreign managers. Therefore such people recognized the challenges and the value of training especially with the case study experiential learning, computer assisted learning business games, and specialized behavioural programme, approach to education, and are not just content to rest upon the experience they have acquired on the job, or the qualification from other disciplines and profession outside management and business. There is the realization in management that technology and the indigenization of firms have brought in changes in the field of management and also in the Nigerian economic environment and this has generated a new thinking and techniques related to management/business education and practices in Nigeria.

The result has been a continuing pressure from the employees and employers for a modern management education and business faculties so that they can cope and keep up to date with modern business practice just like their counterparts in other parts of the world. Large conglomerates and even the small and medium scale enterprises (SMEs) in Nigeria responded to that challenge not only to maintain their overall management, knowledge, skill and expertise within the organisation but to ensure that the managers are left seek the opportunities and skills in management faculties of business and management schools and consulting companies in Nigeria. The need for the Nigerian managers of old was to acquire business and management skills, and continuing education, so that they can face the jobs adequately and to be up to date in the management profession.

#### **The Professionalization of the Management Field**

The indigenization decree of 1972 (later Nigerian Enterprise Act of 1977), the establishment of the Nigerian Institute of Management (NIM) in 1964, in June 2003 Act No. 4 of the National Act granted the institute national chartered status, the Institute of Chartered Accountants of Nigeria (ICAN) was established by the Act of Parliament No. 15 of 1965, the Chartered Institute of Bankers of Nigeria (CIBN) was the umbrella professional body of bankers in Nigeria, incorporated in 1976, and Chartered in 1990, and now covered by the CIBN Act No. 5 of 2007, the Nigerian Bar Association (NBA), and the Nigerian Medical Association (NMA) facilitated the emergence of the management profession in Nigeria. Management experts recognized the need to accord the business and management profession as a distinct field, and not an all comers profession.

The qualification and membership would be based on the acquisition of management education from, a recognized faculty in Nigerian and overseas faculties, and other criteria stated in the Act of 1964 and Amended in 2003 as state above.

The growth of large organisations, the establishment of new ones by the Nigerian government, the emergence and growth of SMEs is an eye opener that there are career prospects in management and management education. Moreover, the day to day operations of organisations and firms are increasingly in the hands of professional managers, and there is a market for their services. So systems were established to ensure that managers were promoted according to their ability and that the process is seen to be excellent, plain and fair by others. The old process of paternalistic selection of managers has had to give way to a more acceptable democratically based form of promotion in the work place. Alongside this therefore, it has been essential to build a total process of management development and education involving marketing, accounting, manpower plans, objective setting, personnel management and recruitment, appraisal and performance review ratings, training and development facility and a well-coordinated planned approach to organization development, education and training either in business faculties of Nigerian Universities, Polytechnics and Management consultancy firms locally or overseas.

### **Action from Unions (Nigerian Labour Congress), the Government and the Society**

Managers have to explain to their employees the current societal trends, social responsibility, government actions and legislation and everything that is happening. Gone were the days of unquestioned authority and paternalistic leadership. Educated employees and unionized staff, started demanding that their leaders should listen to their views and give them current information and ideas, as well as modern instruction. It is therefore very imperative by Nigerian managers to be sufficiently educated and knowledgeable on how to do this and react increasingly to current management demands. Business/management education and faculties were set up to provide training and education on these trends. Experience on the previous job in itself not an excellent guarantee to help the workers not only to manage the next level up but to explain current issues, ideas and management realities to the employees. Therefore began the great pressure and action from below and above, inside and outside the organisation to develop their knowledge and skill, and the business schools and faculties were established to fill in the gap. Employers and their workers knew more and were exposed and business faculties have to train the managers in negotiation, conflict resolution and presentation. Business faculties must train managers not to be undermined, especially in their roles as business leaders. It is therefore clear why management education and training has become too important in the area of industrial relation in 2020s. Such pressures will continue at a great speed and intensity, especially as the expatriate foreign managers were departing to their home countries and with the proliferation of tertiary institutions and management faculties in Nigeria, and the attendant consultancy practices, and more union representation at all levels (Margerison, 1984), management faculties saw the need to come in and partner with employers and employees in Nigeria.

### **The Nigerian Indigenization Decree of 1972**

A remarkable breakthrough in the quest for management education and training in Nigeria came as a result of the Indigenization Decree of 1972, and later the Nigerian Enterprises Promotion Act of 1977. These came as a result of genuine plans by the Nigerian government to make sure that Nigerians play an active and worthwhile role in the development of the Nigerian economy. This they can do with proper management education and training. The Indigenization Decree of 1972 transferred some hitherto foreign firms to Nigerian ownership. In its 1970-74 National Development Plan, the Nigerian government gave special attention to the development of small scale firms particularly in the rural areas. This was in recognition of the roles of small scale industries as the seedbeds and training grounds for entrepreneurship and business in Nigeria.

The cardinal point of the development plan was:

1. Increasing business education and training;
2. Accelerating the pace of industrialization and dispersal of industries;
3. Generating substantial employment opportunities in Nigeria;
4. Promoting individual initiatives and entrepreneurship among the populace;
5. Developing and increasing export trade; and
6. Complementing large scale industries.

This was a catalyst for the proliferation and establishment of management/business faculties and the attendant management training and education in Nigeria. Prior to Nigerian Independence in 1960, the business climate was almost totally dominated by the Colonial and European Multinational Companies like the United African Company (UAC), G. B. Ollivant (GBO), the then Lever Brothers' Nigeria Limited (LBN) later Unilevers Plc, Leventis Plc, Patterson Zochonis, etc. These companies primarily engaged in bringing into Nigeria finished products from their parent companies overseas. These companies have vast business experience and strong capital base, and dominated the Nigerian economy. The Nigerian government of those days encouraged those foreign firms to become stronger by giving incentives as favourable tariffs and tax concessions (Ayozie, 2011). Precisely in 1958, the Nigerian Industrial Development Bank (NIDB) was established to assist potential Nigerian entrepreneurs to get involved in agricultural exploration of national resources, commerce and industrial production. This saw the massive increase in Nigerian import market, while the Nigerian economy became largely dominated by very few large foreign companies. However, few Nigerian entrepreneurs, mostly semi-illiterates benefitted from the generous government attitude of that time (Ayozie, 2011). The educated Nigerians especially graduates of other disciplines outside management knowledge and training were not interested in entrepreneurship and management because their focus was to fill in the vacant positions being vacated by the expatriate staffs who were leaving the civil service to return home. Even the Nigerians considered the civil service to be more prestigious than joining business or managing them despite the creation by the colonial administration. There was an obvious fact that Nigerian managers needed management knowledge and training to be able to run the various business ventures. Management education and Business faculties training and knowledge was the rallying point, to solve these challenges tertiary institution and business faculties were established to fill in the vacuum.

### **The Nigerian Enterprises Promotion Decree**

The Nigerian Enterprises Promotion Decree, known as the Indigenization Decree, was the first statute which has tried since independence to break through the economic fortress built by foreigners around themselves and place in the hands of indigenes the economy of the country.

Section 1 and 2 of the Decree provide for a Nigerian Enterprises Promotion Board and a Nigerian Enterprises Promotion Committee, whose function among other things is to advise the government on clearly defined policy on matters relating to commerce and industry in Nigeria and generally to see that Nigerian assume control of the Nigerian economy in the shortest possible time (Akamgbo, 1979).

Section 4 of the Decree provides that as from the appointed date all businesses or enterprises enumerated in Schedule I of the Decree shall be exclusively owned and operated by Nigerian citizens or associations and no such enterprise shall be established in Nigeria by and foreigner on or after the commencement of the Decree. Section 2 provides that items in Schedule II of the Decree, which covers fifty categories of business, shall by the appointed date have a minimum indigenous equity participation of 60%. It is interesting to note:

1. That Schedule I of the Decree covers 40 categories of business as against 39 published initially, while Schedule II covers 56 categories of business as against 30 published.
2. Haulage of goods by road, which was classified under the now replaced 1972 Decree, is not classified in either Schedule I or II. It is reasonable to say that it may fall in Schedule III. Furthermore, textile business, that is textile manufacturing industries, and shipping, included in Schedule II in the White Paper, are excluded in Schedule II of the Decree.

Section 3 provides that items specified in Scheduled III, which covers all other businesses not specified in Schedules I and II, require by the appointed date, a minimum of 40% indigenous equity participation. (Akamgbo, 1979) It is reasonable to assume that other enterprises not included under either Schedule I or II of the Decree and not being public sector enterprises will fall into Schedule III, and this would include shipping which was excluded from Schedule II but not specified in either Schedule I or III.

Section 7 of the Decree springs a surprise on Nigerian businessman, but the concession may not be as large as envisaged. This Section provides that notwithstanding the scheduling of business and the provisions relating to them, 'any alien who immediately before the commencement of this Decree was the owner of part owner of anybody corporate carrying on an enterprise, the business of which comprised enterprises specified in Schedules I, II and III or in any of those Schedules may after the appointed day continue to be owner or part owner of any such body corporate if:

- (a) The annual turnover of the body corporate was not less than N25 million as at then (1977);
- (b) The business of the body Corporate was being carried on in not less than ten (10) states of the Federation;
- (c) The equity participation of Nigerian citizens or associations is by 30<sup>th</sup> June, 1977 not less than 60%.

The effect of this provision is that companies with large turnovers (which most aliens have) and having branches in not less than 10 states (which again many companies have may continue to engage in businesses reserved exclusively for indigenes if they transfer 60% of their equity to Nigerians by the end of June 1977. This concession may not be too much. Possibly the intention or desire of the Government is to get companies to comply as early as possible with provisions of the Decree and also reduce the problems that may arise at the Stock Exchange and with Stockbrokers, if all companies had to wait till the last minute before complying with the provisions of the Decree (Akpamgbo, 1979).

This seemed to defeat the aims of the indigenization exercise, which are:

1. To create opportunities for Nigerians;
2. To raise the proportion of indigenous ownership of the productive sectors of the economy; and
3. To involve more Nigerians in the management and decision-making processes of business enterprises.

Section 9 provides against the concentration in a few indigenous hands of the economy of the nation. But one has expected the Federal Military Government to publish a list of the names of Nigerian citizens and associations who bought up alien enterprises in the first phase of the indigenization exercise. This exercise would serve the dual purpose of attracting employment opportunities for our graduates and also serve as an index of Nigerian citizens, associations and businesses with which any foreign investor might be willing to go into partnership.

In the case of sales or transfers of shares in public companies, S. 9(5) of the Decree provides for the establishment of an Allotment Committee of the Capital Issues Committee with the responsibility of preventing the concentration of ownership of business in a few hands. In particular, except in the case of the owner manager, the Committee shall ensure:

- (a) That in no case should an individual be allowed to have control of more than one enterprise;
- (b) That no enterprise is sold to a single individual;
- (c) That no individual is allotted more than 4% of the equity of any company or a portion of the equity valued at more than N50,000, whichever is higher;
- (d) That where an individual already holds equity in excess of the limits, he would not be allotted any more shares in that enterprise; and
- (e) That not less than 10% of the total shares of enterprises in Schedules II and III are sold to the employees of the business. Where, however, only a fraction of the shares are being sold, 10% of that fraction must be reserved for the employees and in all cases, the Committee will ensure that not less than 50% of these shares are reserved for non-managerial staff.

Furthermore any sales or transfer of an enterprise made without the approval of the Capital Issues Commission or the Allotment Committee is void and any money paid or received is repayable to the vendor or transferor. Also from the commencement of this Decree, all sales or transfer or enterprises to which SS. 4, 5, 6, or 7 of the Decree relate shall be subject to the approval of the Nigerian Enterprises Board and the Capital Issues Commission (Akpamgbo, 1979).

### **The Fear of Unionism Generated the Need for Management Education**

One of the major influences in stimulating management education and training is the concern that senior, middle or junior managers will join unions like the NLC. In this regard management education, training and development became a political response to that challenge and fear. There was the realization that manager needs not to join the union in order to obtain better opportunities for advancement. By establishing a total process of management education, training and development, the management were signaling to other managerial staff and workers, they can help them with their career needs, salary, compensation and career development and training. Unions were gaining ground in lower, middle and senior management level. Therefore, at the political level, management education was a strategic response not to the individual needs, but to ensure a collective approach to maintain managerial identity and solidity (Margerison, 1984). Although today's managers have multi-loyalties both to the organisation, profession, career, family, the nation and to the union (Kakabadse, 1984), as well to other interests and organisation.

### **The Pressure of Competition**

There is a room at the top for good people (Margerison, 1984). In Nigeria of those days (1960-66), there was a shortage of trained managers who can cope with the demands of great business issues and challenges, and the vacancy caused by the exit of colonial business managers and with the great expansion of Nigerian industry and commerce, there was a shortage of trained managers who can cope with the demands of wide ranging business. There was a very active market in the managerial talent. A whole new profession in the industry, of selection and recruitment of management consultants have grown up, and management training and education must fill the vacuum. Within this specialized breed, a new group of management selection known as the "Head Hunter did emerge". It is a lucrative business and indicates the state of the management market and management faculties. Organizations became aware of these pressures and wish to ensure that their own staff gets the best opportunities within their organisation without being tempted elsewhere. An essential part of this is the provision of first class management education and development facilities. So a considerable amount of money was devoted to both internal and external education programmes in university business faculties. Additionally, considerable time, resources and energy was devoted into designing appraisal and performance review mechanisms. Management faculties were established to provide personnel and managers who can cope with the demands of competitive pressure. (Margerison, 1984)

### **The Standards for Promotion and Performance of Managers**

It is easy to see an unskilled worker doing a poor job. The result is there in a visible form. So it is difficult to assess how well a manager has done. His work is intangible so as an organisation gets larger and more complex, it is important that standard is set and that the personnel are promoted for their achievements. This needs to be done not only on the basis of personal with one manager doing it and another not, but on the basis of company policy, that emphasizes on the acquisition of further education and continuous training and development, of which the different management faculties were established to provide those service (Margerison, 1984). This opened a market for management faculties of Nigerian tertiary institutions of the 1960s.

In addition, the educational institutions have been developed rapidly to provide courses and programmes. The universities, polytechnics and technical colleges over the last thirty years have flourished as an integral part of this new target. Typically they have had problems in separating out their commercial and their research functions. However, it is clear that the major federal/state funded tertiary institutions are now part of the commercial market place and need to manage their operations as effectively as they instruct others. There can be no doubt, however, that the money which has been put into developing business schools in particular as prestige places for research and education has provided considerable impetus to management education as a whole. We now have literally thousands of people applying their minds to the problem of industry and commerce, and research publications serve not only as knowledge but as a form of marketing. This comes in specially to solve empirical problems of the Nigerian firms/establishments.

Industry, commerce and government of course, has supplied a lot of the funds, particularly for business school operations and is now demanding practical return. However, many business schools would prefer to go the way of academic rather than commercial interests, and here likes a fundamental conflict. Nevertheless business schools have made a considerable contribution to the prestige marketing of management education and development, and, are increasingly at the forefront of new approaches to developing the field with particular regard to continuing education (Margerison, 1984).

The move of educational organisations into the management development field is, however, only a response to the opportunities created by the various pressures that have been outlined. My view is that these pressures won't go away. During the coming years, managers will be demanding more management education as their professional awareness grows. The fear of managerial unionism will continue, while the competition for good managers will speed up. Companies and governments will continue to put pressure on for more management training at all levels and staff groups will exert increasing pressure on managers to keep them up to date.

### **What Nigerian Business Schools Need to Teach so that Managers Can be Relevant in The 2020s Internet Business World**

There has been considerable experimentation in the area of educational tuition for managers. Clearly experienced managers do not like to sit for long hours behind desks listening to lecturers pontificating about the latest theories and research by the lecturers and professors. As managers, they are men of action and have a very varied, usually exciting, but invariably demanding job. The traditional way of tuition invalidates all these factors associated with management. The lecturer in Nigeria makes the student into a passive person in the education process and it assumes that the lecturer has the knowledge and that the student has little to contribute. This was most suited for undergraduate studies. Practical Nigerian manager required more than this passive approach to learning.

The people who come to management programmes are usually very experienced in the day to day problems of managerial tasks. Moreover, they are usually well educated in one specific field, whether it be engineering, marketing, accountancy, medicine, finance, personnel or some other professional background. In addition, they come for a particular purpose. Their reason for attending is associated with particular problem and opportunities that they see in their business. They therefore wish to contribute to the agenda and to have particular issues which concern them discussed. They do not wish to be taught in the formal sense, but rather engage in a dialogue on how new ideas and methods can be applied to their particular work situation. Over the years we have seen, therefore, a number of innovations in educational method and these will continue into the 2020s at a rapid. (Ayozie, 2016, Margierison, 1984)

### **Educational Methods Used by Managers to Learn in Business Faculties in the Past Years and in the Future in Nigeria**

The introduction of *computer assisted learning* systems will speed up the process from a technical point of view. However, in addition to this there are major initiatives being taken to help managers engaged in self-development. All this goes way beyond the other traditional educational method of the case example.

- (a) The case study has stood test of time and proved every valuable in getting managers to look at specific examples and the way in which techniques could be applied. However, the weakness of the case method has always been that it deals with other people's problems at a time and place removed from the present. In a sense it is learning by analogy rather than by direct example (Margieson, 1984). Whilst the case method will continue, I believe that its real value in the future will be in developing *real life cases* based upon the contributions made by participants in a particular programme. This is to say they will bring with them their own cases. Moreover, they will consult with each other on how to tackle these particular cases. In doing so they will not only gain practical interest into their specific problem, but develop the skills of consultation and help. (Margieson, 1984)
- (b) There will be a continuation of the move towards *experiential learning*. This has already taken many forms, such as getting managers to work on simulated tasks and developing particular experiences so that participants can learn in a practical way without too many risks. At one level the old outward bound system of learning is a classical form of experiential development. However, this has been brought into the classroom by developing small scale management exercises which can be tackled within a relatively short period of time. This has made an enormous impact, but really needs in the future to be reinforced by better feedback systems so that people can really understand what it is they have done.
- (c) Alongside this development there have been major advances in business games ranging from the sophisticated computer applications through to small scale paper and pencil tests. These are invaluable in giving people an overall idea of how the complexity of business revolves around integrating financial, marketing and production policies together with manpower policies. However, they have not been too valuable in my view for helping people learn about the behavioural aspects of business. Invariably the computer, if used for such a purpose, has a seductive element which rules out consideration of how one achieved ones results in favour of having yet another go for the jackpot.
- (d) Behavioural training, however, has grown apace and is one of the, if not the major sectors of management education today. The range of programmes goes from the highly right through to the relatively unstructured encounter groups and T groups. However, the latter have fallen into considerable disfavor in the last few years as research results have shown little transfer effect to the business operations.
- (e) Now there is a move towards more specialized behavioural training programme with special courses on things like negotiating skills, interviewing skills, communication presentation skills. In this the television and the internet facility has played a very important role and will continue to do so into the 2000s. Managers want to

learn how to perform better, not in general but in specific areas, and the television gives very powerful feedback of performance. Again we need to improve our feedback systems and processes. It is a time demanding activity and requires very skilled staff to assess the learning process.

### **The Future of Management Education: Way Forward for Managers and Management Students in Nigeria**

- (a) That the management programmes of the future will be spread out over a period of time on a modular basis so that managers can learn, then implement, then learn again before going back to implementation. This process of reinforcement, as we know, is the most effective form of learning (Margieson, 1984).
- (b) The management student of the future was to be technologically complaint and learn how to use the computer and the ICT (Internet Communication Technology) and the social media and the internet to push the business ideas and solve managerial learning. The internet will be a source of more information, business ideas, and a vital means of management education for the management students. More students will focus on acquiring practical knowledge as opposed to theoretical knowledge. The practical knowledge will be useful to the company and the Society at large.
- (c) There will be far more learning by interpersonal consultation and practice rather than didactic exposition.
- (d) There will be far more of the personal audit approach through checklists, questionnaires and managerial style indicators. This will range over all functions of the business and in the area of leadership which has innovated in this particular respect.
- (e) The managers will be asked to learn far more by looking at their existing personal way of operating rather than looking at someone else's way of operating. Positive introspection will therefore be very important for learning. Managers will think inside out.
- (f) What does this mean? It means in essence that the most important person in management programmes and faculties will be the managers themselves. They will be expected to bring with them to programmes issues which they wish to discuss and the teachers will be expected to build their contributions around the agendas of the participants. This will demand far more flexibility from the teachers, lecturers and professors, than we have seen previously. The lecturers, consultants and educators will take the lead.

### **For the Lecturer/Teacher Educators in Nigeria**

- (i) We shall, therefore, move more towards management education as a resource concept. No longer can we begin to think of dispensing knowledge and skills. Instead we must see education establishments as resource centres. This means the teachers will be resources as well as other participants. Their job is to provide an environment within which people can work and take an active part in acquiring what is required to improve their managerial abilities. This will take some time to develop, but the beginning has already been made as seen in the distance and open learning strategies of most universities and the online lectures by lecturers in the internet and using the social media platforms and sites. What it essentially means is that the management teachers must take a lead and set up opportunities where people can learn from each other. It is in this sense they must become managers of learning, and management educators with practical industrial knowledge.
- (ii) This is not to say that the management teacher and lecturer should not teach. What it does say is that the management teacher must become more flexible in the way he lectures and teaches. He will have to build upon the agendas set by participants rather than just teach his theories based upon historical cases with only the vaguest form of discussion about the current particular problems brought by members. In future the management lecturer/educator will be expected to take the initiative in setting the area for discussion, but then relate his contribution to the specific requirements of the participants.
- (iii) In addition, we shall see much closer relationship between management education and the role of the teacher and lecturer as an organizer of learning. In this sense the teacher and lecturer will have to become a manager. Equally, the manager will have to become a teacher. As we all know, it is the teacher who learns the most. In this sense, future management programmes will have to be organized so that the managers can become active learners about their own situations in the context of new theories and methods, but worked upon in a practical way using both teachers and fellow students as resources, lecturers will take the lead role.
- (vi) The educator or lecturer would be expected to hold or have industry experience. An industrial attachment either on full or part time basis.
- (v) Management educators will have a great knowledge of the internet and modern technology. This will assist in lecturing and in the acquisition of modern knowledge. The world is now a global village.

## **The Role of the Nigerian Institute of Management (NIM) and Management Development to Company/Firm**

It is clear that there is an emerging area of professionalism within management which we can call management development. However, it is an integral part of the management function, not something separate. The NIM has a role to play in producing practical oriented managers of the future for Nigeria and the world. The Nigerian Institute of Management and other professional association will produce cutting edge managers and practically oriented managers of the future, through CPD programme.

The Nigerian Institute of Management (NIM) has some practical roles to play in the development and nurturing of practical managers in Nigeria set up in 1964 as a practical professional body to prepare future Nigerian managers in the field of management. Its vision is to be the source of management excellence in Nigeria, Africa and worldwide. It was granted a charter status in the year 2003, via the Act No. 14.9 of the National Assembly. It has a mandate of producing and nurturing practical managers through various membership cadres from graduate to fellow (FNIM) attained over years of practical managerial experience in the industry or academia members are also expected to attend mandatory professional conferences and seminars over a period of time, as part of the Continuous Development Program (CPD) of the Institute. Producing dynamic cutting edge managers will pay the way for production of high class managers.

- (i) Management development is very much an individual thing. For anybody who is going to succeed in managerial work, he must take the responsibility upon himself to seek the initial basic training and have the drive and motivation and discipline to pursue it. Although opportunities can be provided, in NIM, it is the individual who must plan his own personal development. This means taking probably at least a four to five year perspective and drawing up specific action plans and having a ten to fifteen year plan of one's career within which to shape these specific developmental activities. If one is working for an organisation of any size, one should therefore look to the facilities that they have in the structure for developing one's career. The NIM and other business professional bodies like ICAN, NIMN, CIMN, CITN can provide those practical knowledge. During the 2000, people will increasingly judge a company on its approach to management development. Some of the questions they will raise will hit at the key issues of work and employment. Is the aim to try and develop people from within, or always go outside and look for talent.
- (ii) One should look at the selection policies for both external and internal people. Are the selection criteria well laid out and is selection based upon fair principles and practice and academic qualification? It is important that an organisation does select people upon merit and it is therefore a good first step to look at the way in which company goes about selecting both new staff and people who are to be promoted from within. Prestigious business faculties in Nigeria like UNILAG, UNN, ABU, LASUTECH can provide the personnel and manager for the future.
- (iii) It is important to look at the ongoing assessment that a company makes of its managers. What sort of an appraisal system, if any, is established? How far is the appraisal an active system rather than one which just involves passive working, then you will find that people are promoted on the basis of their record.

Therefore, management development does imply a great deal of the relationship between managers and their bosses. It means that the manager should be looking all the time towards the overall development of his staff and being encouraged through the policy and resources of the organisation to help them do their job better and develop themselves for future position. Continuous professional development in management faculties and professional bodies or solve those challenges.

However, the prime factor is usually trying to improve people's performance in their existing job. This is where management development can make its biggest impact. It is not courses or training events which can really make the improvement. It is day to day management and the application of knowledge gotten in prestigious management faculties and professional bodies can solve the problems. The manager subordinate relationship is the key in successful management development. If this is not working, well, then courses and educational activities will not improve things in any significant way. The motivation and energy that needs to go into improving performance must come through the interactions that managers have with their staff. For if the management development system in your organisation does not seem to be working, first of all look at the policies and then see whether individual managers are carrying these out. It may well be that they do not feel sufficiently knowledgeable about the policies, or have the skills to conduct the appraisal and the development process in the proper way. At this stage, then managerial conferences, seminars, CDPS, in house training and training programme may well be one answer. However, the fundamental fact is that we

need clear policies and the desire to implement them at all levels of management if the management development process is to take off.

I see happening in most organisations is that at the policy and resource level, the management development process is being taken seriously. For all the reasons that have been listed above, major organisations are now bringing a considerable amount of energy into developing advisers in the field and devoting a considerable amount of time so that people can prepare themselves to do their existing jobs better and plan their careers for the future. The real problem, as I see it, is in the implementation of these policies.

Typically people don't have sufficient time in most companies/firms, that the cares of the day take up the available hours and people have little time to sit down and discuss how the job has been done or should be done in the future. In most cases, people are too busy playing the game on impact, to blow the whistle and discuss how the game should be played. The internet and the social media world have taken over precious time of the managers.

This indeed carries over to the performance appraisal process. Many managers indeed say there is no need for this as they are continually appraising their staff and do it on a daily basis. However, there is no doubt in terms of its overall effect on the work process, there is a need for a disciplined approach. This will usually mean conducting a regular review, at least annually, and often biannually if not quarterly, or monthly, to make sure that the work which has been assigned is being done and that people's development needs are being taken care of in order that the objectives can be met.

In this sense the appraisal process is no more and no less than an audit. Just as one would audit the books of the company so it is important to audit the personal and managerial development of people. This, however, should not be done in an inspectorial way. The aim is to facilitate development rather than to check and inspect. To this end the performance appraisal process should be a continuing thing. It should be a positive thing. Unfortunately it is often seen as a once a year phenomenon having little relevance to the business and day to day work. Moreover, it is often seen as a negative thing whereby the boss is seen to be publicly criticizing his staff. Clearly, if this is so, then the foundations of management development in the organisation will not get very far. The important thing is that managers must feel that they are working together, not only to develop their own competence, but that of the organization (Margieson, 1984).

Therefore, it is important that we look at the organizational aspects of management development. One clear feature is the importance of doing effective manpower planning. All organizations in the process of change need to make projections on the need for various levels of skill and ability. This clearly involves an understanding of the managerial requirements for the next ten to fifteen years. Too many big companies go in for new plans without realizing the need for managerial talent and, therefore failure is often a result of not having sufficient people with managerial skill at the time it is required. To a large extent this can be overcome through careful assessment and looking at the talent within the organization on a regular basis. Therefore, the appraisal process can play a vital role in this as well as helping at the individual level. The knowledge from a functional management faculty will be of help to the managers.

Further, on the organizational side, it is important to recognize that many of the management development issues cannot be resolved at the individual level. It is not just a question of giving people more knowledge or more skill. Moreover, it is not just a problem of helping understand their job better. The issue relates to the way in which people work together in an organisation. Therefore, management development needs to be seen very much in the context of organisation development. Management faculties must strive to include that in their training template.

A clear example of this involves team building. One manager's job may well depend heavily on the success of another's manager's work who is working in the same team. If they don't work together, neither can will. It is important therefore, that in looking at the plan for individual management development activity, that one also looks at the plan for having effective work teams. Considerable work has now gone on to develop strategies and methods to get teams to work together more effectively. It will, however, be a major thrust in the 2000's to link management and organisation development together.

The whole issue of organisation development is one of the bringing people together so that they can thrash through problems and issues in order to come up with solutions which will enable people to tackle problems both collectively and individually. Organisation development essentially means helping within the

organisation that have different geographical places of work, to share information and negotiate contracts and agreements on how they can achieve the tasks and objectives. This is easier said than done. It often requires the intervention of external people who can bring together people to discuss issues openly.

In this, the business schools should increasingly take an active role along with consultants and individuals who are skilled in process consultation work. The curricular of business should accommodate those trends.

All these areas will continue to flourish. As organizations get more complex, what we need are people who can cross boundaries and bring together people from different functions, speaking different languages, so that we can get some common approach to the way in which we should work. Information Technology and its application to modern business practice should be an integral part of business faculty teaching in management schools. The increasing role of the internet and the social media channels as an avenue for business games and customer segmentation should be incorporated in management lectures and case study approach to solving managerial problem. It is the intangible area of management. We will see tremendous growth in people who are skilled at the interface areas. Management development will increasingly link with organisation development. At the moment there seems to be separation of the two, with management development placing more emphasis upon training and education of individuals. However, the second major phase which will emerge strongly in the 2000s to link together these two functions so that wherever there is educational training of individuals, there is an integration into the way teams work and the way these new ideas and methods can be spread throughout the organisation at all levels of management. In essence this means that management education must link much more firmly in to the central tasks of individual organisations. This means that management education will become more specialized in dealing with particular organisations rather than with particular topics. The case study approach to individual company problems should form part of faculty learning.

Management development will become task based rather than knowledge based. This fusion of management and organisation development will in itself produce a major field of research study in the 2000s and be one of the main advances that should be part of managerial work in the future.

### **What Role will Nigerian Educational Institutions/Management Faculties Play in the Future of Management Development?**

The fundamental role of educational institutions in industry and commerce until about twenty or thirty years ago was concerned with apprenticeship training and specialized instruction for particular professions such as accountancy, finance, banking or engineering. It is true that there were earlier initiatives, particularly in America/United Kingdom, to develop management educational training, but these were limited in size and confined in the main to the American/UK scene. It is only recently that management education has become a worldwide phenomenon with specialized institutions such as business faculties schools and other organisations providing wide spectra of education activities. The professional bodies and managers are also an integral part of the learning and studies.

It was assumed that anyone who was sent on a management programme was inadequate at his job. In some organisations today there is still a suspicions that if people have to go on a management course it is indeed a remedial programme rather than a development programme. If people are not sent on management development programmes, it will be assumed that they are not performing appropriately and that they will not be advancing in their career. One of the preconditions for promotion is that people should attend management programmes and keep up to date with current ideas across many subjects and understand developments in other industries and countries of the world.

This augurs well of course for the educational institutions. However, there has been a lot of competition in this particular area and such competition will increase. Business schools have been somewhat elitist in their approach. They have gone for the top and senior ranks of management, charged high prices and put on programmes which are more strategic in their level rather than technique based. There is now, a move towards being less elitist and more broadly based in the material that is offered. However, business schools will tend, to be the market leaders in price and should always be at the forefront, putting forward the new ideas, while trying to do so by using methods which are practical and relevant to the day to day working of managers.

Unfortunately one of the major criticisms of business schools is that their teaching methods fall far short of what is required. They are not practical oriented. Often the topics chosen are of interest, but

academics tend perhaps to still teach the way in which students on other courses are taught. Essentially what the businessman needs is a practical guide rather than a theoretical discourse.

This means that business schools have got to look much more closely to their educational curricular and methods and this, could be the biggest area for research and development and application that they could invest in the next future time of the 2000s.

There is no doubt, which the business schools have given a lead in many areas in indicating what can be done. The Master of Business Administration (MBA) and many Master of Public Administration form the cornerstone and provide the basis for a professional group of managers across many industries. Already, in Nigeria alone, about five thousand people with a Master of Business Administration degree, or the equivalent, qualify each year. If we add the graduates from the countries in African and Europe, we find that each year throughout the world we are now training a vast army of people who will have the basic conceptual understanding of business, together with many of the technical skills that are required. This in itself won't guarantee success in business but it does provide the foundation within which people can get experience.

### **Conclusion and Recommendations**

1. There will therefore be a massive change in the management development structure of organisations. We now have the basis for an educated corps of managers, equivalent to those which we would find in medicine or any of the other major professions. But with the numbers of people who are being trained with the basic qualifications there is no doubt that a vast change is going to occur in most large organisations. We shall have people who speak similar languages at technical and commercial levels. They will expect high standards. The competition for places in organisations will be considerably increased.
2. Alongside the indepth work with the Master of Business Administration (MBA), Master of Public Administration (MPA), we have the short programmes which managers attend to bring themselves up to date, whether it be in marketing, finance, human resources, or business systems. These provide the opportunity for experienced managers to refresh their knowledge and ideas and keep up to date with current events. They don't provide an indepth foundation, but for people who have considerable experience in business they do provide an integrative framework.
3. As we go into the 2020s, a most interesting situation. Most of the postwar and post internet managers have had little formal management education. They gained what they knew by experience. Therefore we are getting a meeting of two cultures. It is important that the new educated group of managers learn from the experienced manager and vice versa. It is equally important that the older groups are willing to learn from the younger qualified group. To this end it is vital in the management development process that opportunities are provided for the sharing of ideas and experience. This can be done internally within organisations and can provide tremendous energy in improving the overall level of management if it is done well. However, we find little attempt is made to engineer such meetings and I think it is important in the 2020s that this interface between the experienced group and the newly trained group should be facilitated as an integral part of both management and organisation development.

Business schools and similar organisations have concentrated far too much on courses and training events. There has been insufficient attention to the interface between the organisational work that goes on in business and commerce and the way in which business faculties and schools can contribute to that on a regular basis. Recent developments by the management faculties and schools of the University of Lagos, Lagos State University, Ahmadu Bello University, University of Nigeria Nsukka, Lagos Business School in conjunction with some notable companies and government agencies have organized joint training programs which are useful. These joint training programmes are with multi-national firms and government agencies in Nigeria.

During the 2020s we shall see more of this interface work and an extension of the current initiatives. Project and thesis work from students in industry and commerce as part of their formal study will grow. Reciprocally managers will recruit for temporary periods on their projects special help from educational bodies whose interest is in researching new developments while contributing to existing problems. However, such moves need to be seen in the context of changing approaches to educational methods.

A particular facet of this will be the move towards continuing education in the management area. Already we have seen the National Open University of Nigeria (NOUN) succeed in providing opportunities for lifelong education. We shall shortly see similar innovations in the particular field of management. Attempts have already been made to launch the open business school. Current work at NOUN, LASU, LAUTECH, and ABU is exploring a major initiative centred on the concept of distance teaching, using film,

video tape, ICT and Whatsapp and educational packages to help people develop their knowledge and skill in their own time without necessarily having to enter a classroom.

There will be opening of distance learning and conversion course programs as practiced by ABU, LASU, LAUTECH and NOUN to update the knowledge of managers in line with current trends in the management practice.

Alongside this also at LBS, the provision of credits for people doing work in continuing studies has now been established. That is, managers can acquire credits over a period of time by doing a variety of courses in educational work. These credits will enable them to be eligible to sit for higher degrees in management studies. This is also in line with the CPD by NIM. Within the companies and organisations there will be a much more coordinated approach towards management education. Increasingly, careers will become more planned. For people who wish to advance it will become important to have had a series of work experience linked by both internal and external educational programmes from Nigeria business schools and faculties and professional bodies.

The manager's role as a management educator will therefore become more prominent. It will be seen as a line manager's job to provide the basic management training and development. They will move to some form of human asset accounting and staff development will increasingly become a major issue for all managers of Nigerian companies and firms. Alongside this we shall see considerable changes in organisational structure. More organisations will work on a horizontal as well as vertical system. The matrix form of organisation centering itself upon project leadership will become more appropriate, given the complexity of tasks and the different professional skills required.

Therefore we shall see considerable advances, not only in individual development, but in team development. We should expect a lot of attention to be paid to new theories and practices in the area of organisation development, particularly given the pressure for consultation and communication, as well as negotiation from all levels. These changes will place considerable pressures on management development specialists both within the organisation and in the educational organisation. There will be an emergence of a professional identity amongst such people and the formation of networks of professional bodies to facilitate the assuring and preparation of ideas. CNIM, CIBN, ICAN, NIMN, CIT all have practical roles to play.

The 2020s represent a major challenge for both managers and educationalists who are concerned with management and organisation development. It is a field which is one of practice and pragmatism but demands considerable research. So far this has been noticeably in short supply. We shall see, however, within the next ten years, considerable amounts of money set aside for specific projects and it is important that these are conducted within the action research frame of reference by companies and the university business faculty.

Management education and development has a bright future if those involved can keep up with the pressure for change and the complexity of the world in which they have to work. Management education will involve ICT and internet knowledge and practice. The ICT and social media will provide the fulcrum of learning and practice by management schools. There will be a shift to practical application of knowledge to individual firms and companies and for the managers and workers. The future is bright for educational faculties in management and the Nigerian managers.

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Inspectors of enterprises at both State and Federal level are appointed to enter any building, inspect any documents or require any information to satisfy themselves that such building or documents or information accords with the intention of the Decree. It is an offence for any one without lawful excuse to obstruct, hinder, or refuse to supply information to such an inspector. If the Chairman of the Board is satisfied that an alien is engaging in a business specified in Scheduled I of the Decree or carries on business in contravention of Section 5, 6, or 7, he can direct an inspector to seal up the premises. In addition, if after 31 December, 1978 an alien continues to be owner or part owner of business contrary to Section 4 of the Decree, the Board can take over, sell or otherwise dispose of the enterprise and distribute the proceeds of sale as follows:

1. in the case of a partnership, to the proprietors of the enterprise duly registered under law. Here after the take-over of the business, the certificate of partnership or business permit is cancelled;
2. in the case of companies to the shareholders of the company;
3. in default of (1) and (2) above, in such a manner as the Board thinks fit. Moreover the expenses of such sales shall be a charge on the disposal of the proceeds of such sale.

Power lies with the Commissioner with the prior approval of the Federal Executive Council before the commencement of this Decree and before the appointed date to alter any of the items specified in Schedules I, II or III by way of addition, substitution or deletion.

Section 17 of the Decree makes it an offence for any person to be used as a 'front' towards defeating the purpose of the Decree. Such a person is liable to a fine of N15,000 or to imprisonment for a term of five years or to both fine and imprisonment. Furthermore, it is unlawful for any Nigerian citizen or association to employ, whether on a full-time or part-time basis any alien for the operation of any enterprise previously owned wholly or partly by that alien which the alien has disposed of pursuant to the provisions of the Decree, except with the prior approval of the Federal Commissioner of Internal Affairs and after consultation with the Board.

The Nigerian Enterprises Promotion Decree has been hailed as a pragmatic indigenisation decree;

- (i) that the quality of goods manufactured in enterprises now wholly owned and operated by Nigerians is maintained?
- (ii) that the goods are produced in sufficient quantity to reach those who have the money to buy them?
- (iii) that there are competent and honest technical and managerial staff to cope with the industrial and technical problems of running the enterprises now wholly owned and operated in Nigeria? (Akpamgbo, 1979)

With regard to (iii) it must be said with a great deal of concern that Nigeria is in very short supply of technically competent, honest and dedicated managerial staff. The activities of the Nigerian Institute of Management in this direction, though laudable, are still not enough in some respects. Do we have statistics of the qualified technical, industrial and management personnel in business in Nigeria, and in fact the number who out of frustration and lack of job satisfaction have left enterprises previously owned and managed by aliens and associations? In specialized fields, for example mining, banking, insurance, etc., where this shortage is most acute, the Federal Military Government should have been a more little wary in its indigenization process.

## ANNEX

### Schedule I: Enterprises Exclusively Reserved for Nigerians

1. Advertising and public relations business.
2. All aspects of pool betting business and lotteries.
3. Blocks and ordinary tile manufacture for building and construction works.
4. Bread and cake making
5. Cinemas and other places of entertainment

6. Commission agents
7. Departmental stores and supermarket having an annual turnover of less than N2,000,000.
8. Estate agency
9. Laundry and dry-cleaning
10. Poultry farming.

**Schedule II: Enterprises in respect of which Nigerian must have majority interest**

1. Banking – commercial, merchant and development banking
2. Fertilizer production
3. Fish and shrimp trawling and processing
4. Construction industry
5. Manufacture of cement
6. Manufacture of cocoa, chocolate and sugar confectionery
7. Oil milling, cotton ginning and crushing industries
8. Petro-chemical feedstock industries
9. Wholesale distribution of imported goods
10. Mining and quarrying

**EDUCATION AND TRAINING**

Providing management education and training in marketing has been a controversial subject both at the level of economic development and at the stage of educational development. Management education and training has become one of the challenges facing marketing in a developing economy.

A developing nation is in difficulty about what should be done. Many management educators and practitioners feel that a developing nation is not ripe for marketing education. According to such critics, marketing philosophy is very sophisticated and too abstract to be appreciated in a developing economy. Also, a developing economy being a country of scarcity, production and not marketing is the bottleneck.

But for others, who feel that management is important, the stage of learning when it should be introduced constitutes another challenge. There are also divergent opinions about what should make up a management education programme. Among those who feel that management is important, there are some who feel that management is an art and cannot be taught. To them marketing is selling and all that is needed is a man with the gift of the gab. There are others who feel it should be taught, but at the commercial or trade school level. For them management is not intellectual enough to warrant its being taught as an academic subject. It should not be taught in a university. As a practical subject it could be learnt on the job. (Onah, 1979)

**MARKETING EDUCATION AND TRAINING IN NIGERIA****Introduction**

Modern marketing and marketing education and training, like many other fields of business management, is still very new and relatively unsophisticated in Nigeria. Omolayole and Akarueze have pointed out that, when one thinks of the fact that in the developed countries of the Western world where management consciousness showed itself long ago, increasing attention is still being paid to management education, the even greater need for modern management education in Nigeria becomes obvious. This need, the two authors further point out, has been accentuated by the rapid economic development which the country has witnessed during the past few years.

If the need for management education generally has been so pressing, it would appear that the need for marketing education has reached the point of desperation. The Centre for Management Development seems to have discovered this and expressed the problem in the following statements:

1. A survey of management development programmes in Nigeria (conducted by one of us) indicated that marketing management is the area in which the nation has the greatest development needs.
2. One of the reasons for the situation is the dearth of qualified Nigerian trainers in marketing management (Onah, 1979)

Management education, as we know it today, is concerned with exposing young and new entrants to management, young executives with some experience of business and older and more senior executives with a great wealth of job experience, to the body of knowledge that has been developed, and is being developed, in management, while management training is the overall process where an individual's behaviour is changed or modified to a predefined and specified pattern in management. It involves teaching them the act of leading, communicating, organizing, planning, directing of objectives, with the aim of achieving organisational objectives. The executives must be trained on how to manage a business.

### **Development of Management**

According to Chris Shu'aibu Abashiya, the growth and development of various courses of study of any significance in the field of management in the various polytechnics in the country has taken place only during the past ten years. Yaba College of Technology, the oldest of the polytechnics in the country, started offering diploma courses in business in 1963, the Institute of Management and Technology, Enugu ten years ago.

### **The need for Management Education and Training in Nigeria**

Nigeria is growing fast and is gradually passing from an agricultural economy into a manufacturing nation. Nigerians needs a new orientation to this state for this evolving situation. Her citizens need to be educated to be better managers. Management is not always profit-oriented.

Management is not an American invention, as it is often claimed, because it is as old as man himself. It was present during the commercial era of the Phoenicians. It served the Ancient Greeks as well as Ancient Nigerians. But the process as we know it today, as a discipline of study, started in the United State of America. Even though Nigeria has a mixed economy, there is consumer choice in Nigeria. Management is needed because the very process of choosing from product assortments is management.

The need for management education and training can be seen in these sectors of the Nigerian economy, namely, (