



Effectiveness of Management Training and Development Techniques among Business Educators in Colleges of Education in Anambra State

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Abstract

This study investigated the effectiveness of management training and development techniques among Business Educators in Colleges of Education in Anambra State, Nigeria. A descriptive survey research design was adopted. The population comprised 872 respondents, including business education lecturers and final-year students from Nwafor Orizu College of Education, Nsugbe, and Federal College of Education (Technical), Umuze. A sample of 150 respondents was selected using simple random sampling. Data were collected using a structured questionnaire on a four-point Likert scale and analyzed using mean scores, with a decision rule of 2.50. Findings revealed that management is actively involved in training Business Educators; that Business Educators have improved management practices in Colleges of Education in areas including financial management, strategic planning, and quality assurance; that significant challenges exist in the form of budget constraints, workload pressures, resistance to change, and limited access to qualified trainers; and that viable solutions include institutional partnerships, flexible training modalities, and commitment to sustainability. The study concluded that effective management training is central to improving educational outcomes among Business Educators and recommended strengthened industry collaboration, adequate resource allocation, robust monitoring and evaluation systems, and continuous professional development for lecturers as practical measures for enhancing management training in Colleges of Education.

Keywords: Management Training, Business Educators, Colleges of Education, Anambra State, Development Techniques.

Introduction

Education remains the most reliable instrument for national development, and business education occupies a central place within this system by preparing individuals for careers in business, management, and entrepreneurship. At the heart of this process are Business Educators, the teachers and lecturers whose responsibility it is to translate theoretical business knowledge into practical, transferable skills for learners. Business Educators are not merely subject specialists; they also function, in many respects, as institutional managers, coordinating classroom activities, supervising students' practical work, managing instructional resources, and contributing to the administrative life of their institutions. The competence with which they perform these dual roles, as educators and as managers, depends heavily on the quality of management training and development techniques made available to them.

Colleges of Education occupy a strategic position in this arrangement because they are the institutions primarily responsible for producing Business Educators. In Anambra State, Nigeria, Colleges of Education such as Nwafor Orizu College of Education, Nsugbe, and Federal College of Education (Technical), Umuze, train the Business Educators who will, in turn, staff secondary schools, polytechnics, and other tertiary institutions across the state and beyond. The quality of training these Colleges of Education provide to their own lecturers and final-year students therefore has a ripple effect that extends well beyond the walls

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of any single institution, shaping the standard of business education delivered to the next generation of learners.

Central to this study is the concept of management training, which refers to the systematic processes through which individuals in an organization grow, improving their knowledge and skills and thereby enabling organizational growth (Orpen, [2024](#)). According to Häfner and Stock ([2010](#)), training encompasses all processes that lead to personnel development within an organization, increasing the knowledge and skills of an employee for performing a particular job. For Business Educators, management training typically covers areas such as financial management, strategic planning, human resource management, and quality assurance, competencies that extend beyond classroom instruction into the broader administrative functioning of their institutions.

Closely related to management training are development techniques, the specific practical methods through which training is delivered and sustained. These techniques include induction training, in-house training, day-release courses, mentorship programmes, workshops, and specialized technical training. The effectiveness of any management training initiative depends not only on its content but also on the appropriateness of the development technique used to deliver it; a technique poorly suited to the needs of Business Educators can undermine even a well-designed training programme. Some scholars have observed that traditional lecture-based approaches may not be sufficient for developing the management skills and knowledge Business Educators which requires considering the rapid pace of technological change demands more innovative and adaptive management approaches (Hansen, [2014](#)&Yusuf, [2016](#)). This suggests that Colleges of Education must continually reassess not just whether training is provided, but how it is delivered.

The choice of Anambra State as the context for this study is deliberate. Anambra State is widely recognized as a commercially vibrant part of Nigeria, with a population strongly inclined toward trade, entrepreneurship, and small business ownership. In recognition of this, the state government has emphasized entrepreneurship and small business development as a strategy for economic growth (Anambra State Government, [2018](#)). This economic character places additional responsibility on Colleges of Education within the state to produce Business Educators who are not only academically sound but also managerially competent, capable of instilling practical business and entrepreneurial skills in their own students. Any weakness in the management training given to Business Educators in Anambra State therefore has implications that extend into the state's broader economic development goals.

Despite the recognized importance of management training, Colleges of Education in Anambra State continue to face challenges in effectively supporting the professional growth of their Business Educators. Inadequate training opportunities, insufficient resources, and weak institutional support hinder the development of essential management skills, while budget constraints, heavy workloads, resistance to change, and limited access to qualified trainers further compound the problem. These challenges adversely affect the overall performance and effectiveness of Colleges of Education in the state. Yet, despite how central these issues are to the quality of business education in Anambra State, there exists a paucity of research that specifically investigates the effectiveness of management training and development techniques among Business Educators within these institutions. Most existing studies on management training in Nigeria focus broadly on administrators in polytechnics and universities, leaving a gap in understanding how these same principles apply specifically to Business Educators in Colleges of Education. This study addresses that gap by investigating current management training and development techniques among Business Educators in Colleges of Education in Anambra State, examining the extent to which these techniques have improved management practices, identifying the specific challenges Business Educators face in accessing effective training, and proposing practical, context-appropriate solutions. The main purpose of this study is therefore to investigate the effectiveness of management training and development

techniques among Business Educators in Colleges of Education in Anambra State. Specifically, the study sought to:

- Investigate the impact of management training on the performance of Business Educators in Colleges of Education in Anambra State.
- Determine the effectiveness of Business Educators in improving management practices in Colleges of Education.
- Examine the challenges of management training and development techniques of Business Educators in Colleges of Education.
- Proffer solutions to the challenges of management training and development techniques among Business Educators in Colleges of Education.

Research Questions

The following research questions guided the study:

1. What are the impacts of management training on the performance of Business Educators in Colleges of Education in Anambra State?
2. To what extent have Business Educators improved management practices in Colleges of Education?
3. What are the challenges of management training and development techniques among Business Educators in Colleges of Education?
4. What are the solutions to the challenges of management training and development techniques among Business Educators in Colleges of Education?

Methodology

This study adopted a descriptive survey research design, which focuses on obtaining valid information from respondents by drawing accurate assessments of a population from studied samples. The study was conducted in two selected Colleges of Education in Anambra State: Nwafor Orizu College of Education, Nsugbe, and Federal College of Education (Technical), Umuze.

The population comprised 872 respondents, consisting of all business education lecturers who teach degree final-year students and all final-year students of business education in the selected institutions. A sample of 150 respondents was drawn using simple random sampling. The instrument for data collection was a structured questionnaire on a four-point Likert scale, and was divided into two sections: Section A sought personal data of respondents, while Section B sought information pertaining to the research questions, with response options of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1).

The questionnaire was validated by two business education experts, who assessed the adequacy of the items in terms of content, coverage, and data-yielding ability. Reliability was established using the test-retest method with a Pearson Product Moment Correlation Coefficient, yielding a reliability score of 0.50. Data were analyzed using mean scores. The decision rule was set at 2.50. Items with a mean at or above 2.50 were accepted, while those below 2.50 were rejected.

Results

Research Question 1: Impacts of Management Training on the Performance of Business Educators in Colleges of Education in Anambra State

Table 1: Management Involvement in Training Business Educators (N = 150)

S/N	Item Statement	Σfx	$\bar{X}$	Remark
1	Management has been involved in identifying the training needs of Business Educators, ensuring that training programmes are tailored to address specific skills to improve overall performance.	513	3.42	Agreed
2	Management has allocated necessary resources to support training programmes for Business Educators, demonstrating a commitment to their professional development.	572	3.81	Agreed
3	Management has collaborated with training experts to develop training curricula that align with the institution's objectives, ensuring Business Educators receive relevant training.	570	3.80	Agreed
4	Management has established mentorship programmes, pairing experienced professionals with Business Educators to provide guidance, support and feedback, enhancing their teaching skills.	552	3.68	Agreed
5	Management has implemented evaluation mechanisms to assess the effectiveness of training programmes, soliciting feedback from Business Educators to identify areas for improvement.	588	3.92	Agreed

Results in Table 1 show mean scores of 3.42, 3.81, 3.80, 3.68, and 3.92 respectively for the five items, all above the cut-off point of 2.50. The findings indicate that management has been actively involved in identifying the training needs of Business Educators, allocating resources, collaborating with training experts, establishing mentorship programmes, and implementing evaluation mechanisms to assess training effectiveness.

Research Question 2: Effectiveness of Business Educators in Improving Management Practices in Colleges of Education

Table 2: Effectiveness of Business Educators in Improving Management Practices in Colleges of Education (N = 150)

S/N	Item Statement	Σfx	$\bar{X}$	Remark
6	Business Educators have improved financial management practices in Colleges of Education by providing training on budgeting, financial reporting, and resource allocation, leading to more efficient use of resources.	546	3.64	Agreed
7	Business Educators have facilitated strategic planning process in Colleges of Education, enabling institutions to set clear objectives, and priorities to achieve effective plans.	539	3.59	Agreed
8	Business Educators have strengthened human resource management practices in Colleges of Education by providing training in recruitment, talent management, and performance evaluation leading to improved staff productivity.	496	3.30	Agreed
9	Business Educators have supported quality assurance efforts in Colleges of Education through continuous assessment and evaluation of students' learning outcomes, contributing to improved programme quality.	594	3.96	Agreed
10	Business Educators have promoted an entrepreneurial mindset among students and colleagues, encouraging innovative and resourceful approaches to teaching, learning, and problem-solving within the college.	570	3.80	Agreed

Table 2 shows that mean responses for items 6 through 10 are all above the cut-off point of 2.50, indicating that respondents agreed that Business Educators have significantly improved management practices in Colleges of Education. Item 9, on continuous assessment and quality assurance, recorded the highest mean score of 3.96, while item 8, on human resource management, recorded the lowest accepted mean of 3.30.

Research Question 3: Challenges of Management Training and Development Techniques among Business Educators in Colleges of Education

Table 3: Challenges of Management Training and Development Techniques among Business Educators in Colleges of Education (N = 150)

S/N	Item Statement	Σfx	$\bar{X}$	Remark
11	Business Educators may resist new management training, making it challenging to improve practices.	519	3.46	Agreed
12	Budget constraints often limit the availability of resources for management training programmes in Colleges of Education.	519	3.46	Agreed
13	Heavy workloads can make it difficult for Business Educators to participate in management training and development programmes.	530	3.53	Agreed
14	Colleges of Education may not have access to experienced trainers or consultants with expertise in management training.	519	3.46	Agreed
15	Management training programmes may not be sustainable due to lack of institutional support, inadequate follow-up, or insufficient evaluation, leading to short-term gains but long-term stagnation.	570	3.80	Agreed

Table 3 reveals that all items recorded mean scores above 2.50, with an average mean score of 3.54, which is greater than the decision benchmark of 2.50, indicating that respondents agreed on the identified challenges. The most pressing challenge was the unsustainability of training programmes (item 15, $\bar{X}$ = 3.80), followed by heavy workloads limiting participation (item 13, $\bar{X}$ = 3.53).

Research Question 4: Solutions to the Challenges of Management Training and Development Techniques of Business Educators in Colleges of Education

Table 4: Solutions to the Challenges of Management Training and Development Techniques of Business Educators in Colleges of Education (N = 150)

S/N	Item Statement	Σfx	$\bar{X}$	Remark
16	Colleges of Education can partner with other institutions, organizations, or industry experts to access resources, expertise, and best practices in management training.	576	3.84	Agreed
17	Offering flexible training programmes that address specific needs, including online courses, webinars, and simulations, can increase participation and expand access to management training opportunities.	522	3.48	Agreed
18	Colleges of Education must demonstrate a clear commitment to management training by allocating resources to ensure sustainability through ongoing support.	500	3.33	Agreed
19	Focusing on building the capacity of internal trainers and coaches can help Colleges of Education develop a self-sustaining management training culture, reducing reliance on external experts.	519	3.46	Agreed
20	Colleges of Education can strengthen monitoring and evaluation of training outcomes to ensure that management training programmes remain relevant and effective over time.	570	3.80	Agreed

Table 4 shows that respondents agreed with all proposed solutions, with an average mean score of 3.58, which is greater than 2.50. Partnering with external institutions and industry experts (item 16, $\bar{X}$ = 3.84) was the most highly endorsed solution, followed by technology-enhanced flexible training (item 17, $\bar{X}$ = 3.48) and institutional commitment to sustainability (item 18, $\bar{X}$ = 3.33).

Discussion Of Findings

The findings on management involvement in training (Table 1) show that management in the sampled Colleges of Education is actively engaged in supporting the professional growth of Business Educators. All five items recorded mean scores above the decision threshold of 2.50, with the highest score recorded for the implementation of evaluation mechanisms ($\bar{X}$ = 3.92). This suggests that institutions place particular emphasis on monitoring the outcomes of training programmes, even as comparatively lower engagement was recorded for the initial identification of training needs ($\bar{X}$ = 3.42). Taken together, these results point to a management culture that values training but may benefit from a more deliberate, needs-based approach at the planning stage.

Findings on the effectiveness of Business Educators in improving management practices (Table 2) indicate that respondents strongly agree that Business Educators have contributed to key institutional processes, including financial management, strategic planning, and human resource practices. The highest mean score was recorded for continuous assessment and quality assurance efforts ($\bar{X}$ = 3.96), while the lowest, though still accepted, mean was recorded for human resource management practices ($\bar{X}$ = 3.30). This gap suggests that while Business Educators are visibly contributing to broader institutional improvement, their impact on human resource functions specifically may be constrained by limited authority within the administrative structure.

Table 3 highlights the key challenges facing management training in the sampled institutions. The unsustainability of training programmes due to weak institutional support recorded the highest mean score ($\bar{X}$ = 3.80), making it the most pressing concern, followed closely by heavy workloads limiting participation in training activities ($\bar{X}$ = 3.53). Budget constraints, resistance to new training approaches, and limited access to qualified trainers were also strongly endorsed challenges, each recording a mean of 3.46. These findings collectively suggest that while Colleges of Education recognize the value of management training, structural and resource-based obstacles continue to limit its consistent delivery to Business Educators.

Regarding solutions (Table 4), respondents most strongly endorsed partnerships with external institutions and industry experts ($\bar{X}$ = 3.84) as a means of accessing needed resources and expertise. Flexible, technology-enhanced training approaches ($\bar{X}$ = 3.48) and demonstrated institutional commitment through sustained resource allocation ($\bar{X}$ = 3.33) were also well supported. These preferences align closely with the challenges identified in Table 3, particularly concerns around limited access to trainers and unsustainable training support, suggesting that respondents view external collaboration and consistent institutional commitment as the most practical paths forward for strengthening management training among Business Educators.

Conclusion

This study on the effectiveness of management training and development techniques among Business Educators in Colleges of Education in Anambra State underscores the crucial role of relevant and practical management training in shaping competent Business Educators. Findings confirm that management is actively engaged in supporting training programmes, that Business Educators have measurably improved key management practices in their institutions, and that challenges including budget constraints, workload pressures, resistance to change, and insufficient access to qualified trainers continue to undermine training sustainability. Implementing the solutions identified in this study, including institutional partnerships,

flexible training formats, and stronger institutional commitment, can significantly enhance the quality of management training available to Business Educators, ultimately improving student preparedness, employability, and the broader economic development of Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made:

- **Strengthened Industry Collaboration:** Colleges of Education should establish stronger partnerships with businesses and industries to create opportunities for internships, mentorship programmes, and real-life project collaborations for Business Educators, bridging the gap between theoretical knowledge and practical management skills.
- **Adequate Resource Allocation:** Adequate funding should be provided to Colleges of Education to improve facilities, provide up-to-date learning materials, and support activities that promote practical management skills among Business Educators.
- **Monitoring and Evaluation:** Colleges of Education should establish robust systems for continuous monitoring and evaluation of management training programmes, with feedback from Business Educators and industry partners used to inform ongoing programme adjustments.
- **Professional Development for Lecturers:** Lecturers should be provided with continuous professional development opportunities to stay current on management strategies, business technologies, and modern teaching methodologies, thereby enhancing the quality of training delivered to Business Educators.

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