

# Chapter 17

## Business School Management: Diverse Issues in Africa

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### ABSTRACT

*This chapter studies diverse issues concerning business management education in the African context such as business school management within the university system, leadership qualities required from the school administrators, the role of government and voluntary agencies, academic operational issues, curriculum development, academic program evaluation, market value of graduates, the role of information technology, culture and education, and ethical issues in business schools. The chapter concludes that given all those technological development and the availability of information via multiple sources the role of faculty and faculty development is essential and should be an important component of the school strategic management.*

### INTRODUCTION

Business schools in Africa are operated as part of the university as faculties, institutes or schools. Business schools provide diverse courses and programs such as Business Administration–Management, Accounting and Marketing. In Nigeria for instance, there are over 150 universities most of which offer business-related courses/programs. These could take the following descriptions: Business Administration; Business Management; Management Sciences and Business Studies. These programs are usually run under in faculties which may take any of the following names: Faculty of Administration; Faculty of Management

Sciences, Faculty of Social Sciences; or Faculty of Business Studies. Meanwhile business education in the Nigerian context differs slightly in content and organization from Business Administration or any of the afore-mentioned programs. Business education combines both content related to the ones offered in these programs and equally covers contents that will furnish students with the principles and practice of education as it concerns the teaching learning process, school management and administration, educational policies, finance and education funding, to mention a few. There is however, inter-relationship between business education and other business related courses such that departments where these business-related courses are offered are held in departments of business education as cognate departments in most cases.

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## **BUSINESS SCHOOL MANAGEMENT**

Business schools in African countries are mostly operated under the conventional university system, hence under the same management and control. In broad terms, business school management is the process of effectively locating and utilizing resources through careful planning, organization and supervision of those resources in order to accomplish set goals. The term management and administration may be used interchangeably in the school setting. However, there are slight dissimilarities between them. Administration is more of a daily affair and involves tasks performance. Management is broader and involves setting goals which are achieved through daily accomplishment of tasks. Within the school system, there are different categories of people which the administrator (manager) must work with and through to get things done effectively. These people have to be involved in the management process from planning stage. The main purpose of business school management is to fully utilize both human and material resources thus enabling members of staff (Business Educators) and their students to work in cooperation with management staff as a team for the achievement of desired goals and objectives. The goals and objectives of business schools and business education center on the teaching and learning process using a well-designed business education curriculum which can impact positively on students and prepare them for self-reliance and sustainability. In order to achieve set objectives/goals of the business schools/business education through effective management, certain variables should be carefully manipulated. These include:

- The organizational structure/communication.
- Record keeping/documentation, documents and information management.
- Inspection and supervision.
- Leadership qualities and styles/administration.

- Finance.
- Role of government and voluntary agencies.
- Staff personnel management.
- Students–personnel management.
- Discipline.
- Classroom organization and management.
- Organization of business education curriculum.
- Business school/business education and the business community.
- Management of business school plant.
- Evaluation of business education program.
- Education laws/policies and business education management

## **Organizational Structure/ Communication in Business Schools**

It has been said earlier that most business schools in Africa are operated under the conventional university system. Therefore, the management of these business schools is under the entire university management. In some cases, business schools exist as faculty or institute or college within the university. This being the case, the administrator will certainly be a professional business educator. In other cases, business education exists as a department co-existing with other departments wherefore the administrator may or may not be a business educator. However, the organizational structure of business education provides a parameter whereby roles are assigned to different people in hierarchy thus, promoting division of function and team work. With organizational structure, each member of the business education personnel knows exactly what his/her role is. Modern management of business school/business education requires team-work. Assignment of responsibilities to business education personnel should therefore be based on one's experience, qualification, interest and ability. Organizational structure provides definite allocation of functions and responsibilities to components sections

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