

POLITICAL DIMENSION OF BUSINESS EDUCATION IN AFRICA

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ABSTRACT

Politics and business education are often regarded as inseparable. The successful performance of businesses depends to a great extent on the political environment of the host country. decisions, policies, programmes and interventions of governments and individuals may affect business education and business generally either positively or negatively. Therefore, this study examined how the political dimensions of different countries in Africa affects business organisations and business education. Some countries in Africa were selected and instances were given on how their government policies, interventions and white paper have affected business organisations and business education in those countries. Based on the instances given in this study, it was concluded that politics play a crucial role in business education in Africa, as government interventions and policies were seen to have affected business education and business organisations either positively or negatively. Thus, confirming the statement that politics and business education are inseparable. It was recommended that governments in Africa should always assess the possible effects of their policies on business organisations and business education before implementing any new policy. Old policies affecting business education and businesses should be restructured in such a way that it will positively affect business education and business organisations in Africa.

KEYWORDS: Political Dimension, Politics, Business & Business Education

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INTRODUCTION

Politics and business education cannot be separated. Politics play a crucial role on business education in Africa. The political dynamics affects business education in Africa. This scenario mostly affects government owned schools in Africa. The type of government run by countries in Africa have a multiplier effect on business education, be it Islamic, socialist, communist, democratic or autocratic systems of government(Shimbun, 2015). Political will, racial/ethnic differences, religious institutions and professional unions are examples of political elements that affect business education in Africa (Ginsburg & Lindsay, 1995).

Businesses in Africa specifically in Nigeria operate in a dynamic political climate that is characterised by heavy taxation, fluctuating economy, inflation, corruption, currency devaluation, ban on foreign goods, poor labour legislation, kidnapping, insecurity (Griffin, 2005). One can infer that these challenges are all interplay of political decisions made by various governments in Africa which has the capacity to influence businesses in Africa. Also, Ibeto (2011) posit that regulatory changes brought about by political decisions have the potential to influence market competition, and political mismanagement can usurp businesses. The challenge in Africa is that there is denial by different governments that political dimensions exist in education and that these political dimensions affects business education in Africa in different ways (Protevi, 2010). It therefore becomes important that more attention is given to political dimensions and how they affect business education. To corroborate this view, Wales, Magee and Nicolai (2016) opined that the political context of a given country shape and reform their education,

and determines learning success.

Wales *et al(nd)*., asserted that one striking gap in the literature is that there is still lack of analysis examining how business education systems in Africa interact with the political contexts they operate in, and how political dimensions in different countries in Africa shape and affect business education. Therefore, this study will explain what is meant by political dimensions and further assess the roles political dimensions play in business education in some selected countries in Africa.

AN OVERVIEW OF POLITICAL DIMENSION

Politics alongside its dimensions affects an entire society either positively or negatively. Politics is said to be linked to the structural and ideological forms of power that entails exercising the capacity to get others to do something, not to do something or not even to consider doing something (Lukes, 1974). Laswell in 1936 defined politics as who gets what, when and how. Political dimensions involve examining how power is distributed and structured among individuals, groups, communities and societies (Ginsburg & Lindsay, 1995). Power is resident with people and with such power, governance is done. In politics, power is wielded by individuals to influence and control the society. The political scenery is one where power is being negotiated and exchanged between people. All facets of human experience from global relations to interpersonal dynamics, educational institutions whether in the public or the private sector, all have political dimensions (Corr & Jamieson, 1990). It is important to examine how business education is linked with power and politics.

Politics however, is not found only in the everyday running of a state. A social setting has in it various individuals and to maintain order and social cohesion, power is given to an individual either by election or selection to control the group or the society. All kinds of institutions have their political aspects. Be it financial institutions, manufacturing institutions, hospitality firms, mining firms, sports institutions and even educational institutions. In educational settings, individuals are concerned with decisions on matters like allocation of resources, establishment or reforms of certain institutional policies and exercise of authority. Thus, the important question to ask is; can business education be kept out of politics?

Political dimension in the context of this study can be positive or negative on business. Political decisions can have adverse effect on business profit or goals. Adverse political action can result to protest, revolution, destruction etc. that can affect the business landscape. This is in line with the view of Andoh (2007) that there are wars. Revolution, coup d'état, terrorism, strikes, extortion and kidnappings. Also Political events like taxes or fees or other indirect impact might also affect business in Africa.

ANALYSIS OF POLITICAL DIMENSIONS AND BUSINESS EDUCATION IN AFRICA

It has been revealed that people in key government positions from time to time requires certain subjects to be included in the curriculum and some other subject(s) removed from the curriculum (Dearden, 1980). In simple terms, government of all countries are not neutral when it comes to the issue of education. Government play a major role in influencing educational processes in any country. In most countries in Africa, education is done the way governments want it to be done. This shows that politics and education (in the case of this study, business education) cannot be separated.

Ghana, since the 2000s have been faced with high level of poverty and unemployment. Statistics show that about 250,000 graduates in Ghana enter the labour market every year, out of which only 2 percent of the graduates get to be gainfully employed (Nyadu-Addo & Mensah, 2017). This statistic shows that there exists serious unemployment and

poverty issues in the country and adequate steps must be taken to address it. A number of interventions by successive governments in Ghana have been put in place to combat poverty and unemployment. Examples of these interventions include Local Enterprise Skills Development Program, Youth in Agriculture Programme, Ghana Centre for Entrepreneurship, Employment and Innovation and the Competency Training for Fresh and Unemployed Graduates Programme (Asamoah, 2015). All these interventions by successive governments in Ghana did not produce needed results, as poverty and unemployment still remained high.

The government in Ghana had to make educational reforms to see whether it will remedy the problem of poverty and unemployment in the country (Adu-Gyamfi, Donkoh & Adinkrah, 2016). One of the educational reforms was to make entrepreneurship education compulsory for all polytechnic students (Dzisi, 2014). The introduction of business education in Ghana has been equipping students with knowledge on entrepreneurship and new venture creation (Nyadu-Addo & Mensah, 2017). This decision was taken by the government to ensure students get necessary skills to become good business people. This intervention by the government of Ghana has affected business education in Ghana positively, and to some extent has reduced the level of poverty and unemployment in the country (Gracia, 2018). This clearly demonstrate some of the influence of politics on business education in Ghana.

Poverty and unemployment in Kenya was very high. Unemployment level in Kenya was said to be about 40 percent (Ng'ethe, 2018). This shows that a larger percentage of the population were not actively engaged in employment. This has serious issues for the country such as poverty, brain drain, and crimes. To combat this high level of unemployment, the government made entrepreneurship education compulsory for all tertiary students in the country. The government believed by making business education compulsory, students in Kenya will know how to create and sustain new businesses, thereby, building entrepreneurial spirit in them. The government of Kenya realised that entrepreneurship education can be a useful tool in assisting students develop and pursue entrepreneurial careers which may help them become successful, self-employed citizens (Gichana, 2014). It was reported that in recent years since the introduction of business education, Kenya's unemployment level reduced significantly from 40 percent to about 7.4 percent (Ng'ethe, 2018). The political intervention by the government in Kenya has helped shaped business education and also help in combating poverty and unemployment.

Business education is taught in all secondary schools in Uganda, as a result of the government white paper on education in 1992 (National Curriculum Development Centre, 2014), to equip students with entrepreneurial knowledge at a very young age. The major reason for the government of Uganda to introduce business education as a compulsory subject in all secondary school, was to reduce the macroeconomic problem of youth unemployment (Ahaibwe&Mbowa, 2014). The intervention by the government of Uganda to reduce unemployment brought about the introduction of entrepreneurship education in the country with the aim of equipping students with entrepreneurial knowledge. This again shows how government policies and interventions can affect the growth of business education in Africa either positively or negatively.

Successive governments in Nigeria have tried to imbibe entrepreneurial spirit in students and graduates to reduce unemployment. In 2014, the Federal Government made an intervention by making business education compulsory for all students irrespective of the course of study (Akinboade, 2014). This decision by the government was taken to ensure all graduates from the country have needed business knowledge and do not necessarily need to look for white collar jobs. Thus, all students of both polytechnics and universities whether public schools or private schools in the country all take

mandatory business education courses. This will give all students at least basic knowledge on how to successfully start and sustain a business. It is therefore safe to say that politics have played a role in business education in Nigeria by making it mandatory for all students in Nigeria to take business education courses. This in the long run has not really encouraged businesses to thrive as youths still prefer white collar jobs to businesses due to the challenges faced by small and medium scale enterprises in Nigeria.

On the contrary, in South Africa, entrepreneurship/business education has not been made compulsory for all categories of students. Business education has been used as an effective tool in different countries to reduce youth unemployment by making youth more entrepreneurial thinking. Unemployment rate in South Africa is said to be at 55 percent, which is alarming (Gaotlhobogwe, 2018). The government in South Africa has not deemed it fit to make business education compulsory for all students in the country. The failure of government to make business education a compulsory subject/course in the country may be negatively affecting the growth of business education in the country. This may be the reason why unemployment level in South Africa is still considered to be high (Kekana, 2019), as students may still be very interested in looking for white collar jobs, as they do not have any knowledge in starting a new venture, because they are less business oriented. In the same vein, Botswana also have not made business education compulsory for all categories of students. Botswana is also suffering from high youth unemployment. Therefore, those in the seat of power in both South Africa and Botswana have not deemed it fit to make business education a compulsory subject/course, which is somewhat having a negative effect on youth employments and affecting negatively the growth of entrepreneurship/business education in both countries. The staggering statistics in unemployment from South Africa and Botswana might be as a result of the government not introducing business education as part of the curriculum for students which is necessary in developing entrepreneurial abilities in them.

Business education is mainly taught in business schools and agricultural colleges in Ethiopia (Dugassa, 2012). Not all categories of students in Ethiopia are taught business education (Wudu&Alebachew, 2019). This may be as a result of government unwillingness to make entrepreneurship education compulsory for all tertiary students in Ethiopia. This government unwillingness to make business education compulsory for all students is affecting the growth of business education in the country, showing how government policies can affect the growth of business education. In Egypt, entrepreneurship education is majorly taught in Colleges of commerce in Egypt, excluding other type of colleges and universities(source?). The government in Egypt have not made entrepreneurship education compulsory for all students in the country, thereby, affecting the growth of entrepreneurship education in the country. This also explains how government policies can affect entrepreneurship education.

Not until recently in Nigeria, graduates of business education from polytechnics and universities are treated differently in the labour market. Polytechnics graduates are seen as mere Diploma holders, while University graduates are honourably seen and called degree holders (Stephen, 2015). University graduates are given consideration first by organisations before graduates of polytechnics. This was as a result of the policy of government in the country. However, the policy recently has been reversed due to much agitations by graduates of polytechnics over the years. Despite the reversal of the policy, these discriminations still exist. The highest positions polytechnic graduates can attain in public service is level 14, while university business graduates can attain level 15 in public service (Stephen, 2015). Even public polytechnics are less funded than public universities.

As a result of these discrepancies between polytechnics and universities in Nigeria, most students now prefer to seek for admission into the universities in the country rather than the polytechnics in the country. Most students only go for polytechnics as a second choice when they fail to gain admission into the universities. These discrepancies between polytechnics and universities is as a result of the political decisions made by successive governments in the country. This clearly is one way how politics affects business education in Africa using Nigeria as an example. There is now a legislation approved by President Muhammadu Buhari which seeks equality for graduates of polytechnics and universities in Nigeria.

Recently in Africa, most countries adopted the International Financial Reporting Standards (IFRS) to be taught in schools and to be used by organisations when reporting their financials. For example, the Federal Executive Council in Nigeria in 2012 made an intervention in Business education by adopting a new accounting standard, and this affected business education in Nigeria. Before 2012, the Statements on Auditing Standards (SAS) were taught to business students in universities and polytechnics (Jayeoba&Ajibade, 2016). Quite a number of countries in Africa have also recently adopted the use of IFRS in business education and in reporting accounting statements by organisations. Examples of some of these countries in Africa that have adopted the IFRS include; Angola, Benin, Burkina Faso, Cameroon, Egypt, Guinea, Lesotho, Kenya, Liberia, Mali, Namibia, Senegal, Uganda and Zimbabwe (www.ifrs.org).

These IFRS adopted by various countries in Africa have made severe changes to the curriculum of business education throughout the continent of Africa. The newly adopted accounting standard by these African countries not only affected business education curriculum in different countries, government institutions in these countries were also affected. Organisations and government institutions were affected in that all institutions are now required to report their financial reports using the newly adopted IFRS standard. The IFRS is

Recently, some Presidents in Africa (e.g., Presidents of Ghana, Togo, Benin, Morocco, Tunisia, Madagascar, Burundi, Liberia, Egypt, Uganda, Seychelles, Cameroon, Algeria, etc.) signed the agreement establishing the African Continental Free Trade Area (AfCFTA). This is massive for businesses domiciled in Africa. The AfCFTA seeks to create a single market for goods and services by facilitating free movement of goods, services and investment within the African Continent, this will help in achieving economic integration, ensuring food security and economic transformation of the African continent (Andersen, 2019). Although, some countries were slow to sign the agreement because, there was the fear by these countries that they may become a dumping ground for businesses outside their countries. However, now that most countries in Africa is part of the deal, the benefits outweigh the disadvantages. The major winners in this deal are the business organisations in Africa. Their goods or services will now travel freely to different parts of Africa, meaning larger markets to cover. The AfCFTA will boost the manufacturing sector and the export sector in Africa (Kazeem, 2019).

With the AfCFTA in place, Africa is creating one of the world's largest market and it will be the largest free trade area after the World Trade Organisation (WTO) which is great news to businesses in Africa (Mo Ibrahim Foundation, 2019). The political will by these countries to sign the AfCFTA will have effect on businesses in the continent. This again clearly show that political dimensions affect businesses and business education. However, three countries in Africa may not be able to enjoy this large market, as they have not signed the AfCFTA. These countries include Lesotho, South Africa and Tanzania. These political decisions by these countries not to sign the AfCFTA may be detrimental to indigenous businesses in those countries. The AfCFTA have been touted by economic experts to be very advantageous to indigenous businesses as they will be able to cover and navigate larger markets. This again show how politics affect businesses in Africa.

Political ideologies may be individualistic or centralistic as earlier explained. In South Africa, some individuals with a strange political ideology in recent times have been attacking business people that are Nigerians working or having their businesses in South Africa. These xenophobic attacks in South Africa have led to the closure of some Nigerian-owned businesses in South Africa (Marcus, 2017). These attacks have led to South Africa losing investors' money which is as a result of political ideology of some individuals in South Africa. Suggestions have been made that dealing with xenophobic attacks by business men should be inculcated in business education curriculum. As a result of different political ideology, it influences people's world view has seen in the case of xenophobic attacks in South Africa. Loyalty to a particular political ideology often colour people's judgement and from such standpoint, their behaviour is influenced.

In a counter move, very recently in Nigeria, the National Association of Nigerian Students (NANS) closed the Kaduna office of South African Telecommunication giant, MTN, over xenophobic attacks in South Africa (Nseyen, 2019). The DSTV offices in Benue State were also closed by NANS. These attack and counter attacks by some South Africans and some Nigerians have affected businesses and crucial investment may be lost if the trend continues. It is believed that it will brace business men up to act the best way when they are faced with xenophobic attacks. Thus, it is seen that in a way individual political ideologies affect businesses and may in the near future affect business education curriculum.

One intervention put in recently by the Nigerian government is to ensure ease of business in Nigeria. This is a policy implemented by the Federal Government to entice investors to bring in investments in to the country (Popoola, 2018). As at 2014, Nigeria was ranked 170 in the ease of doing business ranking (Akinla, 2018). This ranking as at 2014 means it was very difficult for foreign investors to come invest in the country. The new policy of the government of Nigeria was expected to further reduce the challenges faced by micro, small and medium enterprises when getting credit, paying taxes or moving goods across the country among others by removing critical bottlenecks and bureaucratic constraints to doing business in Nigeria. But as a result of government intervention to ensure ease of business for foreign investors, Nigeria currently is ranked 146 (tradingeconomics.com), which is a significant improvement from their previous ranking. This is to show that political reforms affect business as a whole. Also in Nigeria, a discount was given for registration of business name and incorporation just to make small business thrive and have access to lots of business opportunities.

However, some other countries in Africa are rank worse than Nigeria when it comes to the ease of doing business in Africa. For example, Libya is ranked 186, Madagascar is ranked 161, Benin is ranked 153, Cameroon is ranked 166, Equatorial Guinea is ranked 177, South Sudan is ranked 185, while Liberia is ranked 174 (tradingeconomics.com year?). The ranking of these countries show that it is quite not easy for investors to move their investments into these countries. The poor rankings by these countries may be as a result of poor policies put in place by their various governments. Or, it may be as a result of the refusal of the governments in these countries to implement policies that are necessary to improve their ease of doing business. Whatever the case may be, what is certain is that government policies in these countries have affected negatively businesses in these countries.

The government of South Africa, Nigeria and Ethiopia also introduced tax holiday as a policy to entice investors to come invest in the irrespective countries (Anderson, 2019; Gebremedhin&Saporna, 2016; Feinstein, 1997). Tax holiday is a government incentive program that offers reduction or elimination of taxes paid by businesses. To add, tax holidays are often used to reduce sales taxes by local governments, but they are also commonly used by governments in developing countries to help stimulate foreign investment (Kagan, 2019). Before the introduction of tax holiday, businesses in these

countries were suffering from high operating costs emanating from poor infrastructure and poor power supply. Experts believe that giving tax holiday will help remedy these mentioned problems, by channelling funds that are supposed to be paid as taxes for other important issues as power. The government announced that new firms especially manufacturing firms will be given tax holiday for a number of years. This intervention by the government may entice new manufacturing firms to come invest in the country. This have invariably affected businesses positively in these countries, thus linking politics and business.

Recently, the Central Bank of Nigeria (CBN) triggered a policy to build business schools in different universities in the country. World class business schools were built by the CBN in the Ahmadu Bello University, University of Ibadan and the University of Nsukka. The Business school named centre of excellence was built to ensure students especially postgraduate students in Economics, Accounting, Business Management, Banking and Finance, Actuarial Science, Insurance and Marketing study in a serene and ambient environment (Okogba, 2017). The business schools have world class lecture rooms, hostel, internet facilities and cafeteria for students. This policy by the CBN to build business schools in different universities will help improve the level of business education in Africa. Postgraduate students having world class lecture room, hostel and internet facilities will enable students carry out ground-breaking researches, and making very important recommendations. The CBN have also promised to build business schools in Bayero University, University of Port Harcourt, University of Jos and the University of Maiduguri. When finally built, students from different part of the country will have access to these world class business schools changing for the better the quality of business education.

Other countries in Africa may emulate this feat by building government-owned world class business schools, as most of the renowned business schools in Africa are privately owned and are in most cases too expensive for some students. Having affordable business schools all over Africa will significantly improve the quality of business education in Africa, as students will have access to quality lecture rooms and hostels. Most significantly, postgraduate students in Africa will be able to utilise efficiently the facilities of these business schools to carry out better researches enabling them to arrive at significant results.

Having affordable business schools in Africa will not only affect business education positively, business organisations will be affected positively too. Having these business schools scattered all over Africa, will improve the quality of business students produced in Africa, which is a win situation for business organisations. Business organisations will be able to select employees from a pool of well-groomed students, and this will affect the performance of organisations positively. Governments in Africa should develop and implement this policy of building world class business schools, because it will both improve the performance of business education and business students in the continent.

To add, government can use the use the results and implement the recommendations of researches carried out by postgraduate students from these business schools. Implementing the recommendations of quality researches from the business schools in Africa will enhance the performance of business organisations in Africa.

FINDINGS FROM THE STUDY

Based on the few instances given in this paper from some selected countries in Africa, it can be concluded that political dimensions affect business education and businesses. Findings from the study revealed that commercial activities in Nigeria operates in a dynamic political environment that is challenged by risks such as multiple taxation, currency devaluation, inflation, repatriation, expropriation, confiscation, campaigns against foreign goods, mandatory labour benefit

legislation, kidnapping, terrorism, and civil wars (Griffin, 2005).

It was also found out that decisions taken by government which include regulatory, legal framework, and political functions can influence business growth and progress in Africa. Policies by governments affect business education (Shimbun, 2015). As earlier explained, business education graduates of both polytechnics and universities in Nigeria were before now seen differently by organisations. Organisation prefer to employ university graduates than polytechnic graduates (Stephen, 2015). But recently, the government made amendments and mandated all organisations to give business education graduates equal treatments. The AfCTA agreement signed by most Presidents in Africa show that politics and business are related. Signing of the AfCTA agreement have opened a wider business coverage and market for companies in Africa, showing a linkage between politics and business. To add, the declaration of the governments of Nigeria, Kenya, Ethiopia and Uganda making it compulsory for all students in these countries to take business education courses, show the relationship between politics and business education.

Unemployment is still very high in South Africa and Botswana (Gaotlhobogwe, 2018). Experts say South African and Botswana youths lack entrepreneurial spirit. This may be attributed to the fact that business/entrepreneurship education is not made compulsory by the government of both countries. This again shows that decisions made by politicians can affect the growth of business education, as evident in South Africa and Botswana. In countries like Ethiopia, Egypt and Morocco, entrepreneurship education is mostly taught in schools of business and colleges of commerce, thereby, affecting negatively the growth of business education in those countries.

As earlier mentioned, individual political ideologies can affect the growth of business in any country. Example given is the xenophobic attack against Nigerian companies in South Africa and counter-attack by Nigerians against South African Companies in Nigeria (Marcus, 2017). These attack have led to the closure of some Nigerian companies in South Africa. Thereby, affecting the growth of businesses in South Africa and Nigeria. To add, some governments like Nigeria and South Africa introduced a policy to increase ease of doing business in their respective countries. These interventions by these governments has helped increased the ease of doing business, thus affecting business as a whole in these countries. Countries like Nigeria, South Africa and Ethiopia government also introduced tax holiday to help new firms sustain and grow. This intervention has affected business too.

Finally, the study examined how the recently built business schools in Nigeria will affect business education and business organisations. These newly built business schools will improve the quality of business graduates in the country. So also, the quality of researches from these schools will be made useful by business organisations. The study concludes that to improve the quality of business education in Africa, other African countries must follow suit by building world class and affordable business schools for their citizens.

These political situations given in this study show how politics can affect business education and business. The question asked earlier in this study is whether politics and business education can be separated in Africa? From the political interventions and examples given in this study, it can be concluded that politics and business education cannot be separated. That is to say, the political dimensions of different countries affect business education and the growth of businesses. The constitutions of different countries in Africa and government interventions affect how business education curriculum is developed in different countries in Africa. Business education curriculum is developed by different governments in accordance to the provisions of their constitutions.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, it is recommended that it is very important for governments to consider the possible effect of their policies and interventions on business education and businesses before implementing them. This is important for the development of business education and for the betterment of businesses operating in Africa. Policies that will favour business and business education will be a win-win situation for all stakeholders. On the other hand, a non-favourable intervention or policies by governments will affect the growth of business education and business success negatively. To reduce poverty and unemployment in the continent, governments in Africa need to continually modify and implement new policies that will develop business education in the continent. Rapid development in business education will lead to business organisations performing better as they will be equipped with competent employees.

In some countries in Africa, like South Africa and Botswana, it is important for government intervention or policy to ensure the growth of business education in the countries. It is quite important for all students in both countries to have basic knowledge about starting, sustaining and growing a business. It is therefore recommended by this study that all countries in Africa should ensure all their students have basic knowledge of business. This will help provide youth with necessary entrepreneurial skills to become their own bosses when they cannot find a job. Business education has been used as an effective tool in reducing unemployment in different countries. Business education can also be used as a useful tool in Africa to reduce youth unemployment by providing them with needed entrepreneurial skills to start a business. This will in the long run reduce unemployment, an increase the standard of living of people in the continent.

It is further recommended by this study that, countries in Africa that have not signed the AfCTA should sign the trade agreement, as the advantage outweighs the disadvantages. Signing the AfCTA will boost the exportation sector of countries in Africa. Business organisations will have a larger market to cover and will be able to move their goods or services within the continent freely without fear of being harassed.

It is recommended by this study that all countries in Africa should introduce some form of tax holiday especially for manufacturing firms. This will be as a form of incentives to attract foreign direct investment in to the country. Africa is one of the least manufacturing continents in Africa. Introducing tax holiday for manufacturing firms will entice investors, and in the long run, Africa may become one of the leading giants in the world when it comes to manufacturing.

It is recommended that governments of countries in Africa should build 21st century business schools that are affordable to ordinary citizens. This will give ordinary citizens the opportunity to be exposed to business education that meets world class standard. By having affordable world class business schools scattered all over the continent, the quality of business education in the continent will improve, and the business schools will dole out quality business education graduates having knowledge needed for the 21st century business organisations.

Finally, this study recommends that ease of doing business should be given serious considerations by different governments in Africa. When a country is ranked highly on the ease of doing business index, investors will be attracted to such a country. A number of countries in Africa have tried to improve their rankings in the ease of doing business index by introducing some policies. However, most African countries are still rank very low in the ease of doing business index. Therefore, there should be government interventions in the continent to ensure all countries in the continent implement policies that will improve the rankings of African countries in the ease of doing business index.

SUGGESTION FOR FURTHER STUDY

Searching through the literature, it is seen that there is scarcity of empirical knowledge on the relationship between political dimension and business education. Empirical studies are needed to examine the level of significance of how political dimensions affect businesses and business education. Empirical knowledge of this relationships will give a clearer understanding of the extent of the relationship.

Further, it is important for a comparative study to be done. That is to compare countries that have made business education compulsory and other countries that have not made business education compulsory. Comparison should be done on the entrepreneurial intentions of students from both set of countries. This will give a clear indication on whether business education spurs students to become entrepreneurs when they leave school or not.

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