

# EFFECTIVE TRANSFORMATION OF BUSINESS EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT: A PRACTICAL REALITY

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## **Abstract**

The study investigated the Effective Transformation of Business Education for Sustainable National Development: A Practical Reality. A Survey research design was adopted for the study. Three research questions are developed to guide the study; the area of the study was Akwa Ibom and Cross River States. The population for the study was all public higher institutions in Akwa Ibom and Cross River States. Questionnaire was used for collection of data. Mean statistical analysis was used to analyze the data. The findings revealed that for effective transformation of Business Education for sustainability national development, the content of business education curriculum should be broadened to reflect the industrial technological needs of the society and adequate instructional facilities and good maintenance culture should be provided. Also, adequate teachers to impart the necessary skills should be employed. Based on the findings, it was recommended that adequate skills staff should be employed, adequate instructional facilities and good maintenance culture should be provided. Business education curriculum should be broadened to reflect the industrial technological needs of the society.

The essential elements of business education is the provision of knowledge, skills acquisition and inculcation of attitudes that are necessary for gainful employment in specific occupations. With the challenges of dynamic industrial revolution, business education should be able to equip the youths with skills and attitudes that would reflect and articulate the new emerging economic reality, industrial and social changes of the century and be readily available to the youths of all ages. Business education is the centre of an integrated model of economic development. Through business education, the development of new business strategies, organizational forms, discovery of markets for products and search for new materials that would reflect the global changes are revealed or made known to youths. Business education unlocks the key to economic potentials of youths, empowers and equips the youths in the society to participate and benefit from the national economy; facilitate economic development and provides the basis for transformation.

The rapid development of any nation depends largely on the caliber of its youths trained to meet the challenges of its time, since every sector of a nation's economy is to be managed by competent personnel who are mostly youths. The goals of business education is the impartation of intellectual skills and business attitudes that would enable the youths to be self-reliant and useful members of the society. Business education students on graduation would be able to make a successful transition to become productive workers, self-reliant, good citizens and leave healthy lives. Therefore, the task of producing skilled human resources development for youth empowerment, productivity and efficiency in the society lies with business education.

## **Concept of Business Education**

Akpan (2010) described business education as the acquisition of an application of the unique set of knowledge and skills used in commercial and industrial organizations. Okoro (1993) defined business education as any form of education whose primary purpose is to prepare persons for employment in recognized occupations. He further stressed that business education provides the skills, knowledge and attitudes necessary for effective employment in specific occupations.

It develops occupational competence and teaches those skills which would enable an individual earn a living. Anao (1986) described business education as the total knowledge, skills and attitudes that are required for successful promoting and administering a business enterprise. He further

added that business education prepares youths and adults for world of work at pre-vocational, vocational and professional levels. Tonne and Nansy (1979) also viewed business education as that aspect of the total education programme that provides knowledge, skills, understandings and attitudes needed to perform in the business world as a producer and consumer of goods and services that business offers. Oseghale and Egwuelu - Osayede (2011) perceived business education as an educational programme designed to equip its recipients with the needed attitudes, knowledge, traits and skills required in the business and industrial world to meet the economic needs of the country. Therefore, business education may be defined as the training for the acquisition of business skills, attitudes and knowledge needed in business world.

### **Objectives of Business Education**

The objectives of business education according to Osuala (2004) include;

- ❖ To provide appropriate skills and competencies needed in business world.
- ❖ To inculcate the right business attitudes and values for survival of individual and society.
- ❖ To provide career information that will help individuals relate their interest, needs and abilities to occupational opportunities.
- ❖ To produce business educators who will impart the needed skills and competencies to others.
- ❖ To prepare individuals for making logical and sensible socio-economic decisions as a rational member of the society.
- ❖ To provide individuals with a broad orientation on their contributions to the expectations from business.

### **Purpose of the Study**

1. To examine the curriculum content of business education towards transformation and practical reality of business education graduates.
2. To examine the availability of instructional materials in business education for effective acquisition of skills towards transformation and practical reality.
3. To examine the pedagogy of teaching business education towards transformation and practical reality of business education graduates.

### **Research Questions**

1. To what extent does the curriculum content of business education affect the transformation and practical reality of business education graduates.
2. To what extent does the availability of instructional materials in business education affect the acquisition of business skills towards effective transformation and practical reality of business education graduates.
3. To what extent does the pedagogy of teaching business education affect the transformation and practical reality of business education graduates.

### **Area of the Study**

The study was carried out in all higher institutions offering business education programme in Akwa Ibom State and Cross River State.

### **Design of the Study**

Survey research was used for the study.

### **Population of the Study**

The population of the study consisted of all higher institutions in Akwa Ibom State and Cross River State offering business education programme.

### **Sample and Sampling Technique**

Simple random sampling technique was used to select thirty lecturers from the institutions that offer business education programmes.

### **Instrument for Data Collection**

The instrument used for data collection was questionnaire designed by the researcher. The instrument was divided into two sections. Section A was structured to obtain personal data of the respondents. Section B sought information aimed at providing answers to the three research questions. A four point rating scale of strongly agree; agree; disagree; and strongly disagree was used.

### **Validation of Instrument**

The instrument for the study was subjected to face validation by two experts. One from the department of vocational education, University of Uyo and one from the Department of Business Education, College of Education, Afaha Nsit.

### **Administration of Instrument**

A total of thirty copies of questionnaire were administered to all the respondents. A period of one week was used for the administration and retrieval of the questionnaires. There was 100% return rate.

### **Data Analysis**

The data collected were analyzed using mean statistical analysis. The researcher used 2.50 as the level of agreement. Hence any item with a mean rating of 2.50 and above was regarded as agree while item with a mean below 2.50 was regarded as disagree.

### **Research Findings**

The table below shows the analysis of data as its relate to each research question.

#### **Research Question 1**

To what extend does the curriculum content of business education affect the transformation and practical reality of business education graduates.

**Table 1:** Mean ratings of respondents on curriculum content towards transformation and practical reality of business education graduates.

S/N	ITEMS	SA	A	D	SD	X	DECISION
1.	Proper implementation of curriculum content	26	4	-	-	3.86	Agree
2.	Curriculum content should reflect the true industrial technological society	18	5	7	-	3.36	Agree
3.	The curriculum content should be more practical in content than academic	16	12	1	1	3.43	Agree
4.	Adequate credit units allocated to practical courses	3	20	4	3	2.76	Agree
5.	Entrepreneurship and information and communication technology (ICT) should be fully integrated as a course in business education curriculum	8	16	4	2	3.00	Agree
	Grand mean					3.28	

#### **Research Question 2**

To what extend does the availability of instructional materials in business education affect the acquisition of business skills towards effective transformation and practical reality of business education graduates.

**Table 2:** Mean ratings of respondents on availability of instructional materials in business education for effective acquisition of skills towards transformation and practical reality.

S/N	ITEMS	SA	A	D	SD	X	DECISION
1.	Adequate instructional materials in studios for effective acquisition of skills	10	14	2	4	3.00	Agree
2.	Proper maintenance culture of the existing instructional materials	10	11	3	6	2.83	Agree
3.	Conducive studio environment for effective acquisition of skills	30	-	-	-	4.00	Agree
4.	Frequent check for persistent break down of studio equipment	25	5	-	-	3.83	Agree
5.	Proper manager of instructional facilities in the studios	10	10	3	7	2.76	Agree
6.	Training facilities and equipment that are up to date will enhance effective acquisition of skills	4	15	8	3	2.66	Agree
7.	Available instructional facilities and equipment in the studios are devoid of obsolete and unserviceable	14	10	4	2	3.20	Agree
8.	The available instructional materials and equipment are properly installed for effective acquisition of skills	10	12	6	2	2.67	Agree
9.	Installation of good equipment and appropriate facilities are indispensable towards acquisition of skills	14	12	2	2	3.33	Agree
10.	Frequent procurement of suitable instructional materials and equipment to replace the obsolete ones	-	18	10	2	2.52	Agree
	<b>Grand mean</b>						<b>3.08</b>

**Research Question 3**

To what extent does the pedagogy of teaching business education affect the transformation and practical reality of business education graduates.

**Table 3:** Mean ratings of respondents on the pedagogy of teaching business education for effective transformation and practical reality of business education graduates.

S/N	ITEMS	SA	A	D	SD	X	DECISION
1.	Lack of instructional facilities and equipment cripples effective teaching	6	14	3	7	2.63	Agree
2.	Teachers should not employ variety of teaching methods	2	4	23	1	2.20	Disagree
3.	Teachers are not enthusiastic in their method of teaching	-	2	26	2	2.00	Disagree
4.	Teachers are not flexible in the classroom instead of being rigid	-	3	27	-	2.10	Disagree
5.	Adequate skilled teachers to impart the necessary business skills	4	16	2	8	2.50	Agree
6.	Irregular attendance of teachers during practical classes	2	-	27	1	2.10	Disagree
	Grand mean						2.25

### **Discussion Of Findings**

The findings in table 1 revealed that for effective transformation of business education for practical reality, the content of business education curriculum should be broadened to reflect the industrial technological needs of the society, the curriculum content should be more practical in content than academic, adequate credit units be allocated to practical courses, Information Communication and Technology (ITC) and entrepreneurship be fully integrated in business education curriculum. Also the curriculum content be properly implemented.

This is in line with Osuala (2005) who observed that business education which is an integral part of vocational education should be able to reflect and articulate new and emerging economic, industrial and social changes of the century. Ekong and William (2004) also confirmed that the curricula should reflect the technologies that are available to trainees. The content should be comprehensive in nature and applicable to the industrial world.

The findings in table 2 also revealed that for effective transformation of business education programme, there should be adequate instructional materials, good maintenance culture, conducive studio environment, proper management of instructional facilities and equipment in the studios, instructional facilities and equipment in the studios should be devoid of Obsolete and unserviceable. The result is in agreement Akpan (2010) who stated that business education courses required functional instructional facilities and equipment for proper utilization by both students and teachers for successful acquisition of business skills. He further stressed that the physical environment of the studios may also have psychological effect in setting the climate or tone for the lecture thereby influencing the acquisition of business skills and attitudes of the learner.

Filani (2006) also confirmed that equipment and materials are necessary to make learning both stimulating and goal directed but lack or absence of it makes teaching and learning difficult or even impossible.

The findings in table 3 revealed that lack of instructional facilities and equipment cripple effective acquisition of skills, teachers should employ variety of teaching methods and be enthusiastic in their method, adequate skills teachers to impart the necessary skills and regular class attendance of teachers during practical. Effective transformation of business education in order to meet the industrial technological changes requires that the pedagogy of teaching business skills should be varies and qualified manpower employed to impart the skills.

### **Conclusion**

Effective transformation of business education for practical reality will equip the youths with occupational skills necessary for global challenges and promote self-fulfillment and enhance creative potential and skills.

It would offer exposure to emerging business issues globally from fiscal sustainability to economic reality. Through effective transformation of business education programme, the youths would be sensitized, mobilized, motivated and gingered for self-employment and self-reliance.

### **Recommendations**

Based on the findings, the following were recommended;

1. Business education curriculum should be broadened to reflect the needs of the industrial technological society.
2. Teachers should be flexible and organized in their teaching methods.
3. Up to date industrial equipment is paramount for students' hand-on-experience in the process of acquiring competent skills.
4. Government should encourage the goals and objectives of National Policy on education, through proper funding of policies implementation.
5. Institutions of learning should maintain good maintenance culture in order to always keep the facilities and equipment in good condition.

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