

VIABLE BUSINESS EDUCATION PROGRAMME FOR SUSTAINABLE DEMOCRACY THROUGH THE TEACHER, STUDENTS' ADVISER, AND STUDENT ASSOCIATION.

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Abstract

The persistent search and quest for good, viable and sound business education programme for democracy gave to this chapter. Outside content delivery very in the classrooms, attention should be paid equally to students interactions in and outside the classrooms. Among the services of interaction inside the school the paper identified the teacher, student's adviser and students associations as a look at the roles of each of these sources and how their roles complement one another in the proper training of business students, moreover, some recommendations were equally made.

Keywords: Persistent, Viable, Democracy, Education Programme, Students Interaction, Content Delivery.

Introduction

One of the objectives of business education program at all levels is to prepare recipients for paid employment, self-reliance and leadership positions. How much objective is achieved is contingent upon many factors among which are the teacher, students adviser and student organizations.

In Aghanta (2010), today's continually changing and therefore challenging environment, educators must seek every opportunity to improve students' achievement, and in particular, students' readiness for and performance in the workplace. All students will need business skills to function in a technological, information-rich and knowledge-based environment. (Anoa, 2011). Employers are requiring employees to identify and solve problems, set and achieve goals, communicate effectively and efficiently, absorb and apply new information, negotiate with others and work in teams. Business also needs employees with highly transferable technical skills. It is crucial that students be prepared to meet the professional and technological demands in the 21st century, the skills that are being taught in business classes are many of the same skills being developed in students associations and clubs. This paper discusses the mutual inclusiveness of the roles of the teacher, students' adviser and student associations towards producing a competent and knowledge based business educator.

The Teacher Nwosu, (2000). The new wave in business demands a unique set of skills to successfully compete in this environment.. So what can business educators do to foster an environment that reflects the realities of the new world economy? The teacher, who is a critical factor in curriculum implementation, apart from content delivery should be able to do the following:

1. Be a Role Model for Change. Ike, (2013), Change has to start at the top. Teachers, as leaders of learning must be advocates for changes and comfortable in that role, through examples, teachers can show students how to cope with change, be flexible and open to new

ideas, look at all possibilities and truly enjoy what they are doing.

2. Make a commitment to Collaboration: Marshall (2010) contends that collaboration provides a basis for making business and organizational decision basis for making business and organizational decisions based on principle rather than power or personality, whether that decision is about strategy, customers, people or system. Getting students to work together and collaborate is absolutely essential to show the value of looking at multiple perspectives in reaching a final objective. Projects large and small can be incorporated in class meeting.

3. Give every student an opportunity to lead. John, (2011), Remember that in the new business world all employees will be required to use leadership skills. These include the ability to select the right people for the job, communicate, persuade, negotiate, and accountable to get the job done. This can easily be addressed by assigning a specific project or assignment to each student who is responsible for selecting his/her team and being accountable for delivery on the due date.

4. Encourage students to learn from their mistakes: Njoku, (2010). Everyone makes mistake but not everyone learns from them. In this new environment it is just as important to analyze mistakes as it is to get the right answer, give students the opportunity to review their work, rework and come up with new solutions as part of their evaluation. A wrong answer that is studied and analyzed can be much more valuable in the long run than a right answer that was not given must thought (Timm, 2011).

5. Get messy with creativity: Adeyemi, (2015), generating idea is not a structured, orderly process, yet, creativity is what is going to keep us competitive on the world market. Give students the opportunity to generate new, crazy, off-the-wall ideas and challenge them to put the ideas into action. You may be surprised where this takes you.

6. Let go of the control and let the energy flow: Drucker and Senge (2000) note that in the business economy leaders need to find where the energy wants to go and work with it, in the traditional model of teaching, the teacher dictated the direction of instruction. Following Ducker and Senge's philosophy, the teacher should take cues from student interest, current event, business news or other relevant scenarios, class activities and discussions. Commit to the best and accept no less. Raise the bar of acceptable performance. In this new environment, mediocrity is just not acceptable. Marginal performers will have marginal employment opportunities in this highly competitive economy.

7. Challenge Students to Discover the Benefit of Diversify: Banardi, (2002), understanding and appreciating the value of differences cannot be overemphasized in this era of globalization. By looking at issues and ideas, from multiple points, of view Including disciplines, cultures, lifestyles, politics etc, students will begin to recognize the complexities involved in making sound business-decisions.

8. Provide strategies and tools for continual learning: Akinola, (2002), Instead of giving students answers and providing information, direct students to resources (e.g internet, library, or databases) to conduct research and answer their own questions. The ability to learn independently is one of the most valuable tools a student can possess for a productive work life in the 21st century.

9. Develop in students the ability to meet deadlines: Abiola, (2012), requiring students to meet deadlines when completing class work and assignments prepares them for timed tests that they will encounter in the competitive events as well as for deadlines they will face in the workplace. Judge, (2009), Classroom teachers can emphasize the importance of meeting deadlines by setting time requirements for students work and stressing the importance of using the most 'efficient method of completing a task.

10. Inculcate in Students the Ability to Follow Written and Oral Instructions: It is important for students to read for detail and listen carefully when instructions are given, and then apply those instructions. When- students take tests or examinations they are not given the opportunity for further explanation, therefore, they must be able to follow through on instructions given both oral and written. Teachers can vary their instructions to give students the opportunity to apply both written and oral instructions, Students can also be encouraged to write down oral instructions

and to make notes on how they complete tasks and other assignments for future reference.

11. Create Enjoyment: There is an adage which says that pleasure in the job puts perfection in the work. Classroom learning should never be drudgery. It should be exciting, vibrant, challenging, respectful, inclusive, and above all, fun. Passion is derived from things we love. A love for learning will carry students a long way on their road to success.

The Students' Adviser

In Colleges and institutions of higher learning, teachers are appointed as students advisers. Teachers are also appointed to serve as advisers, patrons or matrons to student associations and clubs. The Business Education Students Association (BESA), or Association of Business Education Students (ABES) is an umbrella association for business education students. Other associations and clubs not exclusive to business education students include the Students Union Government (SUG), National Association of Nigerian Students (NANS), Rector's Club, Erudite Club, Students State Association and others. One of the most rewarding assignments a business teacher may experience at any level is to advise a student association or club. Often times, students derail because of lack of good advisers. It is for this reason that Neal and Woodbury (2005) outline things a good adviser should be able to do as well as things a good adviser should help students to do. They are as follows;

A good Adviser should be able to:

a) Effectively communicate: Ojo, (2003), Actively listen to what students leaders and members say, both verbally and by their actions. Be sure to understand what the students are trying to communicate. If unsure; clarify and then respond, verifying that the message was received and is clear. A good adviser should not be elusive. Always make yourself available to the students in order not to create communication gaps.

b) Realistically assess performance and abilities. Oyedele, (2011), Focusing on failures to the exclusion of success is easy, but even in the worst outcomes there are some positive behaviours and learning experience, provide constructive feedback that encourage positive behaviours.

c) Thoughtfully demonstrate and discuss the importance of ethical decision-making. Research shows that more employees lost their jobs not because of poor job skills but because of poor personal traits, including weak ethical standards. As an adviser, help association leaders and members to recognize ethical.

Dilemmas and encourages ethical decision-making. Tell students that they need to think carefully now about what they are unwilling to do. Students will learn to live with their decisions.

A good Adviser should help Students to.

a) Establish clear and realistic goals: setting goals is a lifelong activity, Setting goal in writing is one way to motivate students to begin setting and following through on specific goals. Students need encouragement to set goals in their organizations. With specific goals to work toward, they are likely to become more involved in their organizations and feel a strong sense of achievement when their goals are met. The adviser should be careful not to impose his own ideas on the students; rather he should help students prioritize and set goals that are achieved within a specific period.

b) Define objectives that are clear, concrete and attainable: What is success and how will it be measured? How will success be rewarded? Communicate objectives to both the leader and members. Resolve conflicts rather than avoid them. Use potential conflicts to develop win-win situation. Team members need to understand the entire decision-making process in order to be effective leaders.

c) Pursue leadership positions: Great leaders can be made through education and experience in which a person with potentials for leadership can develop over a time his or her awareness, understanding and skills as a leader. By working with students in the classroom and in associations, advisers can identify promising student members for the pursuit of leadership position. Such students need to be encouraged to apply to or be a part of an election process.

Benefits of Membership in Association and Clubs:

Though there are differences among each of the student associations earlier mentioned, they have common goals or student outcomes some of which are listed below:

a. Communication skills: Timm, (2011), Membership in association helps students to develop good, communication skills. Planning presentations and conferences, extending; greetings at meetings, and presenting oral reports at executive and general meetings are the ways student leaders and their members develop oral communication skill. Writing articles for publication, proofreading and editing materials and handbooks for the respective associations, and written reports develop written communication skills.

b. Team spirit: Neal, (2015), Teamwork skills are also enhanced. among student leaders and members as they not only work alongside peers, but also interact with other association, institutions authorities, business leaders and teachers. Working in committees help students to appreciate the importance of cooperating as a team member or team leader, delegating tasks, and setting goals in order to complete assigned tasks.

c. Community service; Every employer is looking for employees with experience, but it can be difficult for young people to acquire experience if no one will hire them initially. In order to remedy this problem, student association provide opportunities for students to volunteer outsider of school. Doing so will help students gain experience, learn to network and begin to obtain references. Williams(2013) emphasizes that community service involves more than charity or doing for others. According to him, it requires a connection between service and, academic learning and it moves the student beyond the activity of charity to include critical thinking. Reiterating importance of community service, Shrader (2006) opines that students of all ages must be provided with the opportunity to perform community services while meeting and transition to work. Collecting of litter along streets, high ways, around the school or even visiting motherless babies homes, old peoples homes are some of the community services we often see student associations engage in.

d. Professional students association emphasizes the importance of professionalism act and dress in a professional manner during meetings and other activities. Students learn to dress professionally, practice business etiquette at social events, exercise appropriate protocol with introductions and conduct business meeting using parliamentary procedures. Their early introduction to the importance of membership to professional association leads them to remain active after graduation.

e. Leadership skills: Student associations give students the opportunity to develop, expand, and test the limits of their self-confidence, self-esteem and motivation. It also helps to develop leadership capabilities and an understanding of and spirit for individual and group cooperative and competitive activities.

f. Discipline: Student associations work with constitutions and code of conduct which guide the actions of members. Any member who acts or behaves in a manner contrary to the stipulated rules and regulations is usually reprimanded. By so doing, association help to instill discipline on their members.

Conclusion

The benefits of belonging student associations are clear. They help students develop communication skill team spirit, community service experience, professionalism, leadership skills and discipline all of which contribute to future success. Those benefits are also the objectives striven for in business education classrooms. Integrating students associations with business "education programme is logical and beneficial for both the business curriculum and for the student associations.

Recommendations

In order to make teachers, staff advisers and student associations a winning combination, the following are recommended,

- 1) Teachers should emphasize to the students the importance of being active players in student associations.
- 2) Advisers should see their roles as professional one that deserves dedication and commitment.
- 3) National Association of Business Education Students (NABES) should be formed. For now, all business education student associations are institution based.
- 4) When NABES is formed, it should be affiliated to association of business educators of Nigeria (ABEN).
- 5) Student associations across institutions should collaborate more meaningfully through contests like debate, drama, quiz, and sports.

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