

**STRATEGIES REQUIRED FOR EQUIPPING BUSINESS EDUCATION
STUDENTS FOR GLOBAL OUTLOOK.**

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ABSTRACT

In recent times, graduates of business education have been plagued by their inability to perform effectively. Many authors and researchers have related this issue to the quality of training received while in school, due to this issue, the relevant skill and knowledge to meet the workforce demand becomes a problem. It is in this case the researcher, delved through literature to determine strategies required for equipping business education students for global outlook. The strategies proffered includes: collaborative learning approach, classroom management control, engaging students in work-based learning, adoption of online teaching and learning process, adoption of effective teaching method in business education curriculum, equipping the library, workshop and classroom with appropriate facilities, adoption of computer aided-assisted instruction, integration of adequate time in its curriculum to teach business education courses and employment of core business teachers to impart the positive values. The researcher believes that, if these strategies are judiciously adopted, it will to a great extent improve the quality of business education graduates, improve their chances of being employed and create job opportunities for the citizens.

Keywords: Strategies, business education and global outlook.

INTRODUCTION

Education has a vital role to play in developing the knowledge, skills, attitude and values that enable people to contribute to and benefit from an inclusive and sustainable future. Education is geared towards preparing students for world of work, equip them with skills and knowledge they needs to become active and responsible citizens for national development and growth. It is also a social process that helps to maintain a dynamic society since the creation of human beings. Njoku, et al (2020) opined that education as a process involves teaching, training and learning. It is an instrument for change and development. It is the springboard to socio- economic growth and development of every nation. It prepares learners to live in a dynamic changing society and contributes to the growth and development of society. Thus learners should be equipped with ideas, skills, attitudes and knowledge that will carry them through life. Obi (2010) observed that people are employed on the basis of competencies in technical or hard skill and soft skill. The growth and development of any nation is hinged on the level of education attained by its citizens, as such education is regarded as the tools for national development. It is in this, that Mbaegbu, Peters and Onygbosi (2020) stated that an educated man is one whose form of life is

exhibited in his conduct, one whose knowledge and understanding must not be inert either in the sense that they make no differences to their general view of the world, their actions within it and reactions to it involves no concern for the standards immanent in form of thought and awareness as well as the ability to attain them. In line with the above, business education according to Obi (2020) is a programme of study that prepares individuals with multiple skills to teach or work in industry and equally set up a business as an entrepreneur and employ others. In this era of globalization, business education programme contributes greatly to economic development of any nation and has become indispensable tool for development as such should be well funded for positive result.

However, authors have decried the failure of the programme to impart the relevant skills on its recipients and this has caused unemployment among the graduates. Business educators upon graduation are supposed to be well equipped but contrary to this expectation, most of them roam the streets searching for unavailable job. According to the author, the effect of incompetence among the graduates is traceable to the following:

1. Inadequate impartation with relevant skills probably the programme is not up to date with the required resources (human and Physical),
2. Inadequate fund and equipment,
3. Lack of workshop for practical
4. Inability to provide instructional materials,
5. Shortage of manpower,
6. Employment of unskilled business teachers
7. Non adoption of modern facilities by the implementers

Employers of labour are highly disappointed with the quality of graduate the programme produce every year. The extent in which business education is capable to produce potential employable graduates in this digital age, is to attract the attention of scholars and policy makers globally. Un view of this, the author stated the following :

1. Firstly, there are signs that patterns of work are rapidly changing with more sectors emerging and with new technology, globalization and demographic changes significantly changing the workforce. The effect of this change, the graduate must possess the relevant skill and attributes required to compete and collaborate in a dynamic knowledge and world of work.
2. Secondly, the existing curriculum should be included with current content that will meet learners lifelong learning skills that will help them to be relevant in the competitive and congested changing world of work. In line with the above, the researcher seeks to determine the strategies required for equipping business education students for global outlook and believe that the findings will help to improve the quality of graduates in this digital era.

Concept of Business Education

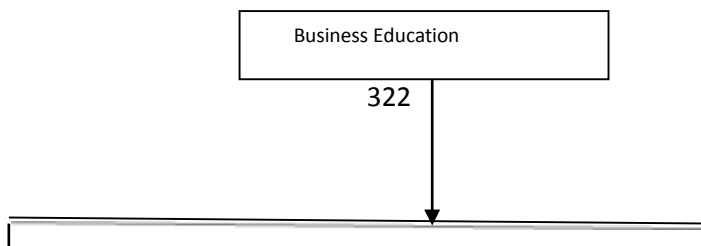
Business education means many things to many people. It is an educational programme which involves acquisition of skills, knowledge and competencies which makes the recipient proficient. It is the component of vocational education which involves the acquisition of skills, Knowledge and competencies which makes its learners relevant to himself and useful to the society. The programme comprises activities that are aimed at planning, teaching and developing through experience that provides individual with the ability to become job creators for self reliance. According to Umoru (2019), business

education is seen in two perspectives: vocational and applied education perspective and general education perspective. From vocational objective, business education is an organized educational programme offering a sequence of courses directly related to equipping student with skills necessary to perform particular functions in an office. It will also provide learners with the understandings and knowledge needed for conducting personal affairs and for using the services of the business world. In this case, the course is one of the vital programme in the higher institutions of learning that has the capacity to bring about the required liberation and stimulation of the citizens for national development. It is also an academic programme intended to inculcate into the students understanding, values, knowledge, business skills, business ideas and technical skills required in the world of work. It is a feasible element of education that introduces students to the development and demonstrable skills that could be further applied to economic and productive livelihood. (Okoye and Achibogwu 2018).

According to Azuka and Nwosu (2018), business education is a programme of studies which comprises four parts:

1. Creating awareness in occupation
2. Preparing youth for work in business occupation
3. Preparing people to become better citizens and consumers of goods and services
4. Preparing business teachers.

Azuka and Nwosu (2018) further maintained that business education prepares youth for vocations and also furnishes them with relevant information concerning their lives both as citizens and individual. In the first instance this programme develops in the learner skills, attitude and abilities that are relevant in securing jobs in the business world. Secondly, it gives them insight into general business and acquaints them with general business information that will make them efficient and rational purchasers and consumers of business products (goods and services). Business education plays a significant role in Nigeria's economic growth and development as it improves personal qualities and builds the attributes of learners that are necessary for adjustment to personal employment situations and also provides knowledge, skills and competences for individuals to function well in office occupation and create jobs for themselves and others (Abang, 2020). It could be deduced from the above definition that business education is for and about education. Similarly, Agboh and Ochonu (,2020), described business education as a programme that prepares students in 2 interrelated areas: education about and education for business. This definition will be illustrated with a diagram:



Economic competency
For all students' career exploration
And social adjustment

job competency for
Business major career
preparation and work adjustment

Skill based

Source: Adopted from Agboh, and Ochonu, 2020.

This definition as expanded and schematically presented by Agboh and Ochonu, and was adopted in this study described what business education programme stands for in this

work. Education about education means acquiring those skills and values that will help one fit and function in the present job market. The required skills imparted on the learner are listed above for them to function effectively in their career. Education for business is where the learners utilize skills acquired to create job for himself and others, that is where skilled courses taken are preparatory for future exploration in terms of job creation, job competencies, career preparation and adjustment. This definition explains why the programme is designed with opportunities to develop in the learner, the capabilities to assume duties for motivation, set up business in a profitable environment and way out to sustain the business. Based on this, the researcher also formulated the following for easier comprehension of the above definition

Education for business provides professional training in:

1. Method of business making.
2. Techniques in business making.
3. Strategizing ideas for profitable venture.
4. Acquiring of appropriate attitude and behavior to treat employees and customer with fairness and justice.
5. Marketing and distribution of products.

Education about business prepares individual to know the following:

1. Where to obtain goods for better quality and sales.
2. How and when to buy goods for profitable outcome
3. When to make best sales for increased profit
4. Where to situate business for continued existence
5. How to forecast and bear risk in business.

The Goals of Business Education

According Shaibu et al (2019) the following are goals of business education for the fulfillment of educational goals:

1. Preparing students for leadership position.
2. Develop in them the basic awareness to set up business and contribute to national growth and development.
3. Preparing students based on interest, attitudes with the skill knowledge and attitude needed to enter into business occupation advance and profit in it.
4. Developing the students the basic awareness of the contribution which business and office employees means to the nation.
5. Providing opportunities for practice job or vocation studies for students in order to make them render effective and efficient services in office, distributive and service occupation.

Therefore, business education offers learners the ability to cope with the emerging changes in education and in business where the person is expected to manifest all skills acquired while under training. The 21st century skills are those types of abilities that today's students need to succeed in their career. Okeke, (2020) in Stauffer (2020), categorize those skills as follows: Creativity, Collaboration, Communication, Critical thinking and Technological.

21st century learning skills

Communication skills:

- verbal, non verbal and writing
- paper, teachers, pens and the word

Creativity skills: thinking

- brainstorming- multiple solution
- explore inspiration
- communicate ideas in different ways

Critical thinking: finding solution to problems

- asking question
- facts vs opinion

Collaboration: working with others

- working together
- solving disagreement
- using people's strength

Technological skill

- use of internet
- computer

Concept of Teaching

Teaching is seen as a profession used to train and impart positive values to the learners. In other words, it is the modern ways of helping learners to construct, form or reconstruct knowledge based on personal experience from activities or interaction with individual and materials within the learning environment. Teaching is an occupation dated from the time of human existence. Teaching profession are seen as an instrument for equipping relevant values to the learner in order to become responsible citizens. Amaewhule et al (2019), stated that teaching are indispensable tools to achieve educational objectives of any nation. Oke, Ogundele and Mainoma (2018), stated that teaching profession are ways of transforming or equipping learners for national growth and development. In other words, the success of any nation depends wholly on the quality of knowledge imparted. According to Azuka and Nwosu (2018), there are several teaching methods used to arouse interest or impart positive values on the learners:

1. lecture method
2. discussion method
3. demonstration method
4. problem solving method
5. discovery method
6. role play method
7. programmed instruction.

Teaching strategies

This is seen as learning activities that help students to learn the desired course content. They are the teaching structures, techniques and procedures which a teacher adapts during instruction delivery. Mbaegbu, Peters, and Onygbosi (2020), stated that teaching strategies are the formal exposition of a desired teaching content by the teacher and effective use of quality teaching strategies ensure that learners come out of school as better citizen with sufficient skills to secure either paid or self employed job. It is obvious that when teachers

make adequate use of appropriate teaching method to stimulate students' interest for learning, such move goes a long way to enhance effective learning and proficiency.

The teachers of business education can promote the teaching of relevant skills by exposing students to current trend applied by industries to track issues and get work done.

The techniques/strategies necessary for equipping business education students for global outlook include the following:

1. collaborative learning approach
2. classroom management control
3. engaging students in work-based learning
4. adoption of online teaching and learning process
5. adoption of effective teaching method in business education curriculum
6. equipping the library, workshop and classroom with appropriate facilities
7. adoption of computer aided-assisted instruction
8. adequate time should be allotted to business education courses in the time table
9. employment of core business teachers to impart the positive values.

Collaborative learning Approach: this approach is one of the strategies that are required to equip business education students for global outlook. This approach is an educational approach to teaching and learning that involves groups of learners working together to solve problems, complete task or create product. This is where students work together as a group to accomplish a common goal. Nwosu and Okoro (2020), stated that this approach represents a significant shift from the typical teacher-centered or lecture centered domain. With the use of this, students work as group to come up with specific goal and can stand a chance of working as team after graduation.

Nwosu and Okoro (2020), stated the following characteristics of collaborative approach:

1. **Co-operative behavior**
2. **Acquisition of knowledge**
3. **Delegating decision**
4. **Help to develop student trust and retention.**

Classroom Management Control: this is one of the strategies of equipping business education student for positive result. This process allows teachers to control the learning and direction of their classroom, create enabling classroom environment. The teacher takes decision on what he/she has to do in the class to minimize misbehavior and maximize learning. (Nwosu and Okoro 2020). Therefore, this process is very important to teaching and learning processes as it provides effective teaching and learning.

Engaged students in work-based learning: this skill enables the students to have knowledge about how work environment looks like. It also helps them feel and know what is expected of them after graduation. This programme is known as students industrial work experience scheme,(SIWES) where practical knowledge of theory acquired while in school are put into practice. Azuka and Nwosu (2018) stated that this approach is out of employment opportunities. From time to time, students are sent out of school environment to industries to experience work environment. Therefore, this scheme helps the students to perform effectively after graduation. Knowledge acquired under these strategies includes the following:

1. Acquisition of practical knowledge and skill related to career
2. Provides career exploration and planning
3. It increases emotional, social and economical competence related to work.

Adoption of Online Teaching and learning Process: the integration of information and communication technology in teaching and learning process cannot be overemphasized. This help to inculcate the teaching process and exposes students to use of internet facilities which they can encounter while working after graduation. For instance during covid-19 pandemic, students were not disadvantaged over the outbreak because of this innovation. Shivangi (2020) averred that online teaching provides flexibility, efficiency in knowledge and qualification enhancement, motivation of students' interaction and cost effectiveness. The use of online to teach students ensures ease of use, flexibility and better control over the environment.

Adoption of Effective Teaching Method in Business Education Curriculum: the adoption of this strategies help to equip students with relevant skills that will help them to be responsible citizens. Business education curriculum content was developed to meet the needs and interests of the 21st century students for national growth and development. Azuka and Nwosu (2018) stated that business education remains the foundation of human resource development which provides knowledge, skills attitudes and understanding needed to perform in education and business world as producers or consumers of economic goods and services.

Equipping the library, workshop and classroom with appropriate facilities: this is the means of getting desirable knowledge from learners, once the necessary facilities are provided or put in place there would be positive output. In this modern age, for learners to be useful to themselves and to the nation, necessary equipment should be provided or put in place.

Adoption of computer aided-assisted instruction: the key requirement for the future is the need to prepare students to participate in the information society where knowledge is the most crucial factor in the social and the economic development of a country (Enyekit and Enyekit 2020). The researcher opined that, the adoption of new information technologies and communication will lead to significant changes in both structure and functionality of education.

Adequate time should be allotted to business education courses in the time table: adequate time should be provided to teach business education courses especially practical courses for effective utilization of the programme. A way out to empower or equip business education students is by given them enough time to learn and practice.

Employment of Core Business Teachers to Impart the Positive Values: for effective impartation of skills and knowledge, the core business teachers should be employed to teach business education student so that, the strategies needed for teaching will be emphasized. The engine to success/ positive result is employment of capable personnel.

Conclusion

Equipping business education students with the relevant skills is an indispensable tool. Business education programme is enrich with different courses that can equip learners with knowledge and skills to be responsible citizens. Hence knowledge and skills acquired empowers them to create jobs, develop the economy and increase their chances of making profit for better life.

Recommendations

The following recommendations were made:

1. Curriculum planners should incorporate the requisite business education skills in the curriculum content.
2. Business teachers should use the appropriate teaching strategies to teach the students for effective result.
3. Curriculum planners should integrate in Curriculum content adequate provision for training of students for creativity and to meet up with manpower requirements.
4. Institution management should make adequate Computer workshops, libraries, classroom instructional facilities as well as furnished and proper network for students of business education to take full advantage of shared educational resources.
5. Government should ensure that education which is seen as a critical tool for ensuring national development is well funded for positive output.

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