

ORGANISING BUSINESS EDUCATION CURRICULUM CONTENT IN TERTIARY INSTITUTIONS FOR STUDENTS' EFFECTIVE SKILL ACQUISITION

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Abstract

The unemployment level in Nigeria is an indication that if something is not done urgently, the objective of business education may be defeated. Business education is that type of education that inculcates in its recipients attitudes, knowledge, skills, values that is required in the business world. Business education, being one of the vocational programmes in Nigeria, is targeted at empowering students with skills for the world of life and creates employment opportunities for them. For effective skill acquisition by business education students, the content of the curriculum must be fundamentally correct to improve the chances of attaining the skill mandate of the programme. Admittedly, redesigning of the business education curriculum content in addressing these issues can accurately prepare students to make a difference in their business careers. This paper, therefore, underscores the need to organise business education curriculum content in tertiary institutions for students' effective skill acquisition.

Keywords: *Organising, Business Education, Curriculum Content, Skill Acquisition*

Introduction

The exponential rise in the number of unemployed graduates, and by extension, business education graduates in Nigeria countenanced calls across various divides to reassess the adequacy of business education curriculum content in meeting with skills needed by employers and for self - reliance. Hence, organising and managing business education curriculum in tertiary institutions to meet both requisite and soft skills of 21st century knowledge based economy have become imperative to every stakeholder in the programme.

Curriculum is often seen as course of studies which students must learn in order to reach a certain level of education. Many scholars have attempted to define the rather elusive subject. For instance, Coles in Ibrahim (2014) defined curriculum as the sum of all the activities, experiences and learning opportunities that institution(s) and teacher(s) have responsibility for either deliberately or by default to make learning take place. The author also notes that curriculum included the formal and the informal education, the overt and the covert, the recognised and overlooked, the intentional and the unintentional actions that take place in school.

According to report by the International Bureau of Education (2016), curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn. Similarly, Tricia (2010) defined curriculum as the contents of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society. Thus, curriculum is planned activities of learning opportunities for a specific time frame guided towards changing learners' behaviour.

There is no gainsaying that curriculum, increasingly viewed as foundation to educational reforms, when properly organised and managed will lead to the achievement of high quality learning outcomes. Curriculum must seek to address needs to develop student competency in such areas as communication, collaboration, critical thinking, problem-solving, creativity, the management and appreciation of diversity as well as learning to learn. Invariably, business education curriculum aims to develop these competencies in graduates of its programme.

Business education curriculum is part of continuous process of planning and development, that involves selection of learning experiences calculated to help in the attainment of goals and objectives of the programme. Dike (2009) viewed business education curriculum as an educational process of action about opportunities for engagement of students to be educated in business and educational related discipline. Business education curriculum in this context is responsible for equipping students with skills, attributes, knowledge, attitudes and behaviours required for teaching, entrepreneurship, personal, administrative and clerical work. When a student is adequately furnished with essential know-how through skill acquisition, the learner is equipped to effectively work through and overcome job challenges.

Skill acquisition or acquisition of skill is a type of learning that students continuously undergo to achieve a remarkable change in the performance of a job. In this paper, skill acquisition are those essential skills that business education students who undergo the programme are expected to possess upon completion of the courses. There are specifically courses which are meant to expose these students to such requisite skills that will make them employable or self reliant. Authors like Chukwurah (2010) and Stephen (2010) maintained that business education curriculum was prepared to provide students with knowledge, skills, attitudes, and values required for graduates gainful employment or self-

reliance. Ahmed (2009) posits that requisite job skills include a breadth and depth of specialized knowledge that are needed in the labour market profile.

Business education, being one of the vocational programmes in Nigeria, is targeted at empowering students with skills for the world of life and creates employment opportunities for them. Hence, the Federal Republic of Nigeria (2013) that maintained that business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliant economically. The curriculum focused on fostering student's acquisition of skills in managerial, communication, ethics and human relations, scientific and 21st century technological needs for teaching, administrative/clerical fieldwork and self-reliance.

However, authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. They noted with dismay, the increasing rate of unemployment amongst university graduates in Nigeria, while calling for functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are punctuated by the number of graduates in Nigeria, especially those from the business education programmes who have failed to gain employment in companies in the business sector of the country.

Poor skill possession by business education graduates, no doubt, can be fingered for the dearth of skill resulting in lack of employment. Ohiwerei (2009) rightly buttressed this point when he averred that the inability of business education graduates to gain employment in various corporate bodies and organisations resulted from incompetence which, according to the author, is traceable to the quality of certificate issued to business education graduates, shortages of business education teachers, lack of maintenance of equipment, inaccessibility of teaching facilities, teachers and students interest. Others are, inadequate textbooks and workbooks and other business teaching materials as well as Nigerian certificate centered mentality.

The author further remarked that the over-bearing emphasis placed on paper qualification is the reason for the mismatch between the quality of business education graduates and their employability in the real world of business.

From the foregoing, it is desideratum to juxtapose the business education curriculum in tertiary institutions in Anambra State, Nigeria, since curriculum is the roadmap to acquiring essential working skills and career competency for employment opportunities in Nigeria. This paper, therefore, x-rayed business education curriculum content of tertiary institutions for students effective skill acquisition.

Concept of Business Education

Business education is that type of education that inculcates in its recipients attitudes, knowledge, skills, values that is required in the business world. This is a means of producing a healthy, literate, self-reliant citizen that would create wealth for human development thereby resulting in sustainable nation's development at large. Business education like many other subjects in the school system has been defined in several ways by several scholars, to suit different situations and purposes. Some scholars defined it from the way it is practiced in the field, while others expound it from the angle it is taught in schools and colleges. According to Jubril (2010) business education is a specialised area of vocational education that provides educational training, skills development, attitude adjustment towards business orientation and academic challenges. Similarly, Bilyaminu (2011) views business education as an aspect of a total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Professionally, business education is described as a programme designed to provide students with the basic processes of educational training; decision making; the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures (USLegal.com in Ibrahim 2014).

Okoye (2013) defined business education as an education programme that orientate students in: art of business making (marketing), typing and shorthand skills (now computer appreciation, operation and ICT skills), service delivery, secretarial jobs, stenography, account clerking, office information system and management. The author posits further that business education prepares students in two interrelated areas viz; 1. Education for business and 2. Education about business. Atakpa (2011) also viewed business education as an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers.

In a nutshell, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis; or education about business aimed at preparing students how and when to buy goods for a profitable outcome, when to make best sales, and so on.

Concept of Curriculum

Curriculum is a vehicle through which the school strives to achieve educational objectives. It is the life wire of a school programme and it is a track that prepares students for their future life. In school and colleges, curriculum is the heart of any educational endeavour, as it determines what and how educational content should be taught. Nation and Macalister (2010) define curriculum as a guidance in designing courses that consists of outer cycle namely, principles, environment and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. according to the authors, the inner cycle consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment. The success or failure of any educational system depends on the successful planning and execution of curriculum. Hence scholars claimed that the wealth or poverty of a nation depends on the content of the curriculum.

According to Lake and Winterbottom (2010) in Kattington (2010), curriculum is a set of rule that benefits students by providing them with practice in both content and social curriculum through the use of active learning, exploration of interests, civic responsibility, character building, and recognizing and helping the community. Corroborating this view, Catterington (2010), opines that curriculum (or curriculum standards) to refer to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in science classrooms. Curriculum determines the course to be taught and method to be adopted.

Generally, it includes the subjects and activities that a given school system is responsible for. It also defines the environment where certain learning activities take place. Furthermore, curriculum defines what happens in any formal educational institution, and no school or university can exist without it.

Okiti-Okagbare (2010) noted that curriculum consists of carefully mapped out programmes of what to teach, and how to teach, the author stressed that it is through curriculum that the values, the dreams, and the desires of a nation are better interpreted. Some scholars have alluded that the wealth or poverty of a nation depends on the content of the curriculum. It is therefore a road mapped of programmes of activities to be followed in the teaching/learning in a formal school system, it is concerned with all activities in the school which will lead to the development in the learner, the domains of learning – cognitive, affective, psychomotor and psycho-productive.

Several authors have observed that curriculum is the official document used in the school or any formal educational setting that prepares the learner and serves as a guideline for a facilitator of learning. The purpose of curriculum planning and development is to design a programme which will be used for educating members of a society. Elaborating further on the subject of curriculum, Okagbare (2010) emphasises that curriculum is the tool that guides the content of the education system. Hence, curriculum is a vital instrument of any educational reform and policies that directs how knowledge and skills will be impacted to the learners. According to him, functional education can only be attained through formal education in which curriculum serves as a pivot to which goals and objectives of education can be achieved.

Concept of Skill Acquisition

The search for skillful workers for the development of the workforce, according to Olakotan (2010), is on the increase. The author defined skill as present, observable competence to perform a learned behaviour regarding the relationship between mental activity and bodily movements. As defined by Vanpatten&Benati (2010) skill refers to ability to do rather than underlying competence or mental representation.

This has led industries to continuously hunt for workers whose skills make them employable. Skill acquisition can be defined as the form of training by individuals or groups of individuals that can lead to acquisition of knowledge for self-sustenance. It involves the training of people in different fields of trade under a legal agreement between

the trainers and the trainees for certain duration and under certain conditions. Magbagbeola (2004) posits that skill acquisition requires the accumulation of different skills that enhances task performance through the integration of both theoretical and practical forms of knowledge.

Okorie and Ezeji (1988) as cited in Fadairo (2010) explained that possession of skill is to demonstrate the habit of acting, thinking or behaving in a specific activity, which has become so natural to the individual through repetition or practice such that it becomes automatic. This involves physical manipulative processes that culminate in the achievement of ultimate goals. Skill development is basic to all forms of education, knowledge, learning and professional training. Therefore, students must possess skills that make them employable upon graduation.

Skill does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience an individual acquired. Okoro and Ursula (2012) identified two fundamental issues that are used when a skill is to be acquired. The first, according to them, is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Skill acquisition and development is basic to all forms of education, knowledge, learning and professional training.

Any educational programme is effective and functional to the extent that it is able to meet the needs of it recipients as well as the needs of society in general. The federal government of Nigeria accentuated the above assertion through the national policy on education (2013), thus, that Nigeria has adopted education as an instrument par excellence for effecting national development. Therefore, any educational programme/experience including business education, that is not relevant to the needs of the individuals and that of society is not functional and should be expunged from the curriculum. Kadiri (2010) noted that business education prepares individuals for gainful employment through acquisition of skills and knowledge that are relevant for the business world.

Therefore, curriculum planners and business educators must be able to marry the gown and town of the curriculum contents for students effective skill acquisition as a panacea to be employable upon graduation or be equipped with requisite skill to be self reliant. Business education, therefore, plays dual roles. It develops students academically and at the same time equips them with work skills and competencies that will enable them to seek, obtain and retain their jobs.

Comparison of business education curriculum of tertiary institutions
BUSINESS EDUCATION COURSE OUTLINE
YEAR ONE-FIRST SEMESTER

COURES CODE	COURSE TITLES
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VTE 110	Introduction to VTE
BED 111	Principles of Accounts I
BED 112	Business Mathematics I
BED 113	Commerce I
BED 114	Introduction to Economics I
BED 115	Office Practice I
BED 116	Shorthand Theory I
BED 117	Typewriting/keyboarding I
YEAR ONE - SECOND SEMESTER	
BED 121	Principles of Accounts II
BED 122	Business Mathematics II
BED 123	Commerce II
BED 124	Introduction to Economics II
BED 125	Office Practice II
BED 126	Shorthand Theory II
BED 127	Typewriting/keyboarding II

YEAR TWO - FIRST SEMESTER

BED 211	Financial Accounting I
BED 212	Teaching Practice
BED 213	Business Law
YEAR THREE - SECOND SEMESTER (ACCOUNTING OPTION)	
BED 215	Principles of Marketing
BED 216	Entrepreneurship in Business Education II
BED 217	Introduction to Money Economics
BED 218	Cost and Management Accounting
BED 219	Business Education Practicum
BED 220	Public Sector Economics
BED 221	Shorthand III
BED 222	Principles of Management
BED 223	Word Processing I
BED 224	Advanced Financial Accounting
BED 225	Computer Appreciation
BEA 325	Introduction to International Economics
BEA 326	Auditing
YEAR TWO - SECOND SEMESTER	
BED 227	Business Communication
BED 228	Entrepreneurship in Business Education I
BED 229	Taxation
BED 230	Financial Accounting II
BED 231	Business Statistics
BED 232	Methods of Teaching Business Subjects
BED 223	Elements of Labour Economics
BED 224	Shorthand IV
BED 225	Word Processing II
BED 226	SIWES

YEAR THREE - FIRST SEMESTER (ACCOUNTING OPTION)

SCHOOL 1: Courses offered under business education programme

EDU 324	Teaching Practice
YEAR THREE - SECOND SEMESTER OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION (OPTION)	
BES 320	Entrepreneurship in Business Education II
BES 321	Shorthand VI
BES 322	Word Processing IV
BES 323	Principles of Management
BES 324	Office Management
BES 325	Introduction to International Economies
BES 326	Business Communication
BES 327	Office Technology and Management Education
BES 328	Information Technology/Computer Application

YEAR ONE - FIRST SEMESTER

VTE 100	Introduction VTE
BED 111	Principles of Accounting I
BED 112	Business Mathematics I
BED 113	Commerce I
BED 114	Introduction to Economics 1
BED 115	Office Practice 1
BED 116	Shorthand Theory I
BED 117	Typewriting/Keyboarding I
YEAR ONE - SECOND SEMESTER	
BED 121	Principles of Accounting I
BED 122	Business Mathematics
BED 123	Commerce I
BED 124	Introduction to Economics 1
BED 125	Office Practice 1
BED 126	Shorthand Theory I
BED 127	Typewriting/Keyboarding I
BED 128	SIWES

YEAR TWO - FIRST SEMESTER

BED 211	Financial Accounting I
BED 212	Business Law
BED 213	Principles of Marketing
BED 214	Introduction to Monetary Economics
BED 215	Business Education Practicum
BED 216	Shorthand III
BED 217	Word Processing I
BED 218	Computer Appreciation
YEAR TWO - SECOND SEMESTER	
BED 220	Entrepreneurship in Business Education I
BED 221	Financial Accounting II
BED 222	Methods of Teaching Business Subjects
BED 223	Elements of Labour Economics
BED 224	SHorthand IV
BED 225	Word Processing II
BED 226	Computer Appreciation

**YEAR THREE - FIRST SEMESTER
(AACCOUNTING OPTION)**

EDU 324	Teaching Practice
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**YEAR THREE - FIRST SEMESTER
(ACCOUNTING OPTION)**

BEA 320	Entrepreneurship in Business Education 11
BEA 321	Cost and Management Accounting
BEA 322	Public Sector Economics
BEA 323	Principles of Management
BEA 324	Advanced Financial Accounting
BEA 325	Introduction to International Economics
BEA 326	Auditing
BEA 327	Business Communication
BEA 328	Taxation
BEA 329	Business Statistics

**YEAR THREE - FIRST SEMESTER
(SECRETARIAL OPTION)**

EDU 224	Teaching Practice
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**YEAR THREE - FIRST SEMESTER
(SECRETARIAL OPTION)**

BES 320	Entrepreneurship in Business Education II
BES 321	Shorthand VI
BES 322	Word Processing IV
BES 323	Principles of Management
BES 324	Office Management
BES 325	Introduction to International Economics
BES 326	Office Technology and Management Education
BES 327	Business Communication

**GENERAL STUDIES EDUCATION (GSE)
CURRICULUM STRUCTURE FOR GSE GENERAL STUDIES EDUCATION**

	100 LEVEL - 1st SEMESTER
GSE 111	General English I
GSE 112	Introduction to Library Studies
GSE 113	Basic General Mathematics I
	2nd SEMESTER
GSE 121	General English II
GSE 122	Basic General Mathematics II
GSE 123	Introduction to Computer Studies I
GSE 124	FLEHL Family Life & Emerging Health

	Issues
GSE 125	Use of Igbo I
	200 LEVEL - 1st SEMESTER
GSE 211	General English III
GSE 212	Basic General Mathematics III
GSE 213	Introduction to Computer Studies II
	2nd SEMESTER
GSE 221	General English IV
GSE 222	Basic General Mathematics IV
GSE 223	Citizenship Education
GSE 224	Entreneurship
GSE 225	Use of Igbo II
	300 LEVEL - 1st SEMESTER
	Teaching Practice
	2nd SEMESTER
GSE 321	General English V
GSE 322	Basic General Mathematics V
GSE 323	Science and Technology in Society
GSE 324	Political Economy

SCHOOL 2: Courses offered under business education programme

**FOUR YEAR REGULAR DEGREE PROGRAM IN BUSINESS EDUCATION
 YEAR ONE**

Course Codes	Course Code
GSS 101	Use of English I
GSS 104	History and Philosophy of Science
GSS 107	Nigerian Peoples and Culture
GSS 108	Basic Igbo Studies
Faculty Courses	
Edu 101	Sociological Foundations of Education
Edu 103	Historical Foundations of Education
General Departmental Courses	
TVE 100	Introduction to Vocational Education
Departmental Courses	
BED 101	Principles of Business Education
BED 141	Introduction to Secretarial Education I
BED 111	Principles of Account I
BED 121	Principles of Economics I
BED 131	Introduction to Business I
SECOND SEMESTER	
GSS 102	Use of English II
GSS 103	History and Philosophy and Logic
GSS 109	Basic Igbo Studies

Faculty Course	
EDU 102	Philosophical Foundations of Education
EDU 111	Introduction to Educational Psychology
EDU 104	Introduction to Teaching Profession
Departmental Courses	
BED 142	Introduction to Secretarial Education II
BED 143	Basic Word Processing I
BED 112	Principles of Accounts II
BED 122	Principles of Economics I
BED 132	Introduction to Business II

YEAR TWO

Course Codes	Course Code
Inter Faculty Courses	
LAW 201	Business Law I
STAT 101	Introduction to Statistics
CEM 101	Introduction to Cooperation
Faculty Courses	
Edu 261	Educational Technology
Edu223	Special Methodology
Edu 225 Micro Teaching	
Departmental Courses	
BED 235	Intermediate Financial Accounting
BED 234	Intro to Cost and Mgt Accounting
BED 214	Secretarial Procedure I
BED 24	Basic Word Processing II
BNK 321	Money and Banking I
BED 281	Office Information Systems I
SECOND SEMESTER	
Inter Faculty Courses	
LAW 202	Business Law II
BUS 222	Business Statistics
CEM 102	Principles of Cooperation II
Faculty Course	
EDU 102	Philosophical Foundations of Education
EDU 111	Introduction to Educational Psychology
EDU 104	Introduction to Teaching Profession
Departmental Courses	
BED 235	Business Machine
BED 234	Secretarial Procedure II
BED 214	Intermediate Financial Accounting II
BED 216	Intro to Cost and Management Accounting II

BNK 322	Money and Banking II
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YEAR THREE

Course Codes	Course Code
Inter Faculty Courses	
GST 301	Entrepreneurship
ACC 315	Advanced Financial Accounting
ACC 333	Advanced Costing
CEM 211	Economics of Cooperation I
CEM 313	Agricultural Cooperatives
CEM 331	Consumer and Service Cooperatives
GSS 108	Basic Igbo Studies
Faculty Courses	
Edu 331	Educational Research and Statistics
Edu 103	Introduction to Special Education
Departmental Courses	
BED 333	Office Management
BED 335	Entrepreneurship in Business
BED 336	Principles of Management I
BED 337	Research in Business Education
BED 345	Intermediate Word Processing
BED 351	Principles of Marketing 1
SECOND SEMESTER	
Faculty Course	
EDU 325	Teaching Practice
Departmental Course	
TVE 391	Supervised Industrial Training

YEAR FOUR

Course Codes	Course Code
Inter Faculty Courses	
ACC 221	Auditing I
ACC 251	Taxation I
CEM 342	Cooperative Field Administration I
CEM 471	International and Comparative Cooperative I
Faculty Courses	
Edu 333	Measurements and Evaluation in Education
General Departmental Courses	
TVE 401	Vocational Guidance
Departmental Courses	
BED 437	Human Resources Management I
BED 439	Principles of Management II

BED 492	Business Communications
BED 493	Spreadsheet Processing
BED 433	Law and Practices of Meeting
BED 483	Office Information System III
Restricted Electives:	
EMP 331	School Personnel Management
GCE 405	Industrial Relations in Counselling
SECOND SEMESTER	
Inter Faculty Courses	
ACC 221	Auditing II
ACC 251	Taxation II
CEM 342	Cooperative Field Administration II
CEM 471	International and Comparative Cooperative II
Faculty Courses	
Edu 433	Research Project in Education
General Departmental Courses	
TVE 400	Organisation & Admin of Vocational Edu.
Departmental Courses	
BED 403	Management of Business Education
BED 404	Issues and Trends in Business Edu/Seminar
BED 438	Human Resources Management II
BED 452	Principles of Marketing II
BED 472	Small Business Management
BED 447	Applied Word Processing II

SCHOOL 3: Courses offered under business education programme

YEAR ONE

Course Codes	Course Code
VTE 101	Foundations of Vocational & Tech Edu
BED 111	Elements of Business
BED 120	Fundamentals of Management
BED 121	Basic Keyboarding I
BED 122	Basic Keyboarding II
BED 124	Introduction to Information Systems
BED 483	Principles of Business & Marketing Education

YEAR TWO

Course Codes	Course Code
VTE 201	Industrial Work Experience in Vocational & Tech Edu I
BED 212	Methodology in Business Education
BED 223	Word Processing for Business Office Operations I

BED 224 II	Word Processing for Business Office Operations
BED 226	Information Resource & Knowledge Management

YEAR THREE

Course Codes	Course Code
VTE 301	Research Design in Voc & Tech Edu
VTE 301	Practical Teaching in Vocational & Tech Edu
BED 311	Business Organisation
BED 312	SIWES II
BED 313	Business Law and Regulations
BED 315	Curriculum Implementation in Business Edu
BED 321	Business Communication
BED 322	Human Resource Development
BED 334	Small Scale Business Management
BED 331	Intro to E-Business & Risk Mgt
MKT 352	Consumer Behaviour Analysis

YEAR FOUR

Course Codes	Course Code
BED 430	Consumer Economics
BED 481	Seminar in Business Education
BED 490	Project
BED 401	Vocational Guidance
BED 402	Admin in Vocational & Tech Edu
BED 404	Evaluation in Voc &TEch Education
BED 420	Administrative Office Management
BED 423	Office Technology
BED 432	Taxation
BED 422	Auditing & Investigation II
MKT 412	Product Development & Brand Management

SCHOOL 4: Courses offered under business education programme

A closer look at the above business education curriculum as implemented by various tertiary institutions in Anambra State, no doubt, should awaken the consciousness of curriculum planners to begin interrogating the relevance of this curriculum towards meeting the skills needed for survival in the 21st century. This is because curriculum remains the roadmap to acquiring essential working skills and career competency for employment opportunities in Nigeria. For instance, **School 1** and **School 2** revealed similarities in business education curriculum contents at various levels - Year one to final year. There

appears to be skill courses in the curriculum contents but the level to which these courses meet up with the demands of the 21st century workforce is left to be seen. The same can be said of the **School 3** and **School 4**, because they both share many courses in common although the former is some courses better than the latter.

It would be recalled that the Federal Republic of Nigeria (2013) had maintained that business education is to among others, impart skills, knowledge and abilities necessary for gainful employment or self-reliant economically. She insists that the curriculum should focus on fostering student's acquisition of skills in managerial, communication, ethics and human relations, scientific and 21st century technological needs for teaching, administrative/clerical fieldwork and self-reliance.

However, authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. They noted with dismay, the increasing rate of unemployment amongst university graduates in Nigeria, while calling for functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are punctuated by the number of graduates in Nigeria, especially those from the business education programmes who have failed to gain employment in companies in the business sector of the country.

While the three areas of business education, namely - Accounting, Marketing & Entrepreneurship and Secretarial options boast both theory and practical contents, poor skill possession by business education graduates, no doubt, can be fingered for the dearth of skill resulting in lack of employment. As earlier pointed out, Ohiwerei (2009) buttressed this point when he averred that the inability of business education graduates to gain employment in various corporate bodies and organisations resulted from incompetence which, according to the author, is traceable to the quality of certificate issued to business education graduates, shortages of business education teachers, lack of maintenance of equipment, inaccessibility of teaching facilities, teachers and students interest. others are, inadequate textbooks and workbooks and other business teaching materials, as well as Nigerian certificate centered mentality. The author further remarked that the over-bearing emphasis placed on paper qualification is the reason for the mismatch between the quality of business education graduates and their employability in the real world of business. This lends credence to the attendant call for business education curriculum review.

Enriching the business education curriculum of tertiary institutions to meet demands of 21st century skill need

For the business education programme to become relevant and functional it must not only seek to achieve the goals and objectives of the general business and basic business education, but also seek to give learning in the 21st century skills basic for employability in the global labour market (Aquah, 2014). According to the author, the training required includes:

1. Training for better appreciation of the learners' culture and tradition and the culture of one or two other nations outside Nigeria and develop creative abilities in all aspects of life (cultural, social, and technological).
2. Development of creative abilities of good citizenship
3. Equipping the learners with the ability to absorb new ideas, new information, and new data for resolving constantly changing issues of life.
4. To relate with and interact with other individuals in the immediate and global society (this is greatly enhanced through ICT).
5. To inculcate and foster values such as hard work, personal integrity, tolerance and selflessness-- all tributes of good citizenship.
6. To promote the culture of productivity and maintenance culture.
7. To create awareness and consciousness of the important nature and relevance of emerging issues in everyday living.

Business education turn out graduates in large numbers annually, yet unemployment is on the increase in Nigeria. Expectedly, the present unemployment problem bedeviling graduates in the country is a wake call to everyone including educational planners to recognise the import of skill acquisition, an aspect of business education programme. Those who are employed are found to be unable to carry out their assigned duties without further training. Functional curriculum would lead to positive output, so the graduates would be able to apply knowledge, skills acquired, and values, and attitudes inculcated in them to practical living. Business education graduates who have been trained with such a relevant and functional curriculum would be able to create jobs or be self employed, or, if employed would be able to carry out assigned duties without further training by their employers.

Business education programmes involve training students in topics relevant to the business world such as accounting, finance and marketing. However, in the 21st century, it also involves training students in the softer skills such as leadership, technology. With the increase of globalization, most companies face competition from around the world and not just from other businesses in their own communities.

A business education curriculum must provide students with information and skills on all aspects of business. For example, a program should include courses in accounting, marketing, finance and management. There is also an expectation that business people should act ethically, and therefore, tertiary institutions should include business ethics as part of the curriculum. This is aside the traditional courses in business education that are runned in tertiary institutions both at degree, Nigeria Certificate in Education (NCE) and Professional Diploma in Education (PDE) levels in Nigeria.

Today, with changes in educational philosophies the growth of world awareness and reduction of the world into a global village, there is an urgent need for employees who are more adaptable to work situations and who are highly skilled in business education and pedagogy than in the previous generations.

Notwithstanding, the curriculum offerings, especially at the tertiary levels cater for some of the requirements of the 21st century skills. This is achieved through core and elective courses taken in other department such as business administration, sociology, marketing, cooperative economics & management, accountancy, psychology, law and many more. Despite this, graduates from this programme join the rank and files in unemployment and inability for those employed to carry out their assigned duties without further training. This creates doubts as to the relevance, functionality and adequacy of the curriculum and its delivery system in meeting the demands of employability.

Initiative, enthusiasms. Inquisitiveness, Interest in continuous learning, courage, self-reliance, comfort with uncertainty.	Self confidence, self-control, self-knowledge, positive outlook towards adversity, independence, appreciation of diversity and perseverance.	Creativity, flexibility, open mindedness, language and communication skills, assertiveness, sense of humour and above all, resourcefulness and adaptability.
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Fig 1: 21st Century Skills as proposed by Aquah (2014)

There is a plethora of skills training involved in business degree programs. The focus is turning toward skills that enhance positive human interaction, understanding, and relationships. Business education will begin to incorporate more ways to develop self-awareness, integrity, curiosity, adaptability, teamwork, creativity, social awareness, ethics, and complex problem-solving skills. Students will not only learn how to communicate effectively but how to empathize with others and be transparent. As we look at future business education trends, it is in the best interest of business education and business schools to stay relevant and updated on what all is predicted to best prepare their students to succeed and contribute.

Recommendations

It is in view of the foregoing that the following suggestions, capable of enriching business education curriculum contents in tertiary institutions in Nigeria, are proffered.

1. There is an urgent need to review the business education curriculum to accommodate more generic skills.
2. This curriculum review committee should seek inputs from learners, teachers, school, society and the immediate environment.
3. Efforts should be made by curriculum planners to highlight in the curriculum, the 21st century skills which are crucial to employment within Nigeria and the global community.
4. It is equally suggested that teachers, learners and employers take advantage of field trips and the Students Industrial Work Experience Scheme (SIWES) to expose learners to work methods and experienced needed in the workplace.
5. Finally, business education programme should be mainstreamed as a general studies course in the tertiary institutions in Nigeria.

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