



**REPOSITIONING BUSINESS EDUCATION GRADUATES THROUGH
ADOPTION AND ADAPTATION TO THE WORLD OF WORK.**

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Abstract

The increasing rate of unemployment worldwide and the taking up of menial jobs by graduates of any programmes has made it necessary for educational institutions, businesses and policy makers to look into programmes and come up with ways to produce graduates that will not only fit their environment but also for the national development. This paper focuses on producing graduates in Business Education with emphasis on the adoption and adaptation of the programme curriculum in order to determine what should be done to ameliorate these challenges. This is done through review of literature from in and outside the country in order to determine what exist elsewhere and what is required in our own setting. It has therefore revealed that with the present Business Education curriculum, it is impossible to produce workers due to inadequacies resulting from non-inclusion of foreign contents, values needed to function in different cultures and the inability to understand what should be there among others. To this end, recommendations were made that will involve the commitment of Business Educators, Policy Makers, Businesses and International Team.

Introduction

The world we live in is changing by the seconds and the changes are no friends to anyone except those who are prepared to move along with the changes. That is to say that the work force must move along with changes in all walks of life by ensuring that the required knowledge, skills and attitude that will enable an individual compete favourably in the national development are provided.

Hence, there must be a thorough understanding of the complexities as well as become creative in order to handle issues.

Repositioning vocational and technical education for sustaining livelihood and national development through producing graduates in Business Education by adoption and adaptation of programme curriculum has a great implication for educational institutions, industries and policy makers. This is more complex and difficult in the area of Business Education because of its uniqueness, the professional skills required, the inadequacy of curriculum and the dearth of qualified Business Education teachers. Butchey, (nd) said that globalization in tertiary Business Education needs to provide a value-added component. Some of these benefits according to him include providing training for the multinational employers in consistent with the home country's techniques method... the student should benefit from exposure of different cultural views. Business Education as a programme has been faced with lots of challenges ranging from inadequacy/lack of relevance of curriculum content, inadequacy of qualified teachers, lack of functional skills, poor teaching methods/techniques, invasion of non Business Educators into the programme and failure of Business Educators to guide jealously the programme, among other authors. Consequent upon this, producing workers through Business Education will become a herculean task or a mirage. It was on this account that Butchey (nd) emphasized on the credibility of the degree acquired by those in Business Education. He opined that the degree conferred must be credible and that failure to provide assurance of the quality and standards of programmes and qualifications offered can harm its reputation in the eyes of the world.

The Business Educator must understand that repositioning vocational and technical education for sustainable livelihood and national development through producing workers in Business Education by adopting and adaptation of programme curriculum is changing Business Education and that these changes are becoming more and more pronounced with each passing day making those business education to loose focus to some extent and sometimes, accommodate unhealthy situations in the programme.

Furthermore, the objection of Business Education as regards to the production of Business Educators are challenged by other professionals and even Business Educators themselves as reported by Njoku (1999) where non business

educators teach business education courses. This has led to some of them saying that Business Education is the same as: Business Administration, Business Management, Education Business and Distributive Education etc. or even say that having a first degree in Business Education is enough and Masters in any area is justified.

There are a few professions that must be emulated today if we are to reposition vocational and technical education for sustainable livelihood and national development through producing workers in Business Education by adoption and adaptation of programme curriculum. These are the Medical, Legal and Accounting professions. For instance, a Medical Doctor who is a physician cannot be said to be a Gynaecologist, ENT or Physiotherapist. Similarly, a Lawyer who majored in Criminal Law or Customary Law cannot be said to be a Business Lawyer. The idea in all, is to ensure that a whole functional person is produced who is a master of his own area anytime, any where, any day and that is what repositioning for sustainable livelihood and national development in Business Education is pointing at today.

In this regard, it is pertinent to have a repositioning vocational and technical education for sustainable livelihood and national development through producing workers in Business Education. This is simply saying that it must view the objectives of Business Education, understand what it takes to produce a Business Education workers and of adoption and adaptation of programme curriculum.

Objectives of Business Education Programme

The objectives of Business Education programme have been stated by different authors in different ways. However, a clear understanding of all pointed to three things: knowledge, functional skill and attitude.

Osuala (2009) added that one of the objectives of Business Education is to afford all students pertinent information to enable them explore and learn about the world of work and the relevant interest and career areas of their choice. From the view of Osuala, it is clear that to a very large extent, producing workers require much more than we are doing today in our tertiary institutions. It follows, that the objectives of Business Education programmes must be borne in mind in developing and implementing the curriculum that will produce a

national development workers. Globalization is changing, education and those changes according to Pashkevich (2012) are becoming more and more pronounced with each passing year and that these changes must be accommodated. Pashkevich noted that Business and Management education was one of the first areas to react quickly to the new changes.

Ghemawat (2011) said curricular efforts should be the primary area of emphasis for business education schools that seek to globalize. Similarly, Ghemawat further opined that if business schools are serious about ensuring that their graduates have the national development awareness and competencies to succeed in a national development business environment, the necessary place for each school to start is by paying attention to the curriculum. The statements by Ghemawat have great implications in a country like ours where curriculum content are not quite adequate, relevant or functional to meet the test of time in our country or national development. This calls for greater enrichment of the curriculum of Business Education as today's businesses demand that the national development content be included in the curriculum or Business Education programme.

To further buttress this opinion, businesses all over demand that content must be what businesses demand and what is in line with objectives of the programme in terms of meeting the goal of educational institutions and covering the inadequacies of schools. Unfortunately, this area is always a problem as pointed out by Porter and Mickibbn (1988) that Business Educators and Educationists do not seem to enforce this because of certain limitations not only of the curriculum but also because of lack of courage and as a bias for the programme. For instance, it is believed that for a well defined curriculum like that of Business Education that is quite different, the policy makers must have collected adequate information from the industries nationally and globally before directing schools to implement. Experiences have shown that this was never the case. The inadequacy, irrelevance and non-functionality of the Business Education curriculum and lack of facilities dated back more than three decades ago and the curriculum reviewed yet national development contents are still missing. It would be of interest for Association of Business Educators of Nigeria (ABEN) to examine the referred table below and see whether or not the Business Educators can reposition vocational and technical education for

sustainable livelihood and national development through producing workers in Business Education in the nearest future.

Table 1: Evidence of some studies carried out that has helped to ascertain whether or not Business Educators will produce national development workers in the near future.

S/N	NAME(S)	TITLE	YEAR	RESULTS
1.	Njoku, C.U & Ogbunando, A.C.	Survey of Business studies curriculum in Government Secondary School, Zaria (B. Ed. Project)	1983	Inadequate and irrelevance of curriculum and lack of facilities
2.	Idih, Eunice I.N.	Contemporary issues in Business Education, curriculum and the need for integration curriculum.	1996	Inadequacy of curriculum, inadequacy of knowledge of the teachers to implement need for inclusion of modern courses.
3.	Dr. (Mrs.) A.N. Nwasu	Training and development of Business Educators as a coping strategies for emerging technical innovations in secretarial Administration.	1999	Non-review of curriculum and development of curriculum to meet current needs.
4.	Njoku, C.U.	Principles and practice in teaching of Typewriting and Shorthand in Imo State Secondary Schools.	2001	Teaching by non-Business Educators, teaching with residual knowledge, lack of equipment and lack of appropriate methodology. Adoption and adaptation problems to the ever changing world.
5.	Njoku, C. U.	Adoption and adaptation of Secretarial Administration curriculum for sustainable educational development		
6.	Samson A. Oduwole	Business Education and People's Empowerment.	2007	Non-inclusion of needed courses in the curriculum and ;provision of inadequate skills.
7.	Ugwuanyi, M.D. & Eze, M. E,	An assessment of the educational resources available for implementing the mandates of Secretarial studies programme in Nigerian Polytechnics.	2008	Implementation problems of the curriculum due to untrained teachers. Inadequacy of teaching facilities.
8.	Baba Edna I.,	Assessment of Adequacy, functioning and utilization of Office Technology for teaching in Tertiary Institutions in Kogi State.	2009	Non-use of appropriate technologies as in Offices, inadequacy of the curriculum.
9.	Oyedele, J. F.	Business Education in Nigeria: The challenge for 21 st century.	2000	Observed curriculum unable to meet today's needs collaborative efforts in curriculum development.

10.	Chukwugbo, Grace Chukwudumagu	Restructuring the Business studies curriculum for entrepreneurship development: Perception of Business studies teachers in secondary schools in Anambra State, Nigeria.	2011	Missing gap in the curriculum that would prepare students adequately as a result of non-inclusion of irrelevant stakeholders.
11.	Robert A. Esene	Evaluation of the NBTE new Office Technology and Management curriculum for Nigerian Polytechnic: An .of Entrepreneurship development.	2011	Continuous review, revision and adjustment of the Office Technology and Management curriculum.
12.	Adegoke-Samuel, E. & Kofoworade, A. D.	Assessment of ICT utilization in resource management functions by Secretaries in tertiary institutions in Oyo State.	2016	Non-use of appropriate technologies as in offices, inadequate of teaching facilities and lack of train and re-train on the job to facilitate the residual knowledge of the equipment due to adoption and adaptation problems to the ever changing world.

Table 1 above showed clearly that several authors over the years have come up with the loopholes facing the challenges of producing national development workers and what should be done, yet Business Educators do not seem to take them up. Who then will take them up? This is the time.

Bremer (2006) emphasized that there is need to put assessment measures in place to understand what works well and does not when preparing students for the repositioning vocational and technical education for a sustainable livelihood in national development through producing workers in Business Education by adoption and adaptation of programme curriculum. Preparing students for the national development work force is one of the objectives of Business Education which is not been implemented and that is preparing are education clearly shows that if all the necessary facilities are put in place and the curriculum is adequately structured to reflect the national development and international culture then the business education programme would be a necessary tool for the re-orientation and revitalization of our economy and social lives.

There are greater opportunities in repositioning vocational and technical education for sustainable livelihood and national development through producing workers in Business Education by adoption and adaptation of

programme curriculum because of the objectives of Business Education. These include: refocusing the programme by conducting an intensive study along with global trend, re-strategizing, renaming of courses/department (one of them is Office Technology and Management as against Secretarial studies) and creating greater awareness of what the programme is out to achieve in this era of globalization. To this end, there is need to integrate standard into the curriculum and by doing this, all stakeholders must be involved. Again, there is the need to know what we want the national development workers want of achieve, what competencies as we want them to acquire, how the teacher will be prepared and what other learning outcomes needed by drawing inferences from the society. In all, it is important we understand that the business educators must change their roles which must go beyond the classroom. This is in line with the research made by Cynthia and Nancy (2000) as quoted by Alaba (2012). This is because Business Education curriculum comes from many sources within the business community that business schools are positioned to serve and in driven most strongly by the need to produce graduates with the knowledge and skills necessary for conducting business in a national development (Datar, Garvin & Cullen 2010). That is why curriculum for courses like management is expected to cover Management issues from a national development perspective so that graduates of the programme would understand the discipline from a national development perspective. It becomes necessary for institutions to move around and know how to add appropriate and relevant national development related content in their different curricular.

This therefore, call for collaborative cross boarder partnership, international student recruitment, teacher industrial work experience scheme etc. in this case, this will make them appreciate whatever they are going to receive and adopt the changes, then adapt to it as well as help them become knowledgeable advocates anywhere they find themselves leading to socialization.

Japan, in earlier years, understood that they were facing serious challenges in terms of growth and development and decided to learn and adapt immediately in order to survive. From there Japan started moving gradually and then emerged as world power status in three decades.

Since Business Education encompass office education, Marketing (Distributive) education and Accounting education. It is important to

understand what then would be national development content is all about. The curriculum for a national development workers in Business Education must have the content that would bridge the gap between countries as well as understand businesses and their implications. It is believed that once the institutions produce national workers, graduates of Business Education would not be unprotected, menial jobs, bedsitters, temporary work or that will not take their positions as Secretaries/Office Technology and Managers etc. They would now define who is a business educator.

It is well known fact that most of the well known Engineers from some countries that are used by our country are trained in vocational training colleges of which Business Education is a part. It becomes imperative for institutions to collaborate with training entrepreneurship centres to have their students trained. In producing a national development workers, it is important to have all the relevant facilities available in one's own country/institution. The need for quality assurance in all facets of the teaching/learning process must be assured. This enables the graduates to fit in any country they find themselves at all times. This will also help to reduce the number of people who move from Office Technology and Management to other areas and run their masters or Ph.D programme.

Adoption and Adaptability

The objectives of Business Education have not been properly explored at any level of learning. It is relevant that the objectives of Business Education be so dissected and diversified so as to adopt what is happening in other countries of the world and adopt same to our own, if we really want to produce national development workers.

Hallak in his conferences (January 1998 & March 1998) pointed out that to meet the challenges of globalization, it would in fact appear necessary to prepare individuals for a workplace where responsibilities are constantly changing, where vertical management is replaced by networking, where information passes through multiple and informal channels, where initiative-taking is more important than obedience and where strategies are especially complex because of the expansion of markets beyond national borders. He added that education must help individuals to perform tasks for which they were not originally

trained, to prepare for a non-linear career path, to improve their team skills, to use information independently, to develop their capacity for improvisation as well as their creativity and finally to lay the basis of complex thinking linked to harsh realities of practical life.

Linking the above with the current happenings in Business Education, it becomes necessary for Business Educators to embrace national development by adopting what prevails in advanced countries and injecting them into our existing curriculum. This will be in form of the content, relevance, functionality and integration. Unfortunately, Pakkaj (2012) believed that business schools around the world still strive to figure out how to add appropriate globalization-related content to their curricular. Furthermore, he observed that schools have incorporated a substantial level of global content into their programmes but with sufficient attention to ensuring that the right content is incorporated. Nevertheless, areas like teaching methodology, techniques, use of information technologies, certification, needs of the society and that of individuals must be greatly considered.

In adopting a curriculum content, there is need to take into cognizance the social effect, knowledge barrow, and structural barriers among others. The idea here is to fashion out ways to apply what exist in other countries in our own country by using the approach that would accommodate such and inject global content that would not dislocate the objectives.

This suggests that adoption must be followed by adaptation that would help in service/teaching delivery, acceptance of the curriculum, training teachers, availability of all resources needed and free implementation without hindrance. The relevance of adoption and adaptation is evident where Lahmann (2008) stressed that the business executive of the 21st century must be well equipped with four attributes: Business acumen, global knowledge, an ethnical compass and commitment citizenship. Howle by saying concluded that, all these required sound education not just knowledge but also wisdom. The global knowledge is what will make a worker become global. The approach that business educators adopt or take to globalize the curriculum of their programme differs from other programmes and even from school to school in our country. This must be takg/en note to avoid adoption without adaptation. It is important that a total study be made of each teaching/learning environment to avoid

double standard or collapse. This is in line with the idea of Ghemawat (2011) which state that curricular efforts should be the primary area of emphasis of business schools that seek to globalize. He further stressed that Business schools are serious about ensuring that their graduates have the global awareness and competencies to succeed in global business environment, the necessary place for each to start is by paying attention to the curriculum.

On what should be included as regards to globalization, must be in line with the objectives, global trend and adapted to suit national development workforce. This will include cross country differences, opportunities, values and skills needed for national development competitiveness. Similarly, Nwazor (1999) did not differ from Njoku (1999) and decried the inadequacy and irrelevance of the curriculum by identifying gaps in career. Education of a business educator in the areas of social dimension, physical dimensions, family-related dimensions, financial dimension and spiritual dimensions are relevant for adoption as the findings of Njoku (2007) showed that there has to be a way to redeem the young generation. This is because the level of moral decadence all over especially in craze for acquisition of material wealth and prostitution in search of white collar jobs has called for this. Again, this is where the international community fault developing countries like ours.

All these, therefore, are geared not only producing workers but a national development workers who can be socially accepted, physically fit to accommodate any situation because of the magnitude of work done by business educators in the office, handle family related issues without causing any disequilibrium in the office or family, since most employers fear to employ married people or allowing them to travel out.

In the adaptation of the curriculum, it is not only learning about the specific differences of a country but on how to develop a way of thinking about the differences that can be applied to any group of people or countries as ours.

Hallak (1998) on adapting education systems to deal with the changes on globalization harped on: modifying the role of teachers who have the possibility of adapting teaching to individual needs..., review certification procedures, so as to indicate an individual's national development capacity to adapt to a rapidly changing job market and rethink of the objectives of each level of education.

Suggestions

Having given this reason for producing a national development workers in Business Education through adoption and adaptation programme curriculum, the following recommendations are made:

1. Business educators should conduct a thorough study to know what actually is needed to make business education programme produce a national development worker. An educational team could be set up in the six zones to gather information that would help revisit the curriculum, teaching methods and help in the retraining of teachers.
2. Taking into consideration the level of moral decadence among the youth and which has been part of what we are suffering in the national development scene, it is important that the review of the curriculum of business education be in line with the needs of the society and those of other countries so that not only the knowledge, skills but also value needed and cherished by other countries would be properly included, taught and assimilated by graduates so that they would be accepted in any part of the globe. This can be done in partnership with countries offering the programme.
3. State in clear terms the qualities of business education and the teachers that will teach products of business education. In this case, all Business Educators in their respective schools should ensure that they comply and that National Commission for Colleges of Education (NCCE) do same.
4. Business educators should behave as professionals by knowing what is happening in institutions, offering business education programme and contribute meaningful as needed by such school. This is the case with other professionals like: Estate Managers, Accountants, Urban and Regional Planners and Q
5. Accreditation, evaluation or needs assessment team for a business education programme must include not only local or national professionals but also include international professionals. As this will make for adoption and adaptation of programme differences that will help produce national development workers in business education.

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