Benchmark Journals

Re-modeling Curriculum in Business Education for Gainful Self-Employment in Nigeria

Rosemary Nne Mba, PhD
Department of Business Education
Faculty of Education
University Of Uyo, Uyo

Charity Adieze
Department of Office Technology and Management
Abia State Polytechnic, Aba.

&

Arungwa Onyenaturuchi
Department of Planning, Research And Statistics
Abia State Universal Basic Education Board, Umuahia.

Abstract
The paper examines Influence of Remodeling Curriculum in Business Education for gainful self-employment in Nigeria. The paper assessed the concepts of remodeling, concepts of curriculum, concepts of curriculum remodeling, concept of Education, in Business Education. The paper also explores the need for ICTs integration in Business Education Curriculum, effective ICTs integration and the need in remodeling of Business Education curriculum. The paper concluded that Business Education Curriculum should be practical and ICTs - based as this will be a solution to unemployment and poverty in the Nigeria. It was suggested among others that Business Education Curriculum must be ICTs practical-based so as to reduce unemployment and social vices in the country. The paper is relevant considering its place in examining how this remodeling of Business Education curriculum will be used to revived the economy of Nigeria.

Keywords: Remodeling, Curriculum, Curriculum Remodeling, Education, ICTs.

Introduction:

The world has become technology driven in the 21st century and Business education programme needs remodeling of its curriculum to function effectively. Consequently, all facets of this life undergo one form of change or the other at a certain time. This makes for adaptability to the various levels of changes in the world today. Individuals in different fields of endeavour needs exposure to practical experience in order to make themselves proficient in their chosen career both to be useful to themselves and to the society.

Adegbenjo (2012), is of the opinion that the type of education that is needed for self-employment, self-reliance and national development has changed to include general reasoning, creative problem solving and behavioural skills as well as positive cognitive styles as against the narrow cognitive and occupational skills sought in more directed work environment. This need explains the rational for the Nigerian Government to see the need in remodeling the curriculum in Business Education for acquisition of appropriate skills, abilities and competences both mental and physical, as a pre-requisite for individuals to live in and contribute to the development of the society.

Journal of Educational Realities-JERA
pISSN 2536-6661, eISSN 2536-6653 Vol.11, No.1, April/June, 2021
A Publication of University of Uyo, Nigeria

Benchmark Journals

Mba, Ezeorah, Amazu (2020), defined Business Education as one of the components of vocational education, which is concerned with imparting knowledge, skills and attitudes to learners and also prepares individuals for the world of work. Mba and Ezuta (2017) asserted that Business Education is one of the vocational education which emphasizes skill acquisition, knowledge and attitude that will enhance individuals' job opportunities upon graduation. Business Education equips people not only with vocational skills, but with a broad range of knowledge, and attitudes that are now recognized as indispensable for meaningful participation in work environment. The development of Business Education Curriculum to be practical-based and ICTs integration will be a welcome-development. The development and integration of ICTs in Business education curriculum has been one of the major emphasizes by the UNESCO (2001), that due to the fact that ICTs are becoming inexpensive, reachable and interactive in which their application into all levels in education is expected to be imperative in making educational results labour-market oriented in the transformation of contents methodology, as well as promoting information literacy.

Business education curriculum if made ICTs-based will make graduates of business education to be one who is vested with ICTs skills which provide a viable platform for using sophisticated technologies to provide solutions to many of the problems of people everywhere especially in the face of grinding poverty faced by many nations of the world. UNESCO (2008) stated that information literacy is predicted as basic to human survival in an increasingly digitalized world as it authorizes individuals in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. The remodeling of Business Education Curriculum to practical-based entails that after graduation the individuals should be innovators, investors, risk-takers and managers of enterprises or as well as be self-employed. Practical skill can now be delivered virtually via a well-organized ICTs setup. Gone are the days when practical skills are taught using hands-on learning only. Programme instructions inform of software and interactive video made it easy for practical skills to be taught using ICTs, so also, job that requires only hands-on experiences are now possible via computer controlled programme. According to Rojewskit (2009) asserted that by implication, that the case of ICTs in the training, up-grading and re-training of learners/workers is of paramount significance and aid essential aspect of teachings cultural toolkit in the 21st century affording new and transformative models of development.

The demand of an effective remodeling of Business Education Curriculum to practical-based and ICTs-based integration is not an over generalization. Business education being one of the most distinguished fields of education right from time to the present era of industrial development still maintain its tempo towards the infrastructural, industrial, human and material resources development.

Remodeling of Business Education Curriculum to a swift application of ICTs resources into the teaching and learning process should be implemented in Business Education Curriculum at all levels. Therefore, the functionality of Business Education in instructional benefits, the remodeling of the curriculum from theoretical to ICTs practical based programme, would help to contribute to the development and guarantee Business Education graduate self-employment.

Effective Integration of ICT

According to Isiwu (2016) asserted that ICTs in Business Education have the capability to make available the practical learning experiences that are needed to the instantaneous work situation of Business Educator. Below are the several factors that influenced the effective integration of ICTs in remodeling the curriculum in Business Education.

a. Strategic readiness – is the preparation stage that is accomplished by developing a wide-ranging master plan for the incorporation of ICTs into Business Education. This preparation includes the vision, mission, values, objections, strategies, timeframe and the evaluation scheme for ICTs initiatives. It should also outline the budget to cover costs related to hardware and software, connectively, maintenance and staff training. The plan should clearly delineate the purposes of ICTs-mediated learning with respect to current practices. It should be widely disseminated among all key stakeholders.

b. Pedagogical readiness – focuses on the fit between ICTs and current teaching and learning practice. To be pedagogically ready, Business Education Department must complete an assessment of the compatibility of ICTs with the current philosophy of learning, an examination of various opportunities for including ICTs in Business Education curriculum, an assessment of the technological proficiency requirements for teachers and learners, ensuring that ICTs will meet learners' educational needs, and provision that instructors are competent to facilitate ICTs – mediated learning.

c. Organizational readiness – focuses on teachers' involvement in integrating ICTs into Business Education. The following key questions are used to assess organizational readiness. To what extend do Business Education Department embrace innovation and change? Do teachers support the integration of ICTs in Business Education curriculum? Has the necessary leadership been provided to champion and really support for ICTs integration? Has the existence of training support systems been committed to Business Education teachers? Organizational readiness also ascertains that the necessary actions have been taken to ensure that Business Education teachers posses the necessary ICTs competencies. These actions include conducting needs assessments to determine the ICTs comfort level of teachers, establishing minimum training standards, developing training plans and establishing appropriate mechanisms to monitor training results.

d. Technical readiness – addresses issues related to infrastructural requirement for ICTs integration. The following key question are used to assess technical readiness. Has an overview of existing technologies been benchmarked against those available in the market place? How well does the current technological infrastructure meet the basic requirements for ICTs integration in terms of hardware, connectivity, educational software, licenses, system maintenance and staff training? Is it necessary to develop a plan for a new technological infrastructure? Has the existence of technological support systems been communicated to all key stakeholders.

For remodeling of Business Education Curriculum to ICTs – based the Federal Government of Nigeria should give consideration to the following: that:

a. Appropriate infrastructure must be available to ensure equity of access and proper delivery of content;

b. The system must provide adequate resources and support for technology integration;

c. ICTs must be used to enhance teaching and learning;

d. Teachers needs to be adequately prepared for using ICTs to teach and facilitate student's learning;

e. Content development must be sustained to achieve end-result.

Concepts of Remodeling

Remodeling is the process of improving a broken, damaged or outdated structure. According to Mba, Obioma and Essien (2020), defined remodeling as put right, reform, rebuild and reconstruct. Additional it can refer to making something new or bringing something back to life and can apply in social context such as reviving the curriculum of Business Education to be practical based and also to function effectively.

Concepts of Curriculum

It is mandatory that curriculum reflect the philosophy of the country to which it is formed. It should take into account the acknowledge of psychology particularly in the knowledge of learner development in relation to concepts, attitude and skills that should be developed. It is imperative that Business Education experiences be incorporated into effective instruction delivery and learning in classrooms to result in a practical change in behavior. These experiences are to affect ways of thinking, in fundamental habits, operating concepts, attitudes, abiding interest and other covert and overt behavior. Finch and Crunkilton (2019) viewed curriculum as the sum of the learning activities and experiences that a student learns in the school. The Business Education Curriculum is characterized with inherent problems like lack of adaptation to advance in office technology. Due to this inherence problem in Business Education Curriculum, there is the proliferation and production of graduates who are inadequately trained with the abilities, skills competences that are not relevant to national growth and development.

According to Dennga (2011), defined curriculum to be the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners continuous and willful growth in personal social competence.

Accordingly Indiana Department of Education (2010), defined curriculum as the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. According to Ugwuoke and Agboeze (2012), viewed curriculum as the interactive and changes designed by relevant stakeholders to meaningful create conducive teaching and learning environment for successful career in education. Offorma (2009) emphasized that curriculum includes the teachers, subjects, contents, methods of teaching and evaluation as well as the physical and psychological dimension of experiences in the school.

In a similar stand, Onweh (2012), defined curriculum as the educational path that describes the learning process in a much more comprehensive and complex fashion than is possible with plans of learning content or learning material.

In this study curriculum is the entire programmes, contents, organized/laid down by the authority in the field of education to effect desirable positive changes in the behavior of learners. Therefore, curriculum encompasses all the systematic, planned and organized efforts of learning centres/schools to instill in the learner such as attribute that will heep to uplift the learner in particular and in the society.

Concepts of Curriculum Remodeling

The world is dynamic in nature; consequently, all facets of this life undergo one form of change or other at a certain time. This makes for adaptability to the various levels of

changes in the word today. In the field of Business Education, it has become quite imperative that there should be some changes to meet up with the levels of changes in the other facets of life today. The level of change in all aspects of existence in the world today calls for urgent improvement and amendment to some already existing ideas, processes and concepts, including Business Education curriculum. Notable among these changes in the world today include the issues of globalization, urbanization, industrialization among others. There is an imminent need for a remodeling in the Business Education curriculum in order to incorporate the various levels of changes in the globe into the curricular in order to make Business Education more relevant in world of work in Nigeria and the world at large.

Hornby (2015) defined remodeling as a process of restructuring, reshaping, outdated structure to get improvement. Remodeling means an improvement or amendment, reform of what is broken, damaged, corrupt or unsatisfactory. Curriculum remodeling is the changing, restructuring, revamping, and introducing new ideas into an existing curriculum. According to UNESCO (2001), defined curriculum remodeling as cooperative planned processes that fundamentally aimed at recasting and repositioning the education process as a whole. Abebe and Abebe (2004), viewed curriculum remodeling as the restructuring of the on going impact of globalization. Abebe and Abebe (2004) further asserted that curriculum remodeling involves curriculum deconstruction, curriculum inclusion and curriculum infusion. In this study curriculum remodeling is modernizing the outdated issues and incorporating it with the new issues to make the curriculum practical and ICT based. In the same premises, curriculum remodeling implies that professional, educators, facilitators should be trained and reequipped on how to present relevant and timely information to learners, in order to make Business Education curriculum to be practical-based.

Need for Remodeling Curriculum in Business Education
The world has developed rapidly beyond much expectation over the past twenty to thirty years. Consequently upon, rapid changes have taken place as a result of globalization of the activities of the various parts of the world through the process of Information and Communication Technology (ICTs). This came through the discovery and use of computer system. This has also given rise to electronic commerce, (e-commerce) electronic networking, cloud computing forensic audit among others. It is also worthy to note that in Nigeria at present, a lot of issues as it affects Business Education have been changed from what they were prior to the present time. For instance, it is emphasized by the Federal Government of Nigeria (FGN) on the need for e-payment – (electronic payment) system rather or than the manual payment method being used in the past Government establishments. There is the need to remodel the curriculum of Business Education to incorporate the electric computing system starting from the Junior Secondary School level of studies.

According to Ogundana (2015) asserted that there is the need to integrate ICTs and e-commence through a remodeling on the curriculum of Business Education. The use of ICTs in Business Education may raise the overall quality of Business Education once routine and repetitive task can be automated with the use of ICTs infrastructure such as computer system and the internet. These tools may help teachers to communicate with large classes. Subsequently, the use of ICTs facilities can also help Business Educators to take care of learners individual ability by encouraging the use of different methods of learning process, this makes the learner to take greater responsibility for their own learning through stimulation and modeling. Moreover, ICTs in Business Education curriculum will have great impact on the ease and accessibility of information on the learner irrespective of the

location. There is the need of the Business subject's contents to be practical-based at all levels.

Concepts of Education

The term education has been seen in different ways by different authors and researchers. Education is defined as an instrument for National development. FRN (2013). The NPE also states that education enables a society to foster the value, behavior and lifestyle appropriate for a sustainable development of any nation. Hornby (2015) defined education as a process of teaching and learning to improve knowledge and develop skills. Okoro and Afuobi (2014), viewed education as "a formal and informal process of assisting an individual to develop his/her capacities using adequate guidance and direction. Igwesi (2013), on his own defined education as the process by which the society through schools, colleges, universities and other institutions by a morally acceptable manner transmit knowledge, norms, elements of culture, value and skills from generation to generation. Education can be seen as a process of learning that has future benefits in building the capacity of the citizen for a meaningful engagement of the forces that shape socio-economic development. Therefore, education is a medium through which the society transmits skills, attitudes and behavior to its younger ones, in order to provide a better life for the society and its members.

Conclusion

Considering the nature of unemployment and poverty rampaging Nigeria, it is essential to remodel the curriculum of Business education to be more ICTs practical-based, this would make Business education programme effectively contribute to the Business Education curriculum content. As is now needed in Nigeria as the functionally type that will empower Nigerian economically, socially, and political. The contents should reflect or conform with the desires of the society and the quest to develop the recipients to be a solution to unemployment, poverty and underdevelopment, thereby provide opportunity to perform basic jobs, such as opening Business centres, ICTs training, vocational training, Institute for keyboarding training and computer aided works among others.

Suggestions

Remodeling of the curriculum of Business Education must reflect the emerging technology in the Nation.

1. ICTs technologies should reflects in the Business Education curriculum both at the (lower or the upper level) so that the graduate can function effectively in world of work.
2. The remodeling of Business Education curriculum to be ICT practical-base will help reduce unemployment in the country.
3. It is mandatory that a curriculum reflect the philosophy of the country to which it is formed.

Reference

Abebe, T. & Abebe Z. (2014) Curriculum transformation to prepare students for diverse world. *Direction 1*(1) 120-135.

Adegbenjo, A.O. (2012). Competencies required by Business Education Graduates for self-employment. Nigeria. *Journal of Education Health and technology Research* 3(1), 113-143.

Federal Republic of Nigeria (2013) *National Policy on Education*. Lagos. Federal Government Press.

Finch, R, & Cirunkilton R. (1984). *Curriculum development in vocational and technical education planning. content and implementation*. Boston. Align and Bacon Inc.

Hornby, A.S. (2015). *Oxford Advanced Learners' Dictionary of Cement English*. Oxford, University Press.

Igwesi, B.N. (2013). *Indiscipline in Nigerian secondary schools. Issues and Challenges in Nigeria in the 21st Century.* Ontisha: West and Solomon Publishing Company Ltd.

Isiwu, E.C. (2016). The role of information communication and technology (ICT) in Technical Business Education and Training (TVET).

Mba, R.N., Obioma, O.N. & Essien, I. I. (2020). Influence of academic ethics and integrity on rebuilding trust in Business Education students at Enugu, State University of Science and Technology, Enugu State, Nigeria. *World Journal of Interactive Research (WJIR)* (2) 1, 94-104.

Mba, R.N. & Ezuta C. (2017). Skill needs of Business Education Students for Management of Small Scale Enterprise in South-East Geo-Political Zone of Nigeria for Sustainable Economy. *International Journal of Education Development.* 20 (1) 100-111.

Mba, R.N. Ezeorah, L.F. & Amazu, F.A. (2020). Capacity Building Needs of Business Studies teaches for teaching Basic Computer Skills in Technical Colleges in South-East Nigeria. *ABSU Journal of Educational Studies* Vol. 7(2): 82-95.

Offorma, G.E. (2019). *Curriculum across languages, Inaugural Lecturers'* University of Nigeria Nsukka. June 5.

Onweh V.E. (2010). The challenges of the 21st century curriculum and the new TVET Teacher. A paper present at the 23rd Curriculum organization of Nigeria (CON) National Conference.

Rojewskit, J.W. (2009). A conceptual framework for Technical and Business Education and Training in R. Maclean & D. Wilson, (eds). *International Handbook for Education for the Changing World of Work* 1863-1877.

Ugwuoke, E.O. & Agboeze, M. U. (2012) Curriculum transformation of Business and Entrepreneurship Education Programme in Nigeria University for Achieving Sustainable National Economy. Nigeria *Vocational Association Journal 17*(2) 170-182.

UNESCO (2001). *Strategies for introducing New Curricula in West African*. Geneva. International Bureau of Education Press.

UNESCO. ILO (2002), *Revised Recommendation Concerning Technical and Business Education* (2001)