



REDESIGNING BUSINESS EDUCATION CURRICULUM IN PUBLIC UNIVERSITIES FOR JOB CREATION AND POVERTY ALLEVIATION IN NIGERIA

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Abstract

This study examined the ways by which Business Education curriculum can be restructured in public universities because they have been the re-occurrence of graduates and youth been unemployed and search for job after been spent 4-6 years in the university and yet they will be unable to get a Job or create a job. Business Education is a course of study approved by National Universities Commission which exposes students to business knowledge and practices. The National Universities Commission ensures that all universities programs are accredited in which Business Education is One. University Education plays a significant role in developing student life skills and attitude that will be needed in the world of work after graduation. The study concluded that Business Education Curriculum lacked adequate content and innovative strategies and that NUC- CCMAS should be introduced into the Business Education Curriculum because it contains the outline for job creation and poverty alleviation in Nigeria. It is recommended amongst others that the Business Education curriculum should bridge a gap between theory and practice which have been the practice of the Business Educators in recent years in order for the students to stop in search for job and be able to create job after graduation.

Keywords:

Business Education, Curriculum, Job creation, Poverty Alleviation..

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Introduction

The introduction of Business Education Programme in Nigeria Public Universities curriculum gave the nation's economic high hope and understanding the ways in tackling the global poverty through education in Nigeria. The integration of Business Education Programme into the Upper Basic school, Secondary school as well as University education is basically for the economic transformation, Job creation and development in the country. According to the Federal Republic of Nigeria (2004) University helps to develop individual to be self-reliant and useful member of the society through the acquisition of both physical and intellectual skills. Despite the aim and objective of University, Nigeria graduates still find it difficult to find their feet in the labor market and create Job after graduation. Year in Year out there exist high increase in the number of student been admitted and graduated from various universities in Nigeria with the belief that they will gain employment or create job after graduation because of the belief that the knowledge they have acquire within 4-6 years in the university will yield good result in gaining employment after graduation but reverse is the case.

It was observed that employers that are willing to employ or recruit young graduate expects graduates to have acquire and have knowledge of soft and employability skills within their course of study in the university but reverse is the case here. As a Business education undergraduate student in the university it is expected of students to undergo 6 month Student's Industrial Work Experience (SIWES) Programme which is been inculcated in the curriculum, but most university find it difficult and unable to balance their curriculum in such a way that students will be out of the school system for 6 month to acquire soft skills outside the classroom setting, the student are expected to go outside the school system to search for industries and acquire soft skills but challenges rise on the part of the students because students are been instructed to go for Teaching Practice and at the same time they should also undergo Student's Industrial Work Experience programmes, this mean as the student is undergoing teaching practice they are also undergoing Siwes in the same organization which is a problem that affects graduates.

Business Education refers to a course of study that is designed to prepare the learners to acquire useful knowledge, skills to gain employment and also handle their own business affairs and to function intelligently as consumers and citizens in a business economy (Akpomi, okiridu and Chukwu, 2022). A remarkable attribute of Business Education programme is that its graduates can perform and function independently as employers of labour and as entrepreneurs (Okoro, 2013). Therefore, there are lots of job prospects for Business Education graduates even from the junior secondary level to the graduate level and these career prospects are: vocational practices, teaching careers, and office environment (Aquah in Ore, 2022).

CHALLENGES STUDENTS FACED

A student carry out Student's Industrial Work Experience in a school where they produced nothing, most schools that the student undergo the Student's Industrial Work Experience are not well equipped with necessary machines, materials and Man, Students faced challenges in search for industries because no industries is ready to accept students coming to work within 2-3 hours a day and 3 days in a week because the student does have any choice than to run both Lectures in school, Teaching Practice and Student's Industrial Work Experience programme at the same time, same period and same duration. Department of Education Science and Training (DEST, 2002), Omar, Baker and Rashid, (2012) maintained that these skills are required not only to



secure employment, but also to advance within an enterprise in a way that one can achieve his or her potential and contribute meaningfully to an entity's strategic direction. The acquisition of these skills according to Mike (2014) brings with it such benefits as being self-employed, ability to create diverse job opportunities, as well as reduction in crime rate among other benefits. Failure of this student to acquire the soft skills that ought to be achieved or acquire before graduation makes the graduates not to be skill oriented and this bring about increase of unemployed graduate because they could not fit in, into the Labor market and are unable to create job after graduation for themselves. Employability emphasizes that education should not solely focus on imparting theoretical knowledge but also on preparing graduates to effectively apply that knowledge in real-world work settings. (Afolabi and Olubukunola, 2020).

PHILOSOPHY OF BUSINESS EDUCATION CURRICULUM

The following are the main goals of business education curriculum as cited in (Edokpolor & Egbri 2017, as cited in Ore, Hassan and Ogungbo, 2022).

- i. Business Education are to prepare students for specific career in office occupations, requisite skills acquisition for jobcreation and entrepreneurship,
- ii. Business Education exposes students with knowledge about business, including digital skills, which incorporates information and communication technology
- iii. To train students to understand the technological challenges and changes in the business world.
- iv. To expose students to different careers in business that relate to their needs, interests and aspirations.

The following are the Philosophy of Business Education curriculums as stated in Aquah (2014) includes:

- i. To equip the student with necessary saleable skills that will make them acquire, sustain and grow on their jobs and be self-employed thereby creating jobs for others
- ii. To prepare Business Education students for aadvanced training in Business Education
- iii. To prepare students for higher studies in Business Education
- iv. To gain the basic knowledge and skills of Business Education
- v. To possess the basic skill require in office occupation

CONCEPT OF CURRICULUM

Curriculum encompasses every level of school, be it Primary, Secondary and tertiary makes use of curriculum. It simply signifies a formal and organized programme of study under the guidance of a school. According to Eric and Mbu (2016), curriculum is basically the process of selection, organizing, executing and evaluating learning experience on the basis of the learners and the nature of the society. Since curriculum is one of the fundamental instruments for an effective schooling: teaching and learning, it is therefore a basic object of reform. Esu, Umoh and Obi (2009), noted that curriculum is considered in four parts

- Curriculum as the content and knowledge in school
- Curriculum as a discipline or subject



- Curriculum experience and culture.

EFFECT OF BUSINESS EDUCATION CURRICULUM ON NIGERIA GRADUATES

Despite the Goals and Philosophy of Business Education Curriculum, it was observed that business education graduates still find it difficult and challenging in finding their feet in the labour market and also create Jobs which makes the global poverty increases every day:

- i. it was due to the fact that current business education curriculum in nigeria is not sufficiently aligned with the needs of the local labor market,
- ii. Business education curriculum does not adequately prepare students to be reproductive members, e.t.c

GRADUATES OF BUSINESS EDUCATION ARE JOB CREATORS AND NOT JOB SEEKERS

It's has become imperative for business educators to think, create something new and create jobs were none exit. Business education graduates are job creators and not job seekers, they should stop in search for white collar jobs but should introduce and create something new which will helps in reduction of poverty in the county. In the words of Adeyemi (2000), it is the business of human beings to create and recreate whatever their minds conceive. Ogwu, Omeje and Nwokenna (2014) asserted that business education students could create jobs in the areas of weaving, trading, barbing, hair dressing, making of mounds, music and so on. But reverse is the case Business education graduates are seen loitering everywhere in search for ready employment when they are supposed to be the prime job creators in tandem with the vision, mission and objectives of their course of study (Business Education Programmes). The study of Business Education prepares students for jobs in myriads of areas such as but not limited to teaching, banking, manufacturing, advertisement, etc (Edet, 2018).

CONCLUSION

The study concluded that Business Education Curriculum should be redesigned in such a way that the curriculum will encompasses relevant contents and innovative strategies which will assist the graduates to be Job creators instead of been Job seekers after graduation in the Universities which will help to reduce poverty in the country. Also, NUC- CCMAS should be introduced into the Business Education Curriculum because it contains the relevant scheme and outlines for job creation and reduction of poverty alleviation in Nigeria.

RECOMMENDATION

The following are hereby recommended for this study:

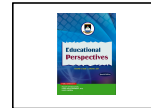
- i. Business Education curriculum should be redesigned in such a way that it will bridge a gap between theory and practice which have been the practice of the Business Educators in recent years in order for the students to stop in search for job and be able to create job after graduation.
- ii. Business Educators should be train in secretarial skills, student records, filling system, keyboarding skills, etcetera by having knowledge of these soft and



- employability skills while still in school, such as SIWES which will assist the student in having easy access to gain employment after graduation because organizations waiting out there are waiting and ready to employ graduates with soft and employability skills.
- iii. There should be an employment of new generation of teachers that are capable of employing a variety of technological tools into business education; be it academic, administrative, research, and extension activities.
 - iv. Business Education expert should be fully involved in the planning, designing, reviewing and implementation of the curriculum as at when due.
 - v. Allocation of fund by the Federal government into business education programme at different levels been it primary, secondary and tertiary level.

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