

Business Education: A Departure From Original Curriculum In Nigerian Universities

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Abstract—This study Business Education a Departure from Original Curriculum in Nigerian Universities was carried out in an attempt to draw the attention of curriculum designers to involve expert in the curriculum planning, the effect of curriculum development on the academic performance of business education students and graduates. Also with a view to x-ray business education curriculum by identifying those courses that are not incorporated in the programme, look at the original objective/purpose of business education in Nigerian universities; examine business subjects in secondary schools, objectives of business, present Nigeria Universities Commission Business Education Curriculum course structure at 100 to 400 levels, an ideal business education curriculum. Also discussed is who makes business education curriculum decisions? Introduction of business education in Hong Kong and other countries. Present Ambrose Alli University course structure of business education from 100 to 400 levels. A historical survey based on documented evidence was used to evaluate various business education programmes with a view to informing and educating curriculum designers, business educators, the public as well as scholars globally. Conclusion and recommendations such as business education curriculum should be prepared in line with the pedagogy as well as the teaching aids and Business education experts should be involved in the preparation of business education curriculum were made.

Keywords—Curriculum, business, education, universities, experts, schools.

INTRODUCTION

Business education can be describe as a process whereby teaching and learning of all components of business education courses are inculcated into an individual in tertiary institutions. The word “Business”

means buy and selling and it can also be defined in so many ways by various dictionaries “as a commercial or industrial enterprise and people who constitute it” “place of business where professional or clerical duties are performed”. If these definitions are accepted holistically, it therefore means that business is commerce. Commerce on the other hand is defined as the act of buying and selling of goods and services. It also includes aids to trade such as insurance, warehousing, advertising, banking, transportation and communication etc. According to Esene (2003) business can be described as any organized activity or scheme undertaking by a person or persons with a view to earn a living.

Schell (2018) opined that business education programme involves training students in topics relevant to the business world such as accounting and marketing. However, in the 21st century, it also involves training students in the softer skills such as leadership. With the increase in globalization, most companies now face competition from around the world and not just from other business in their own communities.

Business education is directly connected to business and society as the entities have strong influence on higher education institutions (thereafter – HEIs) perspectives in their curricula development; hence the interconnection and mutual impacts of these bodies generate new directions for the development of business education. Business education is directly connected to business and society as the entities have strong influence on higher education institutions (thereafter – HEIs) perspectives in their curricula development; hence the interconnection and mutual impacts of these bodies generate new directions for the development of business education.

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impacts of these bodies generate new directions for the development of business education.

Therefore, business education is a process of inculcating teaching and learning of buying and selling of goods and services into an individual. A clear indication that business education academically is entrusted with the teaching of buying and selling of goods and services including managerial skills of leadership. To be pragmatically involved in buying of goods and services you must have good managerial leadership skills to keep the teaching, banking and industrial industries afloat.

When the purpose, objectives and aims of establishing a programme is defeated by deviating away from the original subjects/courses, components/contents, it therefore means a total departure from the originality. Curriculum is described as an integrated course of academic studies. This however, x-try the facts that so many subjects/courses are academically put together to form the curriculum which is subject to review between three to five years.

According to Igbe (2016) curriculum is an orderly collection of obligatory, essential and vital subjects included in a specific course programme for studies in a school, college or university.

Curriculum may be defined as the sum of the learning activities and experiences that a student has under the auspices or direction of the school. Acceptance of this generic definition commits the curriculum developer to accept two additional supporting concepts. First, a central focus of the curriculum is the student. In fact, one may interpret this to mean each student has his or her own curriculum. Realistically, this interpretation is a sound concept, since students often select courses, experiences, and noncredit activities that align with their unique personal needs and aspirations. This might be pointed out by asking, "How often can it be found that two students have had exactly the same set of educational experiences?"

A second supporting concept has to do with the breadth of learning experiences and activities associated with the curriculum. Formal courses are not the only items considered to be a part of the curriculum. Clubs, sports, and other co-curricular activities are significant contributors to the development of a total individual and to curriculum effectiveness. Learning and personal growth do not take place strictly within the confines of a classroom or laboratory.

Students develop through a variety of learning activities and experiences that may not necessarily be counted as constructive credit for graduation. Student vocational organizations, social clubs, and athletics are but a few of the many experiences that extend beyond the prescribed set of course offerings of a school. These experiences have the power to make contributions to student growth in ways that cannot be accomplished in classroom and laboratory settings.

Finch and Crunkilton (1979) concluded that accepting the foregoing implies that we must consider the curriculum as encompassing general (academic) education as well as vocational and technical education. Realistically, whether at the secondary or postsecondary level, the curriculum includes work and experiences associated with preparation for life and for earning a living. This more global definition of curriculum enables us to consider not only what is offered in vocational and technical education, but how these learning activities and experiences should relate to the student's more general studies.

Original Objective/Purpose of Business Education in Nigerian Universities

In consideration of the above, this paper is to holistically look at the effect of curriculum development on the academic performance of business education students, also to look into the original objectives/purpose, the course content and various business education curriculum.

Objectives of Business

Every human being goes into business because he or she wants to make a profit and have a means of living. Not just living but a high standard of living. This is to enable him/her meet up with all financial obligation and still to have surplus money at any point in time.

According to Osuala (1982) the success of any business is measure by how well the business products/services really satisfies the needs and wants of the individuals in the society at a price they can and are willing to pay. The products or services intended to meet that need vary from business or business, similarly, the prices also vary. In addition, Osuala (1982) opined that to be successful, a business must offer goods and services that are capable of satisfying consumers at a reasonable price. The main objectives of business therefore are:

- (a) to produce goods and/or services efficiently and effectively to meet the needs and desires of customers;
- (b) to do so at a profit;
- (c) to protect the health and well-being of employees;
- (d) to exercise good community citizenship in relation with neighbours and community;
- (e) to provide desired sound growth for the firm and its profits.

But in the NUC (2018) benchmark preamble, business education programmes provide high caliber professionals in the teaching marketing, accounting, management, secretarial and other business areas.

Business Subjects in Secondary Schools

- (a) Shorthand;
- (b) Typewriting
- (c) Office practice;
- (d) Book-Keeping;
- (e) Commerce;
- (f) Office Practice

Business Methods

In Nigeria secondary schools these subjects stated above are integrated to form one subject which is Business Methods thereby making other subjects to lose their identity. In the teaching of subjects in Nigeria secondary schools forty five minutes period is allocation for the teaching of each subject. Therefore, forty five minutes divided by (6) Shorthand, Typewriting, Office practice, Book-Keeping, Commerce and Office Practice = $45 \div 7.5$ minutes teaching period is therefore allocated to each of the compressed subjects. This is a negation of teaching and learning process.

According to the National Business Education Association (NBEA) (2013) they are the nation's largest professional organization devoted exclusively to serving individuals and groups engaged in the instruction, administration, research, and dissemination of information for and about business. Recognizing that business education competencies are essential for all individuals in today's fast-changing society, NBEA endorses and promotes.

(a) the education of individuals to lead and contribute to a business community that is ethical, diverse, inclusive, prosperous, and responsible;

(b) the advancement of business education at all educational levels;

(c) and the development of business educators who embrace high ethical standards and personal and professional excellence.

Present Nigeria Universities Commission Business Education Curriculum: A Departure from the Original Curriculum

Below is the present curriculum of National Universities Commission Benchmark Minimum Academic Standards for Undergraduate Programme in Nigerian Universities Education January, 2018.

Course Structure at 100 Level Business Education

- GST 111Communication in English
- GST 112Philosophy, Logic and Human Existence
- GST 113Nigerian Peoples and Culture
- GST 121Use of library, study skills and ICT
- GST 122Communication in English II
- EDU 101Introduction to teaching profession
- EDU 102Foundations of Education
- VTE 111Introduction Vocational Education
- EBE 111Fundamentals of Business Education

- ECN 111Principles of Economics
- ACC 111Elements of Accounting I
- EBE 112Office Administration and Management
- EBE 113Business Mathematics
- EBE 114Word Processing*
- MKT 111Principles of Marketing

Course Structure at 200 Level Business Education

- GST 211Environment and Sustainable Development
- GST 212 Application of Computer
- GST 222Peace and Conflict Studies
- GST 223Introduction to Entrepreneurship
- EDU 201Educational Psychology
- EDU 202Element of Special Education
- EDU 203Special Methods I
- ECN 211Micro Economics Theory I
- ACC 211Introduction to Financial Accounting
- EBE 211Principle of Business Finance
- EBE 212Business Statistics
- EBE 213Economics of Production
- ACC 212Elements of Accounting II
- EBE 214Organizational Behaviour
- EBE 215Office Information Technology
- EBE 216Business Methods II

Course Structure at 300 Level Business Education

- GST 311Entrepreneurial studies II
- EDU 300Teaching Practice II
- EDU 301Test and Measurements
- EDU 302ICT in Education
- EDU 303Special Methods II
- EDU 304Curriculum and instruction I
- EDU 305Educational Technology
- EDU 306Research Method and statistics
- EBE 311Fundamentals of Data Processing
- ECN 311Micro-Economics II
- EBE 312Small scale business management
- ACC 311Introduction to Accounting
- EBE 321Information management system
- ACC 312Management Accounting
- EBE 322Human Relations

EBE 321Nigeria marketing system and commercial policy

ACC 313Fundamentals of Accounting

MKT 311Nigeria Marketing System

Course Structure at 400 Level Business Education

EDU 400Teaching Practice

EDU 401Curriculum and Instruction II

EDU 402Guidance and Counselling

EDU 403Special Methods III

EDU 404Project

EDU 405Introduction to Education management

BUD 411Business Law I

EBE 420Human Resources Management

ACC 411Taxation

ACC 412Auditing and Investigation

EBE 421Business Organization

EBE 422Vocational Guidance

EBE 425Seminar in Business Education

ACC 413Cost Accounting II

ACC 414Spreadsheet Processing

EBE 426Consumer Education

MKT 312Principle of Advertising

Source: NUC Benchmark (2018)

The above is the National Universities Commission (Curriculum) Benchmark Minimum Academic Standards for Undergraduate Programme in Nigerian Universities Education released in January, 2018. In a close examination, it is observed that no provision was made for area of specialization in Business Education. Knowing fully well that in some universities in Nigeria, Business Education Programmes have Accounting Education, Office technology and Management education, Marketing Education and Entrepreneurship options. This is further firmed by NUC (2018) benchmark preamble which stated that business education programmes provide high caliber professionals in the teaching of marketing, accounting, management, secretarial and other business areas.

Delta State University, Abraka formerly was running Secretarial, Accounting and Management options before they changed to the new NUC benchmark. Under this curriculum there is no more specialization here because all the students are offering the courses to be awarded B.Sc/Ed Business Education with no specialization. While Ebonyi State University, Abakaliki runs Business Education with specialization in Accounting or Office Education option. But in University of Benin, Benin City business

education students offered all the courses together in 100 to 200 levels while specialization takes place in 300 to 400 levels. But other universities do not teach Business methods subject in their University and this is a major subject in Junior secondary school in Nigeria. This has created a missing link between the universities and the secondary schools where products of business education graduates are expected to teach business subjects. To worsen the situation, shorthand, typewriting, business communication, record management and commerce subjects which are the core subjects of Secretarial Studies (Office Technology and Management) were visibly omitted from the business education curriculum even the word processing that was listed in the curriculum is designed to be taught only in 100 level second semester throughout the four years programme. The curriculum is neither a comprehensive accounting education, office technology education, marketing education or entrepreneurship education rather it is an attempt to bring management and accounting courses together without a focus on specialization. It is therefore a departure from the original business education curriculum.

Ambrose Alli University Business Education Course Structure

Ambrose Alli University, Ekpoma, Edo state has two options specializing in either Accounting or Office Technology and Management Education from 100 level as stated below:

Business Education (Accounting) 100 Level

EDU100Introduction to Teaching Profession

EDU 101History of Education

EDU 102Developmental Psychology

ECO103Introduction to Mathematics for Economist

GST101Use of English and Library

GST 102Philosophy and Logic

CSC101Introduction to Computer Science

ACC101Principles of Accounting

ECO 101Economics Principles I

EDU111Introduction to Social Studies Education

GST111Nigerian People and Culture

GST112History and Philosophy of Education

BED111Office Practice

BED114Fundamentals of Business in Education

ACC111Principles of Accounting II

ECO 111Economics Principle II

EDU 114Introduction to Adult Education

EDU 115Introduction to Special Education

Business Education (Accounting) 200 LEVEL

EDU 201Philosophy of Education
EDU 202Curriculum and Instruction
ENT 201Entrepreneurship Education I
ECO 201Micro-Economics I
ACC208Business law
ACC 201Financial Accounting I
EDU 211Subject Methodology
EDU 212Measurement and Evaluation
EDU 213Sociology of Education
EDU312Research Method and Data Processing
GST222Peace and Conflict Resolution
ENT211Entrepreneurship Education II
ACC211Financial Accounting
ACC213Cost Accounting II

Business Education (Accounting) 300 Level

EDU300Teaching Practice
EDU301Educational Administration and Planning
EDU302Educational Technology
BED304Business Machine
ACC301Intermediate Finance Accounting I
ACC303Elements of Management
ACC304Public Finance
ACC 306Company Law
ACC307Banking and Finance
ACC317Quantitative Analysis for Business Decision
VTE 301 VTE in Nigeria and other countries
VTE 308 Computer Technology
VTE311Student Industrial Work Experience

Business Education (Accounting) 400 Level

EDU400Research Project/Seminar
EDU 401Practical Teaching
EDU 402Guidance and Counseling
EDU 403Continuous Assessment
ACC402Auditing and Investigation
ACC404Public Sector Accounting
BED 403Human Resource Management
EDU311Educational Psychology
EDU 411Organization of Primary and Secondary Education
EDU 413Comparative Education

BED415Business Communication
ACC412Management Accounting
ACC414Financial Management
ACC415Management Information System

OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION 100 Level

EDU100Introduction to Teaching Profession
EDU 101History of Education
EDU 102Developmental Psychology
GST101Use of English and Library
GST 102Philosophy and Logic
CSC101Introduction to Computer Science
BED101Shorthand I
BED102Typewriting I
ACC101Principles of Accounting
EDU111Introduction to Social Studies Education
GST111Nigerian People and Culture
GST112History and Philosophy of Education
BED111Office Practice
BED112Shorthand II
BED113Typewriting II
BED114Introduction to Business
ACC111Principles of Accounting II
EDU 114Introduction to Adult Education
EDU 115Introduction to Special Education

Business Education (Office Technology and Management) 200 Level

EDU 201Philosophy of Education
EDU 202Curriculum and Instruction
ENT 201Entrepreneurship Education I
BED201Intermediate Shorthand I
BED202Intermediate Typewriting I
BED 203 Planning/Organization Office Operations
BED 205 Business Communication I
ACC 208Business Law
EDU 211Subject Methodology
EDU 212Measurement and Evaluation
EDU 213Sociology of Education
EDU312Research Method and Data Processing
GST222Peace and Conflict Resolution
ENT211Entrepreneurship Education II
BED211Intermediate Shorthand II

BED212Intermediate Typewriting II

Business Education (Office Technology and Management) 300 Level

EDU300Teaching Practice

EDU301Educational Administration and Planning

EDU302Educational Technology

VTE 301VTE in Nigeria and other countries

VTE308Computer Technology

BED301Advanced Shorthand II

BED 302Word Processing I

BED303Record Management I

BED304Business Machine

ACC 306Company Law

VTE311Student Industrial Work Experience Scheme

Business Education (Office Technology and Management) 400 Level

EDU400Research Project/Seminar

EDU 401Practical Teaching

EDU 402Guidance and Counseling

EDU 403Continuous Assessment

BED401Office Dictation I

BED402Introduction to Desk Publishing

BED403Human Resource Management

EDU311Educational Psychology

EDU 411Organization of Primary and Secondary Education

EDU 413Comparative Education

BED411 Office Dictation II

BED412Word Processing II

BED 413Record Management II

ACC415Management Information System

Source: Dept. of Business Education handbook (2018)

The above curriculum here is structured such that students in Accounting and Office Technology and Management Education start professionalization from 100 level but have some few selected courses they offered together such as BED 111, BED 114, BED 403, BED 304, ACC 208 and ACC 306 in addition to the general education, general studies and entrepreneurship which all faculty of education students are offering.

Ideal Business Education Curriculum

For effective teaching and learning of business education courses in universities where business education courses are offered, it is expected that all the options should offer all courses in 100 and 200 levels while specialization should take place from 300 to 400 levels. In consideration of the philosophy and Objectives, one of the objectives of business education stated that the programme objectives for B.Sc. (Ed) shall be to assist the education sector by producing a committed and efficient breed of business education teachers for the junior and senior section of the Nigerian Secondary Schools. This means that a business educator by his/her training is expected to teach all courses at both the junior and senior sections of the Nigerian secondary schools. This is in line with Obanya (2014) who stated that a worthy objective of higher education could be the development of the skills needed for leadership roles in today's highly competitive economy.

It is unfortunate that some of the subjects offered in the junior and senior section of the Nigerian Secondary Schools are not in the university business education programme. Ordinarily, these subjects ought to have been incorporated into the University business education programme so that the knowledge gained can be put to use in teaching students in secondary schools. Again, universities in Nigeria are running different business education curriculum programmes with few similarities in some of the courses.

Marshall (1917) opined that for a long time it has been recognized that training in certain subjects is a useful asset to the business manager. Knowledge of statistics, accounting, marketing methods, and a good English style, to mention only a few of many possibilities, may wisely be possessed by any modern business executive.

Berry (2009) stated that business curriculum of the 21st century must reflect the process driven organizations that focus on a new breed of consumer and supplier. Even though Campbell, Heriot and Finney defend the use of silo learning (2006) it is clear that the days of teaching in isolation are over. Campbell argues, articulately, that the demand to match the undergraduate business curriculum to the corporate environment is much over rated. He contends that the changes that need to be made in the undergraduate curriculum are pedagogical in nature and not curriculum based. The point made here is that the cost, human and monetary, in the complete overhaul of the curriculum is enormous and a waste of resources. The position is that the changes that need to come to keep pace with the demands of the principle stakeholders - employees and students-are pedagogical in nature and the classroom instructor is the lynchpin to this endeavor.

Who Makes Business Education Curriculum Decisions?

Academically, experts in business education are to be recruited for to make business education curriculum decision but unfortunately here in Nigeria, National Universities Commission are empowered to carry out such assignment. In this situation, it is the head of NUC that decide who to be involved in taking this decision. In some cases, they look for their head of department or member of the faculty who may not be specialist in business education to formulate policies, forgetting that making decision in curriculum is a very critical and important one.

There has been evidence that this is not applicable to Nigeria alone. Nowadays international programs are being developed by faculty and approved by senior-level administrators in a context that more closely resembles the structure and interests of their own institutions as well as those of the students (Finney, 1997).

This is why Hamlin (1962) also opined that the question of who makes decisions is a critical one and the answer is very involved. Some educators in school systems have a great deal of latitude in handling decisions. In other school systems, the control rests primarily with non-educators. The true decision maker in a problem situation depends upon the level at which the problem has occurred. Furthermore, decision makers can be divided into policy decision makers or operational decision makers. Policy decisions revolve around problem situations concerning organizational goals and objectives and setting procedures and strategies for achieving the goals. The final decision made in problem situation involving policy formulation rests with a certain group of individuals.

According to the National Business Education Association (2013), curriculum as a whole focuses on continuous quality education. Students master the knowledge, applications, and attitudes that will reinforce workplace competencies. Assessment is both a measure of competence (summative) and a teaching strategy (formative); what is not mastered at one level becomes the focus of successive learning experiences. Achievement standards and performance expectations throughout the discipline of business education provide a road map for the teacher, administrator, or curriculum designer who wishes to integrate business education in a developmentally appropriate manner. And transition-to-work strategies offer students the life and career connections that enable them to explore potential work and business opportunities.

According to Hamlin (1962) professional educators in this country cannot legally make policy; it must be made by citizens or their representatives. This position is upheld by many others due to the democratic nature of our society and of our school structure. Furthermore, policy decisions must rest with boards of education, boards of trustees, or other officially designated groups who represent the people.

Members of these groups are spokespeople for the public and work toward the goal of providing the best possible educational program for their community. Although, official policy decisions are made by these boards or others, the role that educators can and should assume during the process of decision making should not be underestimated or avoided.

Ortiz (2004) explained that despite its attractiveness and appeal, internationalising the business curriculum may be an inherently difficult endeavour to be undertaken by many business administration and management faculty. However, they should abandon self-centred stances in order to accept their ultimate goal of transferring international managerial skills to students able to cope successfully with the magnitude of the SLEPT changes taking place throughout the world. Lastly, the implicit assumption continues that each course is worth three credits and that the students have completed all of their lower division and general education courses

On the other hand, operational decision makers refers to decisions made at the operational level are the responsibility of administrators and/or teachers located throughout the educational organization. Once policy formulation has occurred, then the policy must be applied in a professional manner to the educational organization. Policy making groups depend upon professional educators to take the lead in this task, and in fact, this is why professional educators are hired. Any operational decisions that need to be made must be handled by educators with the school organization. As with policy decision makers, operational decision makers may, in some instances, need input from parents, students, voters, civic leaders, business and industrial leaders, and policy-making groups when arriving at solutions to problems. Hamlin (1962).

Introduction of Business Education in Hong Kong and Other Countries

Tsyrlina-Spady (2016) stated that business subjects were first introduced into schools in the form of vocational subjects designed to produce the technical and secretarial human resources necessary for the growing economy. However, as time goes by, more and more students are recognizing the importance of business education. Not only students in prevocational schools, but also students in mainstream schools take business subjects, and the number of students taking business subjects continues to rise and the recent social and economic changes call for a new form of business education in secondary schools. Society is dynamic and is changing at an increasingly rapid pace. Business education in Hong Kong must keep abreast of this accelerated pace of change. In the light of the above therefore, Hong Kong is expected to design a business education curriculum which should be in line with the 21st information and communication technology business education. Whether a curriculum is just being formulated or is undergoing revision, it

becomes vitally important to ensure that content is identified which reflects needs of the work world.

Nikitina and Lapina (2017) historically pointed out that the very first institutions were founded in the first part of the 17th century in Plymouth where students were trained primarily in bookkeeping and business correspondence administration. The first elements of business education appeared in Germany in 1727, in Sweden in 1750, in Russia (Moscow) in 1804, in France (Paris) in 1819, then in Austria (Vienna) and Hungary (Budapest) in 1856, and in 1868 in Italy (Venice). In Europe the trends might be observed in the last two decades of the 19th century due to changes in European society named as "Industrial Revolution" when the full-time schools were found to increase qualifications of low and middle management "in trade, industry, and banking".

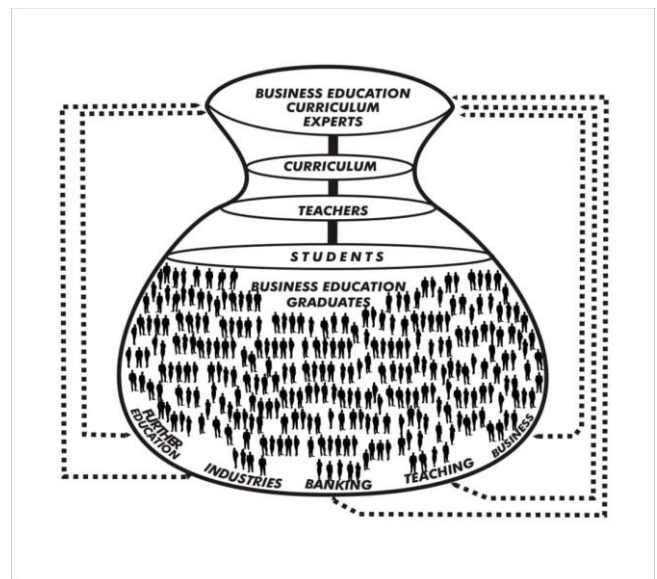
Nikitina and Lapina (2017) stated further that the modern views on business education and the science of management were shaped later in the United States when in the 19th century the pioneers in the field were established: Wharton Business School at the University of Pennsylvania and the Haas School of Business at the University Business School (HBS) was founded and already by 1925 there were about 40 schools in the country. It is worth mentioning that European influence at higher education institutions was significant first due to educated Europeans immigrating to the study abroad, for example, HBS's first dean was Edwin Gay, who had taken his PhD in Berlin, Germany. Students at the new institutions studied foreign languages, English literature, philosophy, Latin, mathematics, physics, and apart from that were trained in leadership, "economic and mercantile science", actual business practices and techniques. The general definition in Merriam Webster dictionary states that business education is a training in subjects (such as business administration, finance, accounting) useful in developing general business knowledge or useful in developing commercially useful skills. Hereafter, business education today involves teaching students the fundamentals, theories, and processes of business practices. Today schools offer core courses in marketing, human resources, management, economics, as well as a wide range of elective courses in other disciplines, including, for instance, management of non-profit organizations, preparation for entrepreneurship, or advanced courses on strategic management of different types of organizations, such as family business, social enterprises, new technologies ventures or start-ups. They explain that London Business School is ready to provide dedicated courses to teach future business administrators how to manage a growing business, handle mergers and acquisitions, or provide with specialization in managing healthcare, sports, or entertainment.

Effect of Curriculum development on the Academic Performance of Business Education Students and Graduates

Business education curriculum should be designed such that all universities offering business education programme in Nigeria should have unified curriculum such that graduates from any of the universities must have same course content exposure. This is in line with Schell (2018) who opined that most companies now face competition from around the world and not just from other business in their communities. The interpretation of this is therefore, is that each company would prefer to recruit the most competent business educators who will be able to compete favourably with any business educator all over the world.

On the other hand, Nikitina and Lapina (2017) stated that business education is directly connected to the business and society as the entities have strong influence on the higher education institution perspective in their curricula development. This means that for any curriculum to have a good effect on the academic performance of business education students as well as graduates, the curriculum must take into consideration the environment which include the culture, the teacher, the industry, further education and business society which also must be subjected to regular reviewing. The above fact also supported the view of Finch Crunkilton (1979) which stated that realistically, whether at the secondary or postgraduate level the curriculum includes work and experiences associated with preparation for life and for earning a living, which means that these learning activities and experiences should relate to the student's more general studies.

Table 1: Process of Curriculum Development Designed by Author



Conclusion

Conclusively, there is a serious deflection in the present business education curriculum which calls for urgent harmonization by all universities offering

business education programme both in Nigeria and other countries globally. It is unfortunate that non-business educators' professionals seem to be involved in the curriculum design for business educators. A situation which looks like, "a man who does not eat a particular food is made to prepare food for someone to eat". The resultant effect is that either the pepper or salt is too much or not enough. Business education has many options namely Accounting Education, Office Technology and Management Education, Marketing Education and Entrepreneurship Education and Insurance Education. From the universities sampled above there is no one of them that has all the options. Therefore, experts from each of the options mentioned above must be brought together to design an acceptable and realistic business education curriculum.

Recommendations

In view of the fact that curriculum is a key to success in learning, the author recommends as follows:

(a) that business education experts should be involved in the preparation of business education curriculum;

(b) that the curriculum should be consistent in line with the 21st century skill based on workforce readiness;

(c) that the curriculum should be prepared in line with the pedagogy of teaching as well as teaching aids inclusive;

(d) that the curriculum should be prepared such that there will be transition from school to industrial oriented;

(e) That the curriculum should include a need for integrated skill and knowledge for managerial leadership;

(f) All business education irrespective of the option should offer all courses in 100 to 200 together while specialization can take place in 300 to 400 levels.

(g) that the business education curriculum should holistically be reviewed globally such that the curriculum in Nigeria, America, France and other countries should be same for all business educators.

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