



PERCEIVED INFLUENCE OF CUTTING-EDGE TEACHING/ LEARNING METHODOLOGIES ON THE ACQUISITION OF 21ST CENTURY BUSINESS EDUCATION SKILLS IN NIGERIAN UNIVERSITIES

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Abstract

The study examined the perceived influence of cutting edge teaching/learning methodologies on the acquisition of 21st century business education skills in Nigerian universities. The study sought answer to the research question 'what is the perceived influence of cutting edge teaching/learning methodologies on the acquisition of 21st century business education skills in Nigerian universities?' Descriptive survey research design was used for the study. A sample of 337 students was selected using Taro Yamane formula for finite population. There was no sampling for the lecturers as their population of 54 was sizeable to handle. Cutting edge Teaching/learning Methodologies Questionnaire (CTMQ) which was duly validated with a Cronbach alpha reliability coefficient of 0.85 was used to gather data for the study. 391 copies of the questionnaire were administered and 351 copies were retrieved and used for the study. The data collected to answer the research question were analyzed using mean and standard deviation. One-way Multivariate Analysis of Variance (MANOVA) was used to test the hypothesis at 0.05 level of significance. The study found that cutting edge methodologies have a positive influence on the acquisition of 21st century business education skills; there was no significant difference in the perception of lecturers and students regarding the influence of cutting edge methodologies on the acquisition of the four levels of 21st century skills (learning and innovative/entrepreneurial skills, communication and collaboration skills, information, media and technological skills and life and career skills) used in the study ($F_{1,349} = 1.68, P = 0.152$). Based on the findings the following are recommended among others; there is the need for business education lecturers to as a matter of urgency incorporate cutting edge teaching/learning methodologies into business education class so that they can acquire 21st century skills and be relevant in the present day world of work; business education departments should organize seminars and workshops to sensitize and update lecturers on modern teaching/learning methodologies and the need to incorporate them in teaching.

Keyword: Influence, cutting-edge, methodologies, 21st century, business education, skills

Introduction

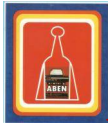
Teaching methodologies comprise the principles and techniques used for instruction. Since the introduction of business education as a course of study into the Nigeria university system various teaching methodologies have been adopted by lecturers. These teaching methodologies used have produced some levels of success. In



response to the expanding role of business education and the increased use of technology to the implementation of complex tasks, these various teaching methodologies need to be re-evaluated in line with the current realities. Discussing the future of business education, Albrecht & Sacks (2010) argued that there are various innovative teaching practices that should be adopted to improve the educational aspect of business education especially in the universities. A key requirement for lecturers in the university is to prepare students using methods that make students to take responsibility for their learning. These methods have attracted the attention of many educators and constitute good alternatives to the traditional learning methods.

The traditional teaching approaches are largely teacher-directed and follow cookbook steps of activities and demonstrations. This approach may not provide students with valuable skills or even with a body of knowledge that holds out much beyond the conclusion of the semester. (Udovic, Morris, Dickman, Postlethwait and Wetherwax, 2012). To raise the caliber of instruction and learning in the classroom non-traditional methodologies such as dynamic, cooperative, collaborative and problem-based learning can be used. In traditional learning, much training time is dedicated to helping lecturers arrange appropriate interactions between students and materials (i.e. Textbooks, curriculum programs) and some time is spent on how lecturers should interact with students, but how students should interact with one another is relatively ignored. This should not be. How lecturers structure student-student interaction patterns have a good deal to say about how well students learn, how they feel about school and the lecturer, how they feel about each other, and how much self-esteem they have. This existing system uses a Traditional Learning Approach (TLA) within a Teacher Centred Learning (TCL) boundary, which is seen as less relevant in the 21st century; particularly in producing such desired graduates (Dahlgren, 2011). There have been several agitations for Student Centered Learning (SCL) to be introduced to replace the TLA through several learning methods and strategies. For many lecturers who are accustomed to lecturing while students listen, learner-centered teaching may require new and unfamiliar teaching skills and may raise fears about lack of coverage of content or less control over assessment activities. Learner-centered teaching, however, allows students to do more learning tasks, such as summarizing discussions, and encourages them to learn more from and with each other (Sorcinelli, Austin, Eddy & Beach, 2006).

Cutting edge refers to the most recent, latest, advanced or innovative position of something. It is the latest or more advanced stage of development; innovative or pioneering. According to [Webster's New World College Dictionary](#) (2010), cutting edge is the position of greatest importance or advancement; the leading position in any movement or field. Cutting edge teaching methodologies therefore are the latest teaching methodologies that can lead to acquisition of 21st century business education skills. These include methods such as Problem Based Learning (PBL), cooperative learning, case-

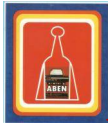


study, practical activities, laboratory work, collaborative learning, computer-assisted learning, and group discussion (Dehkordi & Heydarnejad, 2008).

The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. In many countries, today's students are referred to as "digital natives" and today's educators as "digital immigrants" (Natasi & Clements, 2010). Teachers are working with students whose entire lives have been immersed in the 21st century media culture. Today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, PDAs, and laptops they take everywhere, plus the computers, TVs, and game consoles at home (21st century education, 2010). Students are facing many emerging issues; these issues lead to a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels. 21st Century business education has no option but to recognize the critical need for developing 21st century skills. These 21st century skills include: critical thinking and problem solving skills, collaboration across networks and leading by influence skills, agility and adaptability skills, initiative and entrepreneurialism skills, effective oral and written communication skills, accessing and analyzing information skills and curiosity and imagination skills.

These skills are helpful in the following ways among others: Effectively analyze and evaluate evidence, arguments, claims and beliefs; analyze and evaluate major alternative points of view; synthesize and make connections between information and arguments; use interpersonal and problem-solving skills to influence and guide others toward a goal; leverage strengths of others to accomplish a common goal; solve different kinds of non-familiar problems in both conventional and innovative ways; articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; demonstrate the ability to make appropriate personal economic choices; adapt to varied roles, job responsibilities, schedules, and contexts (Institute of Museum and Library Services, n.d). for the purpose of this study, the 21st century business education skills are simply classified into four broad categories namely: learning and innovation/entrepreneurial skills, communication and collaboration skills, information, media and technology skills and life and career skills. This classification provides the basis for the answering the research questions and testing the hypothesis. These skills are honed as students address real-world issues through teaching and learning methodologies that make students to be active learners rather passive listeners. For this reason these methodologies are no longer option for business education if business education students must acquire these 21st century skills. Among these cutting edge methodologies are:

Cooperative learning: Cooperative learning strategy is an instructional strategy in which students are grouped into small groups to work together on a mutual task.



Cooperative learning is the use of small groups so that students work together to maximize their own and each other's learning. Students are assigned to groups of two to five members by the instructor for the purpose of achieving academic or social projects. Interaction and effective communication between students is critical during cooperative work assignments (Natasi & Clements, 2010).

Problem-based learning: Problem-based learning is a methodology that situates learning in complex and meaningful problems that are cast in authentic settings. Students work in small groups to acquire the conceptual knowledge and procedural skills needed to develop one or more plausible solution to each of the problems presented to them. Problem-based learning is a constructivist method in which students learn the course content by dealing with messy, open-ended problems in small groups and individually with the guidance of the teacher. It contributes to knowledge in the relevant situations and it has several advantages in motivation, meaningful learning, retention, and social and performance skills. Problem-based teaching strategy places an increasing responsibility on learners in their own learning process (Archilles & Hoover, 2013).

Case-Based Learning or Case Method Teaching: The case-based approach to teaching and learning utilizes real or imagined scenarios to teach students about their field of study. In this manner students are challenged to learn by doing, develop analytical and decision making skills, internalize learning, learn how to grapple with real life problems, develop skills in oral communication and teamwork. As Biggs and Tang (2011) stated, "It's a rehearsal for life! The significance of case-based learning is that it links theory and application to real or possible circumstances.

Concept Mapping: A concept map is a graphic representation for organizing and representing the pieces and parts of knowledge. The principal goal of concept mapping is to have students discover, define and develop an understanding of the interrelated parts of a complex set of ideas. Cognitive psychologists postulate that learning is a process and that new knowledge is added to an existing knowledge web/network by creating associations with existing knowledge (Anderson. 2005).

Debate: Classroom debate is a form of empowered learning in which students become involved in researching, teaching, and recognizing alternative points of view. The benefits of a formal classroom debate include: 1) reducing the biases of both students and the instructor; 2) enhancing student research and analysis skills; 3) promoting logical and critical thinking; 4) increasing oral communication skills; 5) motivating students; and 6) building effective teamwork skills. Many theories help understand the operation of these methodologies.

Cognitive developmental theory developed by Piaget (1954) supported the use of these cutting edge methodologies because it is one of the constructivist theories which state that students learn by discovery. It also emphasized that learning is based on intrinsic motivation and is constructed by the student. In the practice of some of these cutting edge

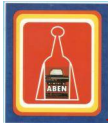


methodologies, students jointly construct knowledge, reinforcing resource and role interdependency. The cognitive learning theory places the learner at the center of the classroom with the instructor facilitating an active learning environment. Piaget studied how humans come to know what they know over time, a major break from the work of other theorists who studied the behavior, rather than what generates the behavior as cognitive psychologists proposed. Cognitive learning theory focuses on the process of building knowledge, rather than the context or product. Social interdependence theory by Lewin (1935) also supported this study because the theory specifies the condition under which cooperation is most effective, the outcomes most affected by cooperation and the most effective procedures for implementing cooperative learning. Constructivist learning theories in general provides an understanding for these methodologies. This is because they are learning theories where learning is connected to clear purpose, ideally one in the real world which is the focus of problem-based learning. They also provide an environment where learners take the ownership of the problem and the process.

The results of this investigation would be of concern not just to the business education university lecturers and students and also to the professional body of the Association of Business Educators of Nigeria. The present study is different from previous surveys in several aspects because the study focused on the influence of new methodologies with the acquisition of 21st century business education skills.

Statement of the problem

In this global competition for job placements, graduate skills have been identified to be essential to determine graduates' survival. It is believed that relevant skills would provide more career choices and job security. Without relevant skills, it is feared that business education graduates may be incapable of solving problems and applying their knowledge in an actual workplace environment. Particularly, in this new technology era, the workplace contains more complicated and sophisticated high-tech machinery and computerized systems, which create more complex and ill-structured problems. In this capacity and challenges, students need to understand at deeper levels this demands that they engage in sustained thinking about topics or issues to crawl in ideas and expose misconceptions while making multiple connections which can only be achieved using students centered methods of teaching. Based on researcher's observation it was discovered that most business education courses are still being taught traditionally which is no longer helping the students in this 21st century. Therefore, there is a dire need to investigate the perceived influence of cutting-edge teaching methodologies on the acquisition of 21st century business education skills.



Purpose of the study

The main purpose of the study was to determine the perceived influence of cutting-edge teaching methodologies on the acquisition of 21st century business education skills in Nigerian universities.

Research Question

What is the perceived influence of cutting-edge teaching methodologies on the acquisition of 21st century business education skills in Nigerian universities?

Hypothesis

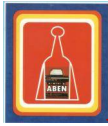
There is no significant difference between the perceptions of lecturers and students regarding the influence of cutting-edge teaching methodologies on the acquisition of 21st century learning and innovation skills, communication and collaboration skills, information, media and technological skills and life and career skills in business education in Nigerian universities.

Method

Descriptive survey design was adopted for the study. The study was a survey of the perceptions of lecturers regarding the influence of cutting-edge teaching methodologies on the acquisition of 21st century business education skills in Nigerian Universities that offer business education. The population of the study consisted of 53 Business Education lecturers and 2,156 students from Universities that offer Business Education in the North Western, North central and South Western parts of Nigeria. The researchers believe that Business Education lecturers and students are in a better position to perceive the influence of new technologies in the teaching/learning of Business Education courses in Nigeria Universities.

The sampling procedure adopted for the study was stratified random sampling technique. The identified strata were lecturers and students. Taro Yamane formula for finite population was used to statistically determine a sample of 337 students. This sample was selected using random sampling. There was no sampling for lecturers as the number was sizeable for the researcher to handle.

A structured questionnaire tagged Cutting-edge Teaching Methodologies Questionnaire (CTMQ) designed by the researcher and duly validated with a Cronbach reliability coefficient of 0.85 was used to gather data for the study. The questionnaire consisted of twenty seven (27) carefully designed items after extensive review of literature. The items were placed on the 4 point rating scale of Strongly Agreed (SA) SA = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. A total of three



hundred and seventy three (373) copies of the questionnaire were administered and all were retrieved. The data collected to answer the research question were analyzed using mean rating and standard deviation. The mean rating of 2.50 was used for decision regarding the research question. This was calculated based on the 4 point rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed. The hypothesis was tested using independent one way multivariate analysis (MANOVA) statistic at 0.05 level of significance.

Results

Research Question: What is the perceived influence of cutting-edge teaching methodologies on the acquisition of 21st century business education skills in Nigerian universities?

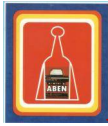
Table 1: Mean and standard deviation of perceived influence of cutting-edge teaching/learning methodologies on the acquisition of 21st century business education skills

S/N	Learning and Innovation Skills	\bar{X}_i	SD	Remark
1	New methodologies can help business education students to effectively analyze and evaluate evidence, arguments, claims and beliefs.	3.21	0.76	Agree
2	Cutting edge methodologies can help business education students to analyze and evaluate major alternative points of view.	2.97	1.21	Agree
3	In my opinion cutting edge methodologies can help business education students to synthesize and make connections between information and arguments.	3.00	1.02	Agree
4	Teaching/learning with cutting edge methodologies can help business education students to solve different kinds of non-familiar problems in both conventional and innovative ways.	3.12	0.89	Agree
5	Teaching/learning with cutting edge methodologies can assist students to acquire the skill to use a wide range of idea creation techniques.	3.67	0.61	Agree
6	Teaching/learning with cutting edge methodologies can help business education students acquire the skill to demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	3.45	0.79	Agree
7	Cutting edge methodologies help students to apply entrepreneurial skills to enhance workplace productivity and career options.	3.71	0.57	Agree

Communication and Collaboration Skills



8	With cutting edge methodologies, business education students can acquire skill to listen effectively to read meaning, including knowledge, values, attitudes, and intentions.	3.09	0.82	Agree
9	New methodologies can assist students to acquire skills to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.	3.51	0.66	Agree
10	Cutting edge methodologies can help students to demonstrate ability to work effectively and respectfully with diverse teams	3.77	0.55	Agree
11	Business education students can through cutting edge methodologies exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.	3.89	0.45	Agree
12	With cutting edge methodologies, business education students can use communication for a range of purposes.	3.01	1.01	Agree
13	Teaching/learning with cutting edge methodologies can help business education students acquire the skill to assume shared responsibility for collaborative work. Information, Media and Technology Skills	3.4	0.78	Agree
14	In my opinion cutting edge methodologies can help business education students to access information efficiently (time) and effectively (sources).	3.76	0.56	Agree
15	In my opinion cutting edge methodologies can impart business education students with the skill to evaluate information critically and competently.	3.42	0.8	Agree
16	Cutting edge methodologies can impart business education students with the skill to use information accurately and creatively for the issue or problem at hand	3.34	0.92	Agree
17	Cutting edge methodologies can impart business education students with the skill to manage the flow of information from a wide variety of sources	3.38	0.97	Agree
18	I perceive that cutting edge methodologies can impart business education students with the skill to understand both how and why media messages are constructed and for what purposes.	3.28	0.89	Agree
19	Cutting edge methodologies can impart business education students with the skill to utilize the most appropriate media creation tools, characteristics, and conventions	3.61	0.62	Agree
20	With cutting edge methodologies, business education students can use technology as a tool to research, organize, evaluate, and communicate information. Life and career skills	3.11	0.9	Agree



21	With cutting edge methodologies, business education students can adapt to varied roles, job responsibilities, schedules, and contexts.	2.78	1.3	Agree
22	Cutting edge methodologies can assist business education students to work effectively in a climate of ambiguity and changing priorities	3.79	0.52	Agree
23	In my opinion cutting edge methodologies can impart business education students with the skill to set goals with tangible and intangible success criteria	3.88	0.45	Agree
24	Cutting edge methodologies can impart business education students with the skill to balance tactical (short-term) and strategic (long-term) goals	3.74	0.57	Agree
25	Cutting edge methodologies can impart business education students with the skill to utilize time and manage workload efficiently	3.17	0.85	Agree
26	In my opinion cutting edge methodologies can impart business education students with the skill to demonstrate commitment to learning as a lifelong process	3.01	0.85	Agree
27	With cutting edge methodologies, business education students can adapt to varied roles, job responsibilities, schedules, and contexts.	3.41	0.63	Agree
Aggregate mean and standard deviation		3.39	0.78	Agree

Table 1 revealed that the respondents were unanimous in their responses to all the constructs in the table, as they all agreed to all the constructs. This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.45 to 1.21 which indicated low variability in the respondents' responses. This was also signified by the aggregate mean and standard deviation of 3.39 and 0.78 respectively. The implication is that all the lecturers and students perceived that cutting edge methodologies have positive influences on the acquisition of 21st century business education skills.

Hypothesis: There is no significant difference between the perceptions of lecturers and students regarding the influence of cutting-edge teaching methodologies on the acquisition of 21st century learning and innovation skills, communication and collaboration skills, information, media and technology skills and life and career skills in business education in Nigerian universities.

Table 4: Summary of One-way Multivariate Analysis of Variance (MANOVA) of the difference between mean perceptions of teachers and students on the influence of cutting edge methodologies on the acquisition 21st business education skills



Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.924	1051.021 _a	4.000	346.000	.000	.924
	Wilks' Lambda	.076	1051.021 _a	4.000	346.000	.000	.924
	Hotelling's Trace	12.151	1051.021 _a	4.000	346.000	.000	.924
	Roy's Largest Root	12.151	1051.021 _a	4.000	346.000	.000	.924
GROUP	Pillai's Trace	.019	1.688 ^a	4.000	346.000	.152	.019
	Wilks' Lambda	.981	1.688 ^a	4.000	346.000	.152	.019
	Hotelling's Trace	.020	1.688 ^a	4.000	346.000	.152	.019
	Roy's Largest Root	.020	1.688 ^a	4.000	346.000	.152	.019

a. Exact statistic b. Design: Intercept + GROUP c. Computed using alpha = .05

Table 2 revealed that there was no significant difference between the responses of lecturers and students on the acquisition of learning and innovative/entrepreneurial skills, communication and collaboration skills, information, media and technology skills and life and career skills, $F(1, 349) = 1.68, P = 0.152$; Wilk's $\Lambda = 0.981$, partial $\eta^2 = 0.019$. This is because the observed probability level is greater than the fixed probability level ($P > 0.05$). This implied that lecturers and students did not differ statistically significantly in their responses regarding the four dependent variables (learning and innovative/entrepreneurial skills, communication and collaboration skills, information, media and technology skills and life and career skills) tested in the study.

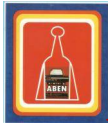


Table 3: Test of between subjects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
GROUP	learning and innovative/entrepreneurial skills	3.561	1	3.561	1.353	.321	.011
	communication and collaborative skills	2.179	1	2.179	.775	.230	.013
	Information, media and technological skills	2.614	1	2.614	2.865	.091	.008
	life and career skills	2.453	1	2.453	1.257	.422	.010

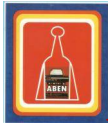
a. R Squared = .015 (Adjusted R Squared = .012) b. Computed using alpha = .05 d. R Squared = .008 (Adjusted R Squared = .005) c. R Squared = .013 (Adjusted R Squared = .011) e. R Squared = .015 (Adjusted R Squared = .012)

Table 3 revealed that the mean scores for learning and innovative/entrepreneurial skills were not statistically significantly different between lecturers and students ($F(1,349) = 1.35$ $p = 0.321$, $\eta^2 = 0.011$), the mean score for communication and collaboration skills were also not statistically significantly different between lecturers and students ($F(1,349) = 0.775$ $p = 0.230$, $\eta^2 = 0.013$) and the mean score for information, media and technology skills were also not statistically significantly different between lecturers and students ($F(1,349) = 2.865$, $p = 0.091$, $\eta^2 = 0.008$). The mean score for life and career skills were also not statistically significantly different between lecturers and students ($F(1,349) = 1.257$, $p = 0.422$, $\eta^2 = 0.010$).

Table 4: Estimated marginal means

Dependent Variable	Group	Mean	Std. Error
learning and innovative/entrepreneurial skills	Lecturers	3.399	.117
	Students	3.309	.047
communication and collaborative skills	Lecturers	3.187	.097
	Students	2.960	.039
Information, media and technological skills	Lecturers	3.364	.136
	Students	3.215	.055
life and career skills	Lecturers	3.373	.098
	Students	3.232	.039

Table 4 revealed the estimated marginal means of students and lecturers responses on the learning and innovative/entrepreneurial skills, communication and collaboration



skills, information, media and technology skills and life and career skills. Though, there are mean differences between students and teachers' responses on learning and innovative/entrepreneurial skills (0.09), communication and collaboration skills (0.227), information, media and technology skills (0.149) and life and career skills (0.141) in business education, these mean differences were not statistically significant.

Discussion of findings

The study examined the perceived influence of cutting edge teaching/learning methodologies on the acquisition of 21st century business education skills. The study found that these cutting edge methodologies have positive influence on the acquisition of 21st century business education learning and innovative/entrepreneurship skills. This finding supports the earlier finding of Trilling and Fadel (2009) who stated that for students to acquire relevant 21st century skills, the present methodologies must be changed. These learning and innovative/entrepreneurial skills can be acquired by business education students if 21st century teaching/learning methodologies that make students to be active learners are applied. The study also revealed that teaching/learning using cutting edge methodologies have positive influence on the acquisition of communication and collaboration. In line with U.S. Bureau of Labor Statistics (2008), 21st century communication and collaboration skills can be acquired through 21st century teaching/learning methodologies. It is very clear that teaching with cutting edge methodologies can positively influence the acquisition of skills of effective listening to read meaning, including knowledge, values, attitudes, and intentions (Veen, 2006). Buttressing this finding, Cutright (2008) stated that for students to be able to assume shared responsibility for collaborative work, students centre teaching methodologies should be applied. The study found that cutting edge teaching methodologies have a positive influence on the acquisition of 21st century information, media and technological skills. This indicated that cutting edge methodologies help students acquire skills to access information efficiently (time) and effectively (sources), evaluate information critically and competently, use information accurately and creatively for the issue or problem at hand, manage the flow of information from a wide variety of sources, understand both how and why media messages are constructed and for what purposes and many other skills related to information, media and technology. This finding supports the finding of Maidment and Roberts (2007) who stated that the 21st century has ushered in a dramatic technological revolution and students need to learn technological skills by discovery if they must succeed. Also, modern methodologies can help students to use technology as a tool to research, organize, evaluate, and communicate information (Good & Brophy, 2008).

The study found that cutting edge methodologies can positively influence the acquisition of 21st century life and career skills of business education students. This



indicated that when business education students are taught with cutting edge methodologies they can easily acquire the skill to adapt to varied roles, job responsibilities, schedules, and contexts, work effectively in a climate of ambiguity and changing priorities, demonstrate commitment to learning as a lifelong process, utilize time and manage workload efficiently and many others. This finding supports the earlier finding of Maxwell, Bellisimo and Mergendoller (2005) who observed that indeed, problem-based learning engages students in learning and students take their responsibilities, it increases students' motivation.

Conclusion

The study examined the perceived influence of cutting edge methodologies on the acquisition of 21st century skills of business education students. The findings revealed that cutting edge methodologies were perceived to have a positive influence on the acquisition of 21st century business education skills in Nigerian universities. The implication therefore is that when students are taught using these methodologies, they would become more relevant in the 21st century world of work. Regrettably, the instructions of Business Education are still being taken under the traditional mode of teaching and learning that make students passive listeners instead of active learners. The lecturer still remains a dispenser of knowledge instead of a facilitator of learning. Since this is the case, it means that business education graduates would be irrelevant in the 21st century world. If this scenario continues in an economy driven by innovation and creativity, in a world of tremendous opportunities and risk, in a society facing complex business, political, scientific, technological and environmental challenges, and in diverse workplaces and communities that hinge on collaborative relationships and social networking, it means that the ingenuity and skills of business education students that are crucial to their success would be undermine. This clearly indicated that business education programme would be producing graduates who would not be able to function effectively in the 21st century world of work and who cannot contribute anything meaningful to the development of 21st century economy.

Recommendations

Based on the findings of the study, the following recommendations are made:

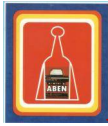
1. There is the need for business education lecturers to as a matter of urgency incorporate cutting edge teaching/learning methodologies into business education class for students to can acquire 21st century skills and be relevant in the present day world of work.
2. Business education departments should organize seminars and workshops to sensitize and update lecturers on modern teaching/learning methodologies and the need to incorporate them in teaching.



3. Business education students should embrace the introduction of cutting edge methodologies by cooperating with lecturers for successful implementation.

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