CURRICULUM DEVELOPMENT IN BUSINESS EDUCATION: CHALLENGES AND OPPORTUNITIES

Inikpi Comfort Oguche
Department of Office Technology and Management
The Federal Polytechnic, Idah, Kogi State

Abstract

This paper is on the curriculum development in Business Education: Challenges and Opportunities in Nigeria Institutions. It is imperative to know that the development of effective curriculum in business education is crucial for preparing students to succeed in an ever-changing business landscape. However, the existing business education curricula do not appears to meet the needs of students and stakeholders. Thus there is need to balance theoretical foundations, with practical skills/vocational training and technologies/digital literacy with a view to addressing the needs of students and industry stakeholders. Against this background this paper reviews the existing business education curricula with a view to pointing out areas that require update, such as content validation in terms of accuracy, relevance of topics and instructional materials and currency through industry expert input, accreditation standard, faculty development and literature review. it also presents opportunities for inter-professionalism, research, innovation, entrepreneurship and collaboration. This means that development of curriculum is a dynamic cyclical process requiring reassessment and adaptation overtime. As educational landscape continues to change at a rapid pace, educators can be prepared to teach in-person or online classes by keeping up with current trends in curriculum and instruction. This paper argues that business education curriculum development should prioritize practical skills, embrace technology and foster industry partnerships to ensure students are equipped to thrive in the modern world of business and for business educators to update and upgrade their skills due to changes in business world. The paper recommends that higher institutions offering business education should strive to improve the course curricula that incorporate the issues of complex dynamic environment, such as: ICT, Internet and Web Technology, Management Information System, data communication and networks, etc. In addition, it recommends that evaluation should be based on the behavioral outcome or goal of the programme.

Keywords: *Curriculum Development, Business Education, Challenges and Opportunities.*

Introduction

Curriculum development is the multi-step process of creating and improving a course taught at a school or university. While the exact process will vary from institution to institution, the broad framework includes stages of analysis, building, implementation, and evaluation. Curriculum Development process should be one of continuous improvement rather than a linear or stagnant approach. Plans for instruction should be frequently reviewed, revised, and updated as new and different needs arise. Change may be required due to subject-area discoveries, innovations in instructional best practices, or shifts in course delivery such as the pivot to remote teaching. In many ways, the need for curriculum development is self-evident. Just imagine trying to teach each day in a lecture hall without a plan in place. A thoughtfully developed curriculum provides educators with a useful framework to build upon during day-to-day instruction.

In the developed world, more emphasis is placed on value addition in the curriculum so that the students experience the learning outcome when they go in the practical field (American Assembly of Collegiate Schools of Business, AACSB, 1996; Edwards and Brannen, 1990), and the departments of Business Education (Business schools) are in close contact with the industry.

Curriculum development allows educators to take a thoughtful and methodical approach to determine what students will be required to learn. The early phases of the process involve deep research and analysis to ensure that students get the best education possible.

Generally, the steps to curriculum development will fall into a rough framework that mirrors many instructional design approaches. The process includes Analysis, Design, Selecting, Formation and Review.

Curriculum development is a step-by-step process used to create positive improvements in the courses offered in higher education. The world changes, approaches and profiles develop and new perspectives on research and professions influence the curriculum. Innovative teaching techniques and strategies, such as transformative learning or blended learning, are constantly being devised in order to improve the student learning experience. As a result, an institution has to have a plan in place for

acknowledging these shifts and then be able to implement them in the curriculum. Effective curriculum is based on backwards planning, which starts from the identification of desired learning outcomes and how those can be measured and this determines the learning experience to learning outcome. Implementation of curriculum framework is a complex process which occurs overtime and through many mechanisms.

According to Tukur (2016), curriculum development in business education is a process that integrates a content area with educational theory and methodology and evaluates its impact when curriculum development follows a systematic approach; it easily provides high-quality evidence of the impact a school member's efforts. Curriculum development in business education is a process that integrates a specific content area (business education) with educational theory (principles and concept guiding teaching and learning) and methodology that is, approaches and techniques for teaching and learning. In evaluation, this process evaluates it impact such as assessing the effectiveness of the curriculum development on the educational process, when curriculum development follows a systematic approach or when done systematically it provides high-quality evidence of a member's efforts to improve the educational process at the institution. Thus, Tukur (2016) suggests that curriculum development in business education is a comprehensive process that combines business education content with educational theory and methodology. This process should be systematic and evaluative, providing evidence of the institution's efforts to improve education. By doing so, it ensures a high-quality educational experience.

Curriculum development involves the implementation of different types of instructional strategies and organizational methods that are focused on achieving optimal student development and student learning outcomes, in other words, curriculum development is a process that involves institutional strategies; plans and approaches that an educational institution uses to achieve its goals and objectives. It also involves organizational methods which is structures and systems for delivering the curriculum, including scheduling, grouping and pacing (Jacobs, 1997. 6) effective organizational methods ensure a coherent and logical learning sequence; structured ways of managing and coordinating the curriculum development process within the institution, the strategies and methods are focused on achieving two main goals; optimal student development which help students reach their full potential, including their intellectual, social, emotional and physical growth. While student learning outcomes ensuring that students achieve specific knowledge, skill and attitudes as a result of their learning experience. In essence, curriculum development also involves using various institutional strategies and organizational methods to create learning environment that supports students in achieving their best possible outcomes. The institutional strategies, this methods and approaches for teaching and learning such as project-based learning (Thomas, 2000) and organizational methods includes; collaborative planning and teamwork among educators, needs assessment and analysis to identify student learning needs, curriculum mapping and alignment with learning objectives, assessing and evaluation methods to measure student learning, professional development for educators technology integration and digital resources to support learning and partnerships with external organizations to enhance learning experience. By implementing these strategies and methods, educational institutions can create a curriculum that is effective, engaging and supportive to student learning and development. Current curriculum types can be broken down into two broad categories: Product model and Process model. The product model is results-oriented grades are the prime objective, with the focus lying more on the finished product rather than on the learning process. The process model is more open-ended, and focuses on how learning develops over a period of time. These two models need to be taken into account when developing a curriculum. Each course leader at an (higher education) institution will have guidelines, principles and a framework that lecturers are required to reference as they build their lecture notes. Lecturers are responsible for ensuring that their lecture note meets the students' educational needs, the desired outcomes of the curriculum and that the materials used are current and comprehensible. But besides all the expected aims and outcomes of curriculum instructors do a great job when they: demonstrate knowledge of content; demonstrate the knowledge of students; select suitable instructional strategy goals; demonstrate knowledge of resources; design coherent instruction and assess student learning.

According to Ademola (2000), curriculum contains the knowledge, skills and attitudes that a student needs to master in order to get a degree or move to the next level. By this, curriculum refers to the overall plan or program of study that students will learn in a particular course, subject or educational level; knowledge includes the facts, concepts, theories and ideas that students are expected to learn and understand in a particular subject or field. Skill encompasses the abilities, competences and proficiencies that students need to develop in order to apply the knowledge they have acquired. This can include critical thinking, problem-solving, communication and technical skills; attitudes this refers to the values, beliefs and

disposition that students are expected to develop through their learning experience. This can include qualities like creativity, curiosity, empathy and teamwork; master means to acquire a thorough understanding and proficiency in the knowledge, skills and attitudes outlined in curriculum; get a degree refers to the ultimate goal of completing a program of study and earning a degree or certificate; moving to the next level can refer to progressing to a higher level of education, such as from undergraduate to graduate studies or advancing to a more advanced stage of learning in a particular subject or field. In essence, a well-designed curriculum should provide students with a comprehensive learning experience that encompasses the knowledge, skills and attitudes necessary to succeed in their chosen field of study and achieve their academic goals. Furthermore, the components of curriculum which contains knowledge could be braked down into facts; which is basic information and data that students need to know, concept; abstract ideas and theories that help student understand relationships and patterns, theories; frameworks that explain and interpret phenomena. Skills; cognitive skills that is critical thinking, problem-solving, analysis and evaluation, psychomotor skills which is technical skills, manual dexterity and coordination and affective skills means emotional intelligence, empathy and self awareness. Attitudes; values which is beliefs and principles that guide behaviour and decision making, beliefs is convictions and perspectives that shape perceptions and action, lastly, dispositions which means tendencies and habit that influence learning and behavior, by mastering these three components, students can demonstrate understanding and application of subject matter, develop expertise and proficiency in specific skills and cultivate positive attitude and values that enhance learning and personal growth.

By thinking about how their curriculum is designed, instructors ensure they've covered all the necessary requirements. From there, they can start exploring various approaches and lecturing methods that can help them achieve their goals. There are three basic types of curriculum design: subject-centered design, learner-centered design and problem-centered design. Subject-centered curriculum design revolves around a particular subject or discipline, such as e-marketing, research skills or communication. This type of curriculum design tends to focus on the subject, rather than the student. It is the most common type of standardized curriculum that can be found in higher education. Subject-centered curriculum design is not student-centered, and the model is less concerned with individual learning compared to other forms of curriculum design. This can lead to problems with student engagement and motivation and may cause students who are not responsive to this model to fall behind.

Learner-centered curriculum design revolves around student needs, interests and goals. It acknowledges that students are not uniform and therefore should not be subject to a standardized curriculum. This approach aims to empower learners to shape their education through choices. Differentiated instructional plans provide an opportunity to select assignments, teaching and learning experiences and activities. This form of curriculum design has been shown to engage and motivate students. The drawback to this form of curriculum design is that it can create pressure on the teachers to source materials specific to each student's learning needs. This can be challenging due to teaching time constraints. Balancing individual student interests with the institution's required outcomes could prove to be a daunting task. Problem-centered curriculum design teaches students how to look at a problem and formulate a solution. Considered an authentic form of learning because students are exposed to real-life issues, this model helps students develop skills that are transferable to the real world. Problem-centered curriculum design has been shown to increase the relevance of the curriculum and encourages creativity, innovation and collaboration in the classroom. The drawback to this format is that it does not always consider individual learning.

Business education was brought to limelight and given prominence by the new National policy on education in 1977. This policy has been severally reviewed. It is a programme of study which is geared towards equipping the learners with employability skills and knowledge which would enable recipients create, or acquire job and skills for personal growth and development. Process of curriculum development is essential for successful achieving educational goals for business education students. It demands for systematic approach which should respect several aspects: the needs of the society, the nation, the students and teaching staff. This process should be maximally efficient and effective; it should be built upon previous work. Process itself should be done in specific algorithm starting from the definition of final goals and integration of different elements inside one curriculum. Business education curriculum should present mosaics of different courses, learning and teaching strategies and integrated into one picture for all institutions. It has to respect all existing materials and human resources of the institution. Involvement of the key subjects in process of curriculum development should be from the first stage of process, and that first stage is creation of mission statement of the institution. The student is the central figure in the process of education and modern educational institutions use 'student centered approach' as their main philosophy

in the process of curriculum shaping. Students should be involved in process of design and curriculum development. Representatives of students and their organizations should be involved in work of committees and bodies in charge for curriculum design. The fact that students are involved in shaping of their learning gives special quality to education process.

The business education curriculum is a body contested terrain (Cohen, Manton and Morrison, 2000) not only among the educators but also among the other stakeholders, the business community, the authorities (Accreditation agencies, regulatory agencies). The contestation of business education curriculum is not limited to educators (academics, instructors and faculty members who design, deliver and assess the curriculum). The business community are the employers, industry leaders and professional hire that work with business education graduates. They have expectations about the skills, knowledge and competencies that graduates should possess. The authorities are the accreditation agencies, government bodies and regulatory organizations that set standards, policies and requirements for business education. They ensure accountability, quality and relevance. The students who are the learner themselves, that has their own needs, interest and goals. They are the primary beneficiaries of the curriculum and have a vested interest in its content and delivery. The contestation among these stakeholders arises from their differing: values and priorities, expectations and needs, interest and agendas lastly, beliefs about what constitute a high-quality business education. This contestation can lead to tensions, conflict and compromises, ultimately shaping the curriculum's content, delivery and outcomes. Consequently, understanding and navigating these complex dynamics is crucial for developing a business curriculum that is relevant, effective and responsive to the needs of all stakeholders. Each group of stakeholder brings into the arena a particular dominant perspective about the business curriculum. To illustrate the contrast, the educators aligned themselves with the 'about business' perspective and the business community is all for 'for business' and there is a big gap between the perspectives. The problem is magnified when both groups of stakeholders insist their perspective will lead to the correct direction for the future of business education. Thus, it is timely to study their perspectives and to examine the gaps between these perspectives. However, recent developments in business education appear to have pulled the gap closer. Two notable events are worth mentioning: the unemployed business graduates (Gradun, 2016) and the need to have strategic thinking managers (Lucas and Milford, 2003). The unemployment phenomenon has created ripples among the educators causing them to rethink the objectives of business education. Generally, the educators are willing to listen to the voice of the employers due to two reasons: research funds and employment provided by business organizations. These two factors have caused the educators to accept the dual purpose of business education: the academic tradition of educating the person and the teaching of vocational skills. Moreover, the dynamic business environment calls for innovative thinking managers. Employers have accepted the fact that managers are developed and require life-long learning. This theme suggests that the employers are ready to shift from the extremely 'for business' perspective to a more moderate perspective.

As stakeholders begin to shift to more moderate positions, an amicable solution to the problem of curriculum development in business education becomes increasingly feasible. In this context an evaluation of curriculum development in Business Education becomes important with the aim of shedding light on the challenges and opportunities inherent in Nigeria's Institutions. By acknowledging these challenges and leveraging the opportunities, stakeholders can work collaboratively towards a more effective and responsive curriculum development process, ultimately enhancing the quality of business education in Nigeria.

Business Education in Nigeria

Business education refers to a programme of instruction that offers various skills in accounting, marketing, office technology and management (OTM) and entrepreneurship. Core areas includes: office practice, bookkeeping, business mathematics, business communication, secretarial duties, word processing and advertising (Ajisafe, Bolarinwa & Edeh, 2015)

Business education is a programme of instruction that equips recipients with the requisite attributes for job creation and further education. Despite these dual missions, available evidence has shown that Nigeria is handling this sector with levity (Ekpenyong & Nwabuisi, 2003; Obunadike, 2015; Oladunjoye, 2016). This situation has consequently starved business education of proper funding, qualified staff, modern facilities, and quality curriculum, coupled with proper attention. This situation has devalued the image and reputation of business education both in the education and labour market and has contributed to the high rate of unemployment and poverty among business education graduates.

Business education programmes in Nigeria institution requires a positive and effective evaluation that can bridge the gap between theory and practice. This will ensure the correlation between skills and

competency display by graduates of business education and the certificate they obtain in looking for jobs in the digital world. Edokpor & Egbri, (2017) viewed that the actual goals of business education shall be to:

1. Prepare students for specific career in office occupation
2. Equip students with the requisite skills for job creation and entrepreneurship; and
3. Expose students with knowledge about business such as computer technology, laced with good information and communication technology (ICT).

According to their explanation, the first two goals involves education 'for business, which aimed at equipping recipients with the right attributes (knowledge, skills, competencies and attitudes) for a white-collar job and the lather addresses education 'about business' which provide a basis for furthering education or studies at graduate and postgraduate levels.

Business education could serve as a means to a buoyant economy; the question is what are the challenges of curriculum development of business education in Nigeria and what are the opportunities in curriculum development of business education?

Objectives of Curriculum Development in Nigeria

It is not a simple task trying to define a curriculum. This is because definitions of curriculum are often influenced by modes of thoughts, pedagogies, political as well as cultural experiences (Uomustansiriyah, 2020). However, a curriculum refers to the total learning experiences of individuals provided by schools. In addition, the curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet. A good curriculum undergoes periodic innovations to accommodate changes that may occur overtime. With this, Ikpesu (2017) suggested that every meaningful curriculum especially business education curriculum should not only be systematically developed, should not be static or irrelevant. As a result of the increasingly complex nature in of the business world/organization, there is need for business educators to look into the current curriculum and facilities of teaching and learning programme of business education. Thus, business education curriculum should be relevant and meets its objectives in the changing world.

Challenges of Curriculum Development in Nigeria

Curriculum development and implementation has not been a smooth exercise free of challenges. As Ejike (2018) noted, the major challenges in curriculum implementation in Nigeria include shortage of specialized teachers, unconducive learning environments, poor infrastructural facilities and lack of fund, among others. However, these challenges took a new dimension when COVID-19 broke out in December, 2019.

Business education is faced with the challenge of the use of outdated curriculum. The curricula of most business education are outdated, as such, needs overhauling. Elaborating on this, Aworanti (2015a) tells us that it is regrettable that most vocational education curricula are outdated having been in use for over fifteen years. Looking at this situation closely, it is clear that current business education may not be able to meet the need of industries or employers of labour genuinely. This situation has consequently created a huge gap between business education and industries in Nigeria. This may be the reason why, Majumdar (2011) asserts that the challenges on how to develop curriculum and training programme that would help to respond to the skills needed by industries seem to be a common concern. He stressed that many authors have mentioned the gap between the skills needed by industries and those students acquire at the end of training programme.

Another notable challenge of business education is low public interest. This issue seems to have contributed to limitation faced by business education today. Business education is still generally perceived as a form of education for the ungifted and under-privileged child. This situation has made parents and elites to shun this type of education for they erroneously believed that it is meant for the less academically endowed. The low status associated with business education has made parents to have a strong preference towards white-collar careers (Gambo, cited in Idialu, 2007). Parents and elites clamour for other types of education and only opt for business education as their last resort. Most parents prefer their children or wards to study prestigious courses like medicine, engineering and law (Federal Ministry of Education, 2005). Parents are further discouraged by the low quality of business education, which seem to be attributed to a number of factors, such as the inadequate provision of financial, human, as well as material resources.

Accreditation standards are another challenge of business education. According to accreditation council of business schools and programs (ACBSP) and Association to Advance collegiate Schools of Business (AACSB), accreditation standards significantly impact curriculum development in business

education in several ways; alignment with industry, learning outcome, faculty qualifications, curriculum comprehensiveness, assessment and evaluation, globalization and internationalization, technology integration, ethics and social responsibility, continuous improvement and accountability. By adhering to accreditation standards, business education programs ensure a high-quality curriculum that prepares students for success in careers.

Today, business education no longer commands prestige and reputation in Nigeria. Rather, it is generally regarded as a blue colour career often reserved for dropouts (Nwachokor, 2002), or for people with low intelligent quotient (Osuala, 1995). The effect of the above-mentioned challenges such as inadequate provision of funds, qualified manpower, modern facilities, and quality curriculum, coupled with low public interest, is that skilled and competent graduates may not be produced. Edokpolor and Egbri (2017) opined that this situation has devalued the image of business education both in education and labour market. Ekpenyong and Edokpolor (2015a) also stated that this situation has contributed to the increasing rate of unemployment and level of poverty among business education graduates. Looking at the issue of unemployment and poverty closely, one would observe that most graduates find themselves at cross roads after completion of their education programmes. Unemployment and poverty have become a national crisis, which has to be addressed if Nigeria is to enjoy sustainable development, with relatively peace and security. Ekpo (2011) argued that the insecurity in Nigeria, such as the spate of terrorist attacks, kidnappings, suicide bombing, crime, break down of law and order, is not unconnected with the high rates of unemployment and poverty.

Business education is also faced with the problem of inadequate provision of infrastructural facilities. Presently, in virtually all institutions involved in the teaching of business education, there is an acute shortage of laboratories, libraries, studios and entrepreneurship research centres. In support of this, Aworanti (2015a) observed that the basic infrastructural facilities have declined both in quality and quantity. Even where these infrastructural facilities are available, they are not only in bad and non-functional state but also very obsolete. According to Abassah (2011), the federal and state governments have not been providing proper financial resources to address this critical area. The author claim that all we are getting is just lip-service to business education. The author also lamented that even when the teachers are ready to improvise instructional materials, the little amount of funds needed could still not be received from the school authorities. This situation has hindered the proper application of instructional delivery of business education.

Problems of Curriculum Development and Implementation some contemporary thinkers in education and training conceive of business education as a major contributor to human resource, entrepreneurial and national development. Despite these laudable roles, available indications have shown that Nigeria have been handling business education with levity (Edokpolor & Egbri, 2017). The authors also added that this situation has consequently deprived business education from adequate provision of funds, qualified manpower, modern facilities, quality curriculum and proper attention. Although business education have attracted bulk of research within these areas (Nwodoh and Ohiwerei, 2006; Nino, 2010; Khan, Shan & Azam, 2011; Ojumba, 2012; Shailini & Ullah, 2012; Ugwoazo, 2013) it remain unclear how the possibilities of overcoming the challenges of business education would help in promoting national development. The good news is the optimization of resources for the effective delivery of business education in Nigeria is receiving a growing attention (Agbo, 2012; Ekpenyong & Edokpolor, 2015; Edokpolor, Edokpolor & Olupayimo, 2016; Edokpolor & Oduma, 2017; Edokpolor & Mafidon, 2017).

The concept of development has to do with the identification of basic needs of families, individuals, interest groups, communities and their abilities to meet these needs, which are channelled or targeted towards sustainable development (Ogunduyile, 2004). Accordingly, national development can be described as the attainment of economic growth, leading to economic competiveness, high standard of living and self-reliance (Ekpenyong & Edokpolor, 2015). From the foregoing, one would observe that ensuring the optimization of resources (both human and material) and re-orienting the mindset of Nigerians towards the surpassing worth of business education would help in producing skilled graduates, who are useful for the development of the society. This strategic means of ensuring implementation of business education curriculum would help to improve quality of graduates, human lives and capabilities by raising their levels of life sustenance, self-esteem, and freedom from servitude. Enu-Kwesi and Asitik (2012) remarked that these core values of development are concerned with the provision of basic needs, such as housing, clothing, food, and education as well as self-respect, and independence. Todaro and Smith (2011) also indicated that no country across the globe can be considered as fully developed, if it remains in economic and political subjugation to another powerful nation. The realization of these basic components of national

development will further help in stimulating people's belief about the usefulness of business education in Nigeria.

Opportunities in Business Education Curriculum Development

There are high opportunities in Business Education curriculum development. James & Robinson (2017) opined that curriculum development in Business Education can help to serve alleviate the problem of unemployment among Business education graduates in Nigeria. Development or changes in the world always call for development or changes in school curricula too, so as to get them updated to meet the societal needs. With formal education, curriculum development has become a systematic, planned, purposeful, progressive improvement given to educational content. Thus, the following are enumerated as the opportunities of curriculum development in Business Education as outlined and described by Alvior (2014).

From the beginning, curriculum development greatly improves the economy of a country. It provides solutions to the world's pressing conditions and problems, such as environment, politics, socio-economic and any other issues of poverty, climate change and sustainable development. Curriculum development assists to preserve the country's national identity and to ensure its economic growth and stability. Thus, curriculum development must be geared towards the improvements in the needs of a country generally and specifically towards the schools, teachers and planners improvements activities, or have poor knowledge of research. Also, while stressing the opportunities of Business Education curriculum development Udo (2014) notes that it helps graduates of business education programme to be able to reduce poverty and social crimes as they are able to be self-reliant through current knowledge and skills impacted through the Business Education curriculum in the 21st century driven by technology. With curriculum development in Business Education in courses like Accountancy, Office Management, Computer, Marketing, ICT, Internet and Web Technology, Management Information System, data communication and networks, and Distributive Education, the individual will acquire saleable skills be self-employed and above all create jobs by being employers of labour. By so doing, they alleviate poverty in the society. This is in conformity with the statement made by Aben (2017) that Business Education curriculum development can be a major instrument for national development because it promotes industrialization through its entrepreneurship offerings.

A Personal Perspective on the Challenges and Opportunities in Curriculum Development in Business Education

No matter how well a curriculum was planned, designed, presented and documented, Implementation is the ultimate test of its effectiveness. Business education curriculums at various levels of education appeared to have been poorly implemented due to the following:

Lack of relevance in curriculum content, which may not align with the industry needs making gradates ill-prepared for the workforce;

Outdated materials are the textbooks, resources and teaching method, failing to reflect current business practices and technologies; Inadequate training, educators may lack, insufficient resources like outdated infrastructure or limited access to technology and inadequate funding; Overemphasis on theory, curriculum may priorities theoretical foundations over practical skills, leaving graduates unprepared for real-world challenges; Another is lack of experimental learning, poor assessment methods, disconnection from industry (curriculum may not be informed of industry needs);

Inadequate student support that is in advising mentoring or support services can hinder student success and curriculum effectiveness; Insufficient faculty training in terms of practical, insufficient focus on ethics and social responsibility and inadequate preparation for the real-world challenges; Resistance to change (educators of institutions may resist updating curriculum or teaching methods, leading to stagnation and poor implementation. These challenges mention can result in business education curriculum failure, if fails to equip students with necessary skills, knowledge and competencies to succeed in the business world; and in addition, inadequate resources and funding could pose a challenge for effective business education curriculum development and implementation. It is a well establish knowledge among business educators that business education is capital intensive which requires effective handling by specialist in the discipline. Where business education managers and administrators are left with non specialist the tenets and principles of effective fund management would be undermined. Therefore, it is imperative that business education management from top to down management levels be left in the hands of business education specialist to ensure effective business education funding and curriculum implementation.

Nonetheless, given a well developed and implemented business education curriculum that enjoys full participation of critical stakeholder of which business educators are indispensable, the recipient would be adequately prepare for the demands of labour market.

A well structured business education can equip learners with essential entrepreneurial and employability skills, thereby mitigating the persistent unemployment crisis in the nation, and to significantly reduce social vices hindeingr national development.

Conclusion

The opportunities of business education curriculum in Nigeria is considered promising and calls for government and other stakeholders to show commitment to the agenda so that the challenges of business education curriculum development can be addressed.

Hence, it provides the best means of quality control for our programmes. If curriculum development process is properly addressed with positive approach, business educators will be in a better position to critically analyze and determine how effective education changes are to be handle.

Suggestion

Based on the following, recommendations were made:

1. Curriculum development process evaluation should be done with positive intention to ensure critical analysis of the new challenges facing business education in Nigeria's higher institutions.
2. Curriculum development/evaluation should also be based on the behavioral outcome or objectives of the programme.
3. Feedback should follow curriculum development/evaluation and should be made available to the appropriate stakeholders for effective implementation and follow-up.
4. Federal Government, ministries of education and business educators should help institutions in Nigeria by providing resources for effective implementation of the reviewed curriculum and ensure that instructional materials provided are updated and upgraded ones.
5. Business educations should collaborate with institution of learning/management to ensure funds be made available for conferences, workshops, and seminars on regular basis for lecturers' competences.
6. The President of the Federal Republic of Nigeria in appointing Minister of Education and all ministries of education both at the state and local levels should consider specialist in education including business education.
7. Business educators should embrace curriculum development as a continuous process which should be conducted on a regular basis because continuous evaluation provides basis for adjusting programmes to meet the manpower needs of the country.

References

Aben, R. A. (2017). Imperative of Vocational Education and Sustainable Development in Nigeria. An International Multidisciplinary Journal, 8 (1), 32

Adeyanju, J. A., Adekunle, A. A. & Osifila, G. I. (2007). Financing Technical and Vocational Education in Nigeria: The Public-Private Partnership Option. National Association for Educational Administration and Planning (NAEAP). Awe mark Industrial Printers, Lagos, 103-106

Agrawal, T. (2013). Vocational Education and Training Programmes (VET): An Asian Perspective. Asian-pacific Journal of Cooperation Education 14(1), 15 –26,

Ajisafe, E.O., Bolarinwa, K. 0. & Edeh, T. (2015). Issues in business education programme; Challenges to National transformation . Journal of Education and Practice.

Alvior, E. U. (2014). Business Education and National Development: Issues and Challenges, UK, Journal of Educational and Social Research 3 (4) 129-134.

Aworanti, O. A. (2015). TVET and Local Technologies for Sustainable Entrepreneurial Skills Development. NABTEB Magazine, Special Edition, March, 2015.

Ben-Yunusa, M. (2018). Issues on Curriculum. Zaria YAG: Enterprise.

Cohen, L, Manion, L. & Morrison, K. (2000). Research Methods in Education 5rd Ed. London: Routledge Palmer

Edokpolor L. E. & Edokpolor, E. J, (2015). Winning the war against unemployment and poverty in Nigeria; is there a role for TVET-private sector partnership? The Nigerian Vocational Association Journal (NVAJ)

Edokpolor, E. J. & Egbiri, .J. N. (2017). Business Education in Nigeria for value Re-

Orientation: A strategic Approach for Poverty Dlleviation and National Development. Journal of Educational

Edokpolor, E. J. & Mafidon, A. (2017). Effectiveness of public-private partnership in the Management of Technical and Vocational Education and Training in 21st Century. BIU Journal of Nigerian Journal of Business Education. 6(2), 392-.404.

Edokpolor, E. J. & Oduma, C. (2017). Repositioning Business Education Programme from Post-Oil Boom Economy; International Journal of Vocational and Technical Education, 9(6): 62 -73. Education (BIUJE), 1(1), 1-9.

Edokpolor, E. J. & Edokpolor, H. O. & Olupayimo,, E. O. (2016). Actualizing Sustainable High Standard of Quality Education in Nigeria, TVET Programme Through Multi-Stakeholders Partnership. African Journal of Studies in Education (AJOSIE), 11(1): 47 – 62.

Edokpolor, L. E. & Mwabuisi, J. (2000). Business teacher education in Nigeria: Projecting a New Direction. Journal of Vocational Education and Training, 55(1); 33- 46.

James, M. & Robinson, S. (2017) . Curriculum Improvement, a Guide to Problems, Principles and Procedures: New York: Dodd Mead Press.

Knight, P. T. & Trowler, P. R. (2020). Departmental Leadership in Higher Education. Buckingham: The Society for Research into Higher Education. Open University press.

Majundar, S. (2016), Emerging challenges and trends in TVET in the Asian-Pacific Region. Sense publishers, Retrieved from: www,sensepublishers.com/media/353 Emerging Challenges and Trends- in-TVE-in-the-Asian-Pacific-ReqiQn.pdf

Obunadike, J. C. (2015). Vocational and technical education: A tool for National development in Nigeria. In R. Okoye, J. E. 0. Otuka & S. Iheonunekwu, (Eds). Vocational and Technical Education in Nigeria: Trends and Prospects. Onitsha: Global Academic Group Online

Ogunduyile, S. R, (2016), Sericulture: Revamping Nigerian economy. Journal of Design, 2 (5), 34 – 41.

Oluwadare, A.A., Adekunle, B.M. &Ebiniyi, O,O. (2019). Availability and utilization of new Technologies Infrastructures for teaching business education courses in Ondo State institutions. Research and Review (JERR), 5(3), 41 - 48

Onwuka. O. (2017). Keynote Address in Challenges of Unemployment in the School Curriculum in Nigeria. Nigerian Journal of Curriculum Studies, 12 (pg 17).

Preedy, M. (2021). Managing the curriculum of student learning. In T. Bush &. L. Bell (Eds) The Principles and Practice of Educational Management, London, Pane

Chapman Publishing . Trauth, E. M., Farwell, D. W. & Lee, D. (2017). The IS expectation gap: Industry expectations versus academic preparations: MIS Quarterly, September, 1993, pp 293 - 307.

Udo, U.(2014). Acquisition of OTM Skill For Self Reliance; A Step Toward Curbing Unemployment In Nigeria, Asia Journal of Management and Science Education, 3(4) 179-184

(Uomustansiriyah, 2020). Curriculum: concepts, nature and purpose.Retrieved from https://uomustansiriyah.edu.iq/media/lectures/12/12 2020 03 021 07 22 43 pm.pdf