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## Rebranding Nigeria Through Educational Process for a Better Future: A Call for Policy Review and Development for Creating Standards in Business Education

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# Academic Leadership Journal

## [Rebranding Nigeria Through Educational Process for a Better Future: A Call for Policy Review and Development for Creating Standards in Business Education](#)

### Introduction

Business education is vital for success in virtually every career. All citizens must apply business skills and concepts to meet the challenges of a changing society and workplace (Smith, 2006).

Business instruction is organized to prepare individuals for occupations in administrative office systems, accounting and finance, management, and computer information systems. It is the enterprise of [education](#) directed at the study and [research](#) of the field of [business](#). It includes [secondary education](#) and [higher education](#) or [university](#) education, with the greatest activity in the latter. It is often or almost always oriented toward preparing students for the practice of an occupation in business or business-related fields. It can be studied to degree level relating to teaching business in schools or universities however a teaching qualification is essential afterwards. If one doesn't want to go into teaching it can be useful when going into management or the business sector.

Business education is taught to aid understanding of businesses today as the business world is further developing, it is essential to have some knowledge especially if one wants to set up his/her own business. In classrooms nationwide, business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. The standards of the present business education programmes as it is contained in the National Policy on Education (FGN, 2004) introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, processes by which businesses operate, but with little emphasis on the economic principles of an increasingly international marketplace. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines such as Accounting, Secretarial and Marketing.

Business education in its ordinary sense according to National Business Education Association (2001) is supposed to mean an education for and about business that is capable of offering students the opportunity to master the fundamental knowledge and skills needed to succeed in business and more in life. The curriculum as a whole should be the one that focuses on continuous quality education where students master the knowledge, applications, and attitudes that will reinforce workplace competencies where assessment is supposed to be developed in such a manner that both a measure of competence and a teaching strategy; what is not mastered at one level becomes the focus of successive learning experiences.

The cardinal goal which re-branding Nigeria programme is set out to achieve is to revamp the image of Nigeria and to bolster confidence that Nigerian government is capable of addressing the needs of the

people. For good people, great nation to re-emerge such standards that will translate into goodwill for the federal government and its programs must be put in place. However, to show Nigerians and the whole world that the government will no longer tolerate incompetence and corruption, the federal government must provide credibility to the government and its programs by raising the standards of her educational programmes one of which Business Education is one. There is no way Nigeria can re-brand effectively and successfully without re-branding the various sections that make up Nigeria; the various organisations, units, ministries, parastatals and the individuals beginning with the Nigerian education setting. Changing Nigeria's image must include a reworking of the smaller units that make up the whole. Nigerians are not perfect but, as individuals, we make up a collective group of ingenious, persevering and successful people. We only need the federal government and other political leaders to reflect that very important aspect of Nigeria. When that happens, there will be little need for re-branding as the Nigerian brand will speak for itself at home and abroad. Nigerians, from politicians to the average citizen, have to commit themselves to representing success in order to transform the way Nigerian and the world see Nigeria if the right and standard education is provided.

When we say rebranding, we mean to make something new again. Hence, rebranding Nigeria means to rebuild a new Nigeria. What we need now is value re-orientation and attitudinal change of Nigerians. The present generation of leaders has failed us, to really re-brand this country, let us invest in the youths and children of this great nation to change their mindsets concerning Nigeria, where it is believed that nothing goes for nothing. This is where education comes to play a crucial role, let take it from the grass root, surely, Nigeria will get better image and become great. If we must meet the need in re-branding this nation, then we must ask ourselves this question. What is our present brand? We must be able to state it correctly. Then the next thing is to develop a philosophy for rebranding this nation and also its physiological and psychological effects after rebranding. The next move is to begin value re-orientation which will set the citizens of this great nation into a transformational mode. A strategic plan must be laid and must be directed from a comprehensive and holistic approach. The final thing to know is that this change cannot take place without the consent of the manufacturer. In other words, the change is supposed to take preeminence in the lives of the people affecting territories. Therefore, God must be recognized in this project. In closure, diplomacy must be applied with the understanding that we live in a 'State' defined by nationalism, that is, by blood, religion, origin, instead of purpose and vision. To this end we expect to have a nation built on 'unity in diversity' and this can be done by first restructuring the educational structure.

Everyone whether from the ruling class, civil servants, or the common Nigerian (Petty trader) must be careful to note that we all are required to support the branding Nigeria project. Branding is simply a clarion call for stewardship on the part of every Nigerian as a watchman. In the meantime, we need to remind ourselves of the policy statement as articulated in the National Policy on Education (FGN, 2004):

- *that education is an instrument for national development; to this end the formulation of ideas, their integration for national development, and the interaction for national development and interaction of persons and ideas are all aspect of education;*
- *that there is the need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education.*

As stressed further in the policy document,

- *education has to be geared towards self-realisation, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, ... with specific goal of inculcating the right type of values and attitudes for the survival of the individual and the Nigerian society... because it is the most important instrument of change via which any fundamental change (like Rebranding Nigeria move that is currently in vogue) in the intellectual and social outlook of any society has to be preceded by an education revolution.*

It is therefore not out of place to call for a review of Business Education programme in order to come with a better and standard programme that will be based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens. This is essential for all students because all students will be able to:

- participate in the economic system, all students need to be literate in business and economics.
- encounter a business environment that is characterized by diversity – both domestic and international – all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- use technology as a tool for managing information, all students need to have the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling. Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

As the nature of work continues to change locally and internationally, business education has become increasingly important for all students and that if young people are to take their rightful place in society as productive and responsible citizens, they should have the chance to study the principles of business as they relate to their personal and professional lives especially in this contemporary Nigeria where there is a clarion call to revamp the image of Nigeria. Business Education will cater for this, if some policies are developed and the existing ones are reviewed to allow for creating standards in business education programme such that its beneficiaries will take their rightful place in society as productive and responsible citizens.

### **Statement of the Problem**

There is a growing debate over rebranding Nigeria with divergent view on this project as introduced and advanced by the honourable Minister of Information, Professor Dora Akunyili. Nigerians are a very confident people who believe in themselves. We see success in our lives in the form of individuals overcoming innumerable odds. However, if there is one thing the re-branding campaign reinforces, it is that Nigerians do not have much faith in their government. That is understandable because over time the government has not fulfilled its duties to the people, many of whom remain poor or lack basic infrastructure and necessities It is the greatest of our opportunity to rebuild the nation, rebuild our concept, rebuild our way of doing things so that we move to the right direction with the right structure, because this [current] structure will create problems of the type that it already created. We just kind of

put it – patched it – together to move again. Patchwork shouldn't be taking to be the right thing to do. It should be taken part by part, piece by piece and rebuild, redesign so that we can build and have good people great nation. In the light of all this, there is the need to have a critical look at the project and reform it to meet the needs of the Nigerian citizens and the contemporary society. To this end we expect to have a nation built on 'unity in diversity' and this can be done by first restructuring the educational structure.

### **Purpose of the Study**

This study attempted to obtain the views of the students; teachers and employers on the areas where policies need to be reviewed and developed for standard creation in Business Education that is capable of providing a solid educational foundation for students who will also contribute to the nation's rebranding project for a better future of Nigeria.

### **Significance of the Study**

The study would provide Business Education stakeholders a useful insight into how the Business Education programmes could be reviewed or reformed to meet the challenges or the clamour for rebranding Nigeria. Specifically, it would provide the NCCE with some empirical data that could stimulate further research of a larger magnitude at the national level. Business Educators could also draw some inspiration to develop a standard Business programme and practices that would enhance their continued relevance in the world over.

### **Scope**

The study was limited in scope to students and teachers of Business Education in; Emmanuel Alayande College of Education, Oyo (formerly Oyo State College of Education), Federal College of Education (Special), Oyo, Adeyemi College of Education, Ondo, Federal College of Education Osiele, Abeokuta, Federal College of Education (Technical), Akoka Lagos and a sample of employers in the geographical areas where sampled institutions are situated. It covered employers located in five state capitals namely: Ibadan, Ondo, Abeokuta and Ikeja.

### **Hypotheses**

The following null hypotheses were set and tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of; students and teachers, students and employers, teachers and employers on the need for reviewing the existing policies for standard creation in Business Education.
2. There is no significant difference between the mean ratings of; students and teachers, students and employers, teachers and employers on the need for developing new policies for standard creation in Business Education.

### **Methodology**

#### ***Population:***

The population of the study consisted of all the Business Education students and teachers from the Colleges sampled for this study, as well as all employers of business education graduates in the geographical areas where the Colleges are situated.

### Sample

Out of all the Business Education students and teachers in the Colleges used for this study, 500 Students and 35 Lecturers were randomly selected respectively. The sample was made up of 100 Students and 7 Lecturers from each College of Education used. Also, 100 employers located in Ibadan, Ondo, Abeokuta and Ikeja were randomly selected.

### Instrument

Questionnaire named “**PREDESCRIBE**” designed by the researcher was used to collect data. It was structured on a 4 – point Likert scale to indicate: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD). The instrument was validated by two experts in Business Education. To establish its reliability, the test-retest method was adopted and data collected were subjected to Pearson’s Product Moment Correlation technique. A reliability coefficient of 0.86 was obtained.

### Method of Data Analysis

Out of 500 questionnaires administered to the students, 450 were returned and used for the study while all the 35 administered on the teachers and the 100 copies administered to the employers were returned. The following values were allotted to the 4 – point rating scale of responses:

- Strongly Agree (SA)                    4
- Agree (A)                                    3
- Disagree (D)                                2
- Strongly Disagree                        1

A mean of 3.50 was considered as “Agree” and any value less than that as “Disagree”. The grand means were then calculated to facilitate testing of the hypotheses.

### Results

Data collected regarding the existing policies to be reviewed and new ones to be developed for standard creation in Business Education are presented in Table 1 below in response to the question items in the questionnaire:

**Table 1:** Policy Review and Development for Standard Creation in Business Education (**PREDESCRIBE**)

S/N	QUESTION ITEMS	STUD	TCHR	EMPL	REMARK
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>R1</b></p>	<p><b>Review About the Value of Career Clusters in Business Education</b></p> <p>Implement career clusters, career pathways, and foundation knowledge and skills that will build a connection among secondary and postsecondary education and the business community, provides value to business educators, students, and other stakeholders and assist business education in preparing all students to become more productive members of society in the global economy</p>	<p>3.98</p>	<p>4.55</p>	<p>4.12</p>	<p>Agreed</p>
<p><b>R2</b></p>	<p><b>Review Policy About the Value of Professional Associations</b></p> <p>Members of Professional association's should strengthen the profession by participating in research, as well as by conducting and applying research to enhance their programs in order to better the lots of employers of educators, businesses, and communities, as well as other stakeholders.</p>	<p>3.86</p>	<p>4.02</p>	<p>3.88</p>	<p>Agreed</p>
<p><b>R3</b></p>	<p><b>Review Policy About Business Teacher Education Programs</b></p> <p>All prospective business teachers must have a clear understanding of business, connects critical, theoretical, and academic thinking with practical and pragmatic thinking and pedagogical knowledge and the ability to integrate this knowledge into their practice.</p>	<p>4.01</p>	<p>4.28</p>	<p>3.77</p>	<p>Agreed</p>
<p><b>R4</b></p>	<p><b>Review Policy About Business Education as Core Academic Content</b></p> <p>Business teacher educators must prepare pre-service business educators to create cross-disciplinary and interdisciplinary learning experiences, analyze core content for</p>	<p>3.23</p>	<p>3.74</p>	<p>3.85</p>	<p>Agreed</p>

	<p>curriculum alignment, construct performance assessments, and interpret assessment data by making substantial application of core content standards, specifically in English and math which should be validated by state departments of education, teacher education programs, and other educational agencies such as NCCE, NBTE, NUC, etc.</p>				
<b>R5</b>	<p><b>Review Policy About the Need for Business Education</b></p> <p>Business education serves society by enabling individuals throughout their lifetime to develop competencies in the areas of; Accounting, Business Law, Career Development, Communication, Computation, Economics and Personal Finance, Entrepreneurship, Information Technology, Management and Marketing, therefore, to be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.</p>	4.07	4.31	3.68	Agreed
<b>R6</b>	<p><b>Review Policy About the Emerging Roles of the Business Educator</b></p> <p>The focus of education using any delivery system must be on learning (what students know and are able to do) rather than on teaching in this fast-paced changing world, therefore, business educators must implement a professional development plan designed to keep them current in business content and instructional delivery systems and embrace new paradigms, tools, and methods and must also have input to standards, employment regulations, and funding for educational initiatives and must communicate to decision makers at all levels the concerns, challenges, and benefits of the profession.</p>	4.00	4.43	3.76	Agreed
<b>R7</b>	<p><b>Review Policy About Distance Learning in Business Education</b></p>	3.80	4.64	4.47	Agreed

	<p>Distance learning provides access to educational resources for a larger and more diverse population of learners than in the past, business educators must therefore continue to learn about distance learning and investigate appropriate applications for their programs, have a voice in the planning, design, selection, and implementation of distance learning to be used in the business education program and assume the responsibility for determining appropriate uses of distance learning to enhance program quality and facilitate learning.</p>				
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<p><b>R8</b></p>	<p><b>Review Policy About the Role of Business Education at All Educational Levels</b></p> <p>In order for business education to be an integral and equal partner within a school's educational community, business educators must proactively respond to industry needs and connect with changing student learning styles, integrate people skills throughout the curriculum, serve as resource persons and teach career awareness and technological literacy at the elementary level, provide education and training to persons desiring to change careers, expand employability options, and/or upgrade technological skills at postsecondary institutions, teach learners to use technology effectively in the learning process for all content areas and facilitate learning in a student-directed environment based upon learning for and about business.</p>	<p>3.53</p>	<p>3.66</p>	<p>3.75</p>	<p>Agreed</p>
<p><b>R9</b></p>	<p><b>Review Policy About the Relationship Between Business Education and Students' Transition to Work</b></p> <p>Business education programs enable students to develop skills essential for</p>	<p>3.55</p>	<p>3.87</p>	<p>3.77</p>	<p>Agreed</p>

	<p>successful transition from school to work and, ultimately, careers through partnerships with business and provide rich opportunities for real-world learning experiences for all students that reinforce high academic standards while providing authentic contexts where students are able to apply what they have learned..</p>				
<b>R10</b>	<p><b>Review Policy About the Role of Standards for Business Education</b></p> <p>Business teacher education programs must be based on standards that define a quality program which business teacher educators are to use in assessing contributions that prospective and practicing teachers make to student learning.</p>	3.34	3.48	3.22	Disagreed
<b>R11</b>	<p><b>Review Policy About the Delivery of Business Education</b></p> <p>Business educators and other stakeholders, including learners, business advisory committees, parents, community members, and administrators should continue to focus their efforts on the learner by developing a rigorous curriculum based on relevant standards, adopting flexible schedules in a creative environment, and using teaching strategies and advanced technologies to support the delivery of business education.</p>	3.67	3.78	3.52	Agreed
<b>R12</b>	<p><b>Review Policy About the Professional Development of Business Educators</b></p> <p>Professional development is the process that improves the job-related knowledge, skills, and attitudes of business educators, therefore, teachers must have the knowledge, expertise, and power to make decisions about the teaching-learning environment that should lead to strengthened teacher roles and</p>	4.03	4.39	3.62	Agreed

	improved student learning.				
<b>D1</b>	<p><b>Develop Policy About Virtual Learning Environments</b></p> <p>Business and economic educators must embrace and implement quality virtual learning environments in today's ever-changing, technologically advanced 21<sup>st</sup> Century to assist learners in the acquisition of the knowledge, skills, abilities, and attitudes necessary to function successfully in the 21st Century business and economic environment.</p>	4.35	4.10	4.51	Agreed
<b>D2</b>	<p><b>Develop Policy About the Induction and Mentoring of New Business Teachers</b></p> <p>Induct new teachers into the business education profession and providing ongoing mentoring to them by veteran business teachers and professional associations through meetings, conferences, publications, and other resources in order to help improve their confidence, job satisfaction, and career longevity. Mentors can help new teachers interpret school policies and procedures, understand the school culture, and guide them to locate and obtain resources..</p>	3.51	4.20	3.96	Agreed
<b>D3</b>	<p><b>Develop Policy About the Transformation and Future of Business Education</b></p> <p>Initiate a significant transformation of the business education profession through strong effective leadership, work-based, project-based, collaborative, constructivist, and contextual learning; virtual communities and enterprises; online and web-based delivery methods; and other innovative instructional strategies that will assist learners to acquire the knowledge, skills, abilities, and attitudes necessary to function</p>	4.11	4.66	4.06	Agreed

	successfully in the global business and economic environment.				
<b>D4</b>	<p><b>Develop Policy About Interdisciplinary Teaching</b></p> <p>Business educators should initiate and lead collaborative efforts to design an interdisciplinary program that includes one or more of: team teaching and teacher partnerships across disciplines, student-centered, project-based instruction, short- and long-term projects aligned with standards, thematic units (common language and common themes developed by an interdisciplinary team), authentic assessments that provide meaningful feedback and academies and/or magnet schools through careful research, planning, design, and communication.</p>	4.01	4.34	3.97	Agreed
<b>D5</b>	<p><b>Develop Policy About Rigor in Business Education</b></p> <p>The business education curriculum should provide academic rigor as an integral part of school reform initiatives, integrate innovative teaching strategies that actively engage students and be delivered by dedicated, competent, and fully credentialed teachers who continually update their knowledge and skills.</p>	3.51	4.21	4.05	Agreed
<b>D6</b>	<p><b>Develop Policy About Work-Based Learning (WBL)</b></p> <p>Business education teacher education programs must prepare teachers for school-based community of learners and work-based communities of practice to bring school and business communities together to prepare students for civic and economic engagement in an unpredictable world.</p>	4.14	3.68	3.91	Agreed
<b>D7</b>	<b>Develop Policy About Enabling</b>	3.55	4.27	4.09	Agreed

	<p><b>and Enhancing Educational Experiences through E-learning</b></p> <p>Business educators must be as responsive as industry; in fact leaders with industry, in making the most of technology for learning and should therefore create student-centered, exemplary models of e-learning environments that involve more than just using technology to disseminate information in relevant activities beyond the classroom given their breadth of expertise and their connections to business and industry.</p>				
<b>D8</b>	<p><b>Develop Policy About Business Education in a Global Environment</b></p> <p>Business Educators must implement effective instructional strategies to enable students to understand and apply global business concepts that is based on a solid foundation for success in the global business world and on a curriculum in which knowledge of the functional areas of business is integrated with knowledge and understanding of these global components.</p>	4.39	4.62	4.42	Agreed
<b>D9</b>	<p><b>Develop Policy About Computer-Input Technologies</b></p> <p>Business educators should take the lead in using, teaching, and integrating computer-input technologies into the curriculum in order to enhance students' productivity and certain communication skills and become motivated learners, creative problem solvers, and enthusiastic and effective communicators.</p>	3.62	3.81	3.71	Agreed
<b>D10</b>	<p><b>Develop Policy About Industry Certification</b></p> <p>Business educators and administrators should integrate industry certification, develop curriculum that meets the needs of all</p>	3.52	4.46	4.58	Agreed

	stakeholders and provide leadership in preparing students to earn industry certification.				
<b>D11</b>	<p><b>Develop Policy About the Need for Partnerships in Business Education</b></p> <p>Multiple partnerships are needed to provide a comprehensive learning community for students; therefore, ongoing and collaborative review of partnership goals and proposed outcomes should be conducted through administrative support and an effective communication system.</p>	3.78	3.62	3.82	Agreed
<b>D12</b>	<p><b>Policy About the Role of Business Education in Financial Education</b></p> <p>Financial education incorporates the development of a broad range of competencies in the area of Personal financial competencies and Business financial competencies, therefore, business educators must be competent to provide financial education and should be given responsibility for coordinating the financial education curriculum.</p>	3.97	4.08	3.88	Agreed
<b>D13</b>	<p><b>Develop Policy About Teaching the Soft Skills: Human Relations, Self-Management, and Workplace Enhancement</b></p> <p>Business educators must engage in ongoing research for innovative and effective ways to teach and evaluate the soft skills (non-technical skills i.e., human relations, self-management, and workplace enhancement skills) in addition to technical competence through modeling, classroom culture, and daily interactions in a project-based environment, as this will add significant value to students' learning and to the business education profession in the school-based and work-based environments.</p>	3.66	4.00	3.92	Agreed

<b>D14</b>	<b>Develop Policy About Electronic Business in Business Education</b>  Business education creates an environment where e-business students can be visionaries, change agents, risk takers, leaders, and good citizens, therefore, business educators must address the emergence of e-business in the global economy and make planning and collaboration across disciplines in the delivery of the e-business curriculum and make appropriate allocation of resources to achieve this initiative.	3.79	3.97	4.05	Agreed
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Table 1 above indicates that majority of the respondents agreed that the existing policies be reviewed (**R1 – R12**) and new ones be developed (**D1 – D14**) for standard creation in Business Education.

### Testing of Hypotheses

**Table 2:** t-test result on the need for reviewing the existing policies for standard creation in business education.

Respondent group	N	Mean	t-cal	t-critical	Decision
Students	450	3.79	0.26	1.980	Ho accepted
Teachers	35	3.63			
Students	450	3.79	0.38	1.98	Ho accepted
Employers	100	3.57			
Teachers	35	3.63	0.43	1.98	Ho accepted
Employers	100	3.57			

Table 2 above indicates that t-calculated value of 0.26, 0.38 and 0.43 is less than t-critical value of 1.980 at 0.05 level of significant. This provides the basis for accepting the null hypothesis. There is no significant difference between the mean ratings of; students and teachers, students and employers, teachers and employers on the need for reviewing the existing policies for standard creation in business education.

**Table 3:** t-test result on the need for developing new policy for standard creation in business education.

<b>Respondent group</b>	<b>N</b>	<b>Mean</b>	<b>t-cal</b>	<b>t-critical</b>	<b>Decision</b>
Students	450	4.38	0.16	1.980	Ho accepted
Teachers	35	4.13			
Students	450	4.38	0.49	1.98	Ho accepted
Employers	100	4.02			
Teachers	35	4.13	0.43	1.98	Ho accepted
Employers	100	4.02			

Table 3 shows that there is no significant difference between the mean ratings of; students and teachers, students and employers, teachers and employers on the need for new policy development for standard creation in business education. This is because the t-calculated value of 0.16, 0.49 and 0.43 is less than the t-critical value of 1.980 at the 0.05 level of significance.

### **Discussion of Findings**

The findings of this study revealed that Business and economic educators must embrace and implement quality virtual learning environments through a concerted and collaborative effort of all partners in order to maximize the potential inherent in virtual learning environments.

The induction and mentoring of new business teachers at all educational levels can help improve their confidence, job satisfaction, and career longevity. Mentors can help new teachers interpret school policies and procedures, understand the school culture, and guide them to locate and obtain resources. Professional associations should therefore provide both new teachers and their mentors with external peer support through meetings, conferences, publications, and other resources.

Vibrant, forward-looking professional business educators urgently need to initiate a significant transformation of the business education profession. Concerted actions must therefore be taken to ensure the continuing development of relevant, authentic business education for all learners. The transformation of the profession needs to reflect the change in learners, social context, and business education.

Implementation of career clusters will assist business education in preparing all students to become more productive members of society in the global economy.

Business educators should initiate and lead collaborative efforts to design an interdisciplinary program that includes one or more of: team teaching and teacher partnerships across disciplines, student-centered, project-based instruction, short- and long-term projects aligned with standards, thematic units (common language and common themes developed by an interdisciplinary team), authentic assessments that provide meaningful feedback and academies and/or magnet schools. Business educators must therefore take an active leadership role in developing, implementing, and promoting interdisciplinary partnerships and programs.

The business education curriculum can and should provide academic rigor as an integral part of school reform initiatives, rigor should therefore be reflected in all dimensions of business education including curriculum, instruction, and assessment.

Students, businesses, and communities profit when educators actively participate in professional associations, members should therefore strengthen the profession by participating in research, as well as by conducting and applying research to enhance their programs.

An effective business teacher education program is developmental in nature; all prospective business teachers must have a clear understanding of business and pedagogical knowledge and the ability to integrate this knowledge into their practice. The program must therefore connect coursework and field experiences and instructional strategies in a business education context.

Business educators are in a unique position to take the lead in establishing Work Base Learning experiences because of their business expertise, educational background, and ties to the business community. Business educators should therefore help students cross the boundaries between their school-based community of learners and work-based communities of practice.

Education for and about business is vital to the economic well-being of the individual, the community, the nation, and the world, administrators, counselors/advisers, and teachers must therefore work together to create opportunities for students to have flexible schedules for completing a meaningful business course sequence. Business courses that meet substantial core content standards should fulfill academic graduation requirements. Therefore business teacher educators must prepare pre-service business educators to create cross-disciplinary and interdisciplinary learning experiences, analyze core content for curriculum alignment, construct performance assessments, and interpret assessment data.

The learning environment is critical for e-learning to be effective, business educators, given their breadth of expertise and their connections to business and industry should create student-centered, e-learning environments that involve more than just using technology to disseminate information but provide exemplary models of e-learning environments.

A solid foundation for success in the global business world mandates a curriculum in which knowledge of the functional areas of business is integrated with knowledge and understanding of these global components, business educators have business content knowledge and methodological expertise that make them uniquely qualified to design curricula and to teach in the area of global business, business educators must therefore implement effective instructional strategies to enable students to understand and apply global business concepts.

Business educators should take the lead in using, teaching, and integrating computer-input technologies into the curriculum. Business and industry partnerships must be established to play a strategic role in the design and implementation of computer-input technologies instruction.

Industry certification is a tool-a means to an end rather than an end in itself, Business educators must therefore provide leadership in preparing students to earn industry certification. Successful integration of industry certification requires a commitment from business educators and administrators to develop curriculum that meets the needs of all stakeholders.

Business Education is value added because individuals develop skills that go far beyond content mastery. It develops competencies in the areas of; Accounting, Business Law, Career Development, Communication, Computation, Economics and Personal Finance, Entrepreneurship, Information Technology, Management and Marketing. To be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.

Multiple partnerships are needed to provide a comprehensive learning community for students. Ongoing and collaborative review of partnership goals and proposed outcomes should be conducted. Partners must be actively involved in assessment activities. The business teacher must therefore take a leadership role in initiating, forming, implementing, and assessing partnerships.

Financial education incorporates the development of a broad range of competencies in the area of Personal financial competencies and Business financial competencies. Business educators must be competent to provide financial education and should be given responsibility for coordinating the financial education curriculum, establish partnerships with members of the global community, serve as guest speakers and mentors and provide opportunities for tours, job shadows, internships, apprenticeships, and work experiences.

The future success of Business Education (and often its very existence) depends on partnerships between teachers and policy makers hence Business educators must have input to standards, employment regulations, and funding for educational initiatives and must communicate to decision makers at all levels the concerns, challenges, and benefits of the profession.

For business education to remain viable and relevant, the soft skills must be a major part of the curriculum. Business educators must engage in ongoing research for innovative and effective ways to teach and evaluate the soft skills. By teaching soft skills (non-technical skills i.e., human relations, self-management, and workplace enhancement skills) as well as technical competence, business educators have the opportunity to add significant value to their students' learning.

Business education creates an environment where e-business students can be visionaries, change agents, risk takers, leaders, and good citizens. Business educators must therefore teach students how to use information to attract, retain, and serve customers. Students must be knowledgeable about the most current security measures for protecting the integrity of data in an e-business environment.

The business education curriculum is driven by standards *for* and *about* business that are jointly developed by business educators and other stakeholders, including learners, business advisory committees, parents, community members, and administrators. Individual learners at each level require teaching strategies, curriculum, and delivery methods appropriate to their needs and stages of

development.

## **Conclusion**

Standards are a driving force in the education profession. Standards serve as the catalyst for preparing business teachers to become lifelong learners who are visionary in their teaching and curriculum design. Standards for business teacher education become the benchmarks for best teaching practices. Essential teaching standards can be mastered in an undergraduate business teacher education program. Standards identify what teachers should know and be able to do. Standards identified by various accrediting agencies, professional associations, departments of education, and other educational entities are important for business teacher educators to use in assessing contributions that prospective and practicing teachers make to student learning. Standards set expectations for business educators and their students, enabling ongoing evaluation and improvement of business teacher education programs. Business teacher education programs should be built around professional standards provided by accrediting agencies, professional associations, departments of education, and other educational entities. Business teachers must be involved in continuous improvement, assessing their daily teaching to ensure adherence to professional teaching standards.

## **Recommendations**

Business Teacher Education Curriculum Guide and Program Standards should be developed in response to the national demand for education reform. The nation should reach a consensus such that business education must be transformed to meet the needs of an emerging information and service-based society.

Business teachers are expected to demonstrate specific skills, apply knowledge, and possess professional qualities as a result of their preparation. Preparing teachers to instruct students with diverse needs who can meet society's demands for high performance should create a new agenda for teacher educators and policymakers.

There should be a focus on student performance that will yield a teacher education curriculum that emphasizes monitoring teacher candidates' progress throughout the program and requires specific outcomes assessed through a variety of performance measures for program completion. This research work can serve as a guide in developing up-to-date, high quality business teacher education programs. Used in conjunction with the *National Colleges of Education*, business educators can be assured that their program standards will reflect competencies needed for the new agenda of re-branding Nigeria. Administrators, counselors/advisers, and teachers must work together to create opportunities for students to have flexible schedules for completing a meaningful business course sequence.

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