



INNOVATIONS REQUIRED IN BUSINESS EDUCATION CURRICULUM IN COLLEGES OF EDUCATION IN NIGERIA: A STRATEGIC APPROACH FOR SUSTAINABLE DEVELOPMENT

HAMZA MUHAMMAD TAMBUWAL^{1*}, NASIRU ABUBAKAR TAMBUWAL², HASHIMU ABUBAKAR MU'AZU³

¹Business Education Department, Shehu Shagari College of Education, Sokoto

²Federal Government College, Sokoto

³Department of ECCE, Shehu Shagari University of Education, Sokoto

Corresponding Author: hamzatambuwal@gmail.com

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Abstract

The study examined curriculum innovation required in business education curriculum in colleges of education in Nigeria for sustainable development. The study adopted a survey research design, which was guided by two (2) specific objectives and two (2) research questions. The population for the study was 366, comprising 170 business education lecturers, 33 support staff in five (5) Federal Colleges of Education offering Business Education programmes and 163 employers of labour in Northwest, Nigeria. Total Sampling Technique was used for the study. A structured questionnaire was validated by expert with the reliability coefficient of 0.91 using Cronbach alpha was utilized for data collection for the study. The structured questionnaire was a 4-points scale ranging from Highly Needed, (4 points), Needed (3 points), Somehow Needed (2 points). Not Needed (1 point). Mean and standard deviation were used to analyze the data collected from the respondents. Mean scores above 2.50 were regarded as needed responses while mean score less than 2.50 were regarded as Not needed. It was found that social media supported course activities are required in the curriculum of Business Education in colleges of education in Nigeria. It was recommended among others that, Business Educators, Colleges of Education, National Commission for Colleges of Education, Federal Government of Nigeria and other stakeholders responsible with business education programme to put hands on deck to iron modalities to which Social media supported course activities are needed in the curriculum of Business Education in colleges of education in Nigeria.

KEY WORDS: *Business Education, Colleges of Education, Curriculum Innovation, Sustainable Development.*

Introduction

Education continues to be the cornerstone of any significant social change that affects all human groups worldwide. It is a crucial tool for societal ideals, socioeconomic development, cultural transmission, and political environment from one generation to the next. In Nigeria, education is divided into three levels: basic, post-basic, and tertiary. Tertiary education, often known as higher education, is tasked with the task of delivering the instructional, technical, and vocational skills necessary for the development of human capital. One institution of higher learning in Nigeria that offers a variety of vocational programs of study is the College of Education (Njoku, 2016). These programmes are designed to equip students with the necessary skills, information,



competence, and values for a career as a teacher. Given the rapid pace of technological advancement and the demand for business education graduates in the labor market, curriculum innovation in business education is inevitable. Graduates must stay up-to-date with the necessary skills to meet the new challenges posed by technology. Business Education is one of the vocational programmes offered at the colleges of education. The goal of business education is to train students in business to be highly qualified and competent NCE graduates by giving them the abilities, knowledge, and attitudes necessary to instruct business subjects at the secondary school level. at colleges of education, according to Nwosu (2014), is a study that prioritized learning via doing, which ultimately led to the acquisition of practical abilities and applied skills, create business instructors who can help society adopt the vocational component of business education, create business teachers who will be involved in the planned revolution of vocational development starting in primary and secondary schools, and create business teachers who will be able to provide students with these skills (NCCE, 2020). The degree to which these admirable ideas are realized depends on constant improvement into the programme to enable it meet the taste of time. The trend innovation in the curriculum of business education make it survived the issues and challenges from inception to date.

To address the pressing societal needs, curriculum innovation is required in the Business Education program. This is due to the significant impact business education students will have on a country's economic prosperity once they graduate. Okoro (2023) defined curriculum innovation as the introduction of a novel factor that is accepted as innovative by a certain school or community, supported by a driving force, and implemented as a practical progress that deviates from established or customary forms. According to Miles (1964), innovation is regarded to be an intentional, unique, and focused change that is thought to be more effective in achieving a system's objectives. Edokpolor and Muritala (2017) also defined it as the implementation of new and useful ideas. Changes that must be made to the curriculum to match new standards are referred to as curriculum innovation.

Innovation is referred to as change in thought, a product, a process, or an organization that is incremental, radical, or revolutionary. Curriculum is the outline of ideas that must be taught to pupils in order for them to satisfy the subject standards. The curriculum is the material covered in a specific course or discipline, an interactive system of instruction and learning with particular objectives, topics, approaches, metrics, and resources. It is more of a program that offers a wider learning experience rather than just informational content (Erika, 2017). Therefore, curriculum innovation is the employment of novel, improved methods and strategies in teaching students. It covers both planning and implementation and involves a large number of actors, including students, teachers, parents, and education professionals, among others. Innovation is required to keep the curriculum fresh and better meet the needs of students. The curricula absolutely must reflect the modernizing era (Supriani, *et al.*, 2022). Policy adjustments, the advent of new technology, and globalization are all factors that can affect curricula. The curriculum is crucial in organizing, directing, transmitting, and leading learning activities to ensure that students acquire the knowledge and skills required to adapt to changing global situations. The transformation of ideas into policies, behaviors, and social activities is the process of curriculum reform, which is intricate, varied, and repetitive (Andrea, Harry & Meriem, 2021). According to Linda (2023), examining the idea of curriculum accuracy is a beneficial technique to determine if the curriculum is successful or not. Making sure that the demands of both learners and society are appropriately met is one of the advantages of analyzing, changing, or reforming the curriculum (Mohammad & Laurie, 2015).

The study of Okoro (2023) highlighted the resolutions of Comparative Education Study and Adaption Center (CESAC) in Ughamadu (2006) on the activities of business education curriculum innovation, that it should: 1. Identify aspects of the curriculum to be revised; 2. Involve all interested



parties in the production and translation of a curriculum content; 3. Produce actual curriculum materials such as students' books, teachers' manuals, and workbooks, with an emphasis on audio-visual aids; 4. Offer teacher training programs for chosen pilot schools; 5. Create curriculum packages to be tested in the chosen pilot schools for a longer pilot school; 6. Gather feedback from trials in pilot schools; and 7. Revise curriculum materials in response to feedback. 8. Create curriculum packages and distribute them to all schools for adoption or adaption (this phase also requires teacher training); 9. Periodically review the curriculum to see if any changes are required; and 10. The CESAC guideline is cyclical and should be reinstated at the conclusion of each cycle. It calls for routine modifications, enhancements, and adjustments to the business education curriculum.

Additionally, Esene (2022) identifies the following characteristics of a perfect business education curriculum: 1. Being comprehensive 2. Giving insight into the corporate environment, 3. Being able to transfer the necessary information and abilities 4. The correlation of topics 5. Personalized learning 6. Dropout prevention and reduction 7. Regular review 8. Provide for job entrance and advancement at all levels. 9. Ideal tools for maximizing productivity In order to make business education graduates more employable in the modern workplace, particularly in a faltering economy, curriculum improvements are crucial. Each vocational program's final goal is sustainable development, and business education is a subset of COE programs that aims to position itself in favor of sustainability.

The modern business practices call for more alluring tools in the education of students who wish to participate actively in both company operations and industry. Business simulation games, learning about business through real-world experiences, social media supported course activities, and mobile device (smartphone and tablet) supported activities and evaluations were identified by Arat (2014) as the four main areas in business education that require innovative approaches. To get students' attention in class, instructors may prefer to employ more games. These activities could also aid with planning, making decisions, and taking charge. The games played in group situations may also aid in fostering a sense of teamwork. Certain business operations, such as buying, haggling, producing, selling, meeting, and so forth, are made apparent through the games.

The possibility of learning about business through real-world experiences is also highly cutting-edge. Creating a business enables students to experience real-world issues and better equips them to handle them. Making decisions is another possibility offered by starting an online business. Both iterations of this methodology rely on market feedback, which means that the market evaluates students rather than the professor. Students pick up business skills from one another as well. In a typical setting, more than one firm will be present in a class, giving students the chance to observe various businesses. Student-friendly social media-supported course activities are available. The social media is an essential component of modern youth culture. Students are therefore more likely to engage with their coursework when it is integrated into social media. Social networking is helpful for all forms of university education, not only business education. Social media usage restrictions are evolving together with the medium itself. The names of the services that are offered are irrelevant because they may change in the future. Social media will still exist whether it is called Facebook or Google+ now or a different name in the future.

Activities and evaluations supported by mobile devices offer countless alternatives. Once more, mobile devices are helpful in all aspects of higher education. Students have cellphones and other mobile gadgets. An application can be created for each course, and students can utilize it to do their coursework. They participate in class discussions and take quizzes or tests. By using systems based on cellphones, it is relatively simple to monitor the progress of one pupil. The need to be inside a building is also eliminated by cellphones and tablets. Even a beach or the peak of a



mountain can serve as a school if it has an Internet connection. In the future, mobile technologies will completely alter how people perceive physical classes. Smartphones, tablets, and notebooks are examples of modern mobile electronics. Again, the name of the technology is irrelevant because it may eventually evolve to be an iWatch, Google Glass, or anything else. The mobile nature of the device is crucial. These facilities foster the sustainability of business education, which in turns foster sustainable development in the COEs and the country at a whole.

According to the Sustainable Development Commission [SDC, 2023], sustainable development is defined as growth that satisfies present demands without jeopardizing the ability of future generations to satiate their own needs. According to Olushola et al. (2022), sustainable development is a tool for enhancing national skills and utilizing a country's abundant resources to ensure human life. A fresh perspective on business education is encapsulated by the dynamic concept of sustainable development. Although there are many ways to understand the idea of sustainable development, at its core it refers to a method of growth that seeks to strike a balance between many, frequently incompatible needs and knowledge of the social, economic, and environmental constraints that our society is subject to. A wide word used to describe investments, programs, and policies that yield advantages today without compromising the environment, society, or individual health in the long run is sustainable development. The Sustainable Development Goals (SDGs), also known as the Global Goals, are the United Nations Development Program's (UNDP) response to this mission and serve as a universal call to action to end poverty, protect the environment, and ensure that by 2030 all people enjoy peace and prosperity. According to Olushola et al. (2022), the following goals for sustainable national development should be accomplished, including: increasing capital income, job possibilities, boosting human welfare, meeting basic necessities, and conserving the environment. Given the foregoing, business education is a crucial component of every nation's sustainable growth and provides people with the abilities they need to start up their own businesses, manage them successfully, provide goods and services, and take care of the future.

The broad goal of the business education curriculum in colleges of education is to expose students to knowledge, skills, attitudes, and a willingness to start firms so they can become self-employed as a result of the knowledge following the completion of their program (NCCE, 2020). However, these graduates are reluctant to start enterprises because they do not want to take a chance, and those who do start businesses end up quitting or failing. This calls into question the abilities that graduates of the Business Education Curriculum have gained. Insurgencies, banditry, a breakdown in economic activity, the winding down of corporate operations are due to an unfavorable economic climate, and many other difficulties facing Nigeria today. Graduates of business education can advocate for better change. For this reason, the researcher believes it is important to identify the innovations in business education curricula that graduates would need in order to effectively contribute to Nigeria's sustainable development.

Purpose of the study

The objective of the study was to determine the innovations required in business education in colleges of education in Nigeria for sustainable development. Specifically, the study aims to examine:

1. the relevance of social media supported course activities in the curriculum of Business Education in colleges of education in Nigeria.
2. the need for mobile device supported activities in the curriculum of Business Education in colleges of education in Nigeria.



Research Questions

The following research questions guided the study.

Research Question 1: What are the needs for social media supported course activities in the curriculum of Business Education in colleges of education in Nigeria?

Research Question 2: What are the needs for mobile device supported activities in the curriculum of Business Education in colleges of education in Nigeria?

Methods

Research Design

The study adapted a descriptive survey research design, which was chosen based on Asenahabi's (2019) recommendation that a survey research design be utilized when assessing people opinion about a phenomenon. The design is imperative in this study because it seek to assessment the respondent's opinion on the aspects to be included into the of business education curriculum in Colleges of Education.

Population and Sampling Procedure

The population for this study was 366, comprising 170 business education lecturers, 33 support staff in five (5) Federal Colleges of Education offering Business Education programmes and 163 employers of business education students in Northwest, Nigeria. Total Sampling Techniques will be used for the study. Etikan, Musa, and Alhassan (2016) described TST as a technique where the entire population that meet the criteria (example specific skill set, experience, among others are used in the research being conducted. The choice of TST was based on the suggestion of Bhardwaj (2019) who suggested that a population of less than 500, the entire population should be used. However, Bonley proportional technique was used to apportion the population of business education lecturers and support staff to the FCEs.

Data Collection Instrument Validity

A validated questionnaire with 0.91 reliability coefficient using Cronbach alpha was used to collect data for the study. It is a 4-points scale of Highly Needed, (4 points), Needed (3 points), Somehow Needed (2 points). Not Not Needed (1 point).

Data Analysis

Mean and standard deviation were used to analyze the data collected for the study. Mean scores above 2.50 were regarded as needed responses while mean score less than 2.50 were regarded as Not needed.

Results

Research Question 1: What are the relevance of social media supported course activities in the curriculum of Business Education in colleges of education in Nigeria?

Table 1: Mean and SD of the relevance of social media supported course activities in the curriculum of Business Education in colleges of education in Nigeria.

S/N	Items	Mean	SD	Remark
1	The use of social media train students to attract new clients to business	2.8462	0.97548	Needed
2	social media Make it easy for students to picture their future at COEs	3.2329	0.84561	Needed
3	social media Showcase college life with virtual tours	3.2738	0.8865	Needed
4	Social media is a powerful broadcasting tool, it can be a great space for listening, too.	3.2431	0.86744	Needed
5	social media helps students streamline on boarding, promotes best practices, and maintains a unified voice across channels.	3.1785	0.90549	Needed
6	social media help students to Share important updates in real time	3.4985	0.72701	Needed
7	social media help to Bring everyone and everything together with a central hub.	2.9231	0.92476	Needed
8	social media help students Reply to all clients messages	3.3138	0.76978	Needed
9	social media Engage students on and off-campus	2.9415	0.97798	Needed
10	Social media makes it incredibly simple to broadcast business activities to the world.	3.1077	0.87353	Needed
11	social media creates a clear business case for social media and allows managers to better allocate resources.	3.2000	0.87489	Needed
12	social media is Use as a message board	2.9138	0.90197	Needed
13	social media Develop an accessible business outlet that can reach clients easily	2.9108	0.98822	Needed
14	social media Create strategic alliances with other departments. You'll gain access to more information and resources than you could on your own.	2.9662	0.89344	Needed
	Grand Mean	2.7692	1.0967	Needed

Table 1 indicated 355 respondents responded to the questionnaire items indicating the needs for social media supported course activities in the curriculum of Business Education in colleges of education in Nigeria. The grand mean of 2.7692 with standard deviation of 1.0967 show that social media supported course activities are needed in the curriculum of Business Education.

Research Question 2: What are the relevance of mobile device supported activities in the curriculum of Business Education in colleges of education in Nigeria?

Table 2: Mean and SD of the relevance of mobile device supported activities in the curriculum of Business Education in colleges of education in Nigeria.

S/N	Question Item	Mean	SD	Remark
15	Students find it easy to use smartphone for reading.	2.8092	0.93322	Needed
16	Using smartphone for learning does not require any special computer literacy skills in order to use.	2.9815	0.94915	Needed
17	Smartphone is easier to buy than computer.	3.1262	0.89206	Needed
18	Students finds it easy to use the smartphone for retrieval of course material.	3.2031	0.89683	Needed
19	Students finds it easy to use the smartphone for access information regarding course events	3.2831	0.93617	Needed
20	Smartphone interfaces is user friendly and flexible to use	3.1969	0.87029	Needed
21	The technical problem when using smartphone for learning is lower than computer	3.0431	0.9772	Needed
22	Students' interaction with the smartphone for learning is clearer and more understandable	2.7785	0.94289	Needed
23	Smartphone enable students access learning activities in real time	2.7846	0.96052	Needed
24	Smartphone enable students access learning activities in outside school settings/wall	2.72	0.95504	Needed
Grand Mean		2.761033	0.035667	Needed

Table 2 indicated 355 respondents responded to the questionnaire items indicating the needs for mobile device supported activities in the curriculum of Business Education in colleges of education in Nigeria. The grand mean of 2.761033 with standard deviation of 0.035667 show that mobile device supported activities are needed in the curriculum of Business Education.

Discussion

The study examined the curriculum innovations required in the curriculum of Business Education in colleges of education in Nigeria. It revealed that:- Social media supported course activities are needed in the curriculum of Business Education in colleges of education in Nigeria. This agrees with Tarsakoo and Charoensukmongkol (2020) that social media is a vital tool in practising distributive skills in the 21st century, this is supported by Thomas and Thomas (2022) that using social media is an indispensable instrument in business school teaching and learning. Finally, the study also revealed that, Mobile device supported activities are needed in the curriculum of Business Education in colleges of education in Nigeria. This agrees with Mohapatra, et al., (2015) and Jahnke and Liebscher (2020) that Mobile device supported activities are highly placed in the teaching of course that deals with social events and handling of transaction, and that people are glued to mobile devices, tuning teaching to it will yield more positive results. Nevertheless, Ng, et al., (2020) expressed that mobile devises safe the world especially distributive activities and teachings during the almighty CORONA.



Conclusion

Business Education stand a taste of time; thus, this trend cannot be thrown over board rather should be revitalized to ensure it attained the needs of the recipients, employers and any party concerned with the sustainable development as it exclusively prepares sound minds responsible to educating generations to be productive citizens of the society.

Recommendations

Based on the findings of the study, it is recommended that;

1. Business Educators, Colleges of Educations, National Commission for Colleges of Education, Federal Government of Nigeria and other stakeholders responsible with business education programme to put hands on deck to iron modalities to which Social media supported course activities are needed in the curriculum of Business Education in colleges of education in Nigeria.
2. Business Educators, COEs, NCCE, FGN and other stakeholders responsible with business education programme to put hands on deck to iron modalities to which Mobile device supported activities are needed in the curriculum of Business Education in colleges of education in Nigeria.

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