

CURRICULUM CONTENT REVIEW AND CREATIVITY KNOWLEDGE OF BUSINESS EDUCATION STUDENTS IN RIVERS STATE UNIVERSITIES

¹Joy Amesi

²Uloma Obi

*Department of Business Education,
Faculty of Education,
Rivers State University,
PMB 5080, Port Harcourt*

Email: amesi.joy@ust.edu.ng; weblinktechnologies4real@gmail.com

Abstract

The study investigate the curriculum content review and creativity knowledge of Business Education students in Rivers State Universities. Two specific objectives, research questions and two hypotheses guided the study. The population of the study was 30 lecturers of Business Education Department in Rivers State Universities. Census method was used to engage all the 30 lecturers in the study. The instrument for data collection was a questionnaire titled: Curriculum Content Review (CCR) and Creativity Knowledge of Business Education Students (CKBES). The instrument was validated by two experts in Business Education and one in Measurement and Evaluation and the reliability index of 0.87 and 0.78 was obtained using Cronbach Alpha method. The data collected for the study were analyzed using the Pearson's Product Moment Correlation (r) and the null hypotheses were tested at 0.05 level of significance using t-transformation method. The t-transformation was used to compute the significance of the Pearson's Product Moment Correlation (r). The findings revealed that practice based curriculum content has significant relationship with creativity knowledge of Business Education students and the relationship is high and positive, and there is significant high and positive relationship between students and lecturers of Business Education Department in Rivers State University on deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State University. Based on the findings, conclusion was made and it was recommended amongst others that there is urgent need to review the Business Education curriculum to accommodate more generic skills and the 21st century skills which are crucial to employment within Nigeria and the global community and government and non-governmental agencies should provide adequate facilities and equipment for the Business Education department for achieving the 21st century skills.

Keywords: Curriculum Content, Creativity, Knowledge, Business Education Students

Introduction

Curriculum issues have always occupied the center stage in academic discourse in Nigeria. Beginning from the colonial period through the independence era, various opinions and views were expressed over what should constitute a functional utilitarian school curriculum. Curriculum in fact is an organized plan of course outlined with the objectives and learning experiences to be used for the achievement of the objectives of education. Curriculum was originally defined as a course of study or

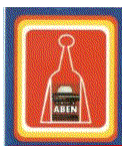


training. It was seen as a list of topics to be taught (syllabus), a content of instruction or subject matter content embracing ways and means of instruction. Curriculum is a powerful tool used by the school to actualize the educational objectives of any nation. According to Esu and Emah (2014) curriculum consists of knowledge, skills, values, activities and many more, which students learn through various school subjects. Curriculum could also be defined as the document, plan or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behavioural change (Offorma, 2014). Curriculum means the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

Ude, (2013) noted that a curriculum in broad terms includes four basic components namely: goals, methods, materials and assessment. Goals refer to the expectation/benchmark for teaching and learning which are made explicit in form of a scope and sequence of skills to be addressed in teaching and learning process. Methods are specific to teacher as every individual teacher has a way of imparting knowledge to students. Materials refer to the media and tools used for teaching and learning and assessment refers to the reasons for and methods of measuring students' progress in the instruction delivered. The design of a curriculum must of necessity involve curriculum planning, curriculum content, methods etc. The design of a curriculum begins from its plan. A plan involves the complete identification of needs, resources to meet the needs inclusive in the process and in most cases implementation and evaluation. In the process of planning a curriculum, the following must be available. There must of necessity be a need. After the need, there must be goals that the need is directed at and consequently objectives. When the objectives are known, then a philosophy must be formulated and thereafter, it can be said that a scope has been created. When these are in place, the curriculum design process has begun to take shape.

The curriculum was design to expand the existing structure of education system while maintaining the old syllabuses which had been in existence since the beginning of the colonial era. In the sixties and the early seventies many educators and politicians felt that the old curricula had outlived their usefulness as they had little relevance to the needs, aspirations and values of post-independence Nigeria and in this 21st century. This call for curriculum content review of Business Education to incorporate the modern realities of acquisition of practical skills for self-reliance of Business Education programmes is imperative. The goal of Business Education is primarily to produce competent, skilful and dynamic business men and women that will efficiently compete in the world of work. Business Education, according to Okoye (2013) is an education programme that orientate students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerking, office information system and management. He further elaborated that Business Education prepares students in two interrelated areas; Education for business and Education about business. Business Education is education that is focused towards developing the learner to be productive in teaching, paid employment and self-employment, it is also the means of instructing person on happenings in business transactions, offices, banks, markets, among others where there is exchange of resources (Emeasoba, Ekoh & Modebelu, 2015).

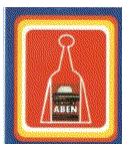
Business education an essential aspect of vocational education provides students self-actualization and self-reliant skills to actively contribute to individual economy, local and national industrial growth. Thus, Business Education promotes the understanding of business environment, economic literacy and ability to be successful in variety of careers. Business Education graduates in Nigeria countenanced calls across various divides to reassess the adequacy of business education curriculum content in meeting with skills needed by employers and for self - reliance. Hence, organizing and managing business education curriculum in tertiary institutions to meet both requisite and soft skills of 21st century knowledge based economy have become imperative to every stakeholder in the programme.



There is no gain saying that curriculum, increasingly viewed as foundation to educational reforms, when properly organised and managed will lead to the achievement of high quality learning outcomes. Curriculum must seek to address needs to develop student competency in such areas as communication, collaboration, critical thinking, problem-solving, creativity, the management and appreciation of diversity as well as learning to learn. Thus, Business Education curriculum is a set of learning experiences designed to enable students attain the objectives of business education programme. In the view of Onajite (2016), business education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future. Correspondingly, Okoro (2015) opined that Business Education curriculum entails educational training which an individual receives in order to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager, and teacher or wherever he may find himself in the business world. It is believed that the curriculum of Business Education will expose students to educational and business related experiences.

A closer look at the above Business Education curriculum as implemented by various tertiary institutions in Rivers State, no doubt, should awaken the consciousness of curriculum planners to begin interrogating the relevance of this curriculum towards meeting the skills needed for survival in the 21st century. This is because curriculum remains the roadmap to acquiring essential working skills and career competency for employment opportunities in Nigeria. For the Business Education programme to become relevant and functional it must not only seek to achieve the goals and objectives of the general business and basic business education, but also seek to give learning in the 21st century skills basic for employability in the global labour market (Aquah, 2014). According to the Aquah (2014) the training required includes: training for better appreciation of the learners' culture and tradition and the culture of one or two other nations outside Nigeria and develop creative abilities in all aspects of life (cultural, social and technological); development of creative abilities of good citizenship, equipping the learners with the ability to absorb new ideas, new information and new data for resolving constantly changing issues of life, relate with and interact with other individuals in the immediate and global society (this is greatly enhanced through ICT), inculcate and foster values such as hard work, personal integrity, tolerance and selflessness-attributes of good citizenship, promote the culture of productivity and maintenance culture and create awareness and consciousness of the important nature and relevance of emerging issues in everyday living.

For Business Education to provide the individual with the knowledge, skills and attitude needed to take up readily available jobs or openings in the global job market, it becomes imperative that our educational system must function optionally and the curriculum must encompass the most current topics that will provide the requisite knowledge, skills and attitude that will enable the individuals avail themselves with the job openings and opportunities in the global market. Available evidences show that institutions offering Business Education turn out graduates in large numbers annually, yet unemployment is on the increase in Nigeria. Those who are employed are found to be unable to carry out their assigned duties without further training. A question therefore arises as to the effectiveness, relevance, and functionality of the curriculum and curriculum materials used in the educational process. This entail that the content and provisions of Business Education curriculum in Nigeria is yet to be relevant in the 21st century especially with the overwhelming influence of globalization, internationalization, information and communication technology rapidly shaping the world. Thus, increasing academic, technical, employability knowledge and soft skills are critical occupational requirements if Business Education curriculum must improve students' entrepreneurial skills and personal worth. Specifically, curriculum must have value-goal –oriented learning contents that is capable of producing the desirable changes in behaviour. Curriculum content review is crucial if the business education objectives of producing graduates who can participate in global economy, function in domestic and international business environment, develop information technology skills,



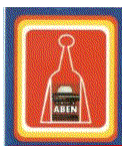
and integrate business concepts and skills with relevant academic knowledge must be attained. Business Education employment potential cannot be overemphasized in an era of economic recession. All over the world, higher education institutions factored employability and creativity into their curriculum to provide potential students desirable learning experiences culminating into productive knowledge, skill and attitude in life.

Today globalization, accelerating technological change, massive demographic shifts demands a change in education systems to more of the modern/innovative education format. It is clear that technological advances have carried as improvement in the teaching and learning process. The goal of Business Education is primarily to produce competent, skillful and dynamic business men and women that will efficiently compete in the world of work. Business education programme to meet up with the 21st century strategies for teaching need to embrace the innovative strategies. The students' cognitive skills and their creative ideas can be developed by innovative strategies of learning. The innovative strategies not only improve the education system, also to achieve different goal of the students. Innovation leads to more efficiency and improved outcomes in quality and equity of learning opportunities. Innovative instructional strategies engage students with different kinds of stimuli activity based learning. Education is a light that shows mankind the right direction to surge. The purpose of Education is not just to make students literate but to rationalize issues and situations based on their knowledge and applications of such knowledge to make decisions that benefit them and others. Modern innovative instructional strategies incorporates technology into teaching-learning methods to recreate, enrich and more realistic experience for students for a rewarding teaching experience (Akinyele; Oke & Bolarinwa, 2017).

The curriculum content of Business Education in the 21st century should blend knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real life experience in the context of core academic subjects. In order to achieve authentic learning that is demanded in the 21st century, the curriculum must be practical based and deep thinking based curriculum which is the focus of this study. In this way, students will be prepared with the necessary knowledge and life skills that will help them be successful in their future careers. Practice based curriculum focuses on learners achieving practical experience as markers of their educational progress (Englander & Frank, 2017). These practical experiences is to demonstrate the knowledge and skills that learners have acquired through their training (Brauer & Ferguson, 2015). Practical based curriculum focuses on individual, personalized learning that occurs at a pace set by the learner and consists of learning in the context of practice, emphasizing formative assessments over summative ones. Education and training undertaken by students should equip them to play roles requiring higher levels of skill, knowledge and understanding, and in which they take responsibility for their area of specialization (Rutayuga, 2013).

A practice-based curriculum is typically issue-led and driven by learner activities, not formal inputs. It equipped students with tools and strategies to interrogate and reflect on practice.. The components of the practice curriculum could include: enquiry-based activities with substantive tasks involving working with others; reflection and reflexivity on practice, simulations and role play, part-individual and part-group activities, negotiation around learning contracts or agreements, recognition of previous learning to gain credit or the starting point for reflection on practice, portfolio of work accompanied by an evaluative narrative, course-based and peer-group activities and assessments that portray what students can do.

Practice-Based curriculum focuses on education, in which students are being prepared to practice in a diverse range of activities, profiles, and professions. This training prepares students to ensure that they would become of high demand as members of society and private professional associations. The approach underlying the Practice-based curriculum is education that meets the needs of graduates and practitioners, as well as all the stakeholders: clients, employers, and colleagues. A deep thinking-based curriculum should focuses on creating 'thinking schools' where

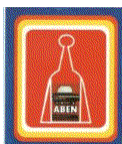


every level of the school is involved in inquiring, decision making and problem solving, continuously and not sporadically. It is schooling of the mind happens, the product of which is thoughtfulness (Boon, 2020). Systematically, teachers in these schools need to plan and integrate thoughtfulness in teaching and learning inside and outside of the classroom. A habit or disposition of thinking is thus inculcated within the members of the school, not just thinking skills in a fragmented manner. Thoughtfulness in this respect is two prong: cognitive and affective. From the cognitive aspect, thoughtful bring forth the idea of mindful and full of thoughts, from the affective aspect, it deals with the attitude of caring, considerate, integrity, honesty (Boon, 2014). A deep thinking-based curriculum enable students to be involved in projects either in a more academic setting or serving the communities in and out of school or globally. Sustainable Development Goals in the UNESCO 2030 agenda provide a very suitable context and a ready platform and rich context for students to delve into real life issues, many of which has elements of ethics involved and would involve deep thinking.

The existence of this thoughtful learning curriculum and environment enable the development of character among the students (Costa & Kallick, 2015). Developing good character and making ethical decision is a thinking process. A wise person is a thinking person, people with high moral values have think through the issues and make his or her stand, thus a truly thinking schools must have adopted social and emotional learning in its thinking. Through thinking a person's creative ability spring forth, thus creative process takes place in the thought. Creative thinking has two aspects: Divergent Thinking (intellectual ability to think of many original, diverse and elaborate thought) and Convergent Thinking (intellectual ability to logically evaluate critique and choose the best ideas from a selection of ideas). Creativity is the act or ability to create something new through imaginative skills. It is a mental process involving the generation of new ideas. Creativity is finding concepts or association between existing and new concepts or rearranging what is known in order to find out what is not known. Thinking is integrally linked with reading, discussing, feeling and seeing. Each of these activities can re-acquaint students with experiences as well as introduce new concepts and ideas.

Today, with changes in educational philosophies the growth of world awareness and reduction of the world into a global village, there is an urgent need for the delivery of Business Education programme to meet up with the emerging national and global needs. Moreover, technological advancement cannot be allowed to divulge (let slip) without its utilization. The business educator on the other hand should be exposed to issues within and outside the scope of Business Education in a bid to practically approach this dynamic body of knowledge and is left with no option than to adapt to emerging trends to make impact in the profession, especially in the area of delivery.

Creativity and innovation can create design thinking which is an approach to learning that focuses on developing students creative, confidence through hand-on projects that focus on empathy, promoting a bias toward action, encouraging indention and fostering active problem-solving skills and competencies. Thus, through the implementation of creative and innovation in the teaching and learning curriculum, educators can help students to develop a skill set that includes ideas generally not fostered within traditional setting and at the same time can improve their academic performance. Creativity may be defined as the process of coming up with original things (Dere, 2019). It may be defined as a cognitive process through which one solves his/her problems and addresses his/her weaknesses and the gaps in his/her knowledge. Creativity enables people to come up with new things, products and innovations. Due to the significance of creativity, teachers must provide students with opportunities to develop their imagination and express their ideas. They should encourage students to engage in creative games. They should develop students' creativity in various dimension of creativity; (fluency, originality, elaboration, abstractness of titles, avoidance of premature closure, and figural creativity) (Dere, 2019). Creativity requires developing skills and capabilities. It requires providing students with knowledge and skills. That shall enable them to address the challenges they face (de Alencar & de Oliveira, 2016).



Business Education pedagogy has grown to a high level development where the teacher is able to play almost passive role in the teaching learning process, rather learner-centred and innovation methods are encouraged in line with global trend. The emerging pedagogical techniques in Business Education and training are emerging in the business training and adoption in Business Education classes. Most of these would have been of age (not so new), but what is new is constant modification of the method or technique to suit contemporary global society. Some of the pedagogical (having to do with instruction) techniques considered here are lecture method, discussion method, individualized instruction, audio-visual technique, problem-solving method, simulation, programmed instruction, vestibule training, role method, coaching mentoring, project method or project based learning, case study method, self-evaluation method, group discussion, demonstration method, guided instruction, observational technique, modelling, activity method, field trip and imitation. Business Education programme involves training and retraining of students in topics relevant to the business world such as accounting, entrepreneurship, management, marketing and office management and technology. However, in this 21st century, it also involves training students in the soft skills such as technology as to make them relevant in the world of work and self-reliant.

Statement of the Problem

Business Education graduates are expected to acquire relevant skills for successful transition from universities to the world of work as productive workers, self-reliant entrepreneurs and responsible consumers in the society. In spite of the fact that Business Education programme equip students with necessary skills for creating jobs for themselves and others, they are found roaming the streets in search of jobs which are either few in supply or not available after graduation. Even the few Business Education graduates who try to establish their own business ventures are not making progress because they lack the required relevant business skills. Employers compliant on the appropriateness of the skills acquired by Business Education graduates and the high failure rate of the businesses established by the graduates create worries and doubts on the effectiveness and the adequacy of the curriculum of Business Education programme. Considering the importance of Business Education curriculum to the acquisition of relevant skills, it therefore seems that there is a defect in the practical and reflective curriculum content due to the un-employability of business education graduates in the labour market.

There are concerns that Business Education graduates are not doing well in the world of work due to curriculum defects. It appears that this defect is responsible for the unsatisfactory employment rate of Business Education graduates as well as the failure in possessing the relevant skills needs demanded by employers of labour. Thus there is the need for curriculum content review of Business Education to creativity and innovation to meet up with the 21st century demand of the society. Hence, this study is focus on curriculum content review and creativity knowledge of Business Education students in Rivers State Universities.

Research Questions

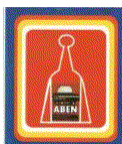
The following research questions guided the study

1. What is the relationship between practices-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities?
2. What is the relationship between deep thinking-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities?

Hypotheses

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

1. There is no significant relationship between practice-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities.



- There is no significant relationship between deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State Universities.

Methodology

The study adopted a correlational research design which sought to examine curriculum content review and creativity knowledge of Business Education students in Rivers State Universities. The study was carried out in Rivers State. The population of the study was 30 Business education lecturers in Rivers State University and Ignatius Ajuru University of Education in Rivers State. Census method was used to engage all the 30 Business education lecturers in the study, because the population is of a manageable size. The instrument for data collection was a questionnaire titled: Curriculum Content Review (CCR) and Creativity Knowledge of Business Education Students (CKBES). Questionnaire on Curriculum Content Review (CCR) and Creativity Knowledge of Business Education Students (CKBES) were validated by two experts in Business Education and one expert in measurement and evaluation all in the Faculty of Education, Rivers State University, Port Harcourt. The experts scrutinized the instruments in terms of quality, relevance and appropriateness of the items. The internal consistency reliability coefficients of the instrument used for the study were determined using the Cronbach Alpha method which gave figures of 0.87 and 0.78. The instrument was therefore adjudged reliable and suitable enough for the study. 30 copies of the questionnaire were distributed and all the copies were retrieved, collated and analyzed using Pearson's Product Moment Correlation (r) and t-transformation method and the null hypotheses were tested at 0.05 level of significance using t-transformation method or t-distribution method. The t-transformation (or t-distribution) method were used to compute the significance of the Pearson's Product Moment Correlation (r). The decision rule was: reject null hypothesis if t-transformation (t -trans) value is greater than t-critical value, and accept null hypothesis if t-transformation (t -trans) value is less than the t-critical value at 0.05 level of significance.

Result

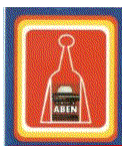
Research Question 1: What is the relationship between practices-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities?

Table 1: Relationship between practices based curriculum content and creativity knowledge of Business education students in Rivers State Universities

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X \sum Y$	r	Remarks
Practice Based Curriculum (x)	30	684	3937	7290	0.79	High Positive
Creativity Knowledge (y)	30	892	4317			

Source: Field Survey Data, 2022

The analysis from the table above reveals a correlation value of $r = 0.79$. This value is high and positive, thus indicating that there is high and positive relationship between practices-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities. The relationship here being positive indicates a strong positive relationship exist in practices-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities.



Research Question 2: What is the relationship between deep thinking-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities?

Table 2: Relationship between deep thinking based curriculum content and creativity knowledge of Business education students in Rivers State Universities

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X\sum Y$	r	Remarks
Practice Based Curriculum (x)	30	598	3215			
Creativity Knowledge (y)	30	892	4317	6443	0.87	High Positive

Source: Field Survey Data, 2022

Table 2 establishes the relationship between deep thinking based curriculum content and creativity knowledge of Business Education students in Rivers State Universities. From the table, it would be observed that the correlation coefficient was $r = 0.87$ which is reasonably high; and positive, indicating a common direction of increase. In other words, there is proportionate increase between deep thinking-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities.

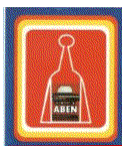
Hypothesis 1: There is no significant relationship between practice-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities.

Table 3: Correlation Analysis of the Relationship between on practice based curriculum content and creativity knowledge of Business education students in Rivers State Universities

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X\sum Y$	df	r_{calc}	t_{calc}	t_{crit}	Remarks
Practice Based Curriculum (x)	30	684	3937						
Creativity Knowledge (y)	30	892	4317	7290	28	0.79	6.81	1.96	Rejected

Source: Field Survey Data, 2022

Table 3 shows the computed correlation coefficient and the calculated t value for significance of the correlation and their critical values. From the table, the calculated values of r and t are respectively higher than their critical value. Since the value of t-cal (6.81) is higher than the t-critical value (1.96), it led to the rejection of the null hypothesis of no significant relationship between practice-based curriculum content and creativity knowledge of Business Education students in Rivers State Universities. This means that there is significant high positive relationship between the two variables. The implication is that practice-based curriculum content has significant relationship with creativity knowledge of Business Education students.



Hypothesis 2: There is no significant relationship between deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State Universities.

Table 4: Correlation Analysis of the Relationship between deep thinking curriculum content and creativity knowledge of Business education students in Rivers State Universities

Variable	N	$\sum X$	$\sum X^2$	$\sum X \sum Y$	df	r_{calc}	t_{calc}	t_{crit}	Remarks
Practice Based Curriculum (x)	30	598	3215						
				6443	28	0.87	9.32	1.96	Rejected
Creativity Knowledge (y)	30	892	4317						

Source: Field Survey Data, 2022

Table 4 shows computation of correlation coefficient and t-test value for relationship between deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State Universities. The table shows the value of computed $t = 9.32$ and higher compared to the table $t = 1.96$ at 0.05 level of significance and with a df of 28. This confirms that computed value of r is too significant to be attributed to sampling error and hence the rejection of the null hypothesis is upheld, meaning there is significant high and positive relationship between deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State Universities.

Discussion

The finding revealed that practice-based curriculum content has significant relationship with creativity knowledge of Business Education students and the relationship is high and positive. The finding of this study is in tandem with the finding of Brauer and Ferguson (2015) who viewed that practical experiences is to demonstrate the knowledge and skills that learners have acquired through their training. In agreement with the views of Brauer and Ferguson, Englander and Frank (2017) opined that, practice-based curriculum focuses on learners achieving practical experience as markers of their educational progress. Practice based curriculum focuses on individual, personalized learning that occurs at a pace set by the learner and consists of learning in the context of practice, emphasizing formative assessments over summative ones. The researchers in agreement with Englander and Frank, viewed that practice-based curriculum is typically issue-led and driven by learner activities, not formal inputs as it equipped students with tools and strategies to interrogate and reflect on practice. Hence, education and training undertaken by students ought to equip them to play roles requiring higher levels of skill, knowledge and understanding, and in which they take responsibility for their area of specialization. The hypothesis testing revealed that practices-based curriculum content will significantly enhance the creative knowledge of Business Education students in Rivers State Universities. This calls for total curriculum review to a practices based rather than the theoretical that is invoked. All hands must be on desk to make the graduates of Business Education self-reliant and this can be attend through practice based curriculum. When students practice what they were taught upon a period of time it becomes part of them.

The finding in research question two showed that there is significant high and positive relationship between deep thinking curriculum content and creativity knowledge of Business Education students in Rivers State Universities. The finding of this study is in line with the views of Boon (2014) who opined that a habit or disposition of thinking is thus inculcated within the members



of the school, not just thinking skills in a fragmented manner. Thinking is integrally linked with reading, discussing, feeling and seeing. Each of these activities can re-acquaint students with experiences as well as introduce new concepts and ideas. Boon in (2020) also stressed that deep thinking-based curriculum ought to focus on creating 'thinking schools' where every level of the school is involved in inquiring, decision making and problem solving, continuously and not sporadically. To the researchers, deep thinking is the schooling of the mind happenings, the product of which is thoughtfulness and a wise person is a thinking person, individual with high moral values have to think through the issues and make his or her stand, thus a truly thinking schools must have adopted social and emotional learning in its thinking. As a deep thinking-based curriculum enable students to be involved in projects either in a more academic setting or serving the communities in and out of school or globally. The hypothesis testing revealed that deep thinking curriculum has a significant impact on students, this will bring to bear the creative and innovative abilities that are latent. When students think deep on certain issues it will reawaken their intuitive reasoning abilities making them to proffer solutions, develop new concepts and ideas to challenges that may confront them.

Conclusion

Today, with changes in educational philosophies the growth of world awareness and reduction of the world into a global village, there is an urgent need for employees who are more adaptable to work situations and who are highly skilled in Business Education and pedagogy than in the previous generations. The curriculum content offerings, especially at the tertiary levels must cater for the requirements of the 21st century skills. For there is a plethora of skills training involved in business degree programmes. The focus is turning toward skills that enhance positive human interaction, understanding, and relationships. Business Education will begin to incorporate more ways to develop self-awareness, integrity, curiosity, adaptability, teamwork, creativity, social awareness, ethics, and complex problem-solving skills. Students will not only learn how to communicate effectively but how to empathize with others and be transparent. As we look at future Business Education trends, it is in the best interest of Business Education and business schools to stay relevant and updated on what all is predicted to best prepare their students to succeed and contribute to their society positively.

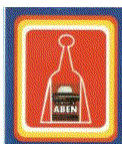
Recommendations

The following recommendations were put forward by the researchers based on the findings:

1. There is urgent need to review the Business Education curriculum to accommodate more generic skills and the 21st century skills which are crucial to employment within Nigeria and the global community.
2. Government and non-governmental agencies should provide adequate facilities and equipment for the Business Education department for achieving the 21st century skills.
3. There is need for teachers, learners and employers of labour to take advantage of computer aided instruction, industrial collaboration instructional, laboratory centered instructional, teacher aided case analysis instructional, business plan development and field trips to expose learners to work methods and experienced needed in the workplace environment.

References

Akinyele, T.A., Oke, S.O. & Bolarinwa, F.F.B (2017). Utilizing innovative instructional strategies in the development of entrepreneurial skills in Business Education. *International Journal of educational foundations and management*. 7(2) 246-258



- Aquah, P. A. (2014). Enriching the business education curriculum for relevance in the global workforce. *Journal of Human-Social Science*, 2(7), ISSN: 2249- 460X.
- Boon, N.S. (2014). *Creating Thoughtful Classroom, Implementation of thoughtful science curriculum by master teachers*. Germany: Lambert Academic Publishing.
- Boon N.S. (2020). Developing curriculum design for the 21st century – Balancing the need of character building and meeting other emerging needs of the future. *Asia Pacific Journal on Curriculum Studies* 3 (2) 1-10.
- Brauer, D.G.; Ferguson, K.J. (2015). The integrated curriculum in medical education: *AMEE Guide No. 96. Med. Teach.* 37, 312–322.
- Costa, A.L., & Kallick, B. (Eds.) (2015). *Activating and engaging habits of mind*. Virginia: Association for Supervision and Curriculum Development.
- De Alencar, E. & De Oliveira, Z. (2016). Creativity in higher education according to graduate programs' professors. *Universal Journal of Educational Research*, 4(3), 555-560. <https://doi.org/10.13189/ujer.2016.040312>.
- Dere, Z. (2019). Investigating the creativity of children in early childhood education institutions. *Universal Journal of Educational Research*, 7(3) 652-658. <https://doi.org/10.13189/ujer.2019.070302>.
- Emeasoba N.C, Ekoh, A.C & Modebelu M.N. (2015). *Fundamentals of business education: Skills building approach*. Anambra: SCOA Heritage Nig. Ltd.
- Emmanuel, A. O., Omotayo, B. K., & Tuke, E. (2015). Issues in Business Education Programme: Challenges to National Transformation. *Journal of Education and Practice*, 6(21).208-212.
- Englander, R.; Frank, J.R. (2017). Collaborators. Toward a shared language for practical-based medical education. *Med. Teach.* 39, 582–587.
- Esu, A.E. & Emah, I. (2014). Nature, purpose and process of curriculum. In Nwagwu, N.A. & Ivowi U.M.O. (eds.). *Education in Nigeria: Development and Challenges*. Yaba, Lagos: The CIBN Press Limited.
- Offorma G.C. (2014). Approaches to curriculum development. In Nwagwu, N.A. & Ivowi, U.M.O. (eds.). *Education in Nigeria: Development and Challenges*. Yaba, Lagos: The CIJBN Press Limited.
- Okoye, K.R.E. (2013). Emerging issues in business, vocational and technical education in Nigeria: The challenges and prospects. *A keynote address presented at the 3rd Annual National Conference Organized by School of Business Education, FCE (Technical), Asaba 20th-24th May*.
- Onajite, G.O. (2016). Challenges of utilizing information and communication technology (ICT) in teaching and learning of business education in Delta State. *International Journal of educational foundations and management*. 10(1) 246-258
- Ude,V.C. (2013). *Staff motivation and development: A way of achieving optimum performance in the new secondary school curriculum*. ANCOPSS 2013 MCPT FOR South-East Principal.1-11..