

Business Education For Sustainable Development

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Business education is a branch of education that involves teaching the skills and operations of the business industry for sustainable development. This paper focus it attention on the role of business education in sustainable development. The three pillars of development in economic growth and economy growth sustainability is how effective the business education is structured, more than any other thing, it contributes immensely towards the economic growth of any society. The paper disclosed that the ability of education to promote economic growth depends on its relevance to the needs, values and aspirations of the society it is meant to serve. This implies that business education should impact appropriate knowledge, skills, attitudes and competencies needed by the society in order for the products of business education to contribute meaningfully to economic development. The paper concluded that business education is a formidable tool for sustainable development both locally and internationally because it provides its recipients with the appropriate knowledge, skills, attitudes and competencies that are needed for sustainable development. Finally the challenges of business education were identified and a number of recommendations made to tackle them.

Keywords: Business Education, Economic growth, Sustainable development.

Introduction

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education

"Sustainable development is such a development that reviewed the previous economic achievement to evaluate the expected results to meets the needs of the present, without compromising the ability of future generations to also meet their own needs."

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society.

Often time, development is driven by one particular economic need, without fully considering the wider or future impacts. We are already seeing the damage this kind of approach can cause, from large-

scale financial crises caused by irresponsible banking, to changes in global climate resulting from our dependence on fossil fuel-based energy sources. The longer we pursue unsustainable development, the more frequent and severe its consequences are likely to become, which is why we need to take action now.

So is it all just about the environment?

Living within our environmental limits is one of the central principles of sustainable development. One implication of not doing so is climate change.

But the focus of sustainable development is far broader than just the environment. It's also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity.

If sustainable development focuses on the future, does that mean we lose out now?

Not necessarily. Sustainable development is about finding better ways of doing things, both for the future and the present. We might need to change the way we work and live now, but this doesn't mean our quality of life will be reduced.

A sustainable development approach can bring many benefits in the short to medium term, for example:

Savings - As a result of SDC scrutiny, government has saved over £60m by improving efficiency across its estate.

Health & Transport - Instead of driving, switching to walking or cycling for short journeys will save you money, improve your health and is often just as quick and convenient.

How does it affect me?

The way we approach development affects everyone. The impacts of our decisions as a society have very real consequences for people's lives. Poor planning of communities, for example, reduces the quality of life for the people who live in them. (Relying on imports rather than growing food locally puts the consuming nation at risk of food shortages.)

Sustainable development provides an approach to making better decisions on the issues that affect all of our lives. By incorporating health plans into the planning of new communities, for instance, we can ensure that residents have easy access to healthcare and leisure facilities. (By encouraging more sustainable food supply chains, we can ensure that the producing nation has enough food for the long-term future.)

How do we make it happen?

We all have a part to play. Small actions, taken collectively, can add up to real change. However, to achieve sustainability in any nation, we believe the Government needs to take the lead. The SDC's job is to help make this happen, and we do it through a mixture of scrutiny, advice and building organisational capacity for sustainable development.

How can business contribute to sustainable development?

For the business enterprise, sustainable development means adopting business strategies and economy activities that meet the needs of the enterprise and its stakeholders today while protecting, sustaining and enhancing the human and natural resources that will be needed in the future.

Education for sustainable development

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, increase in utility production, climate change, disaster risk reduction, biodiversity, poverty reduction, consumption reduction and sustainable consumption.

Role of business education in sustainable economy development

Business education equips individuals with the knowledge of the business world. This ranges from awareness opportunities of the needs of the people, investment opportunities, insurance policies, advertising practices, mode of financial transactions, means of payment, borrowing, to entrepreneurship.

Sustainable Development Goal 4 (SDG 4) is the education goal

These goals are indivisible and encompass economic, social and environmental dimensions. SDG4 focuses on education and aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Problems of Business Education in Nigeria

Lack of Adequate and Experienced Manpower

There is inadequacy of skilled and experienced manpower, which retard teaching and learning in most African countries, including Nigeria.

The educational planning of these countries have come to be linked in varying degrees with economic planning and manpower needs of the economy.

Sound, planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed teaching and non-teaching staff. (Bassey, 2006).

Teacher and Government/Parental Factors

Puyate (2003), further identified teacher's factors and government/parental factors as constraints to business education. On teachers factors specifically there are lack of professional and experienced teachers, no-provision of adequate allowances for teachers, lack of teacher's motivation and non-cordial relationship between teachers and students. Olu and Beecorf (1982), observed that, high salaries paid by the wide spreading companies (firms) have attracted many business education teachers to abscond from the profession. Lack of cooperation from parents, poor government appreciation of business education, inability of parents to buy necessary books for the course and lack of government support for business education are the factors hindering business education.

Poor Funding

On poor funding Puyate (2003) maintained that such is responsible for non availability of instructional materials which affects the running of business education programmes. Instructional materials according to Abraham and Abraham (2003), makes teaching and learning of business education. Research has shown that poor funding, staffing, lack of equipment workshops and prejudice against business education are responsible for unpopularity among students (Mbamalu, 1980).

Inadequate of Infrastructure

McAliney (2007), stated that business education infrastructure, teaching methodologies and tools, delivery mechanisms, facility and qualifications are very essential aids to effective instruction. Bamisaye, Ejeh, Adelabu, and Aleje (1998), emphasized the importance of physical facilities in teaching and learning. They are of the view that students learn better when they explore an environment that is rich in materials. It is sad to note that such environment eludes the business education programme in this nation.

Most institutions of learning do not have lecture halls; where there are such halls they are not sufficient for the students.

Non-Functional Libraries

Our educational institutions lack befitting libraries. According to Ozigi (1977), every school requires a wide range of educational materials like textbooks, stationeries and other learning materials housed in the library to ensure instructional effectiveness. It is sad to note that here in Nigeria virtually none of the business education departments in our institutions can boast of a standard and well-equipped library.

Epileptic Power Supply

Lack of constant electricity supply is another problem confronting business education in the country.

Electricity is required to energize and power the machines in business education. Such machines are electric typewriters, fax machines, computers, photocopying machines and internet facilities. Many of the institutions that run business education courses are located in rural areas with no access to the national grid and not provided with power generating sets. It will be pertinent to mention that areas where there is electricity supply by the Power Holding Company of Nigeria (PHCN), the power is unsteady and highly erratic. As a result of the epileptic nature of electricity to institutions of learning, business education course are only in theory without practical. This therefore, negates the objectives of business education, which amongst them is skill acquisition.

Business education quite like any other educational innovation requires exert efforts. Most students of today are such that do not want to exert much energy in the development of manipulative skills demanded in business education. In the same vein, some business educators just collect salaries while working with little or no professional zeal and dedication. On the other hand, there are many in high and low places that view business education with indifference. It should be noted that indifference is closely associated with laziness.

Poor Curriculum Content

It is upper most in the minds of experts in the field of business education that the curriculum should respond to labour market trends and projection of manpower requirement. Unfortunately, business education system in this country has not been adequately responsive to the changes in the labour market and the needs of various segments of the population. Training in most institutions appears to be highly concentrated in declining occupations while new and emerging occupations are not explored. Curriculum and instructional materials are not developed for new occupations and generally emphasis is on absolute and declining skills. The curriculum is also vast which most often is not completed before the end of the programme

Recommendations

Having noted that business education programmes in our Institutions of learning are in deplorable state. It will be pertinent enough to advocate measure that could be geared toward ameliorating the situation. Such measure is:

1. Adequate information should be provided for business education
2. Proper, up to date and relevant equipment for teaching and Learning should be put in place in institution that offers business education.
3. Instructional material for teaching education should be provided.
4. Every business education department should have a functional equipped with books.
5. Adequate enlightenment campaign should be carried out in the society about the importance of business education.
6. Business education teachers should be well remunerated and their allowances should be paid as at when due.

7. Professional and experienced business education teachers should be employed to teach business education subjects.
8. Regular training and re-training programmes in form of seminars, Conference, in-service training programmes, short course and workshops should be organized at regular intervals to stimulate teacher's interest in the programmes.
9. The federal government should without further delay through the federal ministry of education re-introduce the Federal Technical Teacher's Training Programme (FTTTP) to enable business education teachers further their studies.
10. ICT facilities should be made available in all business education departments in our institutions. As the world is now a global village following the presence of Internet services, students and teachers of business education will from times to times enrich and update their knowledge in the course

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