

Emerging Innovations in Teaching Business Education for Sustainable Development

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ABSTRACT: *Innovative teaching method involves the use of digitals and ICT based tools in teaching and learning. The global technological revolution especially in the areas of business has prompted the need for business education instructional delivery to be technology base if the programme is to achieve its goal of sustainable socio-economic development. Hence, this paper examines emerging innovation in teaching methods in Business Education for sustainable development. The paper also examines the need for the adoption of innovative teaching methods in business education and the challenges to effective utilization of this method in business education. Some recommendations among others were Educational institutions should adopt fully innovative teaching technologies in business education, educational institutions should regularly organize relevant training for lecturers to constantly update their knowledge and skills, training institutions should partner with private sectors to provide adequate pedagogical innovative technologies and stable power supply for lecturer and students and finally Government should increase grants given to educational institutions to enable them provide needed ICT technologies and other infrastructural facilities for effective training of students.*

KEYWORDS: innovation, entrepreneurship, sustainable development,

INTRODUCTION

The world's constant innovative changes have shown that the future is unpredictable especially as it concerns education, skills, competencies and technology which are considered the bedrock of economic, social and political growth. Supporting this statement, Roma (1990) stated that countries whose populations have high level of education are fertile soil for information-based technology. Krueger and Michael (1990) also stated that increase in a country's overall level of educational attainment have caused corresponding increase in their overall rate of economic growth. It was in realization of the critical role of education that a National Policy on education was formulated. Education is the process of acquiring knowledge, skills, attitudes, interest, abilities, competences and the cultural norms of a society by people and to transmit life to the coming generations so as to enhance perpetual development of the society (Yekini, 2013).

Chukwurah (2013), citing Akinpelu (1981), describes education as a life-long process through which individuals acquire relevant knowledge and value which enable them to become useful to themselves and the society in which they are domiciled. Education opens the door for all citizens to participate in development activities and when citizens are denied education, they are excluded from the development process especially in the emerging knowledge society (Okeke, 2008) From the above definitions, education can be described as a process through which individuals acquire necessary skills, knowledge, attitudes and values that will enable them handle the challenges of life as they come and be able to contribute their own quota towards national development.

Concept of Business Education

Business education programme is concerned with teaching skills, attitudes and knowledge necessary for a successful career in office and business world. Anyaeneh and Nzegwu (2015) describe business education as education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. 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. Schell (2003) opine that business education programme involves training students in topics relevant to the business world such as accounting and marketing. In addition, Schell states that business education involves training students in the softer skills such as leadership.

The objectives of business education as identified by Schell (2003) are to enable the students to gain experience with skills such as leadership and communication and also to provide students with information about all aspects of business. According to Association of Business Educators of Nigeria, (ABEN, 2017), business education is needed by students in the contemporary world because business education develops life skills for economic success and helps students to develop skills and attitudes needed for career success. In the opinion of the researchers, the relevance of business education in achieving sustainable development in Nigeria cannot be over-emphasized because of its potential in equipping the recipients with the relevant skills for self-employment. This is in conformity with the statement made by ABEN (2017) that business education can be a major instrument for national development because it promotes industrialization through its entrepreneurship offerings. Business education is considered to be one of the crucial vehicles for social equity as well as sustainable development if it is accorded proper status by the government and other stakeholders.

Concept of Innovation

Innovation is defined as incremental, radical, and revolutionary changes in thinking, products, processes, or organization (Wikipedia, 2014). In the organization context, innovation may be linked to performance and growth through improvement inefficiency, productivity, quality, competitive positioning, etc. Innovation is also viewed as intentionally bringing into existence something new that can be sustained and repeated and which has some value or utility (Selman

n.d). According to Fagerberg (2004) see innovation as the successful introduction of something new and useful. It appears people equate innovation with change.

Innovative and its manifestations and attempts have been visible in all spheres of education system and practice. Information and communication technology (ICT) in education has brought lots of technological changes and innovations. Innovations in term of teaching and learning, open distance learning, blended learning, collaboration learning and student centre learning. Computer aided learning not only used as an instructional material but also as a tool and learning facilitator. Technologies are keys to transforming the learning environment. Oftentimes, technology is “bolted on” and not integral to enhancing and assessing learning within business schools. Business schools need access to technology for all students and teachers in order to support anytime, anywhere, learning, personalization and 21st century skills (Microsoft). Innovation attempts to introduce student centre, problem-based learning. An innovation is an implementation of a new or significantly improved product (good or service), a new process, a new marketing method or anew organizational method in business practices, workplace organization or external relations” (INSEAD, 2011).

Concept of Sustainable Development

Sustainable development is an attempt to meet up with the present human needs and secure the needs of future generations without comprising the abilities of future generations to meet up with their needs. Oyebamiji and Adekola (2008) defined sustainable development as conservation, reservation, usage and management of resources so that what we do to improve life and living standard today does not compromise future use of such resources and improvement the quality of life for all the people. Onyikan (2000) saw sustainable development as an instrument that develops the capabilities of nations and harnesses their vast resources for functional self-reliance and survival of humanity. Sustainable development is a dynamic concept that encompasses a new vision of business education.

The most interesting aspect of sustainable development is that it provides for the present, sharps and secure the future. Hasna (2014) contended that sustainable development is concerned with the carrying capacity of natural system with social, political and economic challenges that faced humanity. Age (2005) identified the following objectives which sustainable national development are expected to achieve to include: increase capital income employment opportunities, promoting human welfare, satisfying basic needs; protecting the environment. In the light of the above, business education as an essential aspect of sustainable development of any nation, equips individual with skills, knowledge, attitudes, values and competencies with which to create business enterprises, effectively manage, produce and provide for the future

The Need for Innovative Teaching Methods in Business Education

Innovative teaching method involves the use of digital and ICT based tools in teaching. Krishna (2013) and Noor (2014) identified the following innovative teaching technologies that are used in

education delivery business education inclusive to include: technology-driven classroom, cross-curricular connections, smart interactive boards, computer-based assisted instruction, collaborative learning, activity-based learning and learning labs, digitalization in teaching, e-learning, flipped classroom, computer managed instruction (CMI), modeling and simulation and teleconferencing. An improved and qualitative business education is of fundamental importance to ensure effective and efficient human capital development. Business education in a globalized economy demands effective use of innovative teaching methods in instructional delivery for the programme to achieve the manpower needs of the country.

Business education teachers use of innovative teaching method like smart board during instructional delivery allows them make proper illustrations of those business concepts that are always difficult to illustrate. Consequently, the use of e-learning technology during business education classroom instruction enhances students learning and improves business teachers' instructional delivery. Appropriate use of this technology motivates students to learn and also improve their performance. At the same time, it helps the teachers to take care of individual differences of the students.

Eze (2015) identified the following imperatives of innovative teaching technology for teachers and students to include:

1. New ICT facilities allow students and teachers to control manipulative and contribute information to learning and teaching environments as interactive books, journals and the like are usually made available via internet (Oxfam Education Report, 2002).
2. The use of new multimedia technologies and internet will improve the quality of teaching learning related activities not only in Nigeria but Africa sub-Saharan region as well.
3. As a social process, it will facilitate interaction and collaboration not only among learners but among teachers as well both at local/or global level.
4. It will give opportunity to individuals who might wish to combine work and learning at his or her own pace irrespective of location.
5. It enhances performance of lecturers in time of course materials delivery and provide maximum attention to students as they could meet through e-mail feedback facility or otherwise.
6. It will revolutionize distance learning which used to be "just-in-class" to "just-in-time", thus enhancing easy accessibility to education.
7. A flexible user interface, since it is attractive and interactive may motivate the learner's interest which will in turn sustain continuous learning.
8. It promotes human resources capable of responding to the demands of the new world economy that is supported and driven by ICT.
9. Open and distance university education, if well supported by e-learning. Technology will provide accessibility, flexibility and collaborative work to both the urban and rural populace of Nigeria and Africa in general, who might not have the conventional universities. This has long life value to quality education and to all who seek knowledge irrespective of age and/or geographical location and time.

Challenges to Effective Utilization of Innovative Teaching Methods in Business Education

Business educators' use of innovative teaching methods in instructional delivery is faced with a lot of challenges. Some of these challenges that need to be addressed for business educators' effective utilization of innovative teaching technologies include:

1. **Lack of Adequate Competent Manpower:** Technology continues to be an integral to business education. The ever changing role of technology in recent times continue to be a challenge to business educators as many of the teachers were trained on computer appreciation which was theoretical and informative in content. Chigbuson (2009) lamented that it is sad to say that many business educators are not capable of teaching ICT subjects due to their shallow depth of computer skills they acquire in their training institutions. In view of this, business educators need to constantly update their skills and knowledge so as to keep abreast of the new technologies.
2. **Financial Constraints:** The use of new technologies in training institutions is of capital intensive. In spite of the roles of ICT in improving the quality and quantity of education, the financial allocation to education still remain very poor. Training institutions need huge financial requirements for sustainable integration of ICT in education.
3. **Infrastructural Challenge:** The expansion and development of ICT infrastructural facilities for business education delivery remain a very serious challenge. There is dearth of adequate provision of ICT facilities such as computer hardware and software, satellite and internet technologies such as radio, cassette and television for effective instructional delivery. Okwute and Agomuo (2009) contended that lack of availability and access to ICT infrastructure is an obstacle to effective adoption of ICT in teaching and learning in Nigeria.
4. **Unstable Power Supply:** Inconsistent power supply in training institutions has made it difficult for the use of computer in education delivery. Jimob Kadin in Okoro and Agbolor (2014) contended that it is difficult to keep high technology equipment such as computer when electricity supply is not consistent and stable.

Strategies for Educating Business Education Students for Sustainable Development

The following are the strategies for educating Business education students for Sustainable Development in tertiary institution in Nigeria. These strategies include:

1. **Training and Retraining Business Education Lecturers:** since there has been a downward trend in the quality of business education graduates, it suffices to say that the quality of teaching these graduates received while in school is below standard and has reflected in their inability to function effectively in corporate business environments. It is in light of the above, and the need to produce quality business education graduates that authors and researchers like Uwameiye and Osunde (2000), Nwazor (2012) and Essia (2012) called for the training and retraining of business education lecturers on modern corporate governance practices like transparency and accountability, the legal and regulatory environment, appropriate risk management measures, information flows and the responsibility of senior management and the board of directors.

2. **Engaging Students in Work-Based Learning:** Educators who support the teaching of work-based learning as a programme for business education school students to make a number of different claims for its utility. Urquiola, Stern, Horn, Dornsife, Chi, Williams, Merritt, Hughes and Bailey (1997) identified five primary purposes for work-based learning:
 1. Acquiring knowledge or skill related to employment in particular occupations or industries;
 2. Providing career exploration and planning;
 3. Learning all aspects of an industry;
 4. Increasing personal and social competence related to work in general; and
 5. Enhancing students' motivation and academic achievement.
3. **Application of Online Teaching Method:** the integration of information and communication technology in teaching and learning of business education courses cannot be over emphasized. Evans and Howe (2007) noted that the recent corporate climate, riddled with many high profile corporate collapses and a trend towards tightened legal regulation of the business environment, has served as a wake-up call not only to the business world, but to educators who are teaching students about complex sets of rules, which it is increasingly understood can only be truly appreciated through contextual application and situational discussion.

CONCLUSION

A shift from traditional method of teaching in business education to innovative teaching technology in the current phase of technological innovations in every facets of human endeavour especially in the areas of business will enable the programme attain sustainable development. At the same time, the products of business education programme will be properly equipped to face the challenges of ever-changing technological innovations in the business world. On the other hand, effective utilization of innovative teaching technology in business education system delivery is faced with a lot of challenges which need to be urgently addressed to enable the programme achieve its goal of sustainable economic development in the country.

Recommendations

Based on the critical analysis of the study, the following recommendations were proffered:

1. Educational institutions should adopt fully innovative teaching technologies in business education instructional delivery to enable the programme realize its goal of sustainable socio-economic development.
2. Educational institutions should regularly organize relevant training for lecturers to constantly update their knowledge and skills.
3. Training institutions should partner with private sectors to provide adequate pedagogical innovative technologies and stable power supply for lecturer and students.
4. Government should increase grants given to educational institutions to enable them provide needed ICT technologies and other infrastructural facilities for effective training of students.

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