

# Management of Educational Organization: The Effectiveness of Soft Skill on Rejuvenating Education Curriculum

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**Abstract.** Business education is a course that provides skills for individual to gain employment in government department of business community. To give a relevant training in business education, soft skills must be built into the curriculum of business education on which it intends to give instruction. It is seen that the present business education programmer curriculum is inadequate with regard to soft skills for job creation, employability and contribute to the growth and development of the nation. The paper sought to examine the deep-rooted issue in business education curriculum and soft skills. It further highlighted the importance of soft skills and how soft skills can be built into curriculum of business education to equip recipients with business skills, habits, attitudes, knowledge and concepts for personal use and for entry into the business community as employees or employers of labor. The paper adopted a methodology of documentary analysis and a review of the relevant literature. The study found that business education should not be divorced from soft skills to make recipients meaningfully exist with others as productive and beneficial members of the society. To re-establish evincing strength and healthy business education curriculum, the paper recommended that government should come up with a new policy of governance of tertiary academic institutions to accommodate soft skills in the curriculum of business education for job creation and employability.

**Keywords:** business education curriculum, soft skills, business community.

## 1. Introduction

Business education was brought to notice and given relative importance by the national policy on education in 1977. The policy had received several amendments. Business education is one of the dimensions of vocational education that focuses on acquirement of knowledge and skills for one who

receives it. It is a programme of study which is aimed at equipping the learners with employability knowledge and skills that would enable them to create or secure jobs, stay on the jobs and grow in the job (Aquah, 2014). The purpose of business education is the creation of workforce which possesses the necessary attitude, knowledge and skill for capturing other resources and brings them into cooperative relationships producing goods and services needed by society for satisfaction of other needs and wants (Anao, 1986 in Ezeani & Ishaq 2015).

Business education however being skilled acquisition field of study must induce in the beneficiaries to have skill and knowledge of soft skills. Business education is taken in the secondary and tertiary levels of the educational system of Ghana. The programme has been brought into practice for many years gone by yet recipients (graduates) of business education are also “pasted” incessantly by unemployment. The federal government of Ghana pointed out that the laudable programme of business education of providing the attitude of knowledge and skill required in the world of business has failed abysmally to rein in youth Unemployment. Those who are lucky to found themselves in the workplace are seen to be unskilled, lacking normally expected degree of ability and in some instances are cognitively impaired in the discharge of their duties. For many years, educators and employers many times complain about lack in soft skills among graduates from tertiary academic institutions. Principally absence are communication skills but additional knowledge in business or project management is also superior on the list of absence skills needed for graduates entering the business world. This problem is in no way limited within bounds to developing countries. (Shulz, 2008) like Ghana. “Employers say many graduates are lack soft skills such as team working” and “they go on to explain that candidates are normally academically proficient but lacking in soft skills such as correcting as well as verbal and numerical reasoning (AGR, 2007). This state of affair to a larger extent has to do with the curriculum. The supposition that soft skills are necessary for bringing sharp changes to classroom teaching and learning in educational system across the world are under increasing urgency to the society and the world in general. The present world requires students to develop strong soft skills as workplace are transformed by technology. Soft skills are personnel qualities and interpersonal skills. They are “people skills” which include psychological, social and communication skills.

As the passage to skills, knowledge and attitude continues to grow rapidly with a high rate of change, business education remains more navigable for the out sending of necessary personal traits and interpersonal skills from teacher to students for an unchanged period of time. The use of educational system is increasingly constrained to use soft skills. Thus, it provides knowledge and

skills for learners and exercising skills and attitudes required in the job market. The job market need labor force that can use soft skills as a tool for increased creativity, innovation and productivity. These include skills such as teamwork, leadership, critical thinking ethnics, morale and professionalism, communicating skills, punctuality. Ability to learn, self-discipline, initiative, coaching, persistence.

Ghana has knowledge regarding lot of series of development which have great influence on business education (Emamai, Ewane & Fotem, 1995). These changes are in the spheres of curriculum trends, new technologies in the classrooms and offices, economic forces, industrialization and urbanization, government influences, etc. Despite these changes, the teaching and learning of business education should be managed in a better way to overcome the seeming ineffectiveness in the curriculum or the technology applied in the delivery system or delivery process. As a matter of insistence, the business education curriculum should be enriched with appropriate soft skills and the delivery system improved to enable Ghana graduates to turn to the advantage or job opportunities in the job market.

## **2. Statement of the Problem**

Every graduate needs knowledge, skills, attitude and competences to execute defined duties, meeting deadlines, effectiveness and efficiency in doing work. The business world need relevant soft skills embedded in business education for job creation. Business community of government department face the problem of low productivity, poor innovation and inability to meet performance goals. Business education given in the vocational tertiary institution does not prepare the individual to acquire skills are competences in office education and pedagogy important for teaching it. This problem occur because of lack of soft skills in the curriculum of business education was predicated as the problem at hand. This problem is continuously affecting recipients of current business education. This is why the study theoretically investigated how business education curriculum can be reinigorated with the aid of soft skills for improved service delivery. Its believe that when soft skills are firmly observed in teaching of business education, it will act as a propeller for improved service delivery in Ghana. The idea of effective business curriculum is also adopted in the world of business. It is also perceived that there is a need of individual who should not only have to train people but also be effective so an effective individual is needed who have necessary soft skills rooted in a business education to drive people with verve towards improved service delivery

### **3. Objective of the Study**

The objective of the study is to examine the role of soft skills in rejuvenating business education curriculum for effective services delivery in Ghana. The specific objective was to conceptualize the relationship between business education curriculum and soft skills in the context of improved service delivery.

## **4. Literature Review**

### **4.1. Conceptual review**

#### **Business education**

The word “education” has been defined in many, different and interwoven ways by many Scholars (and authors). Some defined it in an elaborate ways and others in constricted sense. Also, in the discipline of education, some have defined it based on the need of the situation. In etymological sense, the term “education” has been originated from Latin words:

“Educare” what means “to bring out” or to “nurish:

“Educare” which means “act of teaching” or draw out”

“Educatum” which means “act of teaching” or “training?”

“Educates” which means “to bring up; rear, educate” (Parankimmalil, 2012)

Further than its origin, the word “education” has since assumed an elaborate definition and meaning (Ugwuogo, 2013). In an elaborate sense, education is a process by which an individual obtains the many physical and social capabilities demanded by the society in which he/she is born into to serve (Uwadia, 2010). In a similar vein, parankimmalil (2012) state that education is systematic process through which an adult or a child obtains experience, attitude, skills and knowledge. It has to do with the development of abilities of the child. It serves as the physical, morale, economic, aesthetic and spiritual development of the individual to enable overcome his animal instincts by transcending the same so that he becomes a refined individual. Business dictionary.com (2010) sees education as the wealth of knowledge obtained by an individual after studying specific subject matters or experiencing life lessons that provides an understanding of something. Hence, “plants are developed by civilization and men by education”. (John Lock in Ugwuogo, 2013). Thus, the major purpose of education is the emotional, physical intellectual and ethnical integration of the person as a social instruction for developing human resources and for human capital formation. Education is a *sin-qua- non* in the development and empowerment of people. (UNESCO study 2009 in Parankimmalil, 2012).

There are many definitions of business education. Most of its definitions emphasises its vocational nature. Business education refers to a form of

vocational education which is aimed at developing the learner to become productive in teaching, self-employment and paid employment (Idialu in Amoor 2010). Business education busks those who receive an advantage for profitable employment and livelihood kept in existence. Generally, it is regarded as education for and about business (Ugwuogo 2013) Business education for business refers to aspect of vocational education that provides instruction and preparation for office jobs such as book keep, word processor stenographer or shorthand typist, computer analyst, accountant, data processor and secretary, education about business provides knowledge and understanding of the accounting, marketing, economic, management system, financial and other branches of business undertaking. Also, it yaks students to function intelligently as citizens and consumers in a business economy.

Popham (1975) said when a group of people were asked what business education is? The reply was as followed: A business executive replied: “Business education is education to produce goods and services”. A radical response: it is the avenue to maximum profit. One teacher responded: Economic concepts necessary for living in a business economy. Another teacher answered: learning skills to enter a business or distributive job. A person on the street said: “shorthand and typing that is it.

After looking at the different view of people concerning business education population concluded that business education is a course that prepares students for entry into and advancement in jobs within business and it is also important as it prepares students to deal with their own business affairs and to function intelligently as consumers and citizens in a business economy (Ola, 2017).

Nolan, Hayden & Malsbary (1967) cited in Ola (2017) see business education as the business programmes and courses taught ordinarily of the secondary school level. Osuala (1989) cited in Ola (2017) define it as a necessary part of the preparation of youths for live and living. Ocala (2004) cited in Ola (2017) also define it as a programmer of instructions which is made up of two spheres: office education-a vocational programmer of office careers via initial refresher and upgrading education and, general business education- a programmer to provide students in information and competences that are required by all in managing personal business affairs and in using the services of the business. Njoku (2006) define it as an educational programmer that equips an individual with functional and appropriate skills, knowledge; value and attitude that would enable him/her operates in the environment he/she finds himself/herself.

What could be inferred from the definitions above is that business education is an education for and about business. It combines both theoretical and

practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equip him with lifelong skills and knowledge that would enable him to make reasonable judgment as a producer, employee or consumer of goods and services. (Ola, 2017).

Business education is an enlarged and all –encompassing field of study whose instructional programmers is made up of:

- The knowledge, attitude and skills required by all individuals in order to effectively manage personal business and the economic system.
- The vocational knowledge required for entry level employment and upliftment in an enlarge range of business careers (Joint Comm. On National Business Education Association and United States Bureau for Office Education in Aquah, 1998). It is an essential part of the general education which highlights on skills and acquisition of competency (Okoli, 2010). Business education comprises that group of related occupationally arranged courses that are specified for graduation and for possible certification in the field of business placement (Osuala, 1995 in Aqua, 2013). Business education is used to indicate the preparation of teachers of business and economics both at the secondary and tertiary levels of education. Business education refers to programmer of study which encompasses education for office occupations, business, teaching administration and economic understanding it consists vocational or job preparatory education for initial office or selling job and for management of independently owned, controlled and operated business enterprises (Aqua, 2013).

### **Objectives of business education**

The Bachelor of Science B.Sc. Ed in Business Education according to Aquah (2014) is to capture the preparation of individuals who are skilled in:

- Pedagogy in business education
- Principles and practice in marketing, information and communication technology (ICT) and Accounting Management
- Curriculum design and evaluation in business education.
- Development of instructional materials for business education
- Supervision and administration of the business education programmer of study the learners are required to obtain the essential knowledge and skills of business education; to relate the knowledge and skills obtained to national development; to develop necessary skills in office occupation; to supply the required background for teaching business studies; to set up students for further training/studies in business

education and to provide direction and necessary skills with which to commence a life work for individual who many extent their educational training.

Generally, the objectives of business education are: helping students to acquire knowledge on what business is via teaching them various business-related subjects; developing the analytic and evaluating skills when it comes to making decisions concerning business; giving a theoretical foundation for future entrepreneurship; providing useful life skills that can be applied to other aspects of life other than business; teaching students how to handle financial taxes and other things relating to business; engaging students in activities that prepare them for their adult life in the capitalist society; motivating students to be more interested in business and explaining the possible problems and flaws of having personal business.

Nwuzoh (2016) identified the following objectives: to give the necessary guidelines for starting a business; to give proper orientation in dealing with business risks; to provide the necessary background for teaching business studies; to develop the necessary skills for office occupation; to promote national development and development of entrepreneurship (Identification of viable business opportunities, provision of skills for financial management, utilization of appropriate marketing skills, and business management skills).

At the University level, the objectives of business education according to National Universities Commission (2007) are to:

- Help the education sector by producing a committed and efficient raise of business education teachers in the junior and senior sections of the Ghana secondary schools.
- Produce the manpower entrusted with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy.
- Provide a course of instruction and all necessary facilities and exposure for the pursuit and acquisition of learning and knowledge for services to humanity.
- Provide sufficient educational foundation for interested graduates to pursue higher degree in business education or other relevant areas in education. Based on the above objectives, Ohiwerei and Azih (2010) state that business education is an educational programme in Universities, aimed at, among other things educating individuals to become skilled employees who can contribute significantly to the overall effectiveness of an office and produce effective teachers who

can facilitate teaching and learning in schools (Ile & Ementa, 2016).

Business education must provide the necessary attitude, skills and knowledge required to take up available jobs in the labor market. Be that as it may, it becomes pertinent that educational system in Ghana should operate optimally and optionally the curriculum must consist the most recent topics that will provide the indispensable attitude, skills and knowledge which will allow the individuals assist themselves with the job available and opportunities in the labor market.

Business education plays a unique role in the economic development by supplying skills and knowledge to the learners thereby allowing them to sufficiently communicate knowledge into others and deal with complicated and dynamic office technologies and information systems. The purpose of business education is, first and foremost, to produce competent, skillful and active business teachers, businessmen and women, office administrators which will effectively content globally in the world of work. The fundamental aim of business education is to provide learners with relevant information concerning business start-up to direct learners on how to deal with business challenges and to facilitate the growth of entrepreneurship by providing the fundamental skills and sufficient expertise needed for the effective practice of entrepreneurship. One significant feature of business education programme is that its products can serve individually as self-employed and employers of labour (Abdulkadir, 2011). Business education is a subject that pervade the whole life of a nation (Aina, 1996).

According to Aina (1996).

It touches all of us collectively and individually be it on the field of sports, in place of worship or even at home in our domestic duties. Business education holds a lot of promise for the recent spate of privatization of government parastatals and establishments which seek to inject the principles and strategies of business management to these establishments for greater efficiency on profitable results.

One fundamental thing which is obvious about business education is the fact that it provides skills for those who participated and benefited from it to become employable and beneficial to themselves making business education a practical oriented discipline is the footpath to make it utilize soft skills for the benefit of the beneficiaries.



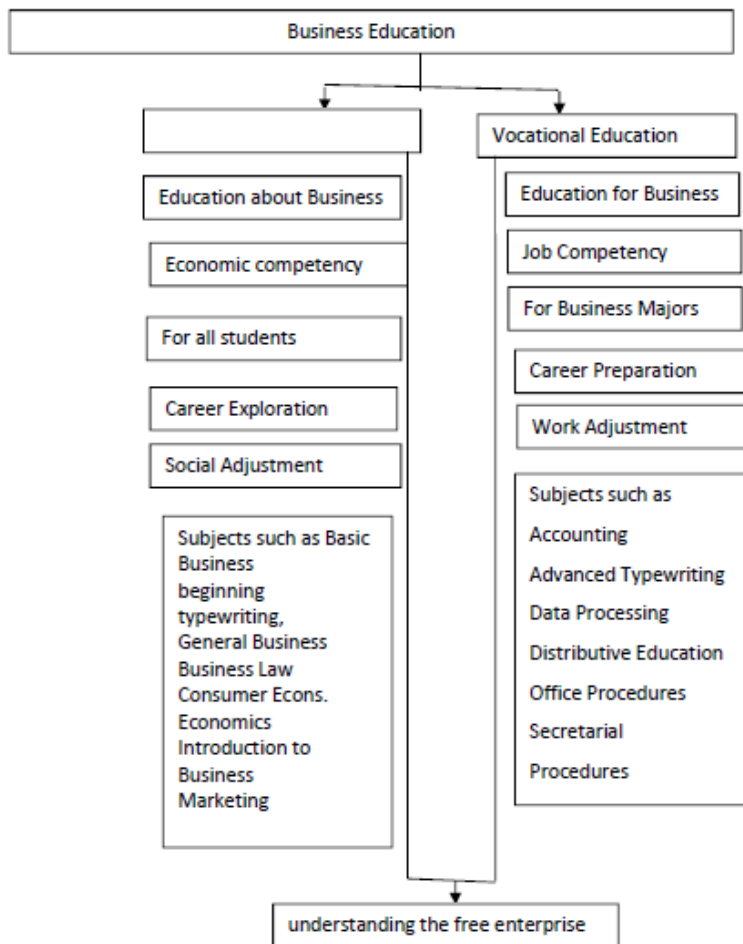


Fig. 1: The facets of business education

### Philosophy of business education

Aquah (2014) identify the following as the philosophy of the business education to include:

- To establish a foundation and/or build on the foundation at NCE level in the pedagogy education system.
- To give the learner with saleable skills i.e. skills that will allow them acquire, sustain and grow on their professions; create jobs, be self-employed and the employers of labor become better and informed consumers of goods and services.
- To graith the individual for higher studies in business

## **4.2. The concept of curriculum**

- The word “curriculum” is originated from the Latin word “Currus” which entails a “run way” or “running a course”. It is a course of study in schools and tertiary level of education. “A curriculum is a document which comprises the goals and objectives of a particular course of study; the subject matter or content, the learning, the learning experiences and evaluation” (Aquah, 2014). It also consists of resources needed to facilitate teaching and learning.
- It refers to the lessons and academic content taught in a particular course or programme or in a school. In dictionaries, curriculum is most times refers to the course offered by a school but is seldom used in such a general sense in schools. Based on how broadly educators define or adopt the term, curriculum normally refers to the knowledge and skills learners are expected to learn, which includes the learning objectives or learning standards they are expected to meet, the units and lessons which teachers teach the assignments and project given to learners, the books, materials, presentations, readings and videos used in a course and the tests, assessments and other methods used to evaluate learner learning (<https://www.edglossary.org/curriculum/>). For example, a curriculum of an independent teacher would be the particular learning lessons, assignment, standards and materials used to organize and teach a specific course. Curriculum may also include academic requirements of schools for graduation such as the courses students have to take and pass, the number of credits students must complete and other requirements.
- A sound curriculum must be free from any doubt of active objectives, must be flexible and must have built into a process of consistent assessment (Oroque, 1998).

## **4.3. Soft skills**

Soft skills are also referred to as “non-cognitive” “employability and “dispositional skills”. Soft skills are personal traits that improve a person’s interactions, job performance and career prospects. Hard Skills tend to be specific to a certain type of activity. (Pachauri & Yadev, 2013). Hence, soft skills are seen as personality traits, social gracefulness, and friendliness, fluency in language, personal habits and optimism which mark to varying degrees. Soft skills supplement hard skills which are the technical requirements in handling people face to face.

“Soft skills generally range from the ability to function interpersonally and communicatively to the capacity to lead effectively and make ethical and moral

decisions” Gaines and Mohammed, 2016). Typically, broad skill areas include teamwork. Work ethic, initiative, attitude, collaboration, self-discipline, time management, persistence, communication, professionalism, problem-solving, coach ability.

In the literature, seven soft skills have been recognized to be put into practice in all institutions of teacher education including business education. These include: communicative skills; thinking skills; problem-solving skills; leadership skills, entrepreneurial skill; team workforce; ethic, moral and professionalism life – long learning and information management. The above soft skills are made up of many but varied sub-skills which are divided into two classes of implementation. The first group delineates the soft skills that every person must have and the second group represents soft skills that are GOOD TO HAVE. In spite of the attention being placed on the “MUST HAVE” soft skills it is also important to show the soft skills that are “good to have” All elements of soft skills must be acquired by individual students and assess effectively and in detail. The soft skills (Must have) should be obtained by individual students in the business education, otherwise, the student is seen as incompetent in the above skills. The “Good to have” soft skills can be taken as the additional comprehensive skills and is extra to the student if these skills are obtained by the students in addition to the must have soft skills. Table 1 indicates the seven soft skills and the two groups of sub-skills respectively.

Table 1: Must Have and good to have elements of soft skill

Soft Skills	Must Have Elements (Sub-Skills)	Good to have Element (Sub-Skills)
Communicative Skills	Ability to deliver idea clearly, effectively and with confidence either orally or in writing. Ability to practice active listening skills and respond. Ability to present clearly and confidently to the audience	Ability to use technology during presentation. Ability to discuss and arrive at a consensus. Ability to communicate with individual from a different cultural background. Ability to expand one’s own communicative skill
Critical Thinking And Problem Solving Skills	Ability to identify and analyze problems in difficult situation and made justifiable evaluation. Ability to expand and improve thinking skills such as explanation, analysis	Ability to think beyond. Ability to make conclusion based on valid proof. Ability to withstand and give full responsibility. Ability to understand and

	and evaluate. Ability to find ideas and look for alternative solutions	accommodate oneself to the varied working environment
Team work	Ability to build a good rapport, interact and work effectively with others. Ability to understand and play the role of a leader and follower alternatively. Ability to recognize and respect other's attitude, behavior and beliefs	Ability to give contribution to the planning and coordinate group work. Responsible towards group decision
Life-Long Learning & Information Management Skill	Ability to find and manage relevant information from various sources. Ability to receive new ideas performs autonomy learning	Ability to develop and inquiry mind and seek knowledge
Entrepreneurship skills	Ability To identify job opportunities	Ability to propose business opportunity. Ability to build, explore and seek business opportunities and job.
Ethics, Moral and Professional	Ability to understand the economy crisis, environment and social cultural aspects professionally. Ability to analyze make problem solving decisions related to ethnics	Ability to practice ethical attitudes besides having the responsibility towards society.
Leadership Skill	Knowledge of the basic theories of leadership. Ability to lead a project	Ability to understand and take turns as a leader and follower alternatively. Ability to supervise members of a group.

Example of skills-

- Communication skills
- Critical and structured thinking
- Problem solving skills
- Creativity
- Teamwork capability
- Negotiating skills

- Self-management
- Time management
- Conflict management
- Cultural awareness
- Common knowledge
- Responsibility
- Etiquette and good manners
- Courtesy
- Self-esteem
- Sociability
- Integrity. /Honestly
- Empathy
- Work ethic
- Project management
- Business management

## **5. Models**

### **5.1. The stand alone subject model**

In the model, the approach of training is used and it provides opportunities to students to develop soft skills via specific courses which are circumspectly planned for this purpose. Wontedly, these subjects are put forth in university such as entrepreneurship, English etc. And elective courses such as critical thinking etc. The programme is made up of the courses in this group which are part of the whole requirement. The curriculum design and the requirements of the programme determine the number of courses and credits in this category. The model can also be started by biolding students to sign-up several additional courses which can be amassed to be of little significant course which is different from the initial programme signed up.

### **5.2. Embedded model**

The model advocates the embedment of soft skills in the teaching and learning activities throughout the curriculum. It does not involve the student to take beloved courses as in the stand alone subject model. In lieu the students are trained to master the soft skills through various organized teaching and learning activities that are planned and carried out using explicit strategies and methods. In this manner, the amount and learning outcomes to be attained for the specific courses are maintained. The learning outcomes connected to the soft skill will

be combined and be part of the learning outcomes of the specific courses. This model can be put into practice in all the courses for the different programs in institutions of higher learning. Each quality of soft skills is explained in clear and simple terms in the learning outcomes and then overset into the instructional plan for the semester. This is succeeded by putting into practice several teaching and learning activities such as site visits, simulation, role play, field work, presentation, teamwork.

In using the embedded model, it requires the great skills or knowledge of lecturers to use the various teaching methods and strategies which are solely student-centered. It also involves lively teaching and learning and students should participate lively in the activities. Problem-based learning, learning by questioning, e-learning and cooperative learning are the proper methods and strategies that are practical. However, stand – alone model is advantageous as the course is uniquely develop to help students to obtain the soft skills. A major drawback is that it lacks the opportunity for students to develop and obtain soft skills as integrated with other skills and knowledge in the key discipline of studies. The existing number of credits for the specific programme is an impediment for students to sign-up for additional courses of soft –skills. A major challenge of the embedded model is that it requires the lecturers to master particular learning and teaching skills and then applied these skills in teaching the corresponding major courses for the particular programme. (Pachauri & Yadev, 2014).

## **6. Methodology**

The study adopted a methodology of documentary analysis and a review of applicable literature and internet sources were equally assessed. This facilitated analysis of materials and to put them in proper vista.

### **6.1. Importance of soft skills**

Laughton and Montancho 1996 cited in Pereira and Costa (2017) opine that soft skills play a very crucial role in comparison to hard skills. These include managing and developing self, working with and relating to others, communicating, managing tasks and solving problems, applying numeracy, applying technology, applying design and creativity.

The labor market is becoming every increasingly competitive. Soft skills, when acquired by students enable them to have “competitive advantage” over their counterparts in job market. Employers prefer candidates who bring along additional knowledge and skills and who will be productive from a very early stage. Soft skills provide better career opportunities to be an expert in a certain field is not the only important element in the success story of graduates, but also

matured personalities with a well-balanced rounded off education. This characteristic is reflected in soft skills. Indeed, soft skills are shaping personality of human beings sharply. “The pendulum of perception on soft skills soon moves back to the center position. Soft skills are playing an important role in shaping a person’s personality, they enable social competence and they complement the hard skills which are the technical requirements of a job (Schulz, 2008). Soft skills are as important as a degree for job (Vinect Gill in Pachauri & Yadev, 2013).

## **6.2. Importance of business education**

The importance of business education cannot be over emphasized as it gives individuals the essential skills for living in today’s society. In the past, business education was not need as such but as the economy changed, education needs to change as well. Without basic business education, it is difficult to know why and how the economy works or why things cost money. It makes people to be productive member of society. Good quality business education can make an individual more competitive in the market both as an entrepreneur and as an employee. It helps people to prevent many mistakes and save a lot of money when opening new business. It makes individual to be more creative, teach them to think outside the box and achieve their goals through unique techniques. To serve in the modern world, business education is imperative. It provides the necessary themes, explains them via practice and help raise new generation of skillful, intelligent and responsible citizens. People should consider business education if they want to become better at business or learn a new useful skill. ([www.legit.ng](http://www.legit.ng)).

Booner (1976) in Okorie (2001) identify some reasons for studying business education as followed:

It helps in career selecting; it gives opportunities for self-employment; it overcomes societal problems; it gives rise to better consumer decisions and it is one of the most essential studies in contemporary society. (Akpan, Umanah, Umoudo & Ukut, 2014). Johnson (2006) state that the importance of business education depends on the liberty that will allow an individual make a drastic contribution to global business such liberty is the ability to use the contingency approach in overcoming business problems, combining the best parts of several solutions into an outstanding and better solution working with and learning from others and having a global perspective (Akpan, Umanah, Umuodo & Ukut, 2014). Business education represents a full, open and dissimilar disciplines that is included in all types of educational delivery system, elementary, secondary, colleges and universities. Business education has no limit as it can begin at any level and can keep on throughout the lifespan of a personal (Osuala, 1996). The

author recognize supplemental roles of business education to include: it educates people for and about business; it gives unbroken programme of planned learning experiences plotted to equip individuals to fulfilled effectively three roles which include: to rise results of production as consumers; to produce and distribute goods and services and to make sagacious socio-economic decisions as citizens and it gives extended opportunities for student's preparing for careers in fields other than business to gain business knowledge and skills required to serve effectively in these careers. Many European nations got to where they are today as a result of the starring role which business education has played (Osuala, 2004). It provides training which mirrors changes in business caused by changes in technology. Individuals are prepared for local business and other organization and providing vast array of abilities, goals and interest of adult learners (Ehiamatolor 1990, Osuala, 1996).

However, problems of business education in Ghana according to Akpan, Umanah, Umoudo and Ukut (2014) are:

- Lack of sufficient and experienced manpower
- Teacher and government/parental factors
- Poor funding
- Insufficient of infrastructure
- Non-functional libraries
- Epileptic power supply
- Poor curriculum content

### **6.3. Building soft skills curriculum into business education curriculum**

A soft skill curriculum covers all of the necessary, intangible skills which students require to get (and succeed in) a job soft skills curriculum should be built to include these fundamental criteria of individual's professional life. These include concepts like communication, job seeking skills, professionalism, etc. it also encompasses differentiated instruction, empowering an individual to teach students in a variety of ways and with a variety of tools. A soft skills curriculum is a particular series of lessons and assessments which assists students to learn. This implies that it is more than just finding one or two lesson plants. It is more than giving students a fill-in-the-blank test. A soft skills curriculum suits right in syllabus and provides a generic and elaborate overview of what a teacher will teach for that unit i.e., a full-fledged, fully-capable curriculum which suits classroom and services students. In this line of reasoning, digital curriculum is made to teach soft skills. The curriculum covers dozens of class hours and it contains lesson and assignment right off of bath.



The time one need to spend planning and grading is slashed. Planning in this context is as easy as a drag-and-drop function and grading is one hundred percent automatic ([www.aeseducatin.com](http://www.aeseducatin.com).)

Soft skills that should be on the curriculum include:

(a) active listening which is defined as “giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate and not interrupting at in appropriate terms”. Listening can be encouraged in the class by placing attention on leaning hour to think rather than collecting information, as asking students questions that encourage deeper thinking and more than one answer.

(b) Critical thinking which is defined as critically evaluating the validity and relevance of information. This can be encouraged by cooperative learning, case study, discussion, conference-style learning and written assessments “Each of these strategies is designed to force students to think about the situation they are presented with and to discuss the various components of the situation” ([www.educatonandskillsforum.org](http://www.educatonandskillsforum.org)). Thinking critically also enhances other crucial abilities such as complex problem solving and decision making

(c) Self-mentoring which is described as how students “deepen, monitor, manipulate and improve their own learning” ([www.educationalskillsforum.org](http://www.educationalskillsforum.org)). It is important in both in the classroom and workplace. It can be encouraged by regular goal-setting and feedback which encourages self-monitoring development. This approach is a major pillar of personalized or adaptive learning.

#### **6.4. Relationship between academic curriculum and soft skills**

A lot has been said concerning the qualifications and skills possessed by employees because of the new economic order, noticeable by an information revolution (Luzackal, Tutly & Snudyte, 2009; Pereira, 2013, b Pereira, 2015). The education and training agenda has also uncovered solicitude thus questioning academic curricula which should be suitable to the present economic and social actualities, given the various societal encounters or disconnections people have been certified were the past many years. Such societal actualities mean demand for self-reliance skills. Students reach a high level of competence in these skill and be able to reach a high level of competence in new skills because they are lakers in the labour market (Hawkins & Winter, 1996, Chen, 2016). Thus, they should be gift with “meeting skills, networking skill and negotiation skills”. These should be connected and thus connect other generalist directed skills as well as management skills, market knowledge and the use of information and communication technologies.

Another element is the specialist skill which makes an individual an expert in something relates to a field or a specialization of the market to be developed.

An academic curriculum should be wide in scope, exhaustive and balanced in order to “prepare pupils for the opportunities, responsibilities and experience of adult life “(Hawkins & Winter 1996, Stagg, 1996). The curriculum enhances the cultural, mental moral physical and spiritual improvement. It therefore follows that business education should prepare students to recognize chances and to surmise responsibilities and live experience during an entire period of time in their lives. In the averment of Pereira & Costa (2017):

These are differentiating characteristics of graduate holders. They steer their entrepreneurial skills and drive for professional performances of excellence. These features render individuals ever more responsible, tolerant, cooperative and socializing. These are the characteristics of new paradigm, potentially alternative to the dominant paradigm, the status quo, because the later one has given great signs of inability to guide the population towards a well fare economic model, whilst endeavoring to reduce the emergence of social basis.

In a holistic view, the unspoken cultural make-up of a curriculum is a kind of personal development and human capital within organizations (Tejada, 2012, Chen, 2016). Thus, according to Tejada & Rulz (2016), students should be obsessed and raring to obtain skills for the attainment of self- value and react to pluralism and social annexation. Therefore, Badia and Becerril (2016), and Chen (2016) believe that curricula are an aggregation of cultural competencies that enable individuals to interact with different cultural, economic, emotional and social contexts and behest respect for differences. Some researchers believe that there is a close relationship between the academic success and professional competence (Smidt, 2015). This corroborates the line of thought of the scholars who assert that the systems of education call for changes to better prepare people for the unforeseen changes in society (Thonathew 2014). Thus, the curriculum must be gist students with different but related skill the critical thinking to accustomed to the new age of technology because complexity in education need system education to embrace soft skills (Martins, Martins & Pereira, 2013).

These invariably drive the growth of productivity, social and organizational development personal professional development (Pereira, 2015). The present ear of knowledge according to Periera and Coutinho, (2009) Pereira and Assoreira (2012) thrives on continuous formal, informal and non-formal learning academic curriculum for business education should exemplified various universal skills.

## 7. Conclusion

Based on the analysis of relevant literature, business education curriculum and soft skills have been defined in various ways, although they are certain reoccurrence of their features. As soft skills have become the most important individual competences for job creative and employability, the development of business education curriculum rooted in soft skills is regarded as a competitive advantage. The theoretical analysis showed that the linkages of business curriculum and soft skills exist and create value for individual and business world for improved service delivery. To balance the curriculum offerings:

Providers, operators, financiers of business education and employers of the products needs to sit down and identify soft skills considered to be pertinent to the distributing of relationship skills so that they can be fully built into business curriculum. As much as possible, rich content in soft skills, especially good telephone habits for help-line staff, good email-writing skills, productive and beneficial use of social media, among others, needs to be included as the goal is not to build business empires that can meet peoples' goods and services needs with reverence variety, but to inculcate "people" skills that human operators of the system can apply in an atmosphere of affability and *douceur*. Given that soft skills are said to be personality traits, it is necessary to begin to teach them very early in the business project so that students can absorb these before they become set in their pattern of behavior and social response. To this end, it is necessary to argument and ornate the so-called general studies components of business to provide a broad multi-disciplinary platform for the inculcation of these people skills. Importantly, government should come up with a new policy for the governance of tertiary academic institutions to accommodate soft skills in the curriculum of business education for job creation and employability.

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