JOURNAL OF OCCUPATION AND TRAINING
FACULTY OF VOCATIONAL AND TECHNOLOGY EDUCATION
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
VOL. 10 NO. 2 ISSN:2354-2756 OCTOBER , 2026

IMPERATIVES OF QUALITATIVE BUSINESS EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract
Quality business education is judged in terms of the extent or level or degree to which the education system is able to achieve the philosophical concepts, aims, objectives and value set for a given nation or country. It is both misleading and dangerous to think of quality education in terms of system of control of education or type of curriculum or supply and distribution of educational resources or ability of education system to produce certificated graduates as against skilled and well rounded educated people which constitute instrument for national development. This opinion paper examined the issues and observed that quality, standard and performance were not fully embraced, systematically harmonized and integrated into the overall implementation process of business education in Nigeria. Consequently, the programme outcomes (graduates) were not equipped to tackle the challenges of national development. Suggestions to address the challenges were articulated which include, among others, that business education system's INPUT – OUTPUT measures are able to give rise to efficient, effective and productivities in all sectors of the economy and society.
Keywords: *Imperatives, Qualitative, Business Education, National Development.*

Introduction
Education is defined as a systematic activity which leads to enduring change in the behaviour of a learner for the purpose of self-actualization of the learner and wellbeing of others and the society. Education generally is the process of acquiring skills, knowledge, values, beliefs and habits. It is the process of receiving or giving systematic instructions especially at schools or university. Its purpose is to broaden understanding that will enable individuals make the best use of their innate abilities and potentials towards their individual and national development (Enema, 2010). Durkhein cited in Akinwale (2015) sees education as a systematic socialization of an individual in beliefs, collective opinions, feeling of nationality from one generation to another. It is a society that determined its own educational system, aims and method based on its needs and interests, signaling existence variations in contents, method and objectives in education among the societies (Akinwale, 2015).

Accordingly, conscious efforts are devoted to develop formal learning structure or programme of academic activities for the purpose of general education, training and development of the learners and such documents or programmes tilt towards curriculum development. Curriculum does not have one generally accepted definition, but is viewed differently by some educators, educationists, students and the lay persons. All the definitions are tailored towards things they expect from social cum academic institutions which are called schools.

They therefore, think of why school should be established, things the learner is exposed to learn and model of exposure, the efficiency and effectiveness of the exposures, the relevance to educational programmes, to the need and interest of not only the learners, but also the society (Nnenna, Obih, Okoro and Ukaegbu, 2021). Curriculum therefore refers to as organized educational experiences which are planned sequentially and administered to the learner by the school for the benefit of not only the learner, but also the development of the society at large (Okoro, Emenyeonu and Akaraonye, 2012).

Curriculum contains knowledge, attitudes, skills, values, beliefs, among others, otherwise called contents that helps in all round development of the learner. It can also be seen as a working tool that gives a sense of direction to what to do and how to do it for the purpose of realizing any educational goals (Uwatt, 2009).

Curriculum structure is always seen to be drawn based on the goals and philosophies of the affected nation or society such as Nigeria (Maduka, Njoku and Chikezie, 2019). This is so because philosophy is a set of definite guiding principles regulating human conduct and human values. Therefore, the philosophy of any educational programme generally expresses the general believe, attitudes, feelings, norms and values underlining the establishment of the programme (Njoku, 2024). Its formulation is usually the first essential step in the development of any educational programme. This is so because the programme's philosophy provides the guiding spirit for implementing vocational and technology education programme. (Njoku, 2024).

Accordingly, the National Policy on education (NPE, 2004) outlined the philosophy and goals of education in Nigeria as a government way of realizing that part of the national goals which can be achieved using education as a tool because no policy on education, however, can be formulated without first identifying the overall philosophy and goals of the affected nation or society. This is so because education is an essential part of the society process employed to train the human beings to be functional and adopt the outlined behavioural pattern by the same society (Akinwale, 2015).

The five national goals or philosophies of Nigeria which have been endorsed as the necessary foundation for the National policy on education are building: a free and democratic society.

a. A just and egalitarian society.
b. A united strong and self reliant nation.
c. A great and dynamic economy.
d. A land full of bright opportunities for all citizens.

For the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self-realization and reliance, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress (National Policy on Education, 2004).

To actualize the above goals, the National Policy on Education (NPE, 2004) introduced some innovative moves which include the introduction of vocational and technology education programmes. This paper therefore intends to highlight the concepts of vocational and technology education of which business education is an aspect. The paper examines the issue of quality and standard in education and business education, the nature of business education, national development and finally, discuss the imperatives for qualitative business education for sustainable national development.

The term vocational education means vocational or technical training or retraining which is offered in schools or classes under public supervision and control. It refers to a systematic learning experiences which are designed to fit individuals for gainful employment in recognized occupations as semi-skilled workers or technicians or sub-professional, this definition excludes programmes designed primarily to fit individuals for employment in occupation which are considered professional, requires a bachelor's degree or are designed primarily as general education (Osuala, 2004).

Vocational education is education designed to prepare skilled personnel at lower level of qualification for one group of occupation, trades or jobs. Vocational education usually provided at upper secondary school level includes general education, practical training for development of skills required for chosen occupations and related theories. The proportion of these components may vary considerably but the emphasis is usually on practical training (Osuala, 2004). The term "technology education" deals with the application

of scientific knowledge in the solution of practical problems of everyday living. While the term "technology education" is generally adopted, its components in terms of curriculum structure and level of coverage and difficulties will vary ranging from primary, pre-vocational and vocational technical at subsequent higher education levels. (Osuala, 2004). The primary aim is to inculcate the habit of education, training and development as instrument for economic growth and industrialization (Enemali, 2010). Business Education is an aspect of vocational and technology education.

Concept of Business Education

The term business education represent a broad and diverse discipline that is included in all type of educational delivery system ranging, from elementary, secondary and tertiary institutions in Nigeria. Business education includes education for marketing occupations office occupation, accounting, distribution, business teaching, business administration, business management, office technology and management. It is often times described as education or and about business whose primary purpose is to prepare individuals for gainful employment in business occupation (Nwosu, 2006).

According to Nwaigburu and Eneogwu (2013) the value of business education programme could be determined by its ability to adequately prepare and equip appropriate individuals in such a manner that they could fit into specific jobs or establish themselves upon graduation from school. It is a programme of instruction that consists of two parts as follows: (i) general business education and (ii) vocational education for skills acquisition.

Abdulkarum (2009) sees business education as a programme of instruction designed with the deliberate intent of equipping students with the following; Requisite knowledge for making rational decision in the business world; the skills of inter personal relationship for effective management and communication of business operations and the attitudes of creativity; the innovation and adaptation contingent with changes in the world of business that leads to proficiency and efficiency in analyzing and operating business activities. Okolie (2010) states th'at business education is an important part of the general education which emphasizes on skills and competencies acquisition for use in office and business related occupations.

Nwanewezi (2012) assertes that business education as encompassing education for office occupation, business teaching, business administration and economic understanding, hence the primary goal of business education is to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively and efficiently compete in the labor market.

In view of the above, business education embraces, basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practice and business education occurs at several levels, such as primary, secondary and tertiary institution, with the greatest activity in the latest. At the tertiary level of education in Nigeria, the philosophy of business education to make the students understand the concept and philosophy of the national policy on education because of its importance in national development. It was based on this premise that Igboke (2005) identifies the objectives of business education as follows; to developed basic skills for personal use in the future; to acquire the basic knowledge and skills of business education; to relate the basic knowledge and skills acquired to national development; to develop basic skills in office occupation; to provide the needed background for teaching in business subjects; to prepare students for future training in business studies and- to provide orientation and basic skills with which to start a life or work for those who may not undergo further training from highlighted objective mentioned the above. Business education is expected to produce graduate with the skills, knowledge, attitude and competencies required for employment either in public or private organizations or become job creators thereby contributing for the achievement of Sustainable Development Goals (SDGs) in Nigeria.

Concept of National Development

Development is a dialectical concept seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or seen as involving the introduction of new ideas into the social structure and causing changes on the pattern of organizations and the social structure, (Ezeuwa, 2009). Azuka (2009), states that development is increasing the production system of a nation population, reducing poverty, creating employment and, creating equality of opportunities and increasing the welfare of its citizens. On the other hand, Ohakwe as cited in Ezeani and Falde (2018), described development as:

a. Event causing change: an incident that cause a situation to change or progress.
b. Process of change: the process of changing and becoming larger, stronger or more impressive, successful or advanced or of causing something to change,
c. A specified stage of growth or advancement.
d. A new product or idea,
e. An event constituting a new stage in a change situation.

However, development is an improved efficiency in making changes or adaptation of individuals in becoming successful or in achieving success in the society. National development can be seen as a situation where a country increase in value by possessing all that it takes to make life better. Ifeanyichukwu and Amaechi in Dikeocha and others (2018), noted that national development means development of every man and woman, of the whole man and woman, not just things which are merely means but development geared to the satisfaction of needs beginning with the basic needs of the poor which constitute the world's majority and at the same time development to ensure the humanization of man by satisfaction of their needs of expression and deciding their own destiny.

Ogbondalv as cited in Ogonu and Okejim (2018), stressed that national development is primarily the total of a nation's growth vis-a-vis growth in the national income and the material well-being of the people. Edi and Nlem (2010), asserts that national development has to do with those approaches, plans and theories adopted by nations of the world" to attain a level of advancement in all structures and sub-structures of the economy such as educational, technological, political, economic, social and cultural domains and above all, social freedom and relative peace. National development is the process of improving the quality of all human lives by raising people's level in terms of incomes and consumption levels of food, available and accessible medical services, and education, through relevant economic growth process (Gude in Uzowuihe, Dike and Oporanoize 2013). National development entails the complete. modernization of a society, the conversion of a peasant society into an industrial one, and it means a change in the whole way of life, in expectations and motivations and even the physical environment and daily life itself.

Implicit in these definitions is advancement, a nation moving from the lower level to a higher one. National development is a continuous exercise embarked upon by every nation of the world so as to attain its level of aspiration. It includes creating conditions conducive to the growth of people's self-esteem through the establishment of social, political and economic systems and institutions, which promote human dignity and respects, as well as increasing people's freedom to choose by enlarging the range of their choice variables for example increasing variables of consumer goods and services.

Imperatives of Qualitative Business Education for National Development

For proper discussion on qualitative business education, there is need to make a brief on the issue of quality, standard and performance in education with particular reference to business education. Standards of education can simply be referred to or defined as prescribed measures for realization of education objectives. Such measures may be stipulated in form of policies, rules, regulations, tools, methods and strategies for texts and measurements in respect of educational inputs, process and out-put, specifications, limits and tolerance,

prescribed requirements in respect of the inputs, process and out-put of an educational system or programme (Lidani, 1995). Educational standards or standard of education in the real sense of their functions therefore, are fixed indices which are designed to be applied at various stages of an educational system or programme in order to ensure that the output of these system or programme have certain degree of uniformity and acceptability both locally and internationally.

Standards also are applied to control quality of output marketability of the end product (graduates). Educational standards are fixed and always required to be applied as stipulated. Standards cannot fall or decline but are reviewed in line with current realities. Standards prescribed for a particular system or programme are the same wherever the system or programme is practiced. For example, standard stipulated for the running of National Universities Commission (NUC) programme in particular subject or course in Nigeria applies to all universities without exception (Lidani, 1995).

Beeby (1966) identified the following three levels at which the quality of education maybe measured – (i) the classroom conception of quality education, which takes into consideration the qualities of education relative to cognitive, affective and psychomotor developments of the learner. Teachers and inspectorate departments are mostly concerned with this level. (ii) the second level is the market place conception of quality education where quality of education is measured by its productivities. By extension, the economists who are more concerned with quality in terms of INPUT and OUTPUT of the education systems as a measure of their immediate productivity and efficiency would be regarded as a professional at this level. (iii) The third level is where quality education is judged by a broader social criteria.

At this level, it can simply be said that, everyone can claim to be an expert or a professional in education and each person judges each level of education system in terms of the final goals and values we set for the learner, the society, the communities, the market place and the country at large. (Lidani,1995). A very careful and indepth studies of each of the above three levels at which quality education is judged, will reveal the fact that quality education is generally measured in terms of the extent/level/degree to which the education system is able to achieve the philosophical concepts, aims, objectives, goals and values set for a given people, society or community or country (Lidani, 1995).

Therefore, it is both very misleading and dangerous to think of quality education only in terms of system of the control of education system or the type of curriculum in operation or supply and distribution of educational resources or the ability of the education system to produce certificated people as opposed to educated people (Nnadi, 1996). Standards of education are prescribed measures for the realization of educational objectives.

Quality of education, on the other hand, is measured in terms of the extent to which education system is able to achieve the philosophical concepts, aims, goals and objectives set for a given society. Performance in education refers to the extent to which Standard and qualitative education system perform creditably thereby achieving the philosophical concepts, aims, goals and objectives set for a given society (Nigeria) in terms of academic excellence and self-employment generation for national development; among others (Njoku, 2023). Therefore, performance in education, generally and effective performance of end product (graduates) in particular in the area of academic excellence, entrepreneurship acumen, self-employment generation and other technical breakthroughs are critical elements in the assessment of the extent to which educational goals are achieved (Njoku, 2024).

In the final analysis, standards of education in Nigeria may not have fallen. Rather, the quality of educational services/operation and overall implementation may have fallen below expectation, which has, in turn negatively affected effective performance of end products (graduates). According to Nnadi cited in Njoku (2023), specific manifestation of the inimical effects of poor quality education, generally and vocational and technology education

in particular takes the form of certificate racketeering, qualifications inflation, and the existence of crop of technologically knowledgeable but undisciplined diplomat and graduates, hence, the need for qualitative business education for national development.

Certain parameters or criteria could be used to measure qualitative education generally and qualitative business education in particular. These are:

i. Education is directly related and relevant to the basic needs of the society and individual citizens of the society.
ii. Through education and business education, every individual is able to contribute in the social, political and economic development of his or her society.
iii. Manpower plans and business education plans are unique such that human and economic resources wastages are minimized.
iv. Business education system's INPUT-OUTPUT measures are able to give rise to productivities and efficiency in all sectors of the economy and society.
v. Education and business education is able to give the nation a status of self-reliance.
vi. The consumers of educational system see Diplomas, Certificates and Degrees awarded by the official authorities to have the same values and significance (Lidani, cited in Njoku, 2023).

Moreso, educational efficiency and effectiveness in terms of policy formulation and implementation process must be harmonized and embrace standard, quality and performance simultaneously to be able to address and achieve the philosophical concepts, aims, objectives and goals and values set for a given society (Nigeria). In terms of vocational and technology education these philosophical concepts, aims, objectives and goals are incapsulated in the National Policy on education and Decree No 16 of 1985, among others.

Specifically, the objectives of business education have earlier been outlined in this paper. Also, the vision and mission of business education programme have been clearly stated to be able to contribute in addressing national developmental challenges. It is the opinion of this paper that quality, standard and performance in business education have not been embraced holistically and simultaneously, among others, hence the need or imperatives of qualitative business education for sustainable national development; as against the current practice which promotes quantitative education system. (Njoku, 2024). The mission of business education at the college and university level is to train the necessary manpower for industry, business, public and private business establishments.

According to Osuala (2004), business education opens various career opportunities to its graduates, namely teaching in schools at various levels (depending on the level of degrees or certificates obtained), working in commerce and public sectors of the economy, undergoing advanced studies in business, taking up management positions in various organizations, and developing training programmes for industries and business.

Challenges of Business Education

There are various challenges bedeviling business education in Nigeria. First and foremost, for someone to be qualified as a business educator, he or she must pass through the underlisted clusters of courses, namely – General education component, General business subjects, component computer, information and communication and internet component, marketing and distribution subjects, professional education component and Accounting as well as SIWES and teaching practice components (Osuala, 2004). Unfortunately, so many interlopers have found their way into the system thereby adding to the quantitative as against the qualitative nature of the programme. Other challenges of business education are: Business education programmes are bedeviled with many problems in a bid to effectively and efficiently achieve its aims and objectives for sustainable development goals in Nigeria.

According to Akinola (2006) these are the major challenges of business education which need to be addressed to attain the desired Sustainable Development Goals. These obstacles are briefly discussed below;

1. **Inadequate funding:** It is a well known fact that one of the major obstacles confronting education in Nigeria today is inadequate funding and business education is no exception. The educational institutions are not adequately funded. Sometimes funds allocated to education are re-redirected to the other sector of the economy. Uncoordinated and weak institutional support for education;' the government and its agencies responsible for business development have not addressed the problem of business education at all levels of educational system.
2. **Lack of Motivation of teachers and poor remuneration:** The fact remains that teaching and learning depends on teachers for there can be no meaningful socio-economic and political development in any society without teachers. The Nigeria teachers, business education teachers inclusive are poorly motivated and remunerated. The teachers' salaries, allowances, entitlements are not regularly paid sometimes they are denied of these entitlements and their promotions delayed for so long. Elujekwute, Nyita and Elujekwute (2021) states that the issue of salaries goes beyond the institutional development as it affects the families of the staff (teacher) and his social status since salaries delayed is salary denied, many teachers are always reluctant to work on an empty stomach and' more especially when they cannot meet their social obligations to their families, relations and their exigencies of life. Elujekwute further maintains that poor remuneration of teachers is responsible for the low morale and performance and the temptation to leave their present job for the greener pastures. However institutions where staff (teachers) salaries are promptly paid, there is a high morale among the teachers because they are highly motivated and they can afford to provide whatever they want for themselves and that of their families. Poor remuneration is responsible for the poor attitude to work of some teachers; they go about doing their private business instead of concentrating on how to improve teaching and learning in the educational institutions.
3. **Insufficient Provision of Facilities:** the school facilities which refer to the physical facilities available in school such as the site, the building, school plant, school ground, sporting facilities, furniture, laboratories, equipment, tools, library facilities, lecture halls, and other materials for the effective implementation of business education curriculum content are not adequately provided, hence creates problems for business education teachers. Therefore graduates of business who were without these facilities will not in any way be able to defend their certificate and the skills and knowledge so acquired in the education institutions. Chukwurah (2013) is of the opinion that educational facilities are one of the major factors responsible for high or low academic achievement depending on its quality, operation and maintenance. Chukwurah further points out, that poor school facilities hamper effective learning and prevent teachers from putting in their best. As a result many business teachers have found themselves extremely limited by the facilities with which they work, Shaibu and Mbaegbu (2012) agrees that quality and quantity of educational facilities available within an educational system have positive relationship with the standard and quality of educational system. These facilities such as building for classroom offices, chairs and tables for students and staff and other facilities are grossly inadequate in schools. The lack of teaching materials especially the right materials that are suitable for teaching of skills in Nigeria schools constitutes a challenge in business education.
4. **Problem of Teaching Personnel:** Trained teachers in business education who are to teach students are grossly inadequate in schools. The problem mostly is that qualified business education teachers prefer opting out of teaching to industries, thereby increasing the problem of business education and in the absence of these business education teachers, personnel from other discipline come into the department to teach

courses without imparting the right knowledge and skills on the students. Most teachers or instructors do not know what to teach and the people who are being taught. Inability to distinguish between business education and management will always pose challenge to business.

5. **Poor Public Image of Business Education:** Some parents prefer their children to study courses like medicine, law, pharmacy, engineering among others. This is because they regard vocational education as a course for Never-do- well who could not secure admission into other disciplines. This attitude of the parents and society towards vocational education especially to business education contributes to the problem in teaching and learning of business education. It is important to states that many school administrators are ignorant of the value and potential of business education in national competitiveness and development. Therefore, business education in such schools may not have the level of support that needs to gain acceptance among students and parents.
6. **Inaccessibility of Digital and Internet Technology:** The absences or non-availability of digital and internet technology in most educational institutions has greatly affected business education teachers and students. It must however/ be stressed that the effective use of the various method of ICT in teaching and learning depends on the availability of these facilities and teachers competence in using them. It was against this background that UNESCO (2002) stipulates that business education teacher must have the knowledge and skills to use the new digital tools and resources to help all students achieving academic standards; students and business teacher must have sufficient access to digital technology and internet in their classroom, schools and business education institutions and high quality/ meaningful and culturally responsive digital content must be available for business teachers and students.

Strategies for Strengthening Business Education for Sustainable national Development

For the standard, quality and performance in business education to be strengthened for sustainable national development, there is urgent need to remedy all the earlier outlined challenges of business education in Nigeria. Qualitative business education goes beyond simply teaching business function and financial literacy. It equips students with a well-rounded skills for the modern business world, emphasizing:

i. Critical Thinking and Problem Solving which is the ability to analyze complex situations, identify root causes and develop innovative solutions.
ii. Effective communication which is the skills for clear and concise communication in written, verbal, visualized formats, fostering collaboration and leadership.
iii. Ethical Decision-making which involves the understanding and application of ethical principles in business practices, considering social and environmental impact.
iv. Adaptability and lifelong learning which involves the capacity to learn new things and skills and adjust to changing business landscapes and technological advancements.
v. Sustainability Awareness involving an understanding of the interconnectedness of economic growth, environmental stewardship and social responsibility (Arendt, 2016, Gole, 2016, Hesley and Waddington, 2007, plurret, 2016 and Sterling, 2004)

Qualitative business education becomes essential or imperatives for achieving sustainable national development in the sense that:

i. It produces skilled workforce equipped with critical thinking, communication and problem-solving skills and are better positioned to drive innovation and contribute to economic growth
ii. It encourages ethical business practices emphasizing on ethical decision-making and foster businesses that operate with social responsibility and environmental awareness, minimizing negative impacts.
iii. Entrepreneurial Spirit which nurture a culture of entrepreneurship, leading to the creation of new business that address local needs while considering sustainability principles.

iv. Sustainable Solutions: which involves an understanding of sustainability that can develop and implement solutions that meet current economic needs while protecting the environment and ensuring a better future for all (Sterling, 2004, Arendt, 2016).

The impact of qualitative skills on business practices for sustainability include: improved decision-making where critical skills lead to well-informed decisions that prioritize long-term environmental and social well-being alongside economic success. Enhanced stakeholder engagement which include effective communication that fosters collaboration and builds trust, leading to more inclusive and impactful sustainability initiatives. Increased innovation and efficiency in the sense that sustainability focused problem-solving and adaptation can stimulate innovation, replace resource wastages and enhance business efficiency. Building Brand Reputation: Strong ethical decision-making and social responsibility contribute to a positive brand image, attracting environmentally conscious consumers and investors.

Integrating qualitative skills into core business courses will include the underlisted teaching methods:

i. Case studies and stimulations with sustainability themes.
ii. Project-based learning focused on sustainable business solutions
iii. Role playing and simultaneous for ethical decision-making
iv. Encouraging interdisciplinary learning with sustainability focus.

Conclusion

Curriculum structure is drawn based on the goals and philosophies of the nation; because philosophy is a set of guiding principles regulating human conduct and values. Accordingly, the national policy on education outlined the goals of vocational education; from where the goals of business education for sustainable national development was articulated. For business education to achieve the objectives of sustainable national development, the issue of quality, standard and performance must be harmonized and simultaneously observed in the overall implementation of the programme; because quality business education is measured in terms of the extent to which education system is able to achieve the philosophical concepts set for the people.

Therefore, it is the opinion of this paper that business education has not been qualitative enough to address the challenges of the nation, hence, the paper, imperative of qualitative business education for sustainable national development, as part of the measures to highlight and proffer solution to the problem.

Recommendations

Based on the observations on this paper, the following recommendations are made:

1. Standard, quality and performance in business education should be properly understood, harmonized and observed simultaneously to realize a qualitative business education programme.
2. Other challenges bedeviling business education programme such as poor funding, inadequate human and material resources, poor remuneration/motivation of business teachers, poor public image of business education programme, inaccessibility of digital and internet technology, among others, should be addressed.
3. Corruption, nepotism, mediocrity and favouritism in governance and conduct of government and its agencies' business in Nigeria should be checked to give way for fairness, justice and egalitarian societies.
4. Certain parameters or criteria for measuring qualitative education as earlier stated in this paper should be observed.
5. Business Education should go beyond simply teaching of business functions and financial literacy to the higher levels of a well rounded skills for modern business word,

emphasizing: critical thinking and problem solving, effective communication, ethical decision in business process, adaptability and lifelong learning.

6. Business schools and educational institutions should: Rethink the curriculum, integrating qualitative skills and sustainability principles into core business courses. Utilize case studies, simulations, and project-based learning that address real-world sustainability challenges.
7. Develop faculty experts on integrating qualitative skills and sustainability themes into their teaching. Encourage collaborations with experts from environmental science, social justice and public policy fields.
8. Assessment and Evaluation: Move beyond traditional exams and incorporate assessment that evaluate qualitative skills development, such as presentations, group projects, reflective essays and peer reviews.

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