

Application of Multiple Intelligence Instructional Strategy in Teaching Business Education: A Key to Reform Education in Nigeria

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Abstract

Over the years, Nigerians are facing economic hardship which requires structural reforms and adjustment in education. However, Entrepreneurship is encouraged because it could lead to self-employment and ensure that business ventures continue to be in operation. If Nigerians really wants to encourage entrepreneurship, they should be encouraged to study business education. The challenges educators face in the 21st century are so diverse in such a way that using better teaching methods is more crucial now than ever before and to facilitate the process of knowledge transmission. Owing to the inappropriateness of the traditional methods of teaching in the present day teaching, this study reviews the application of multiple intelligence instructional strategy as an alternative method of teaching Business Education which guides curriculum structure and lesson planning to include the important of teaching the subject matter through a variety of activities and projects. Multiple intelligence teaching strategy was found to affect success and permanence of the business education students in class. Thus, the study recommends that the teaching method should be incorporated in teaching students in the class.

Keywords: Multiple Intelligence, Instructional Strategy, Reforms.

Introduction

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and attitudes among individuals in any given society worldwide. Bello (2017) conceived education as the process of learning to live as a useful and acceptable member of a community and a good citizen of a country. This process starts from the very moment a person is born to death and it involves a number of activities by several people such as teachers, students, parents, governments and all citizens of a country. Similarly, education has been viewed by individuals both at home and abroad to be the epicenter of developmental changes in societies the world over. Hence, it is an indispensable tool with which societies pass their traditions, culture, beliefs, history and so forth from one generation to another (Tsafe, Yusha'u, Kamar & Abdullahi, 2015).

The goal of education is to help the learner acquire and apply knowledge, skills and morals which are necessary for the successful well-being of humanity on earth. It also seeks to nourish the good qualities in man and draw out the best in every individual by the teachers via developing his/her innate inner capabilities through some stipulated trainings and guidance.

Entrepreneurship is encouraged in Nigeria because it could lead to self-employment and contribute towards development. Business education is described as an education for business and about business. It equips its recipient with creative skills that would make them to perform well as entrepreneurs (Gidado, 2014). Many people view business education from a very narrow perspective. They do not know that business education represents a broad and diverse discipline required in all human endeavours. Business education is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world (Folakemi, 2021). It is a field of learning which prepares students for entry and advancement into jobs within business, to handle that owned business affairs and to function intelligently as consumers and citizens in business economy.

Business education is the education that trained the individuals for business and about business, the formal focusing in those who need career business and the latter is for students in the entire school system irrespective of their career aspirations. It is also viewed as that specialized type of education which by its versatility equips its recipient with skills, competencies and attitude necessary to make him a useful and reliant citizen as stated by Akpa and Umana (2014) Business education is the type of education that helps an individual to become self-reliant and even a job creator.

Objectives of Business Education

1. To equip student with the desirable skills needed to perform specified office business function.
2. To provide students with technical knowledge and expertise needed for use in business
3. To appreciate the world in which the individual lives by contributing meaningfully to the development of the place.
4. To be able to make informed decisions, spent judiciously and handle problem with ease.
5. An extension is to understand the social political and economic frame work of the country etc.

A well trained business educator can successfully be engaged into the following areas:

1. Teaching profession from secondary to university level depending on qualification
2. Business enterprise – as a promoter, manager, marketer, account clerk, secretary, word processor, sales representative, broker etc.
3. Proprietorship of private schools– primary, secondary, tertiary, computer training institute and so on.

There is no gain saying the fact that business education, an aspect of vocational education, is what Nigeria needs most now to help her solve most of her social, economic and developmental problems.

Prospects of Business Education in Nigeria

Folakami (2014) states that, business education helps in solving the problem of unemployment by turning out job creators instead of job seekers. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as employee, entrepreneur and employer or simply as self-employed. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Gidado, 2014). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. It is one of the most relevant studies in contemporary society. In 2006, Johnson stress that there is a strong argument that in the future everyone will needs to have a business education. "Whatever you do in your professional life, the chances are that it will involve some business. Scientist, engineers, even artists, will inevitably have to understand at least the basic of business and probably a lot more". He further stress that the importance of business education hinges on the tolls that will enable an individual make an immediate contribution to global business. Such tools are the ability to use the contingency approach in solving business problems, combining the best parts of several solutions into a unique and better solution.

Importance of Business Education in National Development

Business education really is a cluster of subjects and skills, which imbibe technology and commerce. Business education provides people with necessary consumer education. Business education assists the individuals to become intelligent buyers of goods and services, it helps the nation because if the problem of unemployment is solved it will seriously help the country in developing at a very rapid rate. Business education provides an individual with various skills needed in a place of work or to become self-reliant. Business education enables one acquire managerial skill. Business education assists in producing managers which will help in developing the country.

The challenges educators face in the 21st century are so diverse in such a way that using better teaching methods is more crucial now than ever before and to facilitate the process of knowledge transmission. Owing to the inappropriateness of the traditional methods of teaching in the present day teaching, Rasheed (2016) posits that research is keen on developing school syllabuses through analyzing and investigating learning mechanisms. This led to the emergence of numerous educational theories that tried to interpret the differences in individuals' learning abilities and to design learning styles based on such differences. The most important among such theories is the Multiple Intelligence Theory, which was based on cognitive science, representing efforts made to reconsider the measurable intelligence theory included in intelligence tests (Silver, Strong & Perini, 1997).

Howard Gardner's Multiple Intelligences Theory (1983)

Gardner defined intelligence as "the ability to find and solve problems, the ability to respond successfully to new situations and the capacity to learn from one's past experiences" (Reza, 2016). He views intelligence as multifaceted, basing it on findings from both cognitive science (the study of the mind) and neuroscience (the study of the brain). Gardner contradicted the unilateral conception of human intelligence, when he announced that each of us has at least one, or more of eight kinds of intelligence that vary in their proportion, and interact in a complicated way making any individual unique in his/her intelligence. In building his theory, Gardner benefited from brain research, and assured having signs indicating that some of the brain zones respond to definite kinds of knowledge. These zones include synapses organized in a way that supports the ideas of multiple patterns of processing information and the variance of abilities or intellectual competencies that an individual may possess (Gardner, 1983).

Multiple intelligence revolutionized quality movement in our view of intelligence. Modern educational applications emphasize that multiple intelligence theory is effective in various aspects. These include: improving students' achievement levels, raising their interest towards the learning content and the ability of using multiple intelligence as an entrance to teach using multiple methods. Therefore, we cannot consider an individual as intelligent or stupid, based on whether or not they possess one's mental ability (Gardener, 1999). The eight kinds of intelligence can be summarized as follows:

First, linguistic verbal intelligence: the ability to use language, sensitivity towards words and their meaning, knowing grammatical rules, the ability to know eloquence, poetry writing and reading, writing and reading short stories and speeches, and the ability to clearly transfer concepts. People with linguistic intelligence enjoy reading and rambling at libraries. The most prominent examples of linguistic intelligent people are poets, orators and announcers.

Second, logical- mathematical intelligence: represented by the individual's mathematical and logical ability on abstract thinking and problem solving. This ability includes individual's ability to listen to and organize facts, use the skills of logical inference, the use of abstract symbols and equations, solving mentally difficult problems, data analysis, use of graphical charts and figures, work by using number series, use of computers and calculators, use of coding and decoding, analysis of powers, relations and various scales, creating new patterns, setting hypotheses and making use of experiments and research results. The mathematically intelligent people are represented by mathematics scientists, engineers, physicians, researchers, accountants and computer programmers.

Third, Intrapersonal Intelligence: this indicates the individual's ability to form a clear and accurate pattern by him/herself, and to actively use such pattern fundamentally in their life, realizing the feelings of joy and pain. Such individuals like to depend on themselves. They also have a motivation to work alone, and to enjoy their life and time in an influential and effective way through self-reflection. They are characterized by fortitude, challenge and

self-confidence. They are inclined to stick to religious and moral values. These are the qualities of philosophers, scientists and wise men.

Fourth, Interpersonal Intelligence: this indicates strong notification, the ability to distinguish differences among people, especially with regard to their intelligence, temper and features and knowing their intentions and desires. Such people are characterized by the ability to build social relationships, communicating with others, and strong observation. These are the qualities of religious men, politicians enjoying insight and broad knowledge, educators, psychological advisors and sales clerks.

Fifth, Musical Intelligence: this includes the ability to distinguish sounds and rhythms, composing music and listening to it, exactly as singers, composers, players and sound engineers. Such people enjoy singing and composing musical notes.

Sixth, Visual/Spatial Intelligence: this indicates individuals' broad realization of the world around them, the ability to visualize and know directions, and estimate distances and volumes. Such Individuals like to process things in their mind, have clear dreams during their sleep, and can remember and interpret them. They also like art and practice drawing, planning and photography. Examples of such intelligent people are engineers, painters, décor engineers, architects and sailors.

Seventh, Bodily-Kinesthetic intelligence: this indicates individual's ability to control their body motions, such as swimmers, clowns, actors, dancers, artisans and surgical doctors. Such individuals like movement, playing sports, walking, wandering, enjoy jogging and running, mimicking and acting, move their hands and feet while talking. Eighth, Naturalist Intelligence: this indicates the individual's ability to understand nature with its animals and plants and their ability to classify living creatures and non-living things. Such people enjoy raising pets, garden-landscape, orientation at forests and natural places, and investigating problems and issues of ecology and how to solve such problems. Examples of such people are biologists, farmers, hunters, botanists and zoologists, geologists and archeologists.

The Gardner's Multiple Intelligences Theory is very crucial to the study as it is the bedrock, the framework and the guiding principle for proper and fruitful implementation of the MIIS in classroom businesses among teachers. It is also useful in knowing teaching and learning styles and detecting points of weakness and strength among learners by the teachers as it diversified the concept of intelligence, advocating that each child is a genius and each teacher is a multi-dimensional model capable of teaching in a creative, skillful and flexible manners.

Application of the Multiple Intelligence Instructional Strategy Teaching Business Education

The challenges educators face in the 21st century are so diverse in such a way that using better teaching methods is more crucial now than ever before and to facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Educational Broadcasting Corporation (EBC) (2004) stated that the MIIS teaching approach is being applied in classrooms in a

variety of ways. In most schools, teachers explore ways of building rich strategies sensitive to Multiple Intelligences by sharing ideas with colleagues and consulting experts or books for enlightenment on the approach. While some school districts hire "Multiple Intelligences specialists" who help teachers by providing suggestions on its implementation.

According to Armstrong (1994), teachers wishing to implement the Multiple Intelligences teaching approach should only ask the right questions when planning a lesson. Certain questions help one look at the possibilities of involving as much intelligence as possible. One would not always find ways of including all intelligences in every step of one's plan, but if this approach helps one reach into as many intelligences as one can before the end of a lesson, then it has served its purpose very well indeed. He further suggested six strategies for applying Multiple Intelligences teaching approach to the classroom.

Add an interdisciplinary element to a favorite unit: for example, think of how you might liven up a mathematics lesson by inviting students to write some lyrics, invent dances, or write stories that help them recall important mathematics facts or procedures. Emphasize the core curriculum but invite students expression in areas previously considered outside the scope of that content.

Collaborate with the other teachers in your school or district. Try a team teaching approach with a colleague who is also interested in Multiple Intelligences: a partner to help you figure things out. By brainstorming the possible links between your teachings, you may discover MI ways to teach the same or complementary subject matter. For example, instead of lecturing students on grammatical rules followed by a short answer quiz, a language arts teacher may collaborate with a physical education teacher and invent a game where students are verbs, nouns, adjectives, etc. and teams can only be made of complete sentences.

Involve the community, parents, family and guest speakers. Compose a panel of education-friendly local citizens to review your students' Multiple Intelligences demonstrations of understanding. Bring an outside expert into the class to enhance lessons. For example, when teaching about geometry, invite the contractor who is building a house down the street to discuss how he uses geometry in construction.

Motivate students through field trips to local businesses (e.g. newspaper offices, restaurants, theater companies, museums, radio and TV stations, music studios, book stores, provision stores, and dairy farms) to see how materials studied in class can apply to the outside world.

The key principles of Multiple Intelligences teaching approach to guide curriculum structure and lesson planning include the following: it is important to teach subject matter through a variety of activities and projects. To this end, fill the classroom with rich and engaging activities that evokes a range of intelligences. Also, during lessons, encourage students to work collaboratively as well as individually to support both their 'interpersonal' and 'intrapersonal' intelligences. This exposition shows that the MIIS can be applied to any classroom in any school system.

Conclusion

In conclusion, the multiple intelligence Instructional strategy was found to affect success and permanence of the business education students in class. Thus, the teaching method should be incorporated in teaching students in the class. It is clear that the implementation of multiple intelligence approach improved the students' creative thinking and achievement in learning business education and the students' responses to the implementation of multiple intelligence strategy.

Recommendation

Multiple intelligence instructional strategy was found to have effect on and can be a significant predictor of the development of students' multiple intelligences. Training activities in Business education on multiple intelligence approach contribute to improving teachers' performance in their lesson presentation and better understanding by the students. Hence this study recommended that:

- i. The strategy should be widely researched on and be adopted by teachers at different levels of education.
- ii. Teachers should switch to the multiple intelligence teaching strategy for the betterment of their students and that similar study should be conducted in other subjects to further determine the effectiveness of approach in modern teaching-learning process.
- iii. Multiple intelligences such as logical-mathematical, visual-spatial, verbal-linguistic, intrapersonal, bodily-kinesthetic, interpersonal and naturalistic have a significant positive relationship with academic performance achievement of students.

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