

RIVERS STATE UNIVERSITY PORT HARCOURT



GROUP MATRIX IMPERATIVES: EPISTEMOLOGICAL AND PEDAGOGICAL PERSPECTIVES OF A BUSINESS EDUCATOR *AN INAUGURAL LECTURE*

BY

PROFESSOR JOY AMESI

Professor of Business Education

NCE (Omoku), BSc, MBA, MEd, (RSUST), PhD (Unizik), FABEN

Department of Business Education

Faculty of Education

SERIES NO. 108

Wednesday, 29th January, 2025

DEDICATION

To the Almighty God and the blessed Memory of My Late
Father, Chief Joseph A. Amesi.

TABLE OF CONTENTS

	PAGE
Title Page	i
Dedication	ii
Table of Contents	iii
List of Tables	v
List of Figure	vii
Protocol	viii
1.0 INTRODUCTION	1
2.0 CONCEPTUAL CLARIFICATIONS	3
2.1 Acronym for Business and Education	8
3.0 THE MATRIX MODELS FOR BUSINESS EDUCATION PROGRAMME	10
3.1 Boston Consulting Group (BCG) Matrix	10
3.2 Ansoff Growth Vector Analysis Matrix (The Ansoff Matrix)	17
3.3 SWOT Matrix (SWOT Analysis)	30
3.4 Product Life Cycle (PLC)	37
3.5 Garbage Can Model (Matrix)	44
4.0 HOW SWOT ANALYSIS MATRIX, PRODUCT LIFE CYCLE, AND GARBAGE CAN MODEL INFORM TEACHING AND LEARNING IN BUSINESS EDUCATION	50
5.0 EPISTEMOLOGICAL AND PEDAGOGICAL PERSPECTIVES OF THE MATRICES AND MODELS	51

6.0	KEY BENEFITS OF GROUP MATRIX IMPERATIVES	52
6.1	Key Elements of Group Matrix Imperatives	54
6.2	Benefits of Using Group Matrix Imperatives in the Assessment of Employees	54
7.0	CONTRIBUTION TO KNOWLEDGE	55
8.0	SUMMARY	61
9.0	CONCLUSION	62
10.0	RECOMMENDATIONS	62
	ACKNOWLEDGEMENTS	64
	REFERENCES	70

LIST OF TABLES

Table	Title	Page
1.	Epistemological and Pedagogical Perspectives of the Ansoff Matrix	20
2.	How BCG and Ansoff Inform Teaching and Learning in Business Education	27
3.	SWOT Alignment with Academic Institutions and Business Organisations	34
4.	SWOT Matrix for Students and Employees in Business Education Programme	36
5.	Applying the Product Life Cycle for Management of Students and Staff	42
6.	How SWOT Analysis Matrix, Product Life Cycle, and Garbage Can Model Inform Teaching and Learning	50
7.	Epistemological and Pedagogical Perspectives of the Matrices and Models	51
8.	Key Benefits of Group Matrix Imperatives	53

- | | | |
|-----|--|----|
| 9. | The extent to which Boston Consulting Group is used to Assess Entrepreneurs and Employees in Business Organisations in South-South | 55 |
| 10. | Satisficing Decision-Making Strategies that Enhance Customers' Satisfaction with Hospitality and Non-Hospitality Industries in Port Harcourt | 56 |
| 11. | Extent Teachers Apply Classroom Management Techniques in Business Education | 58 |

LIST OF FIGURES

Figure		Page
1.	Bond between Epistemology, Pedagogy, and Business Education	5
2.	Matrix and Imperatives with Business Education	7
3.	Boston Consulting Group Matrix	11
4.	Ansoff Matrix	17
5.	SWOT Matrix (SWOT Analysis)	30
6.	Product Life Cycle	37
7.	Garbage Can Matrix	44

PROTOCOL

Chairman of the Governing Council
The Vice-Chancellor and Chairman of the Occasion
Deputy Vice-Chancellor (Administration)
Deputy Vice-Chancellor (Academic)
The Registrar and Secretary to Council and Senate
The University Librarian
The Bursar of this Great University
Members of the University Governing Council
Former Vice-Chancellors and Emeritus Professors
Former Deputy Vice-Chancellors
Former Registrars
The Provost, College of Medical Sciences
Heads of Various Campuses of the University
The Dean, School of Postgraduate Studies
Deans of Faculties and Student Affairs
Directors of Centres and Institutes
Heads of Departments
Distinguished Professors and Other Members of the Senate
All Academic, Administrative, and Technical Staff
Students of this Great University
Respected Guests, Friends, Associates, and Well Wishers
Gentlemen of the Press
Distinguished Ladies and Gentlemen

1.0 Introduction

This inaugural lecture on “Group Matrix Imperatives: Epistemological and Pedagogical Perspectives of a Business Educator” presents a deep sense of humility and gratitude to the Almighty God for making all things beautiful in His time and season. It is all about my small piece of academic curiosity over the years and I am grateful to God who watched over me and ordered my steps to this enviable height in life. I return all glory, adoration, and praises to Him alone. Vice-Chancellor Sir, distinguished guests, esteemed colleagues, students, and friends, it is an honour and privilege to stand before you today for this inaugural lecture. This occasion marks an important milestone in my career, and I am deeply grateful for the opportunity to share my journey, insights, and vision with you. I thank my mentors, family, and this esteemed institution for their unwavering support and encouragement. In the next hour, I will take you through key milestones in my field, share recent breakthroughs, and propose pathways for future exploration. With this, let us embark on this intellectual journey together.

A matrix is a concept with different meanings depending on the field of study or context. In Mathematics, a matrix is a rectangular array of numbers, symbols, or expressions arranged in rows and columns. In business or management, a matrix refers to a framework or system that deals with organisational structure and decisions. A matrix can mean a structure, environment, or medium in which something develops. For instance, the educational system serves as a matrix for intellectual growth. The term ‘Matrix in Business Education’ may well be referred to a few different concepts depending on the context. Here are a few common interpretations of the matrix in Business Education:

- i. matrix is an organisational structure that refers to the

study or application where a report by employees is made to multiple managers, such as a functional manager and a project manager. The Business Education programme teaches this as a strategy for improving flexibility, collaboration, and efficiency within organisations.

- ii. decision-making matrices are decision-matrix tools used to evaluate and prioritise options based on specific criteria. Examples include:
 - a. a SWOT matrix that analyses strengths, weaknesses, opportunities, and threats.
 - b. the Boston Consulting Group is known for helping organisations and businesses tackle their most challenging business problems.
 - c. Ansoff matrix helps businesses strategise for growth by considering market penetration, product development, market development, and diversification.
- iii. learning models and educational matrices also refer to a framework or table used to map out skills, competencies, or learning outcomes by mapping learning objectives to courses or business skills and identifying gaps in students' abilities.

A Group Matrix is a structured framework used to categorise or organize individuals into groups based on specific criteria or dimensions such as skills, roles, experience, learning styles, or other relevant factors. It helps educators, managers, or trainers make informed decisions about grouping individuals into categories for targeted instruction, training, or task assignment by systematically analysing their characteristics, needs, or roles. The matrix provides a clear and visual way to understand how different groups relate to one another and how to tailor

approaches to their unique attributes. The core concept of the Group Matrix is that the rows and columns of the matrix represent specific factors, such as skill level, learning style, role, or performance of individuals or groups are placed into cells based on their alignment with these criteria and the categorisation informs decisions like teaching strategies, resources allocation or team formation (Amesi & Okwelle, 2017).

Group Matrix Imperatives are concepts often discussed in the context of performance management, corporate strategic management and ethics in accounting, organisational behaviour, teamwork, and governance studies. They refer to the structured principles, norms, or essential actions that guide the functioning of a group or team to achieve a common goal. A group matrix imperative method in Business Education involves using structured contexts to enhance collaboration, decision-making, and critical thinking within group settings. This concept draws from management strategies and organisational theory to help teams perform effectively while addressing business challenges. Also, in Business Education, this concept is typically examined to help students and professionals understand how to foster effective teamwork and collaboration within organisations.

2.0 Conceptual Clarifications

Epistemology is the philosophical study of what knowledge is and what it means for someone to have knowledge. Epistemology of business deals with the source of knowledge in Business Education, it assesses the inherent meaning of knowledge and means of gaining knowledge, and the limitations or scope of obtaining knowledge for any given area of study.

Pedagogy is the combination of teaching methods (what the instructor does), learning activities (what the instructor expect his or her learners to achieve), and learning valuations (the assignments, projects, or tasks that measure students' learning).

Business Education: Business Education cannot be defined without knowing what business is all about. The word business means a state of being busy as all financial activities undertaken to earn profit and satisfaction of human desires are business. Hence, a business is an entity designed to carry out commercial enterprises (Amesi, 2021). According to Ulinfun in Amaewhule (2005), Business Education is 'Education For Business and Education About Business'. This means that Business Education involves two aspects: (a) all learnings that concern business and its environment that are systematically undertaken with a career focus on one related area or the other. In this case, it is education for business. (b) when offerings are to all students in the school irrespective of the career aspirations of such students, it is education about business. Business Education is a programme that bestrides the world of business and the world of education, giving them more relevance. This unique relationship makes it one of the most sought-after programmes in the Faculty of Education. Business Education has been defined differently by different authors. It is a programme consisting of office education which prepares students for office careers and general Business Education which focuses on preparation for management and use of services that business provides (Njoku in Amaewhule, 2005). It is not a programme that can be seen as Education plus Business. It is a product designed by an acknowledged specialist who knows what the objectives are and who assembles a myriad of courses to meet such objectives. Such courses are drawn from different disciplines to meet the intended objective of Business Education. It can be said therefore that Business Education is an aspect of Vocational Education involved in business preparation for individuals to acquire appropriate knowledge,

skills, and attitudes for self-reliance in the world of work and for preparation of individuals as intelligent consumers of goods and services provided by business.

Business Education can begin at any level, hence, at the secondary level, Business Studies, as it is often called, typically combines elements of Accounting, Finance, Marketing, Office Practice, Human Resources Management, and Economics. It can be continued throughout the life span of an individual. The foregoing points out that Business Education covers a wide range of economic life activities in any society, and also refers to the pedagogical and desirable business competencies necessary for self-employment or being employed to make the recipient self-reliant. Thus, Business Education can by appropriate training ensure full employment for individuals even in our present decadent economy by equipping them with life-long skills for self-employment. It also refers to the development and training of individuals in the skills and knowledge required for success in the business world. This includes a focus on business strategy, personal development, innovation, and leadership (Amesi, 2010; Amesi & Nnadi, 2015, Amesi & Akpomi, 2017, Amesi & Ndukwe, 2018, Amesi & Igonikon, 2019).

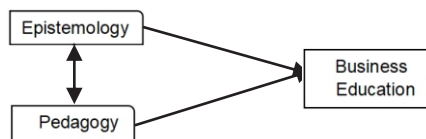


Figure 1: Bond between Epistemology, Pedagogy, and Business Education

The bond between epistemology, pedagogy, and the Business Education programme lies in their interconnected roles in shaping knowledge, teaching methods, and practical applications as seen in Fig 1. In Business Education, epistemology helps to define what constitutes valid knowledge,

such as theories, principles, and practices in business. Pedagogy involves selecting teaching strategies like case studies, simulations, experiential learning, or collaborative projects. The bond indicates that Business Education programmes ensure that learners are prepared to meet the demands of a dynamic business or organisation environment.

Group Matrix Imperatives

Group matrix is a business planning tool used to evaluate the strategic position of a business or organisation's brand portfolio. It is also used to classify individuals based on specific criteria, such as skills, roles, experience, learning styles, or other relevant factors. It allows educators, trainers, or managers to organise people into categories for targeted instruction, training, or task assignment. The matrix (like Boston consulting group, SWOT analysis, and Ansoff matrix among others, typically consists of rows and columns representing different variables or criteria, helping to identify and address the needs of each group systematically.

A business imperative is a primary goal that organisations set to positively change the outlook of their businesses. These objectives are usually long-term goals that take a collaborative effort to achieve. This means that each employee actively works on meeting the business imperative. A business imperative could also mean the major change or goal that an organisation or company promises to reach. Unlike an idea, an imperative does not have the option of not working. Strong focused objectives will drive and strengthen a business. To this end, initiating several business imperatives will drive and motivate an organisation (institution included) or company towards a higher future. Other terms for business imperative include professional needs, career necessities, employment obligations, and industry mandates, etcetera.

Group matrix imperatives is not a standard or widely recognised term, but it can be interpreted in different contexts depending on its usage as shown in Fig 2. In Business Education, group matrix imperatives refer to a framework or set of principles designed to enhance collaboration, problem-solving, and decision-making within teams or groups. This concept according to Amesí, Babalola, and Oyeyemi (2023), can be broken down into parts:

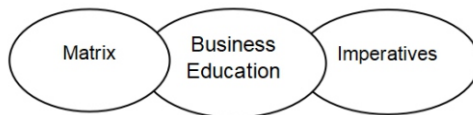


Figure 2: Matrix and Imperatives with Business Education

The term "matrix" suggests a structured system where different elements example, team members (lecturers or students), roles, or tasks interact. In a Business Education context, this might include:

- i. bringing students or people from different areas or options; for example, accounting, entrepreneurship, marketing, and office education to solve a problem or work on a case study through cross-functional collaboration.
- ii. defining how individuals contribute to group objectives through roles and relationships among the team members (lecturers or students).
- iii. Mapping tasks, responsibilities, and performance metrics through an accountability framework by the teams (either lecturers or students).

The "imperatives" are the essential actions or principles the group must adhere to for successful outcomes. In Business Education, they include:

- i. clear communication that ensures all team members

- (lecturers and students) understand objectives and expectations.
- ii. goal alignment that agrees on shared outcomes and prioritising collective success.
 - iii. effective leadership that rotates or assigns roles to guide team (lecturers and students) efforts.
 - iv. conflict resolution by establishing protocols to manage disagreements constructively.

2.1 Acronym for Business and Education

The acronyms "Business" and "Education" can be broken down into words or phrases that may symbolize core aspects of each field. While there is no universally agreed-upon acronym for each term, here is a prospective interpretation based on the core principles and elements of Business and Education:

Business

B – Balance: refers to the need for harmonising multiple business operations and decision-making factors.

U – Understanding: the importance of thoughtful markets, customers, and internal business dynamics.

S – Strategy: planning and executing long-term goals and competitive tactics.

I – Innovation: the drive for continuous invention in products, services, or processes to stay competitive.

N – Networking: building strong relationships with clients, partners, and stakeholders.

E – Efficiency: operating cost-effectively and productively.

S – Sustainability: focuses on ensuring long-term business success through ethical practices and supportable methods.

S – Scalability: ensuring that the business model and operations can grow and expand effectively.

For Business Educators, the acronym ‘Business’ is simply a

balanced and understanding strategy for innovation and networking efficiency that gives sustainability and scalability. The word business appears 28 times in the Bible. Out of the 28 times, 23 are from the Old Testament and five are from the New Testament. Vice Chancellor Sir, the only verse that interests me most is in Proverbs 22²⁹

‘seest thou a man diligent in his business? he shall stand before kings, he shall not stand before mean men’.

This gave me the reason in 2018 to change the acronym ‘Business’ to mean *‘best utilisation of strategic information necessary for evaluating scholars’ success’*.

Education

- E – Empowerment:** providing individuals with the tools and knowledge to make informed decisions.
- D – Development:** fostering the growth of skills, knowledge, and personal growth in learners.
- U – Understanding:** encouraging critical thinking and consideration of complex concepts and ideas.
- C – Collaboration:** working together for common learning goals, whether in classroom settings or through partnerships.
- A – Access:** ensuring that education is reachable to all, regardless of background or socio-economic status.
- T – Technology:** the role of expertise in enhancing teaching and learning experiences.
- I – Inspiration:** motivating learners to achieve their highest potential
- O – Opportunities:** creating opportunities for learning, growth, and career advancement.
- N – Nurturing:** providing a supportive environment for personal and academic growth.

The acronym ‘education’ is empowerment and development in understanding collaboration to access technology with inspiration and opportunities in nurturing. These acronyms emphasise the various aspects that shape the fields of **Business** and **Education**, focusing on the broader elements such as strategy, sustainability, and innovation in business, as well as development, empowerment, and collaboration in education (Amesi & Peterside, 2019; Amesi & Nkoro, 2019, Amesi & Obi, 2021).

3.0 The Matrix Models for Business Education Programme

The matrix models for the Business Education programme are tools that help in categorising, assessing, and strategising the delivery of business knowledge, student progress, employees, and resource allocation. These matrices serve as frameworks to organise, evaluate, and enhance the overall educational experience for both instructors and learners. Below are some of the most suitable matrices for Business Education, business, and organisational growth: Boston Consulting Group matrix, Anoff matrix, Product Life Cycle, SWOT Analysis, and Garbage Can model.

3.1 Boston Consulting Group (BCG) Matrix

The Boston Consulting Group matrix (or BCG Matrix) is a matrix used in strategic management to assess the performance and potential of different business units or products.

In a Business Education context, it can be applied to course offerings, programmes, or even student performance or teachers’ (employees) assessment. The matrix divides elements into four categories drawn as a 2 x 2 matrix whose objective is to assist with the allocation of funds to different products or business units. One side of the matrix represents the rate of the market growth for a particular product or business

unit and the other side of the matrix represents the market share that is held by the product or business unit. The Boston Consulting Group Matrix was propounded in 1963 by Bruce D. Henderson in Massachusetts, as part of the Boston Safe Deposit and Trust company. Over time, it became an independent leading global management consulting firm known for its influential business strategies and categorised into four quadrants as shown below in Fig 3:

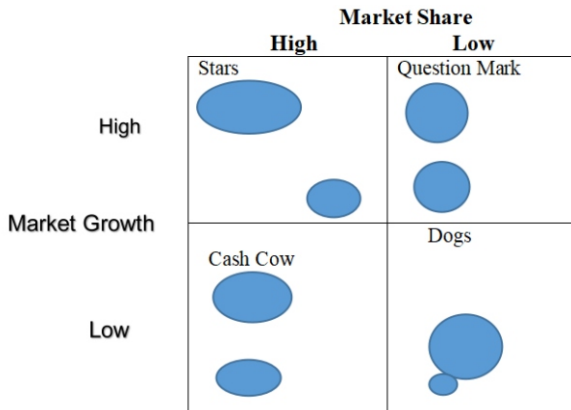


Figure 3: Boston Consulting Group Matrix

The quadrants of the Boston Consulting Group (BCG) matrix - stars, cash cows, question marks, and dogs have epistemological and pedagogical implications in Business Education by examining how they represent different phases of knowledge application, growth, and teaching strategies.

Stars: This has a high relative market share in a high-growth market. The epistemological implication here is the understanding of the sources of knowledge or business practices that are thriving and in high demand. These are established as both relevant and cutting-edge, symbolising

robust, with actively growing knowledge in a particular area. It also involves teaching innovation in business models or emerging industries. The pedagogy here is based on teaching strategies that emphasise nurturing creativity and advanced problem-solving. Activities here might include: (i) case studies on high-growth businesses, and (ii) encouraging students to explore how to sustain growth in academics and manage competition. The focus here for Business Education is on both imparting cutting-edge knowledge and encouraging strategic thinking about maintaining leadership.

Cash Cows: this is a product in a market where market growth is lower and possibly even negative. It has a high relative market share and is the market leader. The epistemological implication here is the understanding of stable knowledge that generates consistent value. These are "core" Business Education topics or subjects, like distributive education, keyboarding, or office skills, including principles of vocational education. Examples include topics that are essential for Business Education but no longer rapidly evolving. The pedagogy here is on mastery and optimisation of teaching methods like structured exercises, role-plays, projects based on research, problem-based methods of learning, team learning, and case analysis. It also includes building a strong foundational understanding of concepts that students can rely on in real-world situations. The focus here for Business Education is that it highlights the importance of consolidating foundational knowledge to ensure learners are well-equipped for practical application.

Question Marks: this is a product with a relatively low market share in a high-growth market. Since the market is growing quickly, there is an opportunity to increase market share, but initially, it will require a substantial investment of cash to increase or even maintain market share. The epistemological implication here is the understanding of the sources of emerging

or uncertain areas of knowledge such as nascent business trends or experimental strategies. These are ideas with potential but require exploration and validation. Examples include discussing speculative topics or subjects like artificial intelligence in business or public relations in Business Education or better still, fundamentals of Business Education. The pedagogy here involves exploratory and inquiry-based learning like encouraging debates, group discussion, micro-teaching or keyboarding skills, and research on uncertain or ambiguous topics, including training students to analyse risks and opportunities and fostering strategic decision-making. The focus here for Business Education is that it engages students in critical thinking and epistemological questioning about how knowledge evolves and becomes validated.

Dogs: this is a product in a low-growth market that is not the market leader. It is unlikely that the product will gain a larger market share because the market leader will defend the position of the cash cow. The implication here is the understanding of the outdated or declining knowledge areas. These are concepts that are no longer relevant or are being phased out in the business world. An example includes the teaching of shorthand in a digital era. The pedagogy here is on critical evaluation and lessons from decline like teaching students to analyse why certain concepts fail or lose relevance and encouraging reflective learning to understand the lifecycle of knowledge and its applicability. The link or focus here for Business Education is that it helps students to identify when knowledge or strategies become obsolete and how to transition effectively to new frameworks (Amesi & Allison, 2024).

3.1.1 Application of Boston Consulting Group Matrix in Business Education

The Boston Consulting Group (BCG) matrix (Growth-Share matrix or Product Portfolio matrix), is a strategic tool used in the Business Education programme to teach students how to

evaluate an organisation or a company's portfolio of products or business units. Its application in Business Education provides a practical framework for analysing market dynamics, resource allocation, and strategic decision-making as follows:

1. Students learn how to classify business units or products into four categories (Stars, Cash Cows, Question Marks, and Dogs) based on market growth and relative market share. It helps to understand how to prioritise investments, divestments, and resource allocation.
2. The matrix demonstrates how businesses ought to allocate resources efficiently to maximize profitability and sustainability. Students can explore scenarios where resources are moved from low-growth areas (dogs) to high-growth or potential areas (stars or question marks).
3. By simulating real-world situations, students can practice strategic decisions such as whether to invest in Question Marks, maintain Cash Cows, or Divest Dogs and encourage critical thinking and analysis of market conditions.
4. In Entrepreneurship Education, the Boston Consulting Group matrix is used to guide startups in determining where to focus their limited resources and when to pivot or exit unpromising ventures.

Vice-Chancellor Sir, by applying the BCG Matrix, students not only understand its theoretical foundation but also gain practical insights into how businesses operate and compete in dynamic markets. This enhances their ability to contribute strategically in their future careers.

3.1.2 Key Benefits of Boston Consulting Group Matrix in Business Education

The key benefits of the Boston Consulting Group matrix in Business Education are listed below:

1. Bridges the gap between academic theory and real-world application by encouraging active learning through hands-on application.
2. Enhances critical thinking, problem-solving, and strategic planning by improving decision-making and interpersonal skills.
3. Prepares students for consulting and managerial roles by bridging the gap between theory and practice.
4. Introduces students to global business challenges and solutions by enhancing employability with simulations in real-world scenarios.

3.1.3 Aligning BCG Matrix with Academic Institutions and Business Organisations

Stars: These are the cash cow of the future and there is a need to market a star product aggressively to maintain or increase market share. For academic institutions, there is a need to market our first-class students or those who made a second-class upper and retain them as staff because they serve as our Stars in the product line and the teaching staff at this stage would be encouraged. To business organisations, oil industries inclusive, the stars are the staff who put in their best to ensure that success is achieved; these staff ought not to be ignored.

Question Marks: Here, a lot of new investment is needed to increase market share and the strategic choice is between investing a lot of cash to boost market share or disinvesting or abandoning the product. For academic institutions like Rivers State University, the student at this stage needs a lot of encouragement with constant guidance and counselling to discourage such a student

from abandoning his or her programme. The teaching staff at this stage require training and retraining to cope with real-life situations in the classroom, otherwise, they make teaching and learning boring and not encouraging. To business organisations (industries inclusive) the Question Marks are employees who are not willing to put in new ideas into their work for the success or growth of the business; they preferred to sit at the fence with the expression '*If you try me I will abandon this company or organisation and move on with my life attitude*' but have nothing more to offer.

Cash Cows: These defend and maintain market share and spend on innovation (research and development inclusive). The cash generated by a cash cow can be used to develop others in the group. For students in academic institutions like Rivers State University, there is a need to defend the institution by showing some sense of loyalty that you passed through the institution and the institution passed through you. The staff at this stage ought to defend his or her institution by intentionally managing negativity about the institution but rather maintaining and spending on research and development that will help his or her career to project the image of the institution. To business organisations or oil industries, the cash cow staff ought to defend their industry or company by engaging in innovative ways of generating funds rather than pilfering.

Dogs: these generate some cash for the business and if they do, it might be too early to abandon. The artifact here has a limited future and strategic decisions ought to focus on its short-term future. The danger is that the staff in academic institutions and employees of business organisations will expend cash approved if the business or organisation chooses to spend money on them to

preserve its market share or value. This, they do by applying for conferences and workshops without attending such. There is a need to avoid risky investments aimed at trying to turn business organisations or institutions around (Amesi & Allison, 2024).

3.2 Ansoff Growth Vector Analysis Matrix (The Ansoff Matrix)

The Ansoff matrix also known as the product market expansion grid is a strategic planning tool that aids business organisations analyse and plan their policies for growth. The matrix was developed by Igor Ansoff in 1957, the matrix helps business organisations determine how to achieve growth through different approaches based on their products and markets. It is a 4-quadrant for growth and development. Ansoff argued that when an organisation is planning its growth policies, there ought to be a connection between its existing products and markets and its upcoming products and markets. This connection is necessary so that outsiders or investors can see in which direction the organisation is moving. It also provides guidance to the entity’s management. Ansoff summarized the potential strategies for product-market development with a 2 x 2 matrix. It is sometimes referred to as the Ansoff growth vector

		Products	
		Current	New
Market	Current	Market Penetration	Product Development
	New	Market Development	Diversification

Figure 4: Ansoff Matrix

Market Penetration sometimes called a ‘protect and build’ is a sensible choice in a market that is growing fast. With fast growth, all organisations competing in the same market can expect to benefit from the rising sales demand. Market penetration has a low-risk level if the organisation works within familiar markets and products with increasing market share through marketing campaigns or improving customer service. Kotler and Keller (2016) suggested that market penetration calls for aggressive marketing and that there are three ways this strategy might be successful:

- a. persuade existing customers to use more of a product or service and buy more.
- b. persuade individuals who have not bought the product in the past to start buying and using the product and
- c. persuade individuals to switch from buying the products of competition. This means there is a need for all staff in the organisation and institution, irrespective of their class to persuade men and women to appreciate what they do and the nature of the job they offer.

Market Development involves opening up new markets for existing products in two ways the organisation can start to sell its products in a new geographical market through regional, national, or international expansion and the organisation can try to attract customers in new market segments, by offering slightly differentiated versions of its existing products or by making them available through different distribution channels. Market development has a moderate risk level if the organisation ventures into unfamiliar markets while relying on established products by expanding into new geographic regions or targeting different customer segments.

Product Development is a means of producing new products for an existing market. Reasons for this are that the business

organisation might have a strong brand name for its products and it can extend the goodwill of the brand name to new products customer needs might be changing so new product development is essential for the business's survival. Product development has moderate risk if the organisation understands the market but must ensure the new product meets customer needs.

Diversification is a means of selling new products in new markets. A diversification can be made between *concentric* diversification also known as related or horizontal diversification, which means that the new product-market area is related in some way to the organisation's existing products and markets, and *conglomerate* diversification which means that the new product-market area is not related in any way to the organisation's existing products and markets. Diversification has the highest risk level if the organisation lacks familiarity with both the product and the market.

Conglomerate diversification aims to build a group of different businesses. The reasoning behind this might be to reduce risk as some businesses might perform badly but others will perform well. Taking the businesses as a diversified portfolio, the overall risk ought to be less than if the organisation focused on just one business. However, some business analysts argued that organisations can reduce risk if they want to, by spreading their investments in shares over different organisations in different industry sectors. Secondly, an entrepreneurial management team ought to be able to succeed in any organisation, and the organisation ought to grab different business opportunities whenever and wherever they arise. This is the only potentially valid argument for unrelated diversification, but it is only valid if the organisation taken over is not being managed well or it holds undervalued assets that could be sold at a profit. If it is already well-managed, holds no undervalued assets, and is taken over at a fair price.

Concentric diversification aims to use the organisation existing technological know-how and experience in a related but different product-market area. For instance, an organisation selling men's wear by post order might diversify into women's clothes and organisation that provides driving lessons for learner drivers might expand into the market by providing driving lessons for advanced drivers. Vice-Chancellor Sir, some concentric diversification plans have a lower amount of business risk than others. In contrast, Rivers State University ought to pursue a plan of concentric diversification in addition to teaching and research development within its existing teaching, research, and community engagement.

3.2.1 Epistemological and Pedagogical Perspectives of the Ansoff Matrix

The quadrants of the Ansoff matrix – market penetration, product development, market development, and diversification have epistemological and pedagogical implications in Business Education to explore how knowledge is acquired, applied, and taught in business decision-making: Here is an overview of the Ansoff matrix and its relevance to Business Education as in Table 1:

Table 1: Epistemological and Pedagogical Perspectives of the Ansoff Matrix

Ansoff Matrix	Epistemology	Pedagogy
Market Penetration	Builds on existing knowledge (current markets and products). This focus is on reflecting empirical knowledge and refining what is already known.	Teaching strategies like case studies or simulations help students master existing concepts and deepen their understanding of core strategies.
Product Development	Requires the creation of new product knowledge while retaining familiarity with existing markets. This emphasis knowledge construction through innovation.	Students at this stage, engage in creating or designing new products, applying creativity and cross-disciplinary knowledge.
Market Development	Involves applying existing knowledge to new contexts (new markets). This aligns with pragmatism by focusing on the utility of knowledge in novel scenarios.	Teaching methods here include exposure to international case studies or real-world market exploration to prepare students for global strategies.
Diversification	Demands the integration of entirely new knowledge domains by reflecting on rationalism or transformative learning as it involves uncharted (unexplored) areas	Real-world projects, internships, or entrepreneurial simulations expose students to new markets and industries, encouraging risk-taking and adaptive thinking.

In a Business Education setting, the epistemological focus shifts to how students learn to handle risk, ambiguity, and the acquisition of new knowledge to make strategic decisions, the pedagogical approaches mirror the levels of complexity and innovation outlined in the matrix, providing students with a strategic framework to think critically and creatively (Amesi & Orlu, 2019; Amesi & Peterside, 2019).

3.2.2 Ansoff Matrix for Students and Employees Categorisation

The Ansoff Matrix can be adapted to different audiences, including employees in a business context and students in an educational setting. Below is a detailed explanation of how the Ansoff matrix can be categorised for each group and how it can be effectively used in teaching.

Market Penetration: Categorising this with employees and students shows that employees increase the knowledge of their jobs within current organisation, which involves enhancing more services, running promotions or loyalty programme, and collective efforts in existing segments. This could be applied through workshops or training sessions on an institution or organisational auction techniques, student or customer engagement, and competitive analysis can help employees understand how to penetrate the market effectively.

The focus for students is to analyse how organisations or companies could increase their market share for existing products through various strategies. This will be applied by focusing on classroom discussions or assignments where students research and present issues on organisations or companies that successfully increased market share, identifying the strategies used.

Market Development: Categorising employees and students show that, employees can explore new customer segments or geographic areas by conducting market research to recognise possible new markets and developing strategies for entering new demographics. The application is to conduct market analysis exercises where employees identify and assess potential new markets that enhance their understanding of market development.

The focus for students is to explore entering new markets with existing products. This can include assessing demographic shifts or geographic expansion, and the application here is to give students group projects that would develop a market entry plan for a specific product in a new region or demographic.

Product Development: Employees here gather customer feedback for product improvements and develop new features or variations of existing products, and this can be applied by involving employees in brainstorming sessions and workshops that focus on innovation and product development processes that can foster a culture of creativity.

The focus for students is to study how businesses innovate and create new products for existing markets, analysing product life cycles and consumer needs, and the teaching application here is to work on creating a new product concept based on market research by presenting their ideas to the class or in small groups.

Diversification: Employees here, are categorised to assess opportunities for launching novel products in new markets. This is typically the most complex and risk-prone strategy to be applied through case studies, analysing successful and unsuccessful diversification efforts can provide practical insights into how to approach diversification.

The focus for students is to evaluate the risks and benefits of diversifying product lines or markets, and also by analysing real-world examples, and the teaching application here is to analyse an organisation's diversification strategy, considering

both the potential for growth and the associated risks (Amesi, 2010; Amesi, 2016, Amesi & Yellowe, 2018).

To further explain the categorisation, the Ansoff Matrix can help employees in business context to understand and contribute to their organisation's growth strategies. For students in Business Education, the Ansoff matrix is used to develop theoretical understanding and practical skills. The categorisation can be broken down based on their roles:

Market Penetration (enhancing current performance) focuses on increasing customer acquisition and retention through better service or upselling and developing targeted campaigns to improve brand loyalty and product usage with streamlined processes to handle increased demand efficiently. For students, this is about strengthening core knowledge to understand strategies to maximize market share analyse case studies of organisations or institutions, increase market penetration, and develop marketing plans to enhance sales.

Market Development (exploring new opportunities) by identifying and entering new geographic regions or customer demographics to adapt existing products to suit the needs of new markets with cultural preferences or regulatory requirements and prepare training programme to equip employees for unfamiliar market challenges. For students, this is expanding horizons to learn how to assess new markets for existing products, conduct market research, identify potential new markets, and create entry strategies.

Product Development (focusing on innovation) by creating improved or innovative products to meet existing customer needs better evaluate investment opportunities in new product lines and learn about new product features to provide high-quality support. For students, this fosters innovation skills to understand the innovation process and its impact on existing businesses or

markets and to design new products or improve the existing ones through simulations or real-world projects.

Diversification (strategising for high risk-high reward) by setting strategic goals for diversification efforts and collaborating on cross-departmental projects, such as mergers, acquisitions, or new ventures. For students, this is to understand complex strategies and to recognise the complexities and risks involved in pursuing entirely new ventures by developing diversification strategies for a hypothetical organisation and assessing their feasibility (Amesi; Akpomi & Okwuanaso, 2014).

3.2.3 Roles and Benefits of Ansoff Matrix in Business Education

The Ansoff Matrix plays a crucial role in Business Education by helping students understand key strategic concepts on how:

- a. to analyse business environments and choose appropriate growth strategies through strategic decision-making, critical thinking, problem-solving, and strategic planning through skills.
- b. each strategy entails different levels of risk how to mitigate them and how to develop risk assessment and contingency planning.
- c. market dynamics, competition, and customer needs and skills development in market research and consumer behaviour insights are analysed.
- d. the role of innovation in product and market strategies and skills development is creative thinking and entrepreneurial mindset.
- e. instructors (teachers) can often use the Ansoff matrix in real-world case studies or business simulations, to enable students to apply theoretical concepts to real-world scenarios.

The benefits of the Ansoff matrix in Business Education include that:

- i. The matrix makes available a clear framework for analysing growth options, by helping students think strategically about how businesses can expand and learn to evaluate risks and benefits associated with different growth strategies to enhance their decision-making skills.
- ii. The matrix encourages students to think about market segmentation and the importance of targeting specific customer groups and by using the matrix, students can analyse competitors' strategies and understand how businesses position themselves in the market.
- iii. Students learn to assess the level of risk associated with each development strategy, particularly the higher risk of diversification, and understanding the potential return on investment for each strategy helps students make informed decisions about resource allocation.
- iv. The product development quadrant encourages students to think creatively about innovation and how new products can meet consumer needs and students can apply the concepts of product development to case studies and projects, fostering practical skills.
- v. The matrix helps students understand the complexities of entering new markets and the strategies involved in market development and considering market development, by learning how to take cultural and social factors into account and prepare them for global business scenarios.
- vi. The Ansoff Matrix is often used in case studies and business simulations, to allow students to apply theoretical concepts to real-world situations and encourage the integration of concepts from marketing,

finance, and operations, to provide a holistic view of business strategy.

Other benefits of the Ansoff matrix to the Business Educator are:

- a. the content resonates with the learners' current or future needs through enhanced relevance.
- b. lessons are more engaging and meaningful for both groups with improved engagement.
- c. employees gain practical tools, while students build foundational knowledge, aligning with their respective career stages and
- d. educators develop flexible methodologies that adapt to varied learner profiles with dynamic teaching. By understanding these benefits, Business Educators can craft a teaching approach that bridges the gap between theoretical understanding and practical application which benefits both employees and students effectively.

The Ansoff Matrix is a valuable tool in Business Education that equips students with the strategic insight and analytical skills necessary to evaluate growth opportunities. By understanding the different approaches to market and product development, students can better prepare for challenges in the business world and contribute to effective growth strategies in their future careers.

3.2.4 How BCG and Ansoff Inform Teaching and Learning in Business Education

The Boston Consulting Group matrix and Ansoff matrix are strategic planning tools used in business to evaluate strategies and analyse an organisation's product portfolio based on market growth rate and relative market share. When applied to teaching and learning in Business Education, it provides a structured context for Business Educators and students to analyse real-world

business scenarios and develop strategic thinking and also serves as a framework to enhance teaching and learning by fostering critical thinking and decision-making skills. Table 2 adapted from Amesi and Allison (2024), and Amesi and Peterside (2019) show how the BCG matrix and Ansoff matrix inform teaching and learning:

Table 2: How BCG and Ansoff Inform Teaching and Learning in Business Education

Ansoff Matrix	Teaching	Learning	BCG Matrix	Teaching	Learning
Simplifying complex concepts	This simplification helps educators teach students the core principles of growth strategies in a digestible way by breaking down business growth into four distinct categories.	Students can use the matrix to systematically evaluate case studies, understand strategic options, and consider risks associated with each strategy.	Simplifying portfolio analysis	Teachers can use the context that divides products or business units into four to explain how companies allocate resources and prioritize investments.	Students learn to categorise products and assess their potential for profitability or growth, making complex business portfolio management accessible.
Developing strategic thinking skills	Lessons can be designed around practical applications of the matrix, by encouraging students to assess the viability of strategies for various business scenarios.	Students learn to identify and analyse opportunities for growth and the risks involved, honing their ability to make strategic decisions.	Encouraging strategic thinking	This matrix can be used to teach how businesses decide which products to grow, uphold, harvest, or divest.	Students develop strategic decision-making skills by applying the matrix to analyse and prioritize product portfolios based on market trends and competition.
Integrating real-world applications	The matrix enables teachers to integrate real-world business into the curriculum like how a new product is launched or expands into a new market.	Students can apply the matrix to actual organisations or companies by understanding how businesses adapt strategies to achieve growth.	Linking to real-world examples	Teachers can use case studies of organisations or companies to show how they apply the BCG Matrix in managing their product lines.	Students gain practical insights into how businesses use the matrix to adapt their strategies in dynamic markets.
Framework for Case Study Analysis	Teachers can use the Ansoff Matrix as a foundation for teaching how to approach business case studies.	Students can use the matrix to evaluate cases and develop strategic recommendations, which will justify their decisions based on the matrix's structure.	Teaching resource allocation	Helps teachers illustrate how companies allocate resources efficiently by investing in stars, upholding cash cows, reassessing question marks, and potentially divesting dogs	Students understand the trade-offs and decisions required to optimize resource use, such as balancing short-term profits with long-term growth.
Encourage critical evaluation of risk.	Teachers can emphasise how businesses assess and mitigate these risks associated with each strategy.	Students gain insights into risk management and how strategic decisions impact business outcomes.	Facilitating risk and reward analysis	Highlights the risk-reward trade-off of different product categories. For example, question marks require investment but come with uncertainty, while cash cows generate stable revenue but may lack growth potential.	Students critically evaluate risk and reward, gaining skills to recommend actions based on portfolio positioning.

Vice-Chancellor Sir, by incorporating the Ansoff Matrix into teaching and learning, Business Educators prepare students to think strategically, analyse business environments, and apply theoretical frameworks to real-world problems, fostering skills essential for business decision-making. The BCG Matrix fosters analytical, strategic, and decision-making skills. By incorporating it into teaching and learning, Business Educators help students apply theoretical frameworks to real-world business challenges that prepare them for roles in management and strategic planning.

3.2.5 Epistemology and Pedagogy of Boston Consulting Group Matrix and Ansoff Matrix in Business Education

Epistemology focuses on the nature of knowledge, its sources, and how learners acquire and validate it. In the context of the BCG and Ansoff matrices, the focus is to understand strategic growth, market dynamics, and decision-making with:

Sources of Knowledge: With the BCG matrix knowledge is drawn from empirical data about market growth rates and market share to classify products or business units into stars, cash cows, question marks, and dogs and emphasises portfolio management and decision-making based on measurable performance metrics. While the Ansoff matrix focuses on theoretical models of growth strategies like market penetration, product development, market development, and diversification. Knowledge is derived from analysing opportunities and risks tied to product-market combinations.

Knowledge Validation: The BCG matrix validates knowledge through data-driven analysis of market development rates and comparative market share. While the Ansoff matrix validates knowledge by linking strategic choices to real-world outcomes and assessing risk-reward trade-offs.

Both matrices provide structured, systematic knowledge to simplify complex business scenarios and transform abstract strategic concepts in the form of growth, competition, and risk into tangible models. Knowledge derived from the matrices is context-dependent, requiring learners to adapt and apply the frameworks to specific industries, companies, organisations, and market conditions tools to integrate insights from marketing, finance, and strategic management, contributing to a holistic understanding of business operations. Pedagogy focuses on how these tools are taught to enhance students' understanding, engagement, and application. Teaching the BCG and Ansoff matrices requires integrating theoretical concepts with practical, experiential learning approaches:

Visual and Experiential Learning: The Boston Consulting Group quadrant structure (stars, cash cows, question marks, and dogs) aids visual learners in categorising products and making resource allocation decisions. While the Ansoff matrix grid format visually represents growth strategies, it helps learners understand risk and opportunity relationships.

Scaffolding Knowledge: Starts with foundational knowledge of the matrices (definitions, quadrants, axes) before moving to complex applications: linking the quadrants to market conditions, financial implications, and utilizing simple examples initially, then introducing multi-product portfolios or global market scenarios to challenge students' analytical skills.

Active Engagement: Students take on roles like marketing manager, and strategy consultant to apply the matrices in decision-making scenarios and encourage discussions on strategic dilemmas, such as whether to invest in a question mark or diversify into a new market.

Case-based Learning: Students analyse real-world examples, such as how organisations like Coca-Cola or Unilever for example, use the BCG Matrix for portfolio management and the

Ansoff Matrix for growth strategies and interactive activities where students manage a fictional organisation or company's product portfolio or propose growth strategies using the two frameworks. This can only be achieved by group projects where students apply the matrices to analyse organisations or companies' strategic decisions, by fostering teamwork and critical discussions.

3.3 SWOT Matrix (SWOT Analysis)

A SWOT matrix is a strategic planning framework used to identify the Strengths, Weaknesses, Opportunities, and Threats associated with a business, project, or individual. It is widely employed to evaluate internal and external factors that can impact the achievement of goals. SWOT analysis was propounded by Albert Humphrey an American business and management consultant in 1966 during his work at the Standard Research Institute (SRI). Humphrey used data from Fortune 500 companies to identify what strategies were successful or failing. His research in the TOWS and WOTS matrix (Threats, Opportunities, Weaknesses, and Strengths) and (Weaknesses Opportunities Threats, and Strengths) later reordered to SWOT, a structured matrix that businesses or organisations could use for decision-making. SWOT matrix or SWOT analysis can be used in the strategic planning process to analyse the organisation or company's capabilities and core competencies or lack of them and also to carry out an environmental analysis it is categorised into four quadrants as shown in Fig 5:

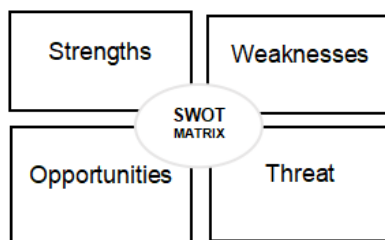


Figure 5: SWOT Matrix (SWOT Analysis)

The diagram of a SWOT matrix illustrates the four quadrants – strengths, weaknesses, opportunities, and threats along with visual elements like helpful for strengths and opportunities and harmful for weaknesses and threats to represent each concept effectively. The strengths and opportunities in SWOT matrix analysis also known as internal origin or factors help to achieve individual goals while the weaknesses and threats also known as external origin or factors obstruct the achievement of objectives. Opportunities and threats are also recognised as the impute of the environment while the strengths and weaknesses are the imputes of the organisations or institutions.

Strengths are the internal attributes or resources that give a competitive advantage. The epistemological implication here is to highlight what is already known and effective within a system. This quadrant supports emphasising evidence-based knowledge derived from observable success. The pedagogy here is to leverage students' existing knowledge and skills to build confidence and encourage deeper learning to foster a growth mindset. Business Education, identifies core competencies of the individual staff that include reputation and strong curriculum in certain business areas.

Weaknesses are internal limitations or areas needing improvement in the business or organisation. The epistemological implication here is to encourage critical reflection and acknowledgment of gaps in understanding as it aligns with the idea that knowledge is subject to error and revision. The pedagogy here is to design interventions to address gaps, such as remedial programmes or differentiated instruction for formative assessment that requires careful management to avoid demotivating learners. Business Education addresses areas in the programme that needs improvement which could be issues like lack of innovation in teaching methods or low student engagement in certain

business subjects.

Opportunities are external factors or trends that can be leveraged for growth in the business or organisation's strategic advantage. The epistemological implication here is to encourage the exploration and synthesis of external knowledge sources, fostering by integrating external and internal perspectives. The pedagogy here is to encourage students to explore new ideas, technologies, or interdisciplinary connections that promote inquiry-based learning and active engagement with realistic educational goals. To Business Education, it explores external factors that could help the programme improve or grow in areas like emerging technologies, new market demands for business skills or collaborations with other institutions, or growth potentials and market trends.

Threats are external risks or challenges that could negatively affect outcomes or factors in the external environment that creates an adverse risk for the business or organisation's prospects. The epistemological implication here is to promote contextualism, understanding, and knowledge within situational constraints by emphasizing the importance of environment and external dynamics. The pedagogy here is to teach resilience and adaptability by simulating real-world challenges or encouraging critical thinking about external risks that prepare learners for uncertainty, aligning with problem-based learning approaches that may instill anxiety if threats are overemphasised. To Business Education, it mitigates risk and competitive challenges based on the external factors that challenged the programme in the areas of rivalry from online courses, changes in industry demand, or budget cuts in institutions.

According to Gurel and Tat (2017), the SWOT matrix when used thoughtfully, supports reflective practice, critical thinking, and informed decision-making in both epistemological and

pedagogical contexts as it promotes a balanced approach to knowledge by recognising both internal and external factors and highlights the need for adaptive pedagogies that respond to diverse learner needs and evolving external contexts and how they can assess business scenarios comprehensively. Epistemologically, SWOT encourages pluralism, integrating multiple ways of knowing how to create a comprehensive understanding of a situation.

3.3.1 Application of SWOT Matrix in Business Education

The SWOT matrix is a valuable tool in Business Education for fostering critical thinking, strategic analysis, and decision-making skills. Its application helps students understand real-world scenarios, analyse organisational dynamics and develop actionable strategies.

- i. SWOT is applied to create business plans for startups or new ventures because it encourages practical application of the theory in real-world problems.
- ii. Students assess the performance and positioning of an existing organisation using SWOT because it provides insights into internal processes and external market forces, aligning with strategic management principles,
- iii. SWOT framework is used to analyse real or simulated business cases because it develops analytical skills and the ability to synthesise information from multiple perspectives.

- iv. SWOT is used in simulations by students to make strategic decisions for a virtual organisation or company because it enhances decision-making skills by simulating real-world business environments.
- v. SWOT is used to develop targeted marketing campaigns or brand positioning because it links marketing theory with actionable strategies.

Applying SWOT matrix analysis to Business Education programme ensures continuous improvement of students in both academic and non-academic programmes in universities and organisations.

3.3.2 Aligning SWOT Matrix with Academic Institutions and Business Organisations

The SWOT matrix is a multipurpose tool that can aid both academic institutions and business organisations recognise their strategic position, improving their strengths, addressing weaknesses, leveraging opportunities, and mitigating threats. By aligning their respective goals, the matrix fosters collaboration and mutual benefit between them. The SWOT matrix alignment, according to Gurel and Tat (2017), to academic institutions and business organisations are shown in Table 3:

Table 3: SWOT Alignment with Academic Institutions and Business Organisations

SWOT Matrix	Academic Institutions	Business Organisations	Alignment
Strengths	Expertise in knowledge creation, research capabilities, and access to talent	Practical experience, resources, and market insights	Both leverage their strengths to create programs or initiatives that bridge the gap between theoretical and practical knowledge.
Weaknesses	Repeatedly struggle with limited funding, outdated curricula, or lack of industry relevance.	Might face skill shortages, a dearth of innovative research, or feeble ties to academia.	Joint programmes, such as cooperative education or industry-driven curriculum development, address this feebleness.

Table 3 Continued

SWOT Matrix	Academic Institutions	Business Organisations	Alignment
Opportunities	Increasing partnerships with industries to improve research and employability by utilizing technological advancements to advance teaching and learning.	Accessing talent pipelines and innovative research from academia and strengthening corporate social responsibility (CSR) through educational initiatives.	Joint ventures, innovation hubs, and research collaborations allow both entities to capitalize on opportunities.
Threats	Increasing rivalry for funding and enrollment and rapidly changing industry demands.	Marketplace disruptions due to technological advancements and efforts in finding adaptable and skilled employees.	By working together, both can proactively address these threats by ensuring resilience and relevance in a changing world.

Academic institutions and businesses both aim to foster innovation, develop skilled individuals, and contribute to societal progress. Other SWOT matrix analysis alignment with academic institutions and business organisations include that:

- i. Businesses provide insights into market needs, while academia aligns courses to industry demands
- ii. Development of sustainable technologies in partnership with schools and corporations through joint research and development leverage academic expertise and business funding.
- iii. Academic institutions provide theoretical knowledge while businesses offer practical exposure.
- iv. Businesses recruit students trained in a programme tailored to their industry like sponsoring scholarships tied to future employment opportunities
- v. Incessant learning initiatives, such as executive education programmes that benefit employees and enrich academic offerings.

By leveraging the SWOT matrix, academic institutions, and business organisations can align their strengths and policies to

foster modernisation, address common challenges, and drive supportable growth.

3.3.3 SWOT Matrix Analysis for Students and Employees in Business Education

A SWOT matrix analysis evaluates the strengths, weaknesses, opportunities, and threats of a particular collection of contexts. Beneath Table 4 is how the SWOT matrix is tailored to students and employees in a Business Education programme:

Table 4: SWOT Matrix for Students and Employees in Business Education Programme

SWOT Matrix	Students	Employees
Strengths	i. Opportunity to build professional networks through classmates and professors ii. Exposure to internships (Teaching Practice, SIWES, etc) and case studies that enhance employability and iii. Development of analytical and problem-solving skills.	i. Stronger professional networks through academic peers ii. Ability to combine work experience with academic knowledge and iii. Opportunities to upskill and remain competitive in the job market
Weaknesses	i. Lack of practical experience in real-world business scenarios ii. Potential difficulty in balancing academic workload with extracurricular activities and iii. High dependence on theoretical knowledge	i. Potential lack of immediate application for academic concepts at work ii. Risk of burnout due to heavy workload and iii. Time constraints due to balancing work and education
Opportunities	i. Access to internships (Teaching Practice, SIWES etc), mentorships, and career counselling ii. Growth in global business markets increasing job prospects iii. Opportunities to pursue professional certificates like ICAN, ANAN, etc.	i. Access to leadership roles and managerial positions ii. Building cross-disciplinary expertise in data analytics, accounting, marketing, etc and iii. Networking with academics and industry leaders.
Threats	i. Intense competition among graduates for limited jobs ii. Economic downturns affecting job placements and iii. Rising cost of education leading to financial strain.	i. Possibility of job redundancy due to lack of computerisation and artificial intelligence ii. Employer or management reluctance to support employees pursuing further education and iii. High competition for promotion among qualified peers equally.

Students benefit from foundational learning but need to focus on practical exposure, and employees gain value by integrating education with work experience but may face time management

challenges. Both students and employees ought to leverage their strengths and opportunities while justifying weaknesses and threats by staying proactive and adaptable.

3.4 Product Life Cycle (PLC)

Raymond Vernon developed the Product Life Cycle in the 1960s and it is a model that helps managers understand how products change over time and how to maximise profit at each stage. Williams E. Cox in 1967 wrote on the product life cycles as marketing models from a marketing perspective, which is an option in the Business Education programme, products are not simply viewed as items for use and consumption. They go through certain stages that help marketers plan for possible scenarios that can help the business adapt and grow (Kotler, 2000). The Product Life Cycle (PLC) model in Fig 6 is a concept that describes the stages a product goes through, from introduction to decline. It also describes the stages a student, an employee, or a business goes through in life.

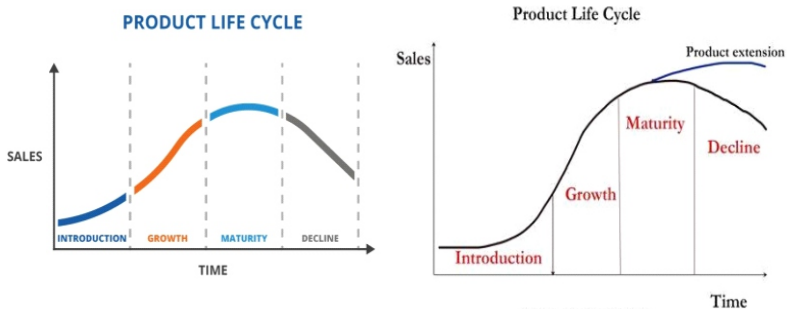


Figure 6: Product Life Cycle

The Product Life Cycle can be applied in Business Education to track the lifespan of various courses, programmes, or teaching methods:

- i. Introduction Stage: New courses or programmes that are

being launched. These require a strong marketing effort, instructor preparation, and possibly pilot testing to ensure they meet educational standards. This is the stage where companies, businesses, institutions, or organisations spend the most, but with minimal return on their investment. Most of the stage is spent heavily marketing the product so it gains visibility and potential customers.

- ii. Growth Stage: Established courses that are gaining popularity and are being widely adopted by students. They are refined and expanded based on feedback and results. This is where the sales start coming in. Given that this is a new product you are marketing, you will be able to enjoy the profits with little competition, and profit margins will show a dramatic rise by allowing wholesale businesses to invest in more promotions and maximize returns from this growth stage
- iii. Maturity Stage: Courses that have reached their peak in terms of student enrollment and effectiveness. They are optimised for efficiency and consistency in delivery. At this point, the product, the student, or the employee is well-established. His or her goal now is to maintain the market or business share that is built up. A moral way to keep an employee from entering 'decline' is to apply extension strategies. This may include training and retraining, conference and workshop sponsorship, and the like.
- iv. Decline Stage: Courses that are no longer relevant or have become outdated. They might need to be revised, replaced, or phased out to make room for newer, more relevant content. At this stage, there is a need to cut down or back on costs and switch to more affordable

production methods and cheaper markets that can keep the life of the product. There is also need to reinvent and diversify your business or product instead of declining.

3.4.1 Application of Product Life Cycle to Business Education

The application of Product Life Cycle to Business Education or organisations encompasses that there is a need to:

- a. determine when to introduce new topics or revise existing ones based on the educational lifespan or development,
- b. Identify which areas of the curriculum need to be enhanced or phased out based on their relevance and popularity,
- c. Enables Business Educators to know how to manage students strategically at different levels and the teaching methods to apply at various stages of lecture, and
- d. Helps Business Educators understand the dynamics of teaching research and competition by assessing collaborative teaching and research growth rates by encouraging students to analyse data based on teaching trends.

3.4.2 Using the Product Life Cycle (PLC) to Categorise Staff and Students in Organisations or Businesses

The utilisation of the Product Life Cycle by businesses, institutions, or organisations to categorise staff and students, involves:

- a. **Introduction Stage - new staff or beginners:** These employees are new to teaching, learning classroom management, curriculum delivery, and gaining experience. They may need a lot of support, mentorship, and guidance. A new staff needs time to gain acceptance

and prove their effectiveness. The management focus here, ought to be onboarding, mentoring, professional development, and feedback to help the teacher adjust to the classroom and educational culture. The risk here is that if not supported well, these teachers may struggle to perform, leading to burnout or early departure from the profession which may be harmful. New intakes who are adjusting to the school system or struggling to keep up with the environment. They may have difficulties in certain areas or are just starting to develop their academic skills. Students at this stage, need significant support, guidance, and encouragement to become integrated and perform well. The risk here is that without early intervention, these students might fall behind or lose interest in school.

- a. **Growth Stage - developing staff:** Staff at this stage are those gaining confidence and becoming proficient in their teaching practices. They are still learning but are showing progress and increasing effectiveness in the classroom. Similar to a product in its growth phase, these staff are starting to show results and grow their influence. The management focus at this stage is to provide opportunities for leadership, more responsibility, and further development to keep them engaged and help them become future leaders. The risk here is that if they do not receive adequate support or challenging opportunities, their growth may stagnate. Students at this stage are those who are improving, mastering subjects, showing increased academic performance, building up skills, expanding in knowledge, and gaining confidence by gaining momentum and becoming more successful in their learning. The risk here is that without ongoing

challenges, these students might plateau and become disengaged.

- b. **Maturity Stage - experienced staff:** Staff or employees at this stage are those who have significant experience, expertise, and consistency in their teaching methods. They have mastered the curriculum and classroom management. Staff in the maturity phase, are reliable, steady performers, and they often hold leadership roles such as mentors or department heads. The management at this stage is to maintain their engagement by offering new challenges, professional development, or leadership roles. This can be done by recognising and rewarding their contributions. The risk here is that without new challenges or professional growth opportunities, experienced staff may feel complacent or disengaged. Students at this stage are those who are consistently performing at a high level and have mastered most subjects. They are generally in the top percentiles in terms of academic achievement are well-established in their academic journey and may serve as role models or peer leaders. But the risk here is that if these students are not given sufficient opportunities for growth, they may become bored or complacent.
- c. **Decline Stage - underperforming or disengaged staff:** Staff or employees at this stage are those who may be experiencing burnout, resistant to new ideas, or whose performance has declined over time. They might be unwilling to adapt to changes in curriculum or teaching methods; these staff or employees may no longer be as effective or relevant in their role. The management focus at this stage is to identify causes of disengagement or

underperformance by providing additional training, reassignment, or even considering career transitions if needed. The risk here is that if these staff or employees are not effectively addressed, underperforming ones can negatively affect students’ learning experiences and overall school performance. Students at this stage are those who have declined in performance or show signs of disengagement. They may lack motivation, fall behind in class, be at risk of academic failure, or may have stopped progressing or lost of interest in further education and training. The risk here is that without intervention, these students may continue to underperform, potentially leading to dropping out or failing to meet their potential.

3.4.3 Applying the Product Life Cycle (PLC) for Management of Students and Staff

A Product Life Cycle is the length of time a product is introduced to the market until it is removed from the market. The stages in this cycle include: introduction, growth, maturity, and decline. A business or organisation normally incurs higher marketing costs when a product is introduced but experiences higher sales as the product is adopted. Sales stabilize and peak when the product’s adoption matures and over time competition sets in and obsolesces may cause decline. The Product Life Cycle can be applied for the management of students and staff as shown in Table 5:

Table 5: Applying the Product Life Cycle for Management of Students and Staff

PLC Stages	State of Staff	Needed Action	State of Students	Needed Action
Introduction	New teachers or staff learning classroom management	The teachers or staff need support, mentorship, and professional development and struggle to over-perform leading to burnout and early departure	Adjustment to the system and coping with the curriculum may experience difficulties in certain areas.	The student at this stage needs to be supported through guidance and counselling or may lose interest in lectures or classroom activities or fall behind.

Table 5 Continued

PLC Stages	State of Staff	Needed Action	State of Students	Needed Action
Growth	The teacher or staff at this stage, is gradually gaining confidence in their work with increased performance.	There is a need to provide opportunities for leadership to solve more responsibility or they remain stagnant.	Improvement in subject mastering and increase in academic performance with skill acquisition. Otherwise, will plateau (highland)	The students at this stage need encouragement in their actions and support effectively.
Maturity	The teacher or staff at this stage ought to have acquired significant experience, expertise in teaching by mastering the curriculum and classroom management, and steady performance that may exercise leadership roles as Head of the Department.	Offer teachers or staff new challenges that give them professional development (leadership role) that reward their Contributions or they may be complacent and demotivated.	Students at this stage are consistently performing at higher levels have mastered most subjects and are gradually at the top percentiles in academic achievement through role models or peer leaders.	Students here need to be given improvement opportunities for growth and may be bored and complacent if no encouragement is given to them.
Decline	Teachers or staff may experience burnout or resistance to new ideas, counselling to adapt to changes in curriculum, and teaching methods that are not effective or relevant in their role.	This offers teachers or staff the ability to identify causes of underperformance by providing additional training reassignment and career transition.	Some students may resist adopting new approaches or content if they are accustomed to traditional methods which may lead to reduced participation and enthusiasm or potential loss of interest in classroom activities.	Actively seek and act upon students' feedback to ensure the course or subject remains relevant and engaging by integrating the programme with new trends.

As lecturers, especially the senior ones are charged with more responsibilities than publish and perish syndrome. They are charged with additional responsibilities of seeing to the success of their younger colleagues and the students. They are to ensure their success in their career and programme. This can be achieved by towing a special product life cycle process - introduction, growth, maturity, and decline. What strategies would be most effective in managing them at each stage for greater productivity career enhancement and programme success? This requires relevant educational preparation and

development. It also requires observations applications to ensure that the university's vision and mission are realized. This means that whatever happens in the classrooms and the organisations ought to coalesce to meet organisation or institution expectations.

3.5 Garbage Can Model (Matrix)

The Garbage Can Model is a framework introduced in 1972 by Michael Cohen, James March, and Johan Olsen to describe decision-making processes in organisations, especially those characterized by ambiguity and complexity. It is often referred to as the Garbage Can Matrix because it emphasises how decisions are not always linear or rational but can result from a chaotic interplay of factors. This model suggests that decision-making is like a garbage can where problems, solutions, participants, and choice opportunities are thrown together. Decisions emerge not necessarily because of systematic analysis but due to the *mixing and matching* of these elements in an often chaotic or opportunistic way. This matrix reflects the reality of decision-making in highly dynamic and uncertain environments and it is useful for understanding non-linear, political, or chaotic organisational behaviour. It is characterised by a strict hierarchy or systematic approach to decision making and solutions are sometimes proposed before problems are even identified because goals and processes are often unclear.

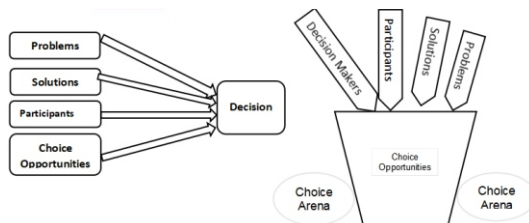


Figure 7: Garbage Can Matrix

The Garbage Can Model is a decision-making framework used to describe multifaceted, ambiguous, and unsolidified administrative processes, such as those in Business Education. The components of the Garbage Can Model matrix in Fig 7, can be explained in this context:

Problems: These are the issues or challenges faced by the Business Education programme; it could be low enrollment rates in the Entrepreneurship option or Marketing and Distribution option, insufficient alignment between curriculum and industry demands, and insufficiencies in administrative processes. The key point here is that problems do not always arise logically or predictably, they often compete for attention and resources and problems may remain unresolved or be carried over to other decision-opportunities.

Solutions: These are ideas or actions proposed to address problems but may exist independently of problems, it could be by establishing partnerships with industry leaders and implementing new teaching technologies or pedagogical methods. The key point here is that solutions may search for problems to justify their implementation and they are not always tailored to the problems at hand.

Participants: These are individuals or groups involved in decision-making processes, it could be faculty members, staff in the department, administrative staff, students, industry partners, or stakeholders. The key point here is that participants have varying levels of involvement and interest and their availability, expertise, and priorities can influence outcomes.

Choice Opportunities and Decision Makers: Decision makers are those with the authority to enact changes, while choice opportunities are moments when decisions can be made. It could be deans and departmental heads deciding on curriculum changes governing boards approving budgets or

better still, the dean advisory committee selecting programme structures.

The Garbage Can is a special management model that deals with problems and solutions, including choice opportunities. Every Examination Officer, Head of Departments, Directors of Units or Centers, Dean of Faculties, and Provost, including the Vice-Chancellor in academic institutions is a Garbage Can because it goes with the adage that 'the Elder is a Dustbin'. The business organisations like company executive officers, managing directors, managers, and unit heads are not left behind. This is because the garbage can describe situations where problems, solutions, and decision-makers are loosely coupled and decisions are made in a seemingly chaotic manner, often without a clear understanding of the underlying issues; it is also used to describe organisations with "organised anarchy" where decision making can be unpredictable and fluid. The key points about the garbage can model are that:

- a. decision-making is like a "garbage can" where problems, solutions, and participants are thrown in together, and what gets decided depends on what happens to be available at the moment a choice opportunity arises.
- b. it is applied to situations with ambiguous goals, fluctuating attention spans, and a mix of problems and solutions where not everything is clearly defined.
- c. decision-making moments may arise randomly or through structured processes or choices that often depend on which problems, solutions, and participants coverage at the precise time.

The garbage can model matrix visualises the interaction between problems, solutions, participants, and choice opportunities in a non-linear and dynamic way. Problems may enter the process independently and decisions are made when problems like curriculum updates, new teaching methods, or curriculum review meet in the garbage can. Business

Education operates in an ever-changing environment with shifting student expectations, technological advancement, and market demands as the model illustrates how solutions may emerge from unstructured processes, fostering innovation and creativity.

3.5.1 Key Components of the Garbage Can Model

This model is most applicable in organisations where ambiguity and complexity dominate, such as universities, public institutions, or start-ups in rapidly evolving industries. The key components of the Garbage Can Matrix are:

- a. problems are the issues or situations that need resolution.
- b. solutions are the potential answers or strategies to address the problems, which may exist independently of the problems.
- c. participants are the individuals involved in the decision-making process, each with varying levels of attention and interest and
- d. choice opportunities are the moments or situations where decisions are expected to be made; examples are meetings, strategic reviews, etc.

3.5.2 Application of the Garbage Can Model to Business Education

The application of the Garbage Can model to Business Education or organisations encompasses that there is a need to:

- i. categorise staff and students based on their involvement in problem-solving and solution implementation and where resources (time, energy, or expertise) are actively or passively utilised.
- ii. acknowledge unsolidified roles, where staff or students may shift categories depending on institutional or organisational needs, personal motivation, or situational factors.

- iii. enhance participation by tailoring tasks to strengths or improving engagement strategies.
- iv. in departmental meetings, students' projects, accreditation reviews, seminars, or conferences, map out which participants contribute to solving problems or propose solutions and identify gaps where solutions or participation are missing.
- v. use insights from the matrix to refine programme strategies. For instance, if the department or faculty often proposes solutions disconnected from students' problems, introduce mechanisms to align these efforts.
- vi. integrate solution providers into discussions to ensure their contributions align with actual problems and convert observers into drifters or problem solvers through interactive classes or rewards for department or faculty innovation.

By mapping employees using the matrix, managers can identify who actively contributes, who holds unused potential, and who needs support to become more engaged. Similarly, educators can apply this framework in academic settings to align tasks with student strengths and motivations.

3.5.3 Using the Garbage Can Matrix to Categorise Staff and Students in Organisations or Businesses

Utilisation of the Garbage Can Matrix by businesses, institutions, or organisations to categorise employees and students, focuses on the interaction of participants (employees or students) with problems and solutions in their contexts. Below is a matrix-based categorisation approach:

Participants: Employees are involved with sporadic or indirect involvement, contributing only occasionally or

when prompted for guesting and lecturers delivering talks without follow-up; students contribute minimally to group projects.

Problems: Students, faculties, or administrators actively engaging with specific educational or operational challenges to improve outcomes. The faculty can be active in reviewing outdated curricula to align with industry needs and students will address group conflicts. A manager addressing team performance issues or a student leading a group project to resolve an issue.

Solutions: These are participants or employees who introduce pre-existing tools, methods, or knowledge to tackle issues within the programme; alumni proposing experiential learning based on industry trends. Faculty integrating new software into courses, an information technology expert pitching new software for efficiency gains or a student proposing innovative tools for a task.

Choice Opportunities: This involves passive participants who are part of the system but do not directly engage in solving problems or contributing solutions. Students who attend classes without active participation. Faculty or departmental staff attending meetings without input nor participation.

4.0 How SWOT Analysis Matrix, Product Life Cycle, and Garbage Can Model Inform Teaching and Learning in Business Education

In Business Education programmes, matrix-like SWOT analysis, product life cycle, and garbage can model of decision-making can significantly inform teaching and learning as shown in Table 6:

Table 6: How SWOT Analysis Matrix, Product Life Cycle, and Garbage Can Model Inform Teaching and Learning

Matrix	Purpose	Teaching	Learning
SWOT	A strategic tool used to analyse situations or <u>organisations</u>	Provide a structured way to assess internal and external factors affecting business scenarios.	Students learn to evaluate business environments, identify competitive advantages, and address challenges.
PLC	Describes the four stages a product goes through	Enable students to predict and respond to market trends, reinforce concepts of product development, pricing strategies, and market adaptation	Students gain insights into how businesses manage products and adapt to market dynamics.
Garbage Can	Highlights the chaotic and non-linear nature of decision-making, particularly in <u>organisations</u> with <u>unclear goals</u> or high complexity	Encourages students to think creatively and <u>adaptively</u> and highlights the interplay of problems, solutions, and participants in <u>organisational</u> settings.	Students develop a realistic understanding of <u>organisational</u> behaviour and decision-making processes.

These matrices and models encourage analysis, synthesis, and evaluation of business scenarios. Students learn to apply theoretical knowledge to practical situations and they help students understand different facets of Business Education from public relations in Business Education to business machines and technology and school organisation and behaviour. They enhance problem-solving, adaptability, and decision-making through skill development. Incorporating these matrices and models into a Business Education programme ensures that students are better prepared to face complex business contests with a structured yet flexible approach.

5.0 Epistemological and Pedagogical Perspectives of the Matrices and Models

The relationship between epistemology and pedagogy can be explored through the lens of various matrices like the Boston Consulting Group matrix, Ansoff matrix, Product Life Cycle, SWOT matrix analysis, and Garbage Can model of decision making. These matrices, primarily used in strategy and decision-making can reveal interesting connections between knowledge systems and teaching methodologies as presented in Table 7.

Table 7: Epistemological and Pedagogical Perspectives of the Matrices and Models

Matrices & Models	Epistemology	Pedagogy	Connection
Boston Consulting Group	Knowledge in this framework revolves around identifying patterns, trends, and outcomes in resource allocation.	In teaching, the BCG matrix can be used to <u>categorise</u> learners or topics based on their "growth potential"	<u>Epistemologically</u> , it fosters a critical evaluation of resource efficiency. Pedagogically, it aids in curriculum design and prioritizing teaching content.
Ansoff	Examines how learners interact with existing and new knowledge in familiar or novel contexts	Guides teaching strategies in four different modes	<u>Epistemologically</u> , it aids learners with new and existing knowledge. Pedagogically, it <u>prioritises</u> teaching content with curriculum design.
Product Life Cycle	The PLC conceptualizes the strategies of the product and represents knowledge as dynamic, evolving, and contextual.	In teaching, the PLC could represent the life cycle of learning topics or methods with teaching approaches like traditional rote learning decline, while innovative methods may be the growth.	Knowledge acquisition is understood as a process, and pedagogy must adapt to the learner's stage-introducing foundational knowledge in the "introduction" phase and refining skills in the "maturity" phase.
SWOT	SWOT matrix analysis structures knowledge by categorizing it into internal and external factors, helping decision-makers identify strategic insights.	Educators use SWOT to assess the teaching process by identifying strengths in engagement strategies, weaknesses in material design, opportunities for technology integration, and threats like resource scarcity.	Epistemology <u>emphasises</u> the importance of situational awareness, while pedagogy translates this into reflective and strategic learning processes.
Garbage Can	The garbage can model describes decision-making as chaotic and influenced by the random convergence of problems, solutions, participants, and choice opportunities. Knowledge is seen as emergent and non-linear.	This model mirrors the real-world complexity of learning environments where multiple influences converge. It supports flexible, learner-centered teaching	Epistemologically, it challenges traditional, linear knowledge models. Pedagogically, it promotes adaptability and creative problem-solving in teaching.

The interrelationship of these matrices and models provides a basis for understanding how knowledge is acquired and applied. Epistemology defines what knowledge is valued and how it is structured within these matrices. Pedagogy provides the means to implement the insights from these matrices or models, by ensuring knowledge is effectively communicated and learned. Practically, teachers can use these matrices or models to:

- i. assess the relevance and lifecycle of content with the Boston Consulting Group matrix and Product Life Cycle.
- ii. strategise curriculum development with Ansoff matrix
- iii. analyse teaching methods and students' capabilities with SWOT
- iv. embrace uncertainty and diversity in learning styles with the Garbage Can Model.

These matrices create a bridge between the theory of knowledge and the practice of teaching by enabling Business Educators to make informed decisions about curriculum design, instructional methods, and resource allocation. This epistemological insight guides Business Educators in creating effective teaching strategies. Teaching practices bring epistemological principles to life by adapting these frameworks to diverse learning contexts. In practice, the matrices or models inform how teachers approach curriculum design and problem-solving. These matrices and models highlight the reciprocal relationship between how we understand knowledge and how we teach it, ensuring that both are aligned with learners' needs and contexts.

6.0 Key Benefits of Group Matrix Imperatives

Group matrix imperatives offer several benefits to Business Educators by enhancing their ability to teach, guide, and prepare students for real-world business environments. These benefits are presented in Table 8:

Table 8: Key Benefits of Group Matrix Imperatives

S/n	Group Matrix Imperatives	Benefits	Impact
1.	Facilitates experiential learning	Group Matrix Imperatives is used to design interactive group projects and simulations that reflect real <u>organisational</u> structures.	Students gain practical insights into teamwork, leadership, and problem-solving, which enhances their learning experience.
2.	Promotes collaborative teaching	Helps Business Educators implement collaborative teaching methods by encouraging students to learn from one another	Builds a more dynamic and engaging classroom environment, nurturing peer-to-peer interaction
3.	Develops leadership and management skills	Enables Business Educators to train students in critical skills like delegation, decision-making, and conflict resolution	Prepares students for leadership roles in business by emphasising team dynamics and shared accountability
4.	Enhances curriculum relevance	Group matrix imperatives align with workplace realities by ensuring that the curriculum remains practical and industry-relevant standard.	Students are better prepared to transition from academic settings to professional environments.
5.	Improves assessment methods	Business Educators can use the principles to create assessment criteria based on group performance, collaboration, and individual contributions.	Provides a more holistic evaluation of student capabilities, beyond individual academic performance
6.	Encourages addition and diversity	Group imperatives encourage diverse group composition, helping students learn to work with varied perspectives and skills.	Promotes a culture of <u>inclusivity</u> and prepares students for global business environments
7.	Supports Business Educators' Development	Applying these principles in teaching also helps Business Educators refine their skills in group facilitation, leadership, and conflict management.	Enhances the educator's professional growth and effectiveness in managing classroom dynamics.
8.	Fosters innovation and creativity	By emphasising teamwork and collective brainstorming, Business Educators can create opportunities for innovative problem-solving in classroom activities.	Students learn to think creatively and develop solutions collaboratively, reflecting real-world business needs.

Incorporating group matrix imperatives into Business Education equips educators with tools to create impactful learning experiences. It prepares students for professional success while enhancing the educators' ability to manage and teach effectively in collaborative settings (Amesi & Okwelle, 2017; Amesi, Babalola & Oyeyemi, 2023).

6.1 Key Elements of Group Matrix Imperatives

The key elements of Group Matrix Imperatives are:

- i. roles and responsibilities: ensure a clear definition of each member's duties for smooth functioning.
- ii. communication procedures: ensure that rules for sharing information and resolving conflicts are effectively in place.
- iii. decision-making procedures: ensure that guidelines for collaborative and democratic decision-making are in place.
- iv. mutual goals: ensure a unified understanding of the group's purpose and desired outcomes and the criteria to measure the group's progress and success (Amesi, Babalola & Oyeyemi, 2023).

6.2 Benefits of Using Group Matrix Imperatives in the Assessment of Employees

The benefits of utilising group matrix imperative in the assessment of employees or products are:

- i. Improved focus:- this allows organisations to identify which staff, products, or projects need more attention and resources, optimising overall performance.
- ii. effective performance management:- this helps in categorising employees or teams according to their performance, allowing targeted support, training, or incentives to improve overall productivity.
- iii. strategic alignment:- this matrix approach aligns resources with organisational goals, helping businesses stay focused on growth opportunities while minimising losses or inefficiencies.

The Group Matrix Imperatives is essentially a strategic framework used to categorise and assess various organisational elements (such as staff, products, projects, etc.) to optimize performance, ensure efficient resource allocation, and guide decision-making. It helps in identifying strengths and

weaknesses, predicting future outcomes, and crafting action plans that drive business success (Amesi, Babalola & Oyeyemi, 2023).

7.0 Contribution to Knowledge

Amesi and Allison (2024) carried out a study on the utilisation of the Boston Consulting Group matrix for the assessment of entrepreneurs and employees in business organisations in South-South, Nigeria. Details of the result are shown in Table 9.

Table 9: The extent to which Boston Consulting Group is used to Assess Entrepreneurs and Employees in Business Organisations in South-South

S/N	Items	Mean	Remarks
1.	Entrepreneurs and employees who put in their best to ensure that success is achieved are regarded as stars	3.05	High Extent
2.	Entrepreneurs and employees who are not willing to incorporate new ideas into their work for success but rather sit on the fence are regarded as question marks.	3.37	High Extent
3.	Entrepreneurs and employees who defend their industry or company are regarded as cash cows	2.35	Moderate Extent
4.	Entrepreneurs and employees who engage in innovative ways of generating funds rather than pilfering are cash cows or stars.	3.20	High Extent
5.	Entrepreneurs and employees who apply for conferences but do not attend are regarded as dogs	3.09	High Extent
6.	Entrepreneurs and employees who develop success strategies for each corporation can be assessed for stars	3.54	Very High Extent
Grand Mean	=	3.10	High Extent

The data presented in Table 9 shows the extent to which Boston Consulting Group is used to assess entrepreneurs and employees in business organisations (Public Corporations, Joint Ventures, and Cooperatives) in South-South, Nigeria. It showed that some entrepreneurs and employees can be assessed as stars, question marks, cash cows, and dogs, as found in the items on the table. Findings from the study revealed that the Boston Consulting Group matrix can be effective in assessing entrepreneurs and employees in business organisations to a high extent. Using Analysis of Variance in testing the hypothesis, it shows no significant, difference and was retained. This was possible because of the utilisation of the BCG matrix to

ascertain staff who are stars (high flyers and strategic thinkers), cash cows (engaged in innovative ways of generating funds rather than pilfering), question marks (train and retrain as required to cope with real-life situations) and dogs (aimed at trying to turn the business organisations or institutions around). Based on this, we recommended that managers and directors including academic and non-academic institutions should utilise the Boston Consulting Group matrix for the assessment and promotion of workers and the quadrants of the BCG matrix should be used to assess the performance and growth of employees in organisations. This, to an extent, will help monitor employees’ performance in organisations by categorising them into groups and developing tailored strategies for growth and development.

Another study by Amesi, Tende, and Anireh (2024) on the ‘satisficing decision-making model for managerial effectiveness to enhance customers’ satisfaction in hospitality and non-hospitality industries in Port Harcourt. Results from the study are presented in Table 10:

Table 10: Satisficing Decision-Making Strategies that Enhance Customers’ Satisfaction with Hospitality and Non-Hospitality Industries in Port Harcourt

S/N	Items	Mean	Remarks
	The strategies that enhance customer satisfaction include:		
1.	Process optimization by leveraging technology	2.36	Disagreed
2.	Proactive problem-solving that enhances centric leadership	3.12	Agreed
3.	Engagement by presentation process	2.59	Agreed
4.	Transparent in communication practice	2.47	Disagreed
5.	Technology utilisation with engagement	2.48	Disagreed
6.	Feedback procedure with adequate engagement	2.44	Disagreed
	Grand Mean	2.58	Agreed

Table 10 analysis shows that the respondents agreed to the fact that satisficing decision-making model strategies like process optimisation with leveraging technology, proactive problem solving that enhances centric leadership, engagement by presentation process, transparent in communication practice, technology utilisation with engagement and feedback procedure with adequate engagement enhance customers satisfaction with hospitality and non-hospitality industries in Port Harcourt. The t-test of no significant difference was retained. This finding shows that a satisficing decision-making model or matrix-like Garbage Can which centers on problem, solution, participants, and decision-makers that give choice opportunities enhances customer satisfaction in hospitality and non-hospitality industries. We recommended that there is a need for managers and employees to be acquainted with adequate integration of the satisficing decision-making model in all aspects of businesses and managers, directors, and employees including teaching and non-teaching staff should be trained to effectively utilise satisficing decision-making model or matrix to meet customers' satisfaction requirement. This is based on the fact that the Garbage Can model has room for situations that need resolution, potential answers or strategies to address the problems, decision making process with varying levels of attention and interest, and situations where decisions are expected to be made. It ensures that all the participants are giving choice opportunities for all situation and non goes with problem unresolved.

Amesi, Akpomi, and Amadi (2014) studied teachers' knowledge and application of classroom management techniques. The result is presented in Table 11.

Table 11: Extent Teachers Apply Classroom Management Techniques in Business Education

S/n	Item	Mean	Remarks
1.	Counselling approach is used as a technique	2.37	Moderate Extent
2.	Improved planning organising and managing of classroom activities	2.19	Moderate Extent
3.	Rote discipline is essential	2.62	High Extent
4.	Timing of teaching-learning interactions is an essential part	2.21	Moderate Extent
5.	Addressing the needs of students while teaching	2.63	High Extent
6.	Strategic use of praise and reward is essential	2.40	Moderate Extent
	Grand Mean	2.40	Moderate Extent

Analysis in Table 11 shows that only two items are techniques teachers in Business Education consider as being used to an extent, with mean score of 2.62 and 2.63 respectively. The two items applied by teachers address the needs of students or learners while teaching and rote discipline is essential. The result of the mean score shows that most teachers are inexperienced in the techniques used in classroom management and did not demonstrate good knowledge of the issues about classroom management techniques. It is possible that this finding would have been influenced by poor application of the matrices and models in their classroom techniques and we recommended that teachers on their own should make efforts to equip themselves with the knowledge of classroom management and apply the techniques involved daily while teaching. This will bridge the gap between epistemology and pedagogy in Business Education and also make the learners globally act for the world of work.

Amesi, Babalola, and Oyeyemi (2023) assessed the ‘imperativeness of teaching methods for instructional delivery in Accounting Education in Universities in Rivers State’. One of the findings from the study showed that lecturers’ administrative and management imperatives promote

innovative methods in teaching Accounting Education courses in Universities in Rivers State to a low extent. Amesi *et al*, (2023) observed that gaps exist between skills acquired and possessed by Accounting Education graduates and skills required or demanded in the world of work. It shows that this finding would have been influenced by non-application or utilisation of group matrix imperatives in instructional delivery and we recommended among others that Accounting Education lecturers should acquire skills and competencies that could enhance their administrative and management imperativeness of methods applied in teaching Accounting Education courses in universities in Rivers State. This means that the teacher or Business Educator will build on existing knowledge, and differentiate and incorporate technology into the lesson. Thus, Accounting Education teachers are encouraged to experiment with modern educational practices by presenting harmonised learning concepts in various ways to reach out to all students. The aim is to ensure that Business Educators or teachers have the skills and experiences necessary to provide students with effective instructions in a manner that allows for content mastery.

Amesi (2021) took a study of ‘entrepreneurs’ assessment at different stages of work’ and noted that the Product Life Cycle is one of the matrices that can be used to assess workers and learners based on its introduction, growth, maturity, and decline stages. It was noted that matrices and models were not utilised to assess entrepreneurs. These might have been influenced by the non-utilisation of matrices like Product Life Cycle or Ansoff matrix for assessment. This shows that new teachers or staff learn classroom management, gradually gain confidence in their work at the growth stage, acquire significant experience at the maturity stage, and burnout or resistance to new ideas may

set in at the decline stage. To the students or learners, the ability to cope with the curriculum due to difficulties in certain areas at the introduction stage, improvement in subject mastering at the growth stage, consistently performing at higher levels and mastery of most subjects at the maturity stage, and resistance to adopting new approaches or content may lead to decline. It is important to state that a good and disciplined teacher, employee, staff, director, or manager as the case may be, assesses himself or herself with the stages but un-disciplined teacher, staff, employee, director, or manager do not bother about utilising the Product Life Cycle stages to assess himself or herself. It was also observed that a good staff produces a good student and a corrupt staff produces a corrupt student that is not ready to adapt to the changes in the world of work experiences.

Amesi and Obi (2023) examined ‘curriculum content review and creativity knowledge of Business Education students in Rivers State Universities’. Findings from the study revealed that there is a high and positive significant relationship between practiced-based curriculum content and with creativity knowledge of Business Education students. The recommendation made was that there is an urgent need to review the Business Education curriculum to accommodate more generic skills and the 21st-century skills that are critical to employment in Nigeria and the global community. This is because a practice-based curriculum is typically issue-led and driven by learner activities and curriculum content of Business Education in the 21st century should bend knowledge, thinking, innovation skills, media, information and communication technology literacy, and real-life experience in the context of core academic subjects.

The Boston Consulting Group matrix brings theory and practice together by enabling students to apply concepts to real-world

scenarios and encouraging strategic and analytical thinking that will provide a foundational tool for understanding resource allocation and portfolio management that prepares students for decision-making roles in businesses by equipping them with practical, data-driven frameworks. These contributions ensure that students not only understand the theoretical foundations of business strategy but also develop the practical skills needed to succeed in dynamic business environments.

Ansoff matrix prepares students for strategic roles by teaching critical thinking, risk assessment, and decision-making. It provides tools to analyse and suggest real-world business solutions by linking growth strategies with broader business concepts like marketing, innovation, and risk management and also equips students with frameworks widely used in industries, enhancing employability and practical competency. By integrating the Ansoff matrix into the Business Education programme, students gain both theoretical and practical knowledge, empowering them to develop effective growth strategies and make informed decisions in complex business environments.

8.0 Summary

In summary, dear Vice-Chancellor Sir, Ladies and Gentlemen, Group Matrix Imperatives is a framework that facilitates the smooth operation of teams by outlining essential guidelines for collective success. Its principles are integral to Business Education as they prepare students for real-world scenarios where teamwork and collaboration are critical.

Group Matrix Imperatives enhance both the methods of teaching and the nature of knowledge gained in Business Education. They equip educators to prepare students for the complexities of collaborative, real-world business environment. This is done through strategic planning and alignment, communication and collaboration, decision-making

frameworks, performance management, cultural and ethical awareness, and learning and development. This approach ensures that students in Business Education develop essential teamwork and leadership skills while aligning their efforts with planned imperatives. By practicing these principles, they are better prepared for dynamic organisational environment.

9.0 Conclusion

The group matrix imperatives from an epistemological and pedagogical perspectives highlight the intricate interplay between knowledge acquisition, critical thinking, and collaborative learning in the context of Business Education. Epistemologically, the group matrix emphasises the need for educators to foster a deep understanding of concepts, ensuring learners develop the ability to question, analyse, and synthesise information. Pedagogically, it underscores the importance of creating learning environment that encourage teamwork, problem-solving, and real-world application of business theories.

Educators including those in Business Education must balance theoretical knowledge with practical skills, integrating diverse perspectives of the matrices and models to prepare students for complex, dynamic environments. This dual approach not only enhances individual capabilities but also strengthens collective problem-solving, which is essential in business institutions and organisations.

10.0 Recommendations

Based on the foregoing, the following recommendations are made:

1. Effective application of the group matrices and models in teaching and learning to equip and enhance learners with

- real-life and world-of-work experiences.
2. Institutions and organisations should select the most appropriate matrix and model to be utilised in the assessment of staff and learners which should be measurable and appropriate in the circumstance.
 3. Group matrix utilised in management and business fields should be applied to Business Education and related educational programmes because of its personalized learning, efficiency, measurable impact, and improved outcomes.
 4. Business and non-business organisations in a competitive environment should seek an advantage over their competitors by utilising group matrices and models like BCG, Ansoff, Garbage Can, and PLC, including SWOT analysis to assess business growth potentials and design a model to assist them have an edge over their competitors.
 5. Group matrix or model could be utilised by business organisations, and academic institutions for mutual goal-setting, such as project planning, curriculum development, and improvement of the learning environment.

By aligning epistemological principles with innovative pedagogical strategies, Business Educators can better equip learners to navigate and demonstrate leadership in the multifaceted world of business.

ACKNOWLEDGEMENTS

It is with great honour and gratitude that I delivered this 108 inaugural lecture today, marking a significant milestone in my academic journey. I extend my heartfelt thanks to Prof. Nlerum S. Okogbule *DSSRS, FCI Arb*, the Vice-Chancellor, Rivers State University for this opportunity to make my presentation. I also appreciate Prof. V.A. Akujuru, Deputy Vice-Chancellor of Administration, Prof. V.B. Omubo-Pepple, Deputy Vice-Chancellor Academic, the Registrar Mrs. I.B.S. Harry, the Librarian Dr J.C. Alex-Nmecha and the Bursar, Dr G. O. Eke including all past Vice-Chancellors with special reference to Emeritus Prof. S.C. Achinewhu, who employed me as a Graduate Assistant for their unwavering support and for providing a conducive environment for this academic growth.

I appreciate Prof. N. H. Ukoima and the Senate Lecture Committee Members, Professors Jones Jaja, John Ohaka, N. H. A. Nwafor, and Mr. Victor Banigo, including Prof. Isaac Zeb-Obipi the University Orator, thank you for your guidance and support.

I owe a special debt of gratitude to my Mentors and Academic Fathers and Mothers, Emeritus Prof. W. A. Amaewhule (Father of the Faculty of Education, My Academic Dad and Mentor), Prof. P.C. Okwelle (My Mentor, Brother, and All in All), Executive Secretary NCCE, Abuja, Late Prof. G.I. Ken-Akaninwor (the man that took away humiliation from me by giving me a personal office and appreciating my worth, may His Soul Rest in Peace), His Lordship The Hon. Justice Simeon C. Amadi, Chief Judge of Rivers State (one of my role models in academic pursuit and who also honoured me for the feat I have attained today), Pastor Elvis Chindah and Mrs. Angela E. Chindah (My Surrogate Father and Mother), Prof. B.O. Nwosu,

Prof. C.M. Ile, Dr. Stella P.C. Okwelle, High Chief Emeka Beke, Hon. Charles Beke, Pastor T. Ordu, Late Pastor P. Ugorji, Prof. T.A.T. Wahua, Eze Dr. Esezi Obilor Rukani and Late Prof. S.I. Okwuanaso my PhD Supervisor who taught me all I needed to know in academic. You all played a role in my life by your guidance, provision, and encouragement that enabled me to reach this point, I remain ever indebted to you all.

Special thanks to Prof. O.B. Owei for appointing me as Ag. Head of Department in 2019 and to Prof. Nlerum S. Okogbule for renewing the appointment in 2021 and 2022. Pastor. A.S. Tende, Prof. E.T. Jaja, Prof. E.C. Chuku, Prof. P.N. Ede, Prof. G.B. Okon, Prof. A.J. Toby, Prof. E.O. Ekwulo, Prof. V.E. Weli, Prof. I.V. Akpu, Prof. N. Boisa, Prof. S. A. Jaja, Prof. F.U. Igwe, Prof. T.C. Agwor, Prof. B.D. Kiabel, Prof. L.N. Nwanyanwu, Prof. I. Cookey, Prof. J. Ohaka, Prof. B.C. Opara, Prof. N.G. Nwokah, Prof. K.S. Ordu, Prof. T.C. Agwor, Prof. D.M. Omeodu, Prof. D. Matthias, Prof. Pac Ordu, Prof. F.U. Akpotohwo, Dr G. Peters, Dr I.M. Jamaica, Dr S.C. Enyindah, Dr B.N. Ellah my friend and sister, Dr S. Ideozu, Mr. S.M. Amesi. Mr. S.C. Amesi, Dr S.O. Wagbara, Dr J.D.A. Utoware, Dr M.B. Modibbo, D.S. Levong, Teaching and Non-Teaching Staff of this great University, Dr E.O. Davies and past and present Executives Members of ASUU, you all stood by me through it all, may the Almighty God bless you.

I am greatly indebted to the Rumu-Igbere Family of Rumu-Ekirikah in Rumu-Nkele Royal Compound especially Late Chief J.A. Amesi and Mrs. Catherine A. Amesi for giving birth to me at the time appointed by the Almighty God. Others include Late Chief Ray Igbere, Elder B.O. Igbere, Mr. J. Amesi, Qs Lucky C. Amesi, Mr. S.A. Amesi, Apostle M. Igbere, Mr. A.C. Amesi, Mr. H.C. Amesi, Mr. G. Amesi, Mr. U.N. Amesi, Mr. F.C. Igbere, Mr. N.B. Igbere, and Mrs Comfort N. Amesi my

Bonus Mum. To my siblings (elder and younger) Sisters and Brothers Dame P.B. Udeh, Mrs. F.C. Agbobi, Stella Amesi, Queeneth N. Amesi, Hon. Henry C. Amadi, Mrs. Joy Amadi, Mr. Kingsley O. Amesi, Mr. Kennedy O. Wedeh, Mrs. Charity Amesi, Mrs. Faith O. Woburuke, Mrs. Peace Friday, Mr. H.O. Amesi, Mr. C. Amesi, Mr. W. Amesi, Mr. Hope Amesi, Chimzim Chindah, Aseruchi Chindah, Nkesi Chindah and Sarima Chindah, including my one and only Favour Amesi and her younger sisters and brother and the entire members of Rumu-Igbere Royal Family and Rumu-Nklele Royal Family, not excluding Late Mr. E. Okogbule who made it possible for me to transfer my studentship to Community Secondary School Oduohua Emohua for my SSCE including Rumu-Elibrada Nuogbo, thank you for your love, patience, and encouragement throughout my academic journey.

My special appreciation and recognition to Prof. T. Adolphus, Prof. D.I. Dimkpa, Rt. Justice P.N.C. Agumagu, Prof. A.U. Nnodim, Prof. N.S. Amadi, Dr C.U. Osuji, Dr B. Wey-Amaewhule, Dr V. Sam-Kalagbor, Dr B.L. Onoja, Dr E. Wike, Dr T. Bariere, Dr C. Deeyah, Dr I.T. Yellowe, Dr A.A. Umah, Dr R.T. Peterside, Dr J. I. William-West, Engr Dr Titus N. Amadi, Dr N.A. Pyagbara, Pastor S.T.B. Tende, Chief Eddy Agbobi, Mrs. Faith Adejor, Mr. Uche Sambo, Chika Ndukwe, Mr. Isreal C. Ezeora, Executives and Members of Ikwerre Professors' Forum, National Executives Council and Members of Association of Business Educators of Nigeria, and the entire Members of the Planning Committee for your wise and timely counsel and support at different stages of this career work.

I am deeply grateful to my Colleagues and Members of the Business Education Department (My Household) – Prof. M.N. Koko, Prof. M.E. Akpomi, Prof. W.J. Ubulom, Prof. E.A. Amadi, Prof. B.I. Dambo, Prof. O.C. Ikpesu, Dr O.S.F. Okiridu,

Dr. N. Wogboroma, Dr G.O. Bupo, Dr P.C. Ogwunte, Dr. C. Egbunefu, Dr P.L. Nwineh, Dr A. Nwobike, Dr E.U. Jim, Dr I. Ben-George, Dr. N. Wechie, Dr F.C. Olali, Dr. I.P. Ajinwo, Dr B.L. Mpigi, Dr R.Y. Nwosu, Dr P.C. Chile, Mr T.O. Onyeso, Mr. H. Uchendu, Mr. U.N. Anireh, Mrs. P.T. Tuwale, Mr. C.O. Nmerukini, Mrs. K.T. Duson and Dr F.A. Nnokam, Mrs. M. Okalaa-Ejii, Mrs. D. Wobuoma, Mrs. B. Egwurugwu, Mrs. F. ThankGod, Mr. O. Gabriel, and Mr. M. Agbo for your inspirations and support towards this day.

My sincere gratitude to my past and present students in the Department of Business Education and Faculty of Education who continually inspired me to learn and grow alongside them and to all Departmental Programme SIWES Coordinators within the University and staff of the SIWES Unit including Mrs. Loveth Ebirien, SIWES Directors Rivers State zone, and ITF staff, Rumuokuta Area Office. Thank you for all your support and care.

I appreciate the Dean, Faculty of Education Professor I.N. Dokubo, Prof. J.B. Vipene, immediate past Dean, Faculty of Education, and Members of Faculty Board of Education Prof. M.J. Ahiakwo, Prof. N.S. Okoroma. Prof. J.I. Alamina, Prof. S.T. Puyate, Prof. E.C. Amadi, Prof. N.P. Okporkwasilu, Prof. M.D. Eremie, Prof. S.W. Amadioha, Prof. S.E. Weli, Prof. H. Wordu, Prof. H.L. Deekor, Prof. J. Agumagu, Prof. N.H.A. Nwafor, Prof. J.E. Hart, Prof. B. Ahiauzu, Prof. J.N. Igwela, Prof. C.W. Agi, Dr C. Dokubo, Dr C.O. Nyemezu, Dr S.L. Aziaka, Dr B.S. Nlebem, Dr D. Kobani, Dr N.V. Ben-Osaro, Dr C.K. Wami, Dr T. I. Daerego, Dr E.D. Williams, Dr C.S. Egumah, Dr D. Nweke, Dr P. Ebere, Dr M.U. Azunwo, Dr T. Amachree, Dr N.P. Ogwo, L.F.S. Hailsham, Dr A. Obua, Dr E.S. Wagbara, Dr P.E.O. Agbor, Dr C. Otakpo, Dr E.L. Jaja, Dr N.R. Ukoima, Dr M.A. Chukwu, Dr G.M. Uwaks, Dr E.N. Ogu, Dr L.

Nbame, Dr C.A. Dimkpa, Dr C. Ugada, I. John-Nelson, A.E. Ihunwo, Dr O. Alikor, Dr J.W. Bright-George, Dr C.J. Atteng, H.O. Clement, D.P. Bobmanuel, P.M. Ogonda, Dr C. Umukoro, Dr M. Onisoya, Dr S.N. Naanee, Dr M.G. Kenndy, V.V. Sota, Dr B. Orlunga, N.A. Egwurugwu, Dr A.E. Mbaba, Dr S.N. Ahaikwo, J. Echeonwu, Dr B.E. Eke, Dr I. Macdonald, E.L. Onu, Dr J.I. Mohammed, C. Atuzie, K.S. Omeke, C.O. Wike, Dr E.N. Okwu, Dr O.G. Chike, Dr N.N. Wosu, Dr O. Okachukwu-Agbaraeke, F.C. Wobeh, Dr J.T. Adubo, Dr E. Wokoma, Dr O.T. Amie-Ogan, Dr B.L. Edo, Dr G.E. Aleru, Dr H. Barango-Tariah, Dr C. Ineye-Briggs, Dr K. Amadi, Dr C.B. Nwile, Dr A.E. Nwisagbo, Dr F.B. Okwu, Dr C.G. Igoni, Dr C. Uriri, Dr S.O. Nwankwo, D.C. Egurugwu, Mr S. Tagbo, Dr N.C. Godfrey, Dr J.A. Wordu, Dr G.E. Ehule, Dr O.P.C. Okere, Dr R.E. Wike, S. Roger, Dr N.J. Jamaica, T. Bamson, Dr J. Wodi, Dr U.A. Okechi, Dr I. John, Dr C.P.C. Mmom, Dr E. Amaewhule, Dr A. Sam-DeJaja, Dr I.G. Kalagbor, Dr E. Nnamdi, Dr D. Dede, Dr N.S. Omodu, Mr C.H. Onyekwu, Dr J.N. Igbudu, Dr A. Williams, Dr V.O. Emmanuel, Dr M.E. Echem, Dr A. Lasbery, Dr I.I. Ordu, T.N. Dimkpa, J.G. Ogonu, E. Ejuh, R.O. Oladipupo, Dr D.R. Ekineh, Dr F.G. Otuturu, Dr J.I. Obunge, Dr E. Ikwut, Dr N. Naade, Dr S.M. Yaako, Dr F. Jaja, Dr I. Madume, E.C. Igbokwe, I.O. Allaputa, Dr M.E. Azonwu, Dr M.T. Deebom, Dr P. Igharo, Dr L. Nwineh, Dr M.P. Baridoma, J.U. Egbunefu, E.C. Ellis, Dr I. Ukelabuchi, Dr O. Ekwueme, O. Chukuigwe, T.H. Olimba, Mr E. Purheart, Dr D.A. LongJohn, Dr A.J. Ebom, Dr T.J. Nwuke, Dr I.S. Nwadike, Dr J.U., Oteyi, Dr P.M. Elenwo, Dr C.D. Umasi, Dr C. Dike, Dr T. Nwanguma, Dr N. Ihua-Jonathan, Dr S. Ofor-Douglas, E. Wike, O.C. Etih, Dr Uche Ugorgi, and Dr B.C. Beke for your unwavering support and advice.

I appreciate the Friends and Associates of Professor Joy Amesi and all who contributed directly or indirectly to the success of

my academic journey, I derived my pillars of strength through your support and encouragement and to everyone who honoured this event including my Pastors, Pastor Cletus Desmond General Overseer, Redemption Ministries World Wide, Pastor A.K. Komando, Pastor S. Balogun, Pastor S.O. Badare, Pastor. G. Nworgu, Pastor Prof. M.J. Ayotamuno, Pastor P. Ijente, Pastor F. Dappa-Wilcoox, Pastor O. Echem, Pastor J. Shorinwa, Pastor D.A. Odoko, Pastor Don Osere, Pastor T. Iyalla, Pastor N. Ogbonna, Pastor G. Ukaaga and Pastors and Members in Redemption Ministries World Wide, including all Members of Commando 2 Prayer Squad and Members of Grace Assembly with special reference to Elder G.U. Agriga, Elder A. Ibiobu, Elder E. Achuonye, Deacon Suo Atedoghu, Deacon O. Mpi, Bro and Sister T. Opuoyibo, not forgetting Dr C.D. Chuku, the President, Ikwerre Development Association and Members, President and Members of Ogbakor Ikwerre, and the entire Ushering Unit of Redemption Ministries worldwide, thank you. Finally, I acknowledge the Almighty God, the source of my promotion and success because He has never allowed those who wait nor trust Him to be ashamed. 'Great is Thy faithfulness, O God my Father'

Thank You for Your Esteemed Audience and God Bless You

REFERENCES

- Amaewhule, W.A. (2005). *An Introduction to Vocational Education and Administration*. Nigeria, Livings Publishers Limited.
- Amesi, J. (2010). Business Education and Poverty Alleviation. *Orient Journal of Education*, 5(1), 57 – 62.
- Akpomi, M.E. & Amesi, J. (2013). Effective Teaching of Business Subjects in Secondary and Tertiary Institutions: Teachers Preferred Methods. *Business Studies Research Journal*, 2(2), 27 – 51.
- Amesi, J. & Akpomi, M.E. (2013). Application of New Technology and Mentoring Strategies in Business Education in Rivers State. *International Journal of Accounting Research*, 1(5), 11 – 20.
- Amesi, J.; Akpomi, M.E. & Amadi, N.S. (2014). Teachers' Knowledge and Application of Classroom Management Techniques in Business Education. *Journal of Education and Practice*, 5(15), 147 – 154.
- Amesi, J.; Akpomi, M.E. & Okwuanaso, S.I. (2014). Teaching Strategies in Business Education for Sustaining Information and Communication Technology Learning in the Niger Delta. *Global Journal of Arts, Humanities and Social Science*, 2(3), 10 – 21.
- Amesi, J. & Nnadi, M.A. (2015). Funding Business Education Programmes for Sustainable Development in the Niger Delta. *Journal of Research on Humanities and Social Sciences*, 5(24), 26 – 33.
- Amesi, J. (2016). Issues in Evaluation and Assessment: Implication for Effective Teaching and Learning in Business Education in

the Niger Delta. *Nigerian Journal of Business Education*, 3(2), 242–252.

Amesi, J. & Akpomi, M.E. (2017). Entrepreneurship Education and Business Education Students' Empowerment for Employability in Rivers State. *Rivers Business Education Journal*, 2(1), 163–173.

Amesi, J. & Okwelle, P.C. (2017). Approaches and Techniques Adopted by Vocational Education Lecturers for Effective Classroom Management in Tertiary Institutions in Rivers State. *International Journal of Educational Benchmark*, 7(1), 80–93.

Amesi, J. & Okwelle, P.C. (2017). Strategies for Remedying Poor Communication Skills among Entrepreneurs in Rivers State. *International Journal of Economics and Business Management*, 3(1), 46–56.

Amesi, J. & Wokeh, H.E. (2017). E-learning Approach for 21st Century Teaching and Learning of Business Education Programmes in Tertiary Institutions in South-South Geo-Political Zone. *Rivers Business Education Journal*, 2(1), 185–196.

Amesi, J. & Yellowe, I.T. (2018). Utilization of Interactive and Non-Interactive Media for Teaching and Learning Courses in Faculties of Education in Universities in Rivers State. *Research Journal of Mass Communication and Information Technology*, 4(1), 1-12.

Amesi, J. (2018). Quality Assurance in Business Education Programmes and Skill Acquisition among Business Education Students in Tertiary Institutions in Rivers State. *Nigerian Journal of Business Education*, 5(1), 64-78.

- Amesi, J. & Ndukwe, C.I. (2018). Training and Mentoring for Trainee Teachers in Vocational Business Education Programme in Tertiary Institutions in Rivers State. *Nigerian Journal of Business Education*, 5(2), 32-43.
- Amesi, J. & Igonikon D.P. (2019). Impact of Business Education Programme on Growth of Small Scale Business Organisations in Port Harcourt Metropolis, Rivers State. *International Journal of Educational Development*, 25(1), 54-64.
- Amesi, J. & Nkoro, S. (2019). Criteria for Measuring Quality Assurance of Business Education Programme in Rivers State Universities. *Rivers State University Journal of Education*, 22(1&2), 10-18.
- Amesi, J. & Orlu, C.E. (2019). Teaching Methods Used by Teachers in Implementing Business Studies Curriculum at Junior Secondary Schools in Rivers East Senatorial District. *International Journal of Education and Evaluation*, 5(2), 67-79.
- Amesi, J. & Peterside, T.R. (2019). Entrepreneurship Education Knowledge Acquisition and Motivation among Business Education Students for Human Capital Development in Rivers State Universities. *International Journal of Educational Benchmark*, 12(1), 1-11.
- Amesi, J. & Peterside, T.R. (2019). Perception of Business Education Students on Entrepreneurial Intention and Skill Acquisition for Human Capital Development in Rivers State Universities. *Rivers State University Journal of Education*, 22(1&2), 39-49.
- Amesi, J. & Allison, M.T. (2020). Application of New Technologies in Teaching Business Education Courses among Students in

Tertiary Institutions in Rivers State *Nigerian Journal of Business Education*, 7(2), 163-173.

Amesi, J. & Obi, U. (2020). Instructional Methods for Delivering Entrepreneurship Education in Business Education Programme in Tertiary Institutions in Rivers State. *Word Journal Interactive Research*. 3(1), 147-156.

Amesi, J. & Ellah, B.N. (2020). Perceived Challenges of Integrating Modern Technologies in Teaching and Learning Business Courses in Rivers State Universities. *Nigerian Journal of Business Education*. 7(1), 317-332.

Amesi, J. & Obi, U. (2021). Business Educators' Perception of Effective Instructional Strategies for Teaching Entrepreneurship Education in Tertiary Institutions in Rivers State. *Rivers State University Journal of Education*. 24(1), 195-207.

Amesi, J. (2021). *Theory and Practice of Entrepreneurship: A Guide for Scholars*. Lagos Nigeria, Divinetone Publications.

Amesi, J.; Igwe, O.E. & Nkoro, S. (2022). Improving the Utilization of New Technologies for the Teaching of Business Education Courses in Rivers and Bayelsa States Universities. *International Journal of Developmental Research in Education*. 2(1), 37–50.

Amesi, J.; Nkoro, S. & Igwe, O.E. (2022). Utilization of the New Technologies in Teaching Business Education Courses in Rivers and Bayelsa States Universities. *International Journal of Education Benchmark*, 22(2), 128–139.

Amesi, J.; Babalola, J.O. & Oyeyemi, O.S. (2023). Assessing the Imperativeness of Teaching Methods for Instructional Delivery in Accounting Education in Universities in Rivers

State. *Nigerian Journal of Business Education*, 10(2), 60 – 73.

Amesi, J. & Sobere, M.A. (2023). Business Education Curriculum Implementation and Skills Acquisition among Students in Tertiary Institutions in Rivers State. *Nigerian Journal of Business Education*, 10(2), 30–38.

Amesi, J. & Sobere, M.A. (2023). Influence of Active-Learning Approaches on Students' Learning Outcomes in Financial Accounting in Public Schools in Rivers State. *Journal of Business and Entrepreneurship Education*, 2(1), 1 – 11.

Amesi, J. & Allison, M.T. (2024). Utilization of Boston Consulting Group Matrix for Assessment of Entrepreneurs and Employees in Business Organisations in South-South, Nigeria. *International Journal of Vocational Studies and Library and Information Science*, 5(1), 148-160.

Amesi, J.; Tende, A.S. & Anireh, U. (2024). Satisficing Decision-Making Model for Managerial Effectiveness to Enhance Customers' Satisfaction in Hospitality and Non-Hospitality Industries in Port Harcourt. *International Journal of Education and Development*, 4(1), 160-176.

Cohen, M. D., March, J. G., & Olsen, J. P. (1972). *A Garbage Can Model of Organisational Choice*. *Administrative Science Quarterly*, 17(1), 1-25.

Eke, G.O.; Amesi, J & Gift-Eke, O. (2023). Adequacy of Teaching Techniques for Improved Entrepreneurship Education in Universities in Rivers State. *International Journal of Entrepreneurship and Business Innovation*, 6(1), 37-53.

Gurel, E., & Tat, M. (2017). SWOT Analysis: A Theoretical Review. *The Journal of International Social Research*, 10(51), 994-

1006.

Henderson, B. D. (1970). *The Product Portfolio*. Boston Consulting Group.

Kotler, P. (2000). *Marketing Management*. Prentice Hall.

Kotler, P., & Keller, K. L. (2016). *Marketing Management* (15th Edition). Pearson.

Wogboroma, N. & Amesi, J. (2021). Entrepreneurial Accounting Skills Acquisition for Self-Sustainability by Postgraduate Business Education Students in Rivers State. *International Journal of Educational Benchmark*, 20(1), 138–146.

CITATION

Professor Joy Amesi is a renowned academic with 19 years and six months of experience as a lecturer and management trainer at Rivers State University, Port Harcourt. Born into the Rumu-Igberere Family of Rumu-Ekirikah in Rumu-Nkele Royal Compound, Elibrada Emohua in Emohua Local Government of Rivers State, Professor Amesi began her academic journey at Saint Andrew's State School II, Diobu, graduated in 1985. She then attended Community Secondary School, Oduoha Emohua, and completed her secondary education in 1991. Professor Amesi obtained her NCE in Business Education from the Federal College of Education (Technical), Omoku in 1997, and her BSc in Business Education from Rivers State University of Science and Technology in 2003. She furthered her education with an MBA in Accountancy and an MEd in Business Education from Rivers State University of Science and Technology now Rivers State University in 2006 and 2008, respectively. Professor Amesi earned her PhD in Business Education from Nnamdi Azikiwe University Awka in 2011.

Professor Joy Amesi's illustrious career began in 2005 as a Graduate Assistant at the Rivers State University of Science and Technology, a role she held until 2008. She then progressed to become an Assistant Lecturer from 2008 to 2011, followed by promotions to Lecturer II (2011-2014), Lecturer I (2014-2017), Senior Lecturer (2017-2020), and Reader (2020-2023). She is currently a Professor of Business Education at Rivers State University, Port Harcourt, a position she has held since 2023.

Professor Amesi's leadership responsibilities are equally impressive. She served as the Departmental Sandwich Programme Coordinator from 2008 to 2012 and as the Coordinator of the Departmental Postgraduate Programme from 2016 to 2019. She also coordinated the Faculty of

Education Postgraduate Programme from 2018 to 2020. Additionally, she has held various roles such as Faculty of Education Electoral Officer (2019-2021), Ag. Head of the Department of Business Education (November 2019 - March 2023), and Chairperson of the Faculty of Education Welfare Committee (2019-2024). She is currently the Director, of the Student's Industrial Work Experience Scheme (SIWES) Unit.

Professor Amesi is a member of several professional bodies, including the Association for the Advancement of Vocational Education in Nigeria, the Association of Business Educators of Nigeria, the European Centre for Research Training and Development UK, and the Teachers Registration Council of Nigeria.

Her national and state assignments are a testament to her expertise and dedication. She served as the Assistant National Secretary of the Association of Business Educators of Nigeria from 2018 to 2022 and as the Secretary from 2022 to date. She has also been the Secretary of the Ikwere Development Association since January 2024. Furthermore, she has worked as an AD-HOC NCCE Accreditation Panel Member since 2022 to date, and as an External Examiner for undergraduate and postgraduate programmes at various universities, including Ebonyi State University, Abakaliki, and Ignatius Ajuru University of Education.

A prolific researcher, Professor Amesi has published over 128 peer-reviewed publications, including two books, 84 journal articles, two chapter contributions in books and books of readings, two monographs, and 36 conference papers. Her research focuses on accounting, entrepreneurship, and skills in Business Education, and she has led major international research projects and articles in Business Education.

As a dedicated educator, Professor Amesi has supervised

numerous research projects at BSc, Postgraduate Diploma, MSc, MEd, and PhD levels, including over 10 doctoral and 38 master's degree research projects, 9 Postgraduate Diploma, as well as over 248 undergraduate projects. She has also served as an external/internal examiner for Undergraduate, MEd, and PhD examinations in several universities.

Throughout her career, Professor Amesi has consistently demonstrated her ability to balance academic, administrative, and professional responsibilities, solidifying her position as a respected expert in her field. Professor Amesi's contributions to the global Business Education Programme have earned her recognition as a Fellow of the Association of Business Educators of Nigeria. She is also a devout Christian and serves as an usher in the Ushering Unit of Redemption Ministries Worldwide.