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Assessment of the Implementation of Business Studies Curriculum in Secondary Schools in Ika South Local Government Area of Delta State

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Abstract

This study was undertaken to assess the implementation of Business Studies curriculum in junior secondary schools in Ika South Local Government Area of Delta State. The researcher stated three specific objectives, raised three research questions and formulated three null hypotheses accordingly. The study adopted analytical survey research design. The population of study was made-up of four hundred and ninety-two (492) SS1 students of three secondary schools in Ika South Local Government Area, which were selected through purposive sampling. With proportional stratified sampling, a sample of one hundred (100) students (approximately 20% of the population) was drawn from the respective schools that formed the population. Questionnaire was used for data collection. Mean and standard deviation were used to analyze the data obtained from the field while the null hypotheses were tested at 0.05 level of significance using z-test. The study revealed that the implementation of Business Studies curriculum has not provided learning opportunity that would enable the learners to acquire adequate skills for self-employment or to be self-reliant. It was further revealed that most instructional resources required for effective implementation of Business Studies curriculum were either inadequate or not available in the schools; Also, the business studies teachers could not teach some components of the subject, such as accounting, keyboarding, and shorthand and such factors had negatively affected the effectiveness of the implementation of Business Studies curriculum. The researcher, therefore, recommended that for effective implementation of Business Studies curriculum, government, school management and other stakeholders should help to equip the schools with the required number of needed instructional resources; organize workshops, seminars, and conferences for Business Studies teachers at regular intervals in order to improve their instructional competence; and should set-up quality control unit in every school to ensure that teachers properly utilize the available instructional resources for the teaching and learning of business studies.

Keywords: Assessment, Implementation, Business Studies and Curriculum

INTRODUCTION

Education is a powerful instrument that gives young people the opportunity for the acquisition of the knowledge, skills, attitudes, and values which will enable them lead happy and productive lives as individuals and discharge their social duties for the betterment of life in the society.

According to Ofoha (2011), Nigeria, having realized the ineffectiveness of her education system as a powerful instrument for national progress and development, had to work on her educational philosophy, curriculum and methodology to match the ideals and challenges of changing economic and social structure of modern society. This according to Ofoha (2011) was said to have led the then National Educational Research Council (NERC) to convey a historic curriculum conference in Lagos in 1969. The conference according to Ofoha (2011) recommended the new set of goals and provided directions for major curriculum revision upon which the National Policy on Education (NPE) of 1977 and the revised policy in 1981 and 2004 were based.

As a result, a 6-3-3-4 system of education emerged. The system according to Abamba (2011) consists of six years of primary school, three years of junior secondary school, three year of senior secondary school and four years of tertiary education. Then, one of the general objectives of Nigerian education according to NPE, cited by Igbiwu (2014) was the acquisition of appropriate skills, abilities and competence, both mental and physical as equipment for the individual to live in and contribute to the development of their society; and the broad aims and objectives of secondary education was stated as: preparation for useful living within the society (self-employment) and preparation for higher education.

The term “curriculum” according to Moemeke & Onyeagwu (2017) has a Latin origin. They stated that some writers believe that it was derived from the word “curus’ from the infinitive “to run” but now, “currere”, which means “course’ has become more acceptable as the origin. However, curriculum has over the years been viewed from different perspectives. The traditionalists according to Ughamadu (2006) viewed curriculum as being made up of fixed number of subjects taught by teachers and learned by the learners. By this, they viewed curriculum from the perspective that it is a cumulative tradition of knowledge. Viewing it as a guided learning experience, Caswell and Campbell (1935) in Ughamdu (2006) defined curriculum as all experiences children have under the guidance of teachers. From the perspective of a plan for learning or plan for action, Macdonald (1965) defined Curriculum as those planning endeavors which take place prior to instruction. In the view that Curriculum is educational ends or learning outcomes Johnson (1967) defined it as a structured series of intended learning outcomes.

Considering curriculum as a production system on the other hand, Bobbitt according to Ughamadu holds the view that curriculum is that series of things which children and youths must do and experience by way of developing abilities to do the things well that make-up the affairs of adult life; and to be in all respects what adults should be. This can be said to be a

planned and documented programme and activities to be engaged in by the child under the guidance of the teacher for the development of the child in becoming an independent adult capable of contributing to the development of the society. Curriculum implementation is a very important aspect of curriculum process, because if the curriculum planned and developed is not implemented, all efforts expended in the planning are to no avail. According to Akpan, Nwokocha, Emeka and Naboth-Odums (2018), Curriculum implementation entails putting into practice the officially prescribed courses of study. The whole process is tailored to help students acquire knowledge in certain subjects for their study.

In the views of Moemeke and Onyeagwu (2017), Curriculum implementation attempts to answer the question of how the intentions as contained in the curriculum will be achieved and the process to be followed in doing that. According to Adabi and Ajeka cited by Aliyu (2016), Curriculum implementation is the weaving together the subject matter and method to produce desired learning activities which leads to relevant learning outcomes. They added that it is the actual engagement of learners with planned learning opportunities. Sharing the same view, Aliyu (2016) submitted that it is the execution of the planned curriculum in the classroom through the efforts of the teacher and the learners. He further noted that when the teacher is teaching a lesson, he/she is implementing the curriculum because several lessons make-up a unit of instruction and several units' make-up the curriculum of a particular subject.

The major focus of curriculum implementation is the learners. Akpan et al (2018) holds the same view when he asserted that full implementation takes place when learners acquire the planned skills, attitudes and ideas which are aimed at enabling them effectively function in the society. According to Ofoha (2011), the implementation of the 6-3-3-4 education system (in pursuit of the attainment of the goals and objectives) brought many reforms into the educational system in Nigeria. Among such reforms is the incorporation of vocational subjects into the secondary school curriculum in Nigeria. At the senior secondary school level, vocational subjects were introduced into the curriculum while pre-vocational subjects were introduced at the junior secondary school level. Among the pre-vocational subjects is Business Studies.

Business Studies according to Agbamu (2017), is a skilled subject which would equip school leavers with the needed skill for gainful employment even if they terminated their education at the junior secondary level. In the same vein, Imeokpania and Edigbonya in Olumese and Edigbonya (2016) described Business Studies as an aspect of education that is geared at equipping the learners (students) with business and education competences (that is skills, knowledge and attitude) needed to effectively and efficiently function in the world of work either as an employee or an employer. It is also viewed by Dikeocha, Nwaiwu & Nwagu (2018)

as the study of those components of business subjects which will lead an individual into understanding the business world. In like manner, Nwachokor (2013) perceived business studies as a combination or compilation of so many business courses into one which is usually taught at the junior secondary school level.

According to Ojetunde and Mafikuyomi (2018) and Ofoha (2011), the components of Business Studies are made-up of shorthand, bookkeeping, commerce, office practice, and keyboarding. They further added that some parts of computer are built into the scheme. In all, the objectives of business studies according to Comparative Education Study and Adaptation Centre (CESAC) Committee on Business Studies (1982) as cited by Nwandu (2017) are: to enable the student acquire basic knowledge of Business Studies; to develop the basic skills in office occupations; to prepare students for further training in business studies; to provide orientation and basic skill with which to start a life of work for those who may not undergo further training; to provide basic skills for personal use in the future; and to relate the knowledge and skill to the national economy.

For the above objectives to be said to have been attained, the recipients of business studies are expected to possess some specific employability skills which will make them independent or self-reliant. This assertion corroborates the view of Owioke and Nwokocha (2018), who noted that “A sustainable business studies curriculum prepares the recipients beyond gainful employment; it builds in students’ skills that transcend the classroom knowledge. It is structured to expose students to self-reliant skills which are capable of positioning them (the students) beyond the world of work.” Some of such skills as exposed by Anthony (2018) and Friday (2019) include: Accounting skills, marketing skills, office machines operation skills, communication skills, Public and interpersonal relations skills, and basic management skills. No doubt, the quality of the implementation of any project, determines the quality of the outcome or the level of attainment of the project’s objectives. This therefore calls for the assessment of the implementation of the Business Studies curriculum in Ika South Local Government Area of Delta State with a view to finding out possible shortcomings in the implementation process and suggesting solutions to such shortcomings identified.

Purpose of the Study

The main purpose of this study is to evaluate the implementation of Business Studies curriculum in junior secondary schools in Ika South Local Government Area. The study sought to specifically;

1. Find out whether the implementation of Business Studies curriculum in Junior Secondary Schools in Ika South Local Government Area has achieved its purpose.

2. Find out how teachers' instructional competence enhances the implementation of Business Studies curriculum in Junior Secondary Schools in Ika South Local Government Area.
3. Determine the level of availability of instructional resources and its effect on the implementation of Business Studies curriculum in Junior Secondary Schools in Ika South Local Government Area.

Research Questions

The following research questions were put forward for the study

1. To what extent has the implementation of Business Studies curriculum has achieved its purpose?
2. To what extent has teachers' instructional competence enhanced the implementation of Business Studies curriculum?
3. What is the level of availability of instructional resources for the implementation of Business Studies Curriculum in Junior Secondary Schools in Ika South Local Government Area?

Hypotheses

In line with the specific objectives and research questions, the following null hypotheses were postulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of male and female students on the extent of attainment of the purpose of Business Studies curriculum in Ika South Local Government Area.
2. There is no significant difference in the mean ratings of Business Studies teachers' instructional competence and the implementation of Business Studies Curriculum in Junior Secondary Schools in Ika South Local Government Area.
3. There is no significant difference in the mean ratings of availability of instructional resources and implementation of Business Studies curriculum in Junior Secondary Schools in Ika South Local Government Area.

METHODOLOGY

The design employed in this study is survey research design (analytical descriptive survey). Survey research design according to Alordiah and Ikekhua (2016) is a procedure that guides the researcher in studying a large population by collecting, analyzing and interpreting data from only a few of them. The population of the study is made-up of four hundred and ninety-two (492) senior secondary school students (SS1) students in Ika South Local Government Area, which were selected through random sampling. The reason the researcher chose to use SS1 is because they are the set of students who have just completed their business studies curriculum in the 2019/2021 academic session. The sample size is one hundred (100) students.

A Questionnaire, structured on a four-point likert rating scale, was used for collection of data. The questionnaire consisted of 43 items (6+10+27 for the various research questions). Items 1 to 6 were used to determine the extent of attainment of the purpose of Business Studies curriculum. This was done by measuring the level of recipients' competence in the expected skills. Items 7 to 16 were used to measure teacher's instructional competence. It also contained list of 27 of the instructional resources recommended for effective implementation of business studies curriculum. This was used to check the availability of such materials. The response keys are as following: for the determination of business studies recipients' level of competence in the required employability skills, Highly Competent (HC) = 4, Competent (C) =3, Lowly Competent (LC) = 2, and Not Competent(NC) = 1; for the determination of availability of instructional resources, Highly Adequate (HA) = 4, Adequate (A) = 3, Not Adequate (NAD) = 2, and Not Available (NA) = 1; while in case of determining the Business Studies teacher's instructional competence, Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

The instrument was validated by an expert in Business Education Department, Delta State University Abraka in affiliation with College of Education Agbor. This method of validation is in accordance with the view of Egbule and Okobia (2012) who stated that validation of instrument can be through the efforts of the continuous assessment experts and other experts. The researcher printed one hundred (100) copies of the questionnaire and administered them directly and personally to the students in the selected schools, having secured permission from the school principals. Then the questionnaire, were retrieved by the researcher the same day after some minutes, a 100% return rate was achieved as the researchers waited and collected the questionnaires same day and time.

The data obtained were analyzed using mean (\bar{x}) and standard deviation. Bench mark for decision was arrived at through the following step: $(4+3+2+1) = 2.50$. This implies that items with mean rating of 2.5 and above were accepted while items with mean rating below 2.5 were rejected. z-test was used to test null hypotheses at 0.05 level of significance. The decision rule was formed thus: reject the null hypothesis if the calculated value is equal to or greater than the critical value and retain the null hypothesis if the calculated value is less than the critical value.

RESULTS

The results of the study were presented as follows.

Research Question 1: To what extent has the implementation of Business Studies curriculum has achieved its purpose?

Table 1: Mean Responses on the Extent of Implementation of Business Studies Curriculum.

How would you rate the extent to which you possess the following skills required to be inculcated through the implementation of Business Studies curriculum?								
S/N	ITEMS	HC	C	LC	NC	X	SD	Decision
Male Response								
1.	To enable the student, acquire basic knowledge of Business Studies.	9	15	8	16	2.35	1.14	Reject
2.	To develop the basic skills in office operations	4	9	12	23	1.87	1.00	Reject
3.	To prepare students for further training in business studies	3	4	10	31	1.56	0.89	Reject
4.	To provide orientation and basic skill with which to start a life of work for those who may not undergo further training	5	7	12	24	1.85	1.03	Reject
5.	To provide basic skills for personal use in the future	4	4	13	27	1.69	0.95	Reject
6.	To relate the knowledge and skill to the national economy	3	5	11	29	1.63	0.91	Reject
Grand Mean/SD						1.83	0.99	Reject
Female Response								
1.	To enable the student acquire basic knowledge of Business Studies	7	7	10	28	1.87	1.10	Reject
2.	To develop the basic skills in office operations	8	7	14	24	2.00	1.11	Reject
3.	To prepare students for further training in business studies	5	8	9	30	1.76	1.04	Reject
4.	To provide orientation and basic skill with which to start a life of work for those who may not undergo further training	4	4	15	29	1.67	0.92	Reject
5.	To provide basic skills for personal use in the future	10	7	7	28	1.98	1.21	Reject
6.	To relate the knowledge and skill to the national economy	4	10	6	32	1.73	1.03	Reject
Grand Mean/SD						1.84	1.07	Reject
Overall Mean/SD						1.84	1.03	Reject

Source: Researcher's Field Result, 2021

Table 1 above shows mean scores between 1.00 to 2.35 for the six skills in business studies for both males and females. The grand mean for male is 1.83 and that of female is 1.84, while the overall mean is 1.84. This implies that the implementation of business studies curriculum in Ika South Local Government Area has not succeeded in inculcating the employability skills in the learners; hence, they are incompetent in all the six skills.

Research Question 2: To what extent has teachers' instructional competence enhance the implementation of Business Studies curriculum?

Table 2: Determination of Business Studies teachers' instructional competence in Ika South Local Government Area

Your Business Studies teachers during your junior secondary school education were highly competent (very good) in the following areas:

S/N	ITEMS	SA	A	D	SD	X	SD	Decision
7.	Teaching of shorthand component of Business Studies	25	20	5	50	2.20	1.30	Reject
8.	Teaching of office practice component of Business Studies	25	40	15	20	2.70	1.06	Accept
9.	Teaching of commerce component of Business Studies	40	20	25	15	2.85	1.11	Accept
10.	Teaching of Accounting component of Business Studies	25	20	25	30	2.40	1.16	Reject
11.	Teaching of keyboarding component of Business Studies	20	5	25	50	1.95	1.67	Reject
12.	Explanation to the level of understanding of the students	30	20	40	10	2.70	1.01	Accept
13.	Use of different methods and teaching approaches	20	30	35	15	2.55	0.98	Accept
14.	Making students feel happy and joyful while teaching	50	15	30	5	3.10	1.00	Accept
15.	Coming to class with up-to-date prepared lesson note	50	20	10	20	3.00	1.19	Accept
16.	Use of English	50	10	30	10	3.00	1.10	Accept
Grand mean						2.64	1.16	Accept

Source: Researcher's Field Result, 2021

The above table 2 shows items 7, 10, and 11 having mean scores below 2.5, while items 8, 9, and 12 to 16 have mean scores above 2.5. It therefore means that business studies teachers in Ika South L. G. A. are not competent in the teaching of shorthand, keyboarding and accounting components of business studies, but are competent in other areas as indicated in table 2 above.

Research Question 3: What is the level of availability of recommended instructional resources for effective implementation of Business studies curriculum in Ika South L. G. A.?

Table 3: Determination of the level of availability of instructional resources for the implementation of Business Studies curriculum in Ika South Local Government Area of Delta State

S/N	ITEMS	HA	A	NAD	NA	X	SD	Decision
1	Manual typewriter	15	10	15	60	1.8	1.13	Reject
2	Typing desk	-	30	5	65	1.65	0.91	Reject
3	Swivel typing chair	-	10	10	80	1.30	0.64	Reject
4	Computer	30	10	15	45	2.25	1.31	Reject
5	Stapling machine	15	5	20	60	1.75	1.10	Reject
6	Perforator/punching machine	-	-	10	90	1.30	0.90	Reject
7	Transcribing/dictating machine	-	10	10	80	1.30	0.64	Reject
8	Electric/electronic typewriter	15	10	10	65	1.75	1.14	Reject
9	Stop watch	5	5	15	75	1.40	0.80	Reject

10	File cabinet	10	25	10	55	1.90	1.10	Reject
11	Tape recorder	10	10	10	70	1.60	1.02	Reject
12	Legible ruled ledger sheet	-	20	10	70	1.50	0.81	Reject
13	Legible analysis sheet for trial balance	-	10	20	70	1.40	0.66	Reject
14	Request form booklet	25	5	-	70	1.85	1.32	Reject
15	Postage book	15	5	10	70	1.65	1.11	Reject
16	Dispatch booklet	15	5	5	75	1.60	1.12	Reject
17	Incoming mail register	10	15	5	70	1.65	1.07	Reject
18	Visitors' book	15	-	5	80	1.60	1.44	Reject
19	Telephone message pad	10	5	5	80	1.45	0.98	Reject
20	Teacher's chair/desk	50	15	10	25	2.90	1.26	Accept
21	Demonstration stand	10	-	-	90	1.30	0.90	Reject
22	Un-ruled chalkboard	25	55	15	5	2.95	0.81	Accept
23	Stencil duplicator	-	-	15	85	1.15	0.36	Reject
24	Photocopier	15	15	20	50	1.95	1.12	Reject
25	Telephone	25	5	-	70	1.85	1.32	Reject
26	Business documents specimen	-	25	25	50	1.75	0.83	Reject
27	Headed memo pad	5	5	15	75	1.40	0.80	Reject
Grand mean						1.70	0.99	Reject

Source: Researcher's Field Result, 2021

Table 3 above shows that items 20 and 22 had mean scores of above 2.5 and therefore are accepted as adequate, while items 1 to 19; 21, and 23 to 27 had mean scores below 2.5. They are therefore rejected being either inadequate or not available. The grand mean of 1.66 which is below 2.5 shows that the recommended instructional resources for effective implementation of business studies curriculum are not adequate in junior secondary schools in Ika South L. G. A. of Delta State.

Test of Hypotheses

The null hypotheses were tested at 0.05 level of significance using z-test.

Hypothesis 1: There is no significance difference between the mean ratings of male and female students' responses on the extent of implementation of business studies curriculum in Ika South L.G.A.

Table 4: Summary of Z-test analysis of male and female student respondents on the extent of implementation of business studies curriculum in Ika South L.G.A.

Gender	N	X	SD	α	df	zcal	zcrit	Decision
Male	48	1.83	0.99	0.05	98	0.049	1.96	Accepted
Female	52	1.84	1.07					

The table 4 above shows that the z-critical table value of 1.96 at 0.05 level of significance with degree of freedom of 98 is greater than the z-calculated value of 0.049. Therefore, the null hypothesis was accepted. This implies that there is no significant difference between the mean

ratings of male and female students' responses on the extent of implementation of business studies curriculum in Ika South L.G.A.

Hypothesis 2: There is no significant difference between the mean ratings of teacher's instructional competence and the extent of implementation of business studies curriculum in junior secondary schools in Ika South L.G.A.

Table 5: Summary of z-test analysis of mean difference between teacher's instructional competence and extent of implementation of business studies curriculum in junior secondary schools in Ika South L.G.A.

Gender	N	X	SD	α	df	zcal	zcrit	Decision
Teachers' Instructional Competence	100	2.64	1.16	0.05	198	5.16	1.96	Rejected
Curriculum Implementation	100	1.84	1.03					

The result in table 5 shows z-calculated value of 5.16 which is greater than the z-critical value of 1.96 at 0.05 level of significance and 198 degrees of freedom. Therefore, the null hypothesis is rejected. That is, there is significance difference in the mean ratings of teacher's instructional competence, and the extent of implementation of business studies curriculum in junior secondary schools in Ika South L.G.A.

Hypothesis 3: There is no significance difference between the mean ratings of availability of instructional resources, and the extent of implementation of business studies curriculum in junior secondary schools in Ika South L.G.A.

Table 6: Summary of z-test analysis of mean difference between availability of instructional resources, and extent of implementation of business studies curriculum in Ika South L.G.A.

Gender	N	X	SD	α	df	zcal	zcrit	Decision
Availability of instructional resources	100	1.70	0.99	0.05	198	1.26	1.96	Accepted
Curriculum Implementation	100	1.84	1.03					

Table 6 shows that the z-calculated value of 1.26 is less than z-critical value of 1.96 at 0.05 level of significance and 198 degrees of freedom. Therefore, the null hypothesis is accepted. This implies that there is no significance difference between the mean ratings of availability of instructional resources and the extent of implementation of business studies curriculum in junior secondary schools Ika South L.G.A.

Discussion of Findings

The study revealed through table 4 that the mean response of male students on the extent of implementation of business studies curriculum rated below the bench mark of 2.5, and did not significantly differ from that of female students. This shows that business studies curriculum implementation process has not succeeded in inculcating the required employability skills in the recipients. The implication is that the business studies graduates are not competent in the required employability skills; therefore, they are neither self-reliant nor employable. This result agrees with that of Ofoha (2011) whose finding indicates that vocational/technical education curriculum (part of which is business studies), though with inherent advantages, does not seem to achieve its purpose as it has not provided adequate opportunity for skill learning and practical experience needed for self-employment and self-reliance.

The study also revealed, as evident in table 5, that business studies teachers in Ika South L.G.A. are competent in handling commerce and office practice components of business studies. They are also good in lesson note preparation, making students happy while learning, diversification of methods, use of correct grammar and explanation to students' level of understanding; but are not competent in handling the accounting, shorthand and keyboarding components of business studies. From table 2 the overall mean rating of teacher's instructional competence was above the bench mark of 2.5 and therefore did not significantly differ from that of implementation of business studies curriculum which rated below 2.5. It means that in general term, business studies teachers are instructionally competent, but incompetent in some specific areas. The result of the hypothesis test in table 5 also implied that the general competence of the teachers did not significantly influence the implementation of business studies curriculum. However, the teachers' incompetence in handling accounting, shorthand and keyboarding components would have negatively influenced the curriculum implementation. This finding contradicts Aliyu (2016) who revealed that business education teachers' instructional competence was low and had significant influence on implementation of business education curriculum. On the other hand the present finding is in line with Okorie and Okoli (2014) whose study discovered that the quality of business studies teachers is adequate in upper basic education schools. On the issue of teachers' incompetence in some components of the subject, Atueyi (2008) and Kwairanga (2009) in Muhammed et al (2018) noted that where there are teachers, most of them are not capable of delivering effectively to all the components of the subject; and that one of the major problems in implementation of business studies curriculum is that of obtaining teacher who is qualified in teaching all its components as a subject.

Finally, it was found, as indicated in table 3, that most of the instructional resources required for the implementation of business studies curriculum were not available, while others were inadequate, except teacher's chair/desk and un-ruled chalk board which were rated adequate. Table 6 shows that the overall mean rating of availability of instructional resources was less than the bench mark of 2.5 and did not significantly differ from the mean rating of the extent of implementation of business studies curriculum. This implies that availability of instructional resources has significant influence on the implementation of business studies curriculum in Ika South L.G.A. This finding corroborates that of Okoli and Okorie (2015), which states that material resources required for the implementation of upper basic education (JSS) business studies curriculum are inadequate. Aliyu (2016) also found that availability of instructional resources has influence on effective implementation of business education curriculum.

Conclusion

Following the trend of this study, the researcher has reached the conclusion that business studies curriculum implementation process in Ika South L.G.A. has not succeeded in achieving its main purpose, which is to equip the learners with the employability skills with which to start a life of work either in self-created jobs or as competent employees. Though, the business studies teachers are, in general term, competent, their competence did not have any positive influence on the effectiveness of business studies curriculum implementation. Inversely, such factors as unavailability/inadequacy of instructional resources among others have negatively affected the effectiveness of the curriculum implementation. The teachers' incompetence in the main skilled components of the subject such as accounting, shorthand, and keyboarding had also negatively affected its effectiveness.

Recommendations

The following recommendations were made:

1. Government and school management should at regular intervals organize workshops, seminars and conferences for business studies teachers, in order to improve their instructional competence in all aspects of the subject for effective implementation of the curriculum.
2. Government and other stake holders should help to equip the secondary schools with required number of the recommended instructional facilities/resources for effective implementation of the curriculum.
3. The ministry of education and the school management should set-up quality control unit in every school and should, through that unit, ensure that teachers make proper use of the available instructional resources in the teaching and learning of business studies.

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