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Assessment of the Implementation of Business Studies Curriculum Content in Nasarawa State Upper Basic Schools

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Abstract

This study assessed the implementation of Business Studies curriculum content in upper basic schools. The study was carried out to determine the extent to which mean response of male and female teachers differ on how shortage of Business Studies teachers and method of teaching influence implementation of Business Studies curriculum content. Descriptive survey design was used for the study. The population of the study comprised 368 Business Studies teachers in upper basic schools in Nasarawa State. Cluster sampling and simple random sampling techniques were used to select 217 Business Studies teachers as sample size. A modified four points rating scale questionnaire was used to gather data and the data was analyzed using descriptive statistics to answer research questions while T – test was used to test hypotheses at 0.05 level of significance. The study found out that shortage of Business Studies teacher has made curriculum implementation difficult, it is impossible to cover the whole content of the curriculum and achieve all learning objective during instructions in upper basic schools in Nasarawa State. Therefore, the study recommended provision of adequate Business Studies teachers to ensuring effective implementation of Business Studies curriculum content. This involves employment of more teachers' who specializes in business administration and management to in upper basic schools.

Keywords: Business Studies Curriculum, Content, Implementation, Shortage, Business Studies Teachers, Male and Female Teachers, Method of Teaching and Upper Basic Schools

Introduction

Educational programmes are set up to teach or instruct learners on acquiring knowledge, skills, ideas and principles in order to advance progress in the society. Education is inherently tied to curriculum. A curriculum is a plan or programme of all experiences which the learner encounters under the direction of a school (Danladi and Akinola, 2012). Baba (2015) also mentioned that curriculum is the planned interaction of pupils with instrument, content, materials, resources and process for evaluating the attainment of educational objectives. For others such as Denga (2012), curriculum is the planned and unplanned learning experiences to which learners are exposed to within the school environment for individual and collective growth in the same vein, Ornstein and Hunkins (2020) started that curriculum is the sum total of all learning experiences given to learners under the guidance of the school. From the definitions above, it is possible to state that a curriculum comprises the learning experiences of children for which the schools are responsible, it has content, it is planned and it is a series of courses to be taken by students.

Business Studies has been introduced in upper basic schools long before the introduction of Universal Basic Education to achieve certain objectives. The objectives of Business Studies incorporated in the National Policy on Education is tailored towards developing students‟ elementary business knowledge and operational skills for future use, develop basic skills in office education, prepare for further training in business related studies, develop orientation and basic skills for starting life for those who cannot go beyond upper basic school level. In the same vein, Akpan (2015) stated that the objectives of Business Studies include to provide: the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training, basic business skills for personal use now and in the future, prepare students for further training in business studies, the knowledge and skills for national economy and develop basic skills in office occupations. Curriculum content refers to concepts, facts, principles and its accompanying learning experiences for the learners to learn (Ramadani and Firman, 2021,). The NPE as stated in FRN (2016) presented business studies curriculum content as: bookkeeping, keyboarding, Commerce, Office practice and computer. Similarly, Akintola and Alao (2015) stated that a good Business Studies curriculum content must possess five basic components namely: office practice, book keeping, keyboarding, computer studies and commerce.

Curriculum implementation is the sum total of all the organized activities geared towards the actualization of the goals and objectives of the curriculum. In line with that, Mkpa (2015) viewed curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. This was reaffirmed by Akor, Echonwu and Ojonugwa (2025) who mentioned that curriculum implementation is the process of putting curriculum into practice. Ekpo (2016) also described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Agbowuro (2018)

further observed that implementation is simply the set of activities directed towards putting a programme into effect. Therefore, curriculum implementation involves the interaction between teachers, learners and other stakeholders in education geared towards achieving the objectives of education. Curriculum implementation is very important aspect of curriculum process. If curriculum is not to be implemented, all efforts expounded in the planning are to no avail. Without implementation there will be no evaluation and students learning will not be guided. A good curriculum can be marred at the implementation stage since curriculum implementation is the actual engagement of learners in learning activities by the teacher. The inadequacy of Business Studies teachers and in appropriate use of teaching method may hinder effective implementation of Business Studies curriculum.

Teachers are directly involved with the implementation of curriculum in the classroom. They possess the clinical expertise in teaching and learning. As Ekpo (2016) indicates, curriculum expectations emerge from teachers' capacity to understand the curriculum and pedagogication with direction, judgment and proficiency. It is therefore their responsibility to interpret the curriculum and decide on the most effective methods to teaching the contents to the learners. Olulube and Egbezor (2012) posited that the use of innovative teaching methods in the implementation of Business Studies curriculum in junior secondary schools has been given lesser attention while teacher centred method seems to be more teacher's friendly. The engagement of learner's centered method and its teaching strategies in the implementation of Business Studies curriculum is crucial in the attainment of its set objectives. Teachers are always criticized for using inappropriate teaching methods which end up rendering Business Studies lesson uninteresting and boring to students (Afolabi, 2024).

Statement of the Problem

Effective implementation of any education curriculum to a great extent is the main key to the actualization of the objectives of such education programme. This is because the problem of most laudable programmes arises at the implementation stage. It is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. No matter how well a curriculum is planned, designed and developed, implementation is very important. The implementation of Business Studies curriculum content in upper basic schools has been marred by some challenges that may hinder attainment of its predetermined objectives. Among these challenges, it could be shortage of Business Studies teachers and use of inappropriate method of teaching by Business Studies teachers in upper basic schools in Nasarawa State.

Objective of the Study

The main objective of the study is to assess the implementation of Business Studies curriculum content in upper basic schools of Nasarawa State. Specifically, the study intends to:

1. determine the extent to which the mean responses of male and female teachers differ on how shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.
2. find out the extent to which the mean responses of male and female teachers differ on how method of teaching influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.

Research Questions

Three research questions were raised to guide the study are as follows:

1. To what extent does the mean responses of male and female teachers differ on how shortage of Business Studies teachers influence the implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.
2. To what extent does the mean responses of male and female teachers differ on how method of teaching influence the implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.

Statements of Hypotheses

The following hypotheses formulated were tested at 0.05 level of significance

Ho_1: There is no significant difference in mean responses of male and female teachers on the extent to which shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State

Ho_2: There is no significant difference in mean responses of male and female teachers on the extent to which method teaching influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State.

Research Methodology

The design used for the study was descriptive survey. The population for the study comprised 368 Business Studies teachers in upper basic schools in Nasarawa State. A sample of 217 Business Studies teachers was used for the study. The researchers used both cluster and simple random sampling techniques to select the respondents. The cluster sampling technique was used to group the upper basic schools into cluster as Local Government Area (LGA). Subsequently, a simple random sampling was used to select one school each from the twelve Local Government Areas of Nasarawa State and 217 Business Studies teachers were randomly picked from the sampled upper basic schools. The instrument used for collection of data was titled: Assessment of Business Studies Curriculum Content Implementation in Upper Basic Schools (ABSCIUBS) was divided into two sections: Section A contained demographic data and Section B had 10 items on research questions. The items were structured using a modified 4-points rating scale with the following grading: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The mean score is 2.5 (4+3+2+1/4). To ascertain the validity of the instrument, it was given to three lecturers in

Nasarawa State University, Keffi to validate. They made corrections and suggestions which were taken into consideration. At the second look, they adjudged the instrument valid which yielded a validity index of 0.87. To establish the reliability of the instrument, it was pilot tested using 35 Business Studies teachers from some selected schools. The split half method was adopted and Pearson Product Moment Correlation Statistics was used to compute the reliability coefficient and yielded a reliability coefficient of 0.82 which means that the instrument is reliable. The data collected were analysed using mean scores and standard deviation to answer research questions while T – test was used to test the hypotheses at 0.05 level of significance. When the mean score is 2.50 and above, it was accepted in answering the research questions while the mean score below 2.50 was adjudged weak and rejected in answering the research questions.

Results:

Research Question One: To what extent does the mean responses of male and female teachers differ on how shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.

Table 1: Mean and Standard Deviation of Male and Female Business Studies Teachers on how Shortage of Business Studies Teachers Influence Implementation in Upper Basic Schools.

S/N	Items	Gender	Sample Size	SA	A	D	SD	Mean	Std Dev	Remarks
1.	The shortage of Business Studies teachers in my school has made curriculum implementation difficult	Male	115	54	34	9	18	3.08	0.93	Agree
		Female	102	60	22	15	5	3.34	0.94	Agree
2.	The shortage of Business Studies makes it impossible to comprehensively cover the contents of the curriculum	Male	115	65	23	25	4	3.33	0.88	Agree
		Female	102	50	30	12	10	3.18	0.83	Agree
3.	The shortage of Business Studies teachers may frustrate the implementation of practical aspects of the curriculum	Male	115	54	34	9	18	3.08	0.79	Agree
		Female	102	60	22	15	5	3.34	0.87	Agree
4.	I am the only Business Studies teacher in my school and this explains why I cannot cover teach all the upper basic classes effectively based on the curriculum	Male	115	44	36	9	26	2.85	0.74	Agree
		Female	102	40	22	20	20	2.49	1.05	Agree
5	The shortage of Business Studies teachers has made it impossible to achieve learning objectives during classroom instruction.	Male	115	70	33	7	5	3.46	0.93	Agree
		Female	102	65	24	11	2	3.49	0.94	Agree
Male Cluster Mean								**3.10**	**0.85**	
Female Cluster Mean								**3.12**	**0.92**	

Table 1 shows that the mean responses of items on the extent to which male and female teacherss differ in their views on how shortage of Business Studies teachers influence the implementation of Business Studies curriculum content in upper basic schools of Nasarawa state. Based on items one to five, the cluster mean responses of male and female teachers are given as 3.10 and 3.12. These values indicate a slight disparity of 0.2 in mean difference between male and female teachers. Hence, the mean responses of male and female teachers differ to a low extent. This shows that male and female teachers have similar views that shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.

Research Question two: To find out the extent to which the mean responses of male and female teachers differ on how method of teaching influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State.

Table 2: Mean and Standard Deviation of Male and Female Business Studies Teachers on how Method of Teaching Influence Implementation in Upper Basic Schools

S/N	Items	Gender	Sample Size	SA	A	D	SD	Mean	Std Dev	Remarks
6.	The method of teaching adopted by a teacher influences implementation of Business Studies curriculum	Male	115	70	33	7	5	3.46	0.93	Agree
		Female	102	65	24	11	2	3.49	0.94	Agree
7.	inappropriate teaching method leads to poor instructional delivery which hinders business studies curriculum implementation	Male	115	72	33	7	3	3.51	0.98	Agree
		Female	102	48	30	12	12	3.11	`0.77	Agree
8.	Innovative teaching methods fosters effective teaching and ensures effective implementation of Business Studies curriculum.	Male	115	65	23	25	4	3.33	0.88	Agree
		Female	102	50	30	12	10	3.18	0.83	Agree
9.	The use of effective teaching methods enhances students' retention of instructional objectives thereby ensuring the smooth implementation of Business Studies curriculum content	Male	115	54	34	9	18	3.08	0.79	Agree
		Female	102	60	22	15	5	3.34	0.87	Agree
10	Teachers who teach business studies in highly populated classrooms do not find it easy implementing the student-activity part of the curriculum content	Male	115	48	36	9	22	2.96	0.85	Agree
		Female	102	36	40	22	4	3.06	0.75	Agree
	Male cluster Mean							**3.27**	**0.90**	
	Female cluster Mean							**3.24**	**0.83**	

Table 2 shows that the mean responses of items on the extent to which male and female teachers differ in their views on how method of teaching influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State. Based on items six to ten, the cluster mean responses of male and female teachers are given as 3.27 and 3.24 respectively. These values indicate a slight disparity of 0 03 in mean difference between male and female teachers. Hence, the mean responses of male and female teachers differ to a low extent. This shows that male and female teachers have similar views that method of teaching influence implementation of business studies curriculum content in upper basic schools of Nasarawa State.

Ho_1: There is no significant difference in mean responses of male and female teachers on the extent to which shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State

Table 3: T-test statistic showing the Significance Difference in Mean of Male and Female Teachers on the extent to which Shortage of Business Studies Teachers influence Implementation in Upper Basic Schools.

S/N	Gender	N	Mean	Std Dev	df	$t-cal$	p-value	sig	Decision
1	Male	115	3.10	0.93	215	7.02	0. 058	0.05	Not Significant
2	female	102	3.12	0.94					

**Significant at $\alpha = 0.05$

Table 3 shows the t-test statistic for determining the significance difference in mean responses of male and female teachers on the extent to which shortage of Business Studies teachers influence implementation of Business Studies curriculum content**.** Results show that at the sample size of 115 male teachers and 102 female teachers, the calculated value of t is 7.02. However, the p-value of t is 0.058 was found to be higher than 0.05 level of significance. Since the p-value was higher than the 0.05 level of significance, hypothesis one is accepted implying there is no significant difference in mean responses of male and female teachers on the extent to which shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State. This shows that male and female teachers do not significantly differ in their views regarding the extent to which shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State.

Ho_2: There is no significant difference in mean responses of male and female teachers on the extent to which method of teaching influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State.

Table 4: T-test test statistic showing the Significance of Difference in Mean Responses of Male and Female Teachers on the extent to which Method of Teaching Influence Implementation of Business Studies Curriculum Content.

S/N	Gender	N	Mean	Std Dev	df	$t-cal$	p-value	sig	Decision
1	Male	115	3.27	0.08	215	8.05	0. 063	0.05	Not Significant
2	Female	102	3.24						

**Significant at $\alpha = 0.05$

Table 4 shows the t-test statistic for determining the significance difference in mean responses of male and female teachers on the extent to which method of teaching influence implementation of Business Studies curriculum content**.** Results revealed that at the sample size of 115 male teachers and 102 female teachers, the calculated value of t is 8.05. However, the p-value of t is 0.063 was found to be higher than 0.05 level of significance. Since the p-value was higher than the 0.05 level of significance, hypothesis two is accepted implying there is no significant difference in mean responses of male and female teachers on the extent to which method of teaching influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State. This shows that male and female teachers do not significantly differ in their views regarding the extent to which method of teaching influence implementation of Business Studies curriculum content in upper basic schools in Nasarawa State.

Discussion of Findings

The study assessed the implementation of Business Studies curriculum content in upper basic schools in Nasarawa State. The result of the analysed data in table 1 revealed that shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools. The result shows that shortage of Business Studies teacher has made curriculum implementation difficult, it is impossible to cover the whole content of the curriculum and achieve all learning objective during instructions. This is in line with the findings of Ayuba (2018) which revealed that shortage of Business Studies teachers influenced implementation by ensuring non coverage of Business studies content in junior secondary schools. Kising'u (2018) found out that the curriculum objectives of Business Studies cannot be achieved due to inadequate teachers. The result also shows that the mean responses of items on the extent to which Male and Female Teachers differ in their views on how shortage of business studies teachers influence implementation of Business Studies curriculum content. Based on items one to five, the cluster - mean response of male and female teachers are given as 3.10 and 3.12. These values indicate a slight disparity of 0.02 in mean difference between male and female teachers. Hence, the mean responses of male and female teachers differ to a low extent. This shows that male and female teachers have similar views (which means there

is no significant difference) that shortage of Business Studies teachers influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa State

The result presented in table 2 of the study revealed that method of teaching use by teachers influence implementation of Business Studies curriculum content in upper basic schools. The result shows that inappropriate use teaching method by Business Studies teachers lead to poor instructional delivery of Business Studies curriculum content. This corroborates Akintola and Alao (2015) who found out that poor method of teaching influenced implementation of curriculum content adversely in senior secondary schools. The result also shows that the mean responses of items on the extent to which Male and Female Teachers differ in their views on how students' method of teaching influence implementation of Business Studies curriculum content in upper basic schools of Nasarawa state. Based on items six to ten, the cluster - mean response of male and female teachers are given as 3.27 and 3.24. These values indicate a slight disparity of 0.03 in mean difference between male and female teachers. Hence, the mean responses of male and female teachers differ to a low extent. This shows that male and female teachers have similar views (which means there is no significant difference) that method of teaching influence implementation of business studies curriculum content in upper basic schools of Nasarawa State.

Conclusion

This study assessed the implementation of Business Studies curriculum content in upper basic schools. The result of the study has provided empirical proof that shortage of Business Studies teachers and use of inappropriate method of teaching by Business Studies teachers prevented effective implementation of Business Studies curriculum content in upper basic schools. It is also evident based on the findings that provision of Business Studies teachers must be improved in both quantity and quality in ensuring effective implementation of Business Studies. Also, there is the need for Business Studies teachers to use varied and appropriate methods of teaching recommended in Business Studies curriculum. This has serious implication on government funding of universal Basic Education.

Recommendation

In order to ensure effective implementation of Business Studies curriculum content in upper basic schools in Nasarawa State, the following recommendations were made:

i. Provision of adequate Business Studies teachers to ensuring effective implementation of Business Studies curriculum content. This involves employment of more teachers' who specialises in business administration and management. The practice of converting teachers who read different courses or specialises in other courses to teach Business Studies in upper basic schools should be abolished. This may mar or hinder effective implementation of the curriculum.

ii. Use of appropriate teaching method by Business Studies teachers .There are allots of teaching methods recommended in Business Studies Curriculum such as project, field trip, cooperative learning, discovery and others that the teacher can use. Teachers should make sure that any method they want to use for teaching is appropriate to the content they intent to teach.

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