

**ASSESSMENT OF IMPLEMENTATION OF BUSINESS EDUCATION  
CURRICULUM IN COLLEGES OF EDUCATION IN NORTH-WEST  
GEO-POLITICAL ZONE, NIGERIA**

**BY**

**Tukur ALIYU**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION  
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA**

**OCTOBER, 2016**

**ASSESSMENT OF IMPLEMENTATION OF BUSINESS EDUCATION  
CURRICULUM IN COLLEGES OF EDUCATION IN NORTH-WEST  
GEO-POLITICAL ZONE, NIGERIA**

**BY**

**Tukur ALIYU B.ed (2010) A B U  
MED/EDUC/44998/2012-2013**

**DISSERTATION SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND  
TECHNICAL EDUCATION IN PARTIAL FULFULLMENT FOR THE AWARD OF  
M.ED BUSISESS EDUCATION**

**OCTOBER, 2016**

## **DECLARATION**

This dissertation titled assessment of implementation of business education curriculum in colleges of education in north-west geo- political Zone Nigeria has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree at this or any other institution.

---

**Tukur Aliyu**

---

**Date**

## CERTIFICATION

The Dissertation titled ASSESSMENT OF IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN COLLEGES OF EDUCATION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA written by Tukur Aliyu meets the regulations governing the award of the Degree of Master of Business Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

\_\_\_\_\_

\_\_\_\_\_

Dr. S. Ibrahim  
Chairman, Supervisory Committee

Date

\_\_\_\_\_

Prof. A.A Udoh

\_\_\_\_\_

Date

Member, Supervisory Committee

\_\_\_\_\_

Prof. E . E Adamu  
Head, Department of Vocational  
and Technical Education

\_\_\_\_\_

Date

\_\_\_\_\_

Prof. K. Bala  
Dean, School of Post Graduate Studies

\_\_\_\_\_

Date

## **DEDICATION**

This research work is dedicated to my beloved mother, Hajiya Rabi Umar.

## **ACKNOWLEDGEMENT**

In the course of carrying out this research work, many people have contributed in one way or the other. The researcher's sincere appreciation and gratitude go to his supervisors Dr. S. Ibrahim and Prof. A.A. Udoh for their constructive criticisms, advice and guidance throughout the period of writing this dissertation, The researcher also acknowledges the contribution of internal examiners Prof. T.O. Ojo and Dr. M.R Bawa for their valuable contributions to the work and the guidance and contributions received from the researcher's Lecturers such as prof. A.Z Muhammad Dr. M.F Ahuwan, Dr T.J Adeshina, Dr. I. Adamu, Dr. S.S Amoor and Dr. R.T Umar .

The researcher also acknowledges the moral and spiritual supports given by his beloved parents and family for their patience and prayers throughout the progress of this programme. The efforts of research assistants such as Y. Garba Department of business Education Shehu Shagari College of Education Sokoto, S. Usman of Federal College of Education (Technical) Bichi, M. Yunusa of Sa'adatu Rimi College of Education, Kano, Abdullahi Saleh of FCE Zaria, D.Hassan of Kano State Polytechnic, Kano and U. Hassan of College of Education Gumel, are also appreciated.

The researcher also acknowledges the encouragement of friends such as S. Abubakar, A. Muhammad, A Tijjani, S. Muhammad, and A. G. Dauda, Ultimately. The researcher appreciates Allah (SWT) for making every aspect of this work possible.

## TABLE OF CONTENTS

Cover Page	-	-	-	-	-	-	-	-	-	-	i
Title Page	-	-	-	-	-	-	-	-	-	-	ii
Declaration	-	-	-	-	-	-	-	-	-	-	iii
Certification	-	-	-	-	-	-	-	-	-	-	iv
Dedication	-	-	-	-	-	-	-	-	-	-	v
Acknowledgement		-	-	-	-	-	-	-	-	-	vi
Table of Contents		-	-	-	-	-	-	-	-	-	vii
List of Tables	-	-	-	-	-	-	-	-	-	-	ix
List of Appendices	-	-	-	-	-	-	-	-	-	-	x
Abstract	-	-	-	-	-	-	-	-	-	-	xi
<b>CHAPTER ONE: INTRODUCTION</b>											
1.1 Background to the Study	-	-	-	-	-	-	-	-	-	-	1
1.2 Statement of the Problem	-	-	-	-	-	-	-	-	-	-	4
1.3 Objectives of the Study	-	-	-	-	-	-	-	-	-	-	5
1.4 Research Questions	-	-	-	-	-	-	-	-	-	-	5
1.5 Research Hypotheses	-	-	-	-	-	-	-	-	-	-	6
1.6 Significance of the Study	-	-	-	-	-	-	-	-	-	-	7
1.7 Basic Assumptions for the Study	-	-	-	-	-	-	-	-	-	-	8
1.8 Delimitation of the Study	-	-	-	-	-	-	-	-	-	-	8
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>											
2.1 Theoretical frame work	-	-	-	-	-	-	-	-	-	-	9
2.2.1 Concept of Business Education		-	-	-	-	-	-	-	-	-	11
2.2.2 Concept of Curriculum	-	-	-	-	-	-	-	-	-	-	15
2.3 Instructional Resources in Business Education program		-	-	-	-	-	-	-	-	-	29
2.4 Academic Qualification of Business Education Teachers in Colleges of Education		-	-	-	-	-	-	-	-	-	39
2.5 Teaching Methods in Business Education program		-	-	-	-	-	-	-	-	-	44

2.6 Evaluation Strategies in Business education program	-	-	-	-	-	-	-	-	49
2.7 Review of Empirical Studies	-	-	-	-	-	-	-	-	53
2.8 Summary of Reviewed Literature-	-	-	-	-	-	-	-	-	59
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>									
3.1 Research Design	-	-	-	-	-	-	-	-	61
3.2 Population of the Study	-	-	-	-	-	-	-	-	61
3.3 Sampling Procedure	-	-	-	-	-	-	-	-	62
3.4 Instrument for Data Collection	-	-	-	-	-	-	-	-	63
3.4.1 Validation of the Instrument	-	-	-	-	-	-	-	-	64
3.4.2 Pilot Study	-	-	-	-	-	-	-	-	64
3.4.3 Reliability of the Instrument	-	-	-	-	-	-	-	-	64
3.5 Procedure for Data Collection	-	-	-	-	-	-	-	-	65
3.6 Procedure for Data Analysis	-	-	-	-	-	-	-	-	65
<b>CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA</b>									
4.1 Analysis of Check List	-	-	-	-	-	-	-	-	67
4.2 Answers to Research Questions	-	-	-	-	-	-	-	-	68
4.3 Test of Null Hypotheses	-	-	-	-	-	-	-	-	80
4.4 Summary of Major Findings	-	-	-	-	-	-	-	-	82
4.5 Discussion of Major Findings	-	-	-	-	-	-	-	-	84
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>									
5.1 Summary	-	-	-	-	-	-	-	-	87
5.2 Contribution to knowledge	-	-	-	-	-	-	-	-	88
5.3 Conclusion	-	-	-	-	-	-	-	-	88
5.4 Recommendation	-	-	-	-	-	-	-	-	89
5.5 Suggestion for Further Study	-	-	-	-	-	-	-	-	89
References	-	-	-	-	-	-	-	-	90
Appendices	-	-	-	-	-	-	-	-	95

## LIST OF TABLES

3.1	Population of the Study-	-	-	-	-	-	-	-	-	62
3.2	Sample Size - -	-	-	-	-	-	-	-	-	63
4.1	Analysis of Lecturers' instructional competences	-	-	-	-	-	-	-	-	68
4.2	Analysis of Lecturers' Academic Qualification	-	-	-	-	-	-	-	-	69
4.3	Analysis of Availability of Instructional Resources	-	-	-	-	-	-	-	-	70
4.4	Analysis of Utilization of instructional resources	-	-	-	-	-	-	-	-	71
4.5	Analysis of respondent on influences of Lecturers instructional competences on business education implementation of Curriculum	-	-	-	-	-	-	-	-	72
4.6	Analysis of respondent on influence Lecturers Academic qualification on business education implementation of Curriculum	-	-	-	-	-	-	-	-	74
4.7	Analysis of respondent on influences availability of instructional resources on business education implementation of Curriculum	-	-	-	-	-	-	-	-	76
4.8	Analysis of respondent on influences utilization of instructional resources on business education implementation of Curriculum	-	-	-	-	-	-	-	-	78
4.9	Lecturers instructional competences and business education implementation of Curriculum	-	-	-	-	-	-	-	-	80
4.10	Lecturers Academic qualification and business education implementation of Curriculum	-	-	-	-	-	-	-	-	80
4.11	Availability of instructional resources and business education implementation of Curriculum	-	-	-	-	-	-	-	-	81
4.10	Effective utilization of instructional resources and business education implementation of Curriculum	-	-	-	-	-	-	-	-	81

## LIST OF APPENDICES

Appendix I	Letter of Introduction.....	95
Appendix II:	Questionnaire.....	96

## **ABSTRACT**

This study sought to assess the implementation of business education curriculum in colleges of education in north-west geo-political zone of Nigeria. The research has four specific objectives, four research questions which were meant to guide the study and four null hypotheses which were tested at 0.05 level of significant. The study adopted survey research design. The population of the study was one thousand six hundred and nineteen (1619) NCEIII students of business education across the colleges of education in the Zone. A Sample three hundred and twenty three students (323) was randomly selected from the population, where 20% of NCE III Students was proportionately picked from respective colleges under study. The collection of data was done with the help of research assistants in the respective colleges of education. Data collection phase lasted for four weeks. Mean score was used to analyze check list, mean and standard deviation were used to answer the research questions while regression statistics was used to test the hypotheses at 0.05 levels of significance. Findings of the study revealed that lecturers' instructional competences, availability instructional resources, lecturers' academic qualification, and effective utilization of instructional resources positively influenced implementation of business education curriculum. Effective implementation of business education curriculum would not be achieved if lecturers' academic qualification is not adequate. Implementation of curriculum can only be actualized when effective utilization of available instructional resources is maintained. The researcher made four recommendations among which is that, Government and college of education authorities should at regular intervals organize workshops, seminars and conferences in order to improve lecturers' instructional competences for effective implementation of Business education curriculum.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Nigeria has six(6) geo-political zones, North-west is one of them with seven (7) states, which are Kaduna, Kano, Katsina, Sokoto, Kebbi, Zamfara and Jigawa states, the colleges of education in these states that offered business education program are nine (9) in number which include Federal college of education Zaria, Federal college of education Kano, Federal college of education Katsina, Federal college of education (T) Gusau, Federal college of education (T) Bichi, College of education Gidanwaya Kaduna, College of education Gumel, Shehu Shagari College of education Sokoto and Saadatu Rimi College of education Kano. Curriculum has existed in the formal sector in Nigeria with the advent of western civilization from the colonial administration of the country. Prior to this period, education was mainly in the form of non-formal form of apprenticeship mode by which the master trained his apprentice for a period of three to five years, depending on the ease with which skills were acquired and appropriately demonstrated. With formal education, colonial masters brought to Nigeria the curriculum in use in their countries, probably with some modifications to fit the philosophy and objectives of the education. Soon after independence in 1960, the need to have indigenous school curricula became a matter for frequent discussion and agitation. In 1969 National curriculum conference held in Lagos which gave birth to Vocational Education also Nigerian secondary schools Business Studies Projects was developed between 1981 to 1985 with students hand books and teacher's guides for junior secondary (JS) 1- 3 and separate books on commerce. Book-Keeping and Accounting, Typewriting and Shorthand intended for senior secondary (SS) The goal of business education is the production of manpower that possess the requisite knowledge, skills and attitude for

harnessing other resources and bringing them into a cooperate relationship, yielding the goods and services demanded by the society for the satisfaction of their wants. But the curriculum as well as its implementation has turned the goal of business education to be in the opposite (Nnandi, 2000), The observation of Offorma (2006) explain the problems encountered in schools during implementation of curriculum to be lack of qualified and competent teachers that can effectively handle the prescribed curriculum also unavailability of relevant instructional resources is another impediment to curriculum implementation even where those resources are available especially in federal colleges of education are not fully utilized for effective implementation of curriculum.

An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for implementation of a quality education. The curriculum identifies the learning outcomes standard and core competencies that students must demonstrate before advancing to the next level .Implementation is the realization of an application or execution of a plan, idea model, design, specification, standard or policy. Implementation is usually done by the teachers who have to interpret a curriculum and decide on how to select the contents of the subject matter. They also decide on the appropriate methods of teaching, instructional resources and evaluate the processed product of their functions in order to know whether or not the curriculum has been implemented in the right direction. The teacher is the closest to the learner among those concerned with curriculum implementation. The decision of the teacher is the uppermost in the actual curriculum delivery. His professional status and quality counts a lot in the overall decision taking about any given curriculum. Curriculum, for any level of education, requires the teacher as a chief substance in the decision making about the delivery (Ivowi, 2009).Teacher's quality is therefore, the single factor that makes a difference in effective curriculum implementation.

A well planned programme may likely fail if at the stage of implementation the necessary resources are not supplied. Business education is a skill and practical based discipline. Therefore, instructional materials are highly required for its effective implementation. Instructional resources are facilities that facilitate the achievement of the goals of education. However, the success of any programme is dependent on the available resources. Azuka, in Moses (2010) submitted that the success or failure of any classroom interaction depends to a large extent on the availability and functionality of instructional materials, the teacher and the curriculum.

Successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional resources. Instructional resources are all the resources a teacher uses to help explain or elucidate the topic/content/subject to the learner so that he is able to fully comprehend the topic. Availability and adequacy of relevant equipment, materials and tools in teaching facilitates learning, stimulate both teachers and students and enhances effective implementation. A cursory look at the nation's colleges of education seems to show that the schools are struggling with limited resources and dilapidated/out-dated instructional facilities. Furthermore, it appears that Nigerians in the last few years are dissatisfied with the outputs of these schools of learning. The classrooms seem overcrowded with little or no relevant and adequate learning facilities. Even the school personnel appear to be in short supply. In view of this, Moses (2010) maintained that by inference, instructional resources have been positively linked with educational efficiency, students' academic performance and their capabilities when they leave school. This unwholesome situation of education in Nigeria has subsequently brought a growing concern about the quality and quantity of trained teachers and facilities in our schools. As the public intensifies its criticisms of the education system in Nigeria, experts in education and

related field are also intensifying their search for the enhancement of quality education at all levels.

Based on the highlighted variables, the study was carried out to assess the level of implementation of Business Education Curriculum in Colleges of Education in the North-west Geo-political Zone of Nigeria.

## **1.2 Statement of the Problem**

From the background which the researcher has described, the business education programme at the colleges of education still faces some major problems in the areas of factor which should make implementation of business education in colleges of education simple and very rewarding for both lecturers and students. From the researcher's observation the implementation of business education curriculum still faces serious problem in the areas of qualified lecturers, availability and utilization of physical facilities essential in classrooms space, books among others. Even though in general terms there have been serious effort to meet the criteria for effective business education programme development particularly in federal government colleges, the same cannot be said of many state colleges of education in North-west geo-political zone, Nigeria. To clearly depict the state of implementation of business education programme in the colleges of education in the North-west geo-political zone, Nigeria. The researcher sees this as a gap and therefore concerned about knowing the state of implementation of business education curriculum in colleges of education in the north-west geo-political zone, Nigeria.

### **1.3 Objectives of the Study**

On the basis of the statement of the problem, the main objective of this study is to assess the implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria.

Specifically, the study intended to:

1. determine the influence of Lecturers' instructional competences on the effective implementation of business education curriculum in colleges of education in North-west geo-political zone, Nigeria.
2. determine the influence of lecturers' academic qualification on effective implementation of business education curriculum in colleges of education in North-west geo-political zone, Nigeria.
3. establish the influence of availability of instructional resources on effective implementation of business education curriculum in colleges of education in North-west Geo-political zone, Nigeria
4. find out the influence of utilization of instructional resources by business education lecturers on the implementation of business education curriculum in colleges of education in north-west geo-political zone, Nigeria.

### **1.4 Research Questions**

This research work answered the following research questions:

1. What is the influence of Lecturers' instructional competence on effective implementation of business education curriculum in colleges of education in north-west geo-political Zone Nigeria?

2. What is the influence of lecturers' academic qualification on effective implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria?
3. What is the influence of availability of instructional resources on effective implementation of business education curriculum in colleges of education in North-west Geo-political zone Nigeria?
4. What is the influence of effective utilization of instructional resources on implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria?

### **1.5 Research Hypotheses**

In line with the specific objectives and research questions, the following null hypotheses were tested.

1. Lecturers' Instructional competences have no significant influence on implementation of business education curriculum in colleges of education in north-west geo-political zone Nigeria.
2. Lecturers' academic qualifications have no significant influence on implementation of Business education curriculum in colleges of education in North-west Geo-political Zone Nigeria.
3. Availability of Instructional resources have no significant influence on effective implementation of business Education curriculum in colleges of education in North-west geo-political Zone Nigeria.
4. Effective utilization of instructional resources have no significant influence on implementation of business education curriculum in colleges of education in north-west geo-political Zone, Nigeria.

## 1.6 Significance of the Study

Findings of this study are expected to be beneficial to the following: National commission for colleges of education, Management of colleges of education, Lecturers students Educational planners and government.

The National commission for colleges of education will benefit from the research by knowing the areas where the curriculum is lacking and improve in the subsequent review.

The management of colleges of education will also benefit from the findings of this study by ensuring effective utilization of instructional resources for effective implementation of curriculum. It will also be of significance to academic staff of the institutions by adopting appropriate instructional competences for actualization of effective implementation of curriculum.

Students of the institutions will also benefit from this study as appropriate instructional resources are to be supplied for the acquisition of requisite skills for employability.

Lecturers who are the implementers of the curriculum will benefit from the study by making instructional resources available there by encourage effective teaching and learning.

Educational planners will also benefit from the finding of this study where educational resources that business education curriculum is lacking which will be to include them in the subsequent review.

Government both federal and states who fund the programme will benefit from the findings of this study where recommendations in respect of appropriate instructional resources will forwarded to the government to inject more funds to business education program for effective curriculum implementation.

### **1.7 Basic Assumptions for the Study**

Based on the objectives of the study, the research has the following assumptions.

- i. Lecturers' Instructional competences have influence on the effective implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria.
- ii. Lecturers academic qualification have influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria.
- iii Effective utilization of instructional resources facilitates implementation of business education curriculum in colleges of education North West Zone Nigeria .

### **1.8 Delimitation of the Study**

The study is also delimited to use of Lecturers instructional competences Availability of instructional resources, academic qualification of lecturers and effective utilization of instructional resources in business education curriculum implementation in Colleges of education in North-west Geo-political zone Nigeria, this is because they are the variables that measure the effectiveness of the Curriculum at the School level.

It is also delimited NCE III students of business education programme in the colleges of education that run business education program in North-west geo-political zone, Nigeria, because they are among the beneficiaries of the study

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviewed related literature under the following sub-heading;

- 2.1 Theoretical Framework
  - 2.2.1 Concept of Business education
  - 2.2.2 Concept of Curriculum
- 2.3 Instructional Resources in Business Education
- 2.4 Academic Qualification of Business Education Teachers
- 2.5 Teaching Methods in Business Education Programme
- 2.6 Evaluation Strategies in Business Education
- 2.7 Review of related empirical Studies
- 2.8 Summary of reviewed literature

#### **2.1 Theoretical Framework**

The theoretical framework of this study hinged on cognitive theory which was propounded by Piaget, (1965). This theory also referred to as the constructivist theory, it influences curriculum design, planning and implementation, it also emanates from the concept of man as being made of dynamic forces and who actively structured and re-structure his experiences in an attempt to understand his environment and make meaning from it. Emmanuel, (2002) asserted that, this theory emphasizes the cognitive process as being crucial in learning “as human action is marked by quality of intelligence and the capacity to perceive and to create relationship”.

This Theory influences some curricular design, principally the broad field, activity and to an extent the core curriculum. This assertion stems from the emphasis on inter-

relationship between learning experience and learning environment as well as the learner's prior knowledge on meaningful learning. In addition to this is the fact that what is learnt must be relevant to the learners' experiential background. Their emphasis on the environment, socio-cultural and the learners' prior knowledge in learning inform curriculum planning and implementation. For instance, data and resources from the environment are utilized in curriculum planning and implementation. It is the utilization of these in planning that makes it value. Also at the level of implementation, learning experiences utilized must be relevant to the child experiential background to facilitate the learning of content. Similarly the structuring of curricular content and learning experiences to reflect the level of development of the target audience stems from the cognitive theories, taught, achievement and the level of growth and development of the learners.

The learner as an important index in curriculum planning and implementation stem from this theoretical position, this is why the learners' needs, interest, problems and aspiration and how he learns must be reflected in all the major decisions, the level of implementation, different methods and resources are equally used to take care of differences among learners and provide enough opportunities for learners to interact single and in groups as well as providing bridges to learners to ensure ease in learning as well as meaningful learning.

In conclusion, this theory is relevant to this study because of its emphasis on the application of different methods and resources at the level of curriculum implementation so as to enable the learner explore the depth and breadth of the disciplines as well as interacting what is taught and learnt to the life experiences of the learners, by so doing the students are adequately prepared to face life challenges.

### **2.2.1 Concept of Business Education**

Business education programme has no single acceptable definition this is because new technologies have energy which is making some definitions made decades ago obsolete. But the definitions if experts in the field revolve round knowledge, skills and competencies that will make individual succeed in business. Osuala, in Yusuf, (2003) viewed business education as part of the field of education that deals with business experiences both for specializes occupational uses and for general use. He further stated that, it deals with relationship, techniques, attitude and knowledge necessary for individual to understand the social institutions of business and successfully adjust himself to it. The National Policy on Education defined business education as that aspect of education which deals with the acquisition of practical and applied skills as well as basic scientific knowledge. It is a programme that deals with knowledge that makes the recipients job provider rather than job seekers. Akume, (2002) defined Business education as a programme designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by the society. This definition implied that business education is Vocational Education. This is because Vocational Education is also seen as education designed to prepared skilled personnel at lower levels of qualification for one or group of occupations trades or jobs. Akume, (2002) further stated that, an NCE graduate of business education, apart from being a teacher at junior secondary school (JSS) level could earn a living by being a secretary/typist, stenographer, a receptionist, an executive officer-accountant and so on. Oluwafemi, (2002) noted that business education is a panacea for poverty alleviation. This looks at the skill which business education offers which enable the individuals to work in the office or to be self-employed.

Business education is seen as a tool for development. Abdullahi, (2002) believed that our society is going through a difficult period and we are in a complex web of decaying infrastructure, social reforms and the adoption of more scientific and technological mode of living and solving life problem. The interplay of business education and technology will result in the much desired national development. In addition Okoro, (2003) put that it is believed that business education will lead to self-reliance, thereby, graduates will no longer wait to be employed by governments, instead they can set up business of their own and get others employed, thus improving the nation's economy. Osoala, (2004) maintained that Business Education is that type of education meant to train the necessary manpower for industry, business and private business establishment. This emphasized the purpose of business education in meeting the manpower needs and also the knowledge to be established and run private businesses that will lead to self-reliant.

Improving the quality of educations is a critical issue particularly at this time of education expansion. As such business education programme has undergone and is still undergoing transformation through the year as observed by Aliyu in Yusuf, (2013) that there is increasing complexity in business world and it is only those with good business education knowledge and understanding that can grapple with these complexities. Supporting the assertion Yusuf, (2013) noted that business education of recent has developed into more complex kind of learning which required the knowledge of other subjects. It is more complete with increase in technology and computerized society; a professional business educator must equip himself with all forms of skills to be able to fit in competitive business. Business education programme is offered at the Nigeria Certificate in Education (NCE) level. The curriculum is coordinated by the National Commission for Colleges of Education (NCCE) it is a three year programme aimed at producing teachers for the junior and in some cases senior

secondary schools. The programme has two options (Accounting and secretarial options) National commission for colleges of education (NCCE) outlined five (5) objectives of business education programme at this level, which comprises

- i. To produce well qualified and competent NCE graduate in business subjects who will be able teacher business subject in our secondary schools and other related educational intuitions.
- ii. To produce NCE Business teachers who will be able to inculcate the vocational aspects of business education into the society.
- iii. To provide NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.
- iv. To equip students with necessary competences so as to qualify them for a post –NCE degree programme in business education

To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment. National Commission for Colleges of Education, (NCCE) whose functions serve as regulatory body for Colleges of Education in Nigeria, in its documents minimum standard for Colleges of Education,(2012) stipulates the minimum resources (facilities, personnel and equipments) require for Business Education Programme in Colleges of Education as thus;

a, Equipment and supplies

1. Typewriters

a. Manual - - 30 of various makes and types

b. Computers - - at the ratio of 1:3 students

2. Swivel typing chair - - - - - 30

3. Drop desk, typist, convertible desk - - - -	30
4. Instructor's Table - - - - -	1
5. Instructor's chair - - - - -	1
6. Stapling machine - - - - -	4
7. Stapling remover - - - - -	4
8. Perforator - - - - -	2
9. Stop watch - - - - -	2
10. Wall clock - - - - -	1
11. Shorthand dictionary - - - - -	1
12. Demonstration stand - - - - -	1
13. Filing cabinet - - - - -	2

**(b) Shorthand Laboratory**

1. Tape recorders/consols - - - - -	2
2. Head phones - - - - -	30
3. Air-conditioning systems	
4. Lecturers demonstration stand	
5. Punching machine	
6. File cabinet	
7. Appropriate furniture as technology may dictate from time to time.	

**(c) Model Office**

1. Executive table with drawers and chairs	
2. Secretary's table with drawers and swivel chair	
3. Photocopier	
4. File trays and string	

5. Manual typewriters and computers
6. File cabinets
7. Adding and listing machines
8. Waste paper baskets
9. Any other latest office equipment in the market (NCCE, 2012).

**(d) Personnel**

Personnel should be at least one (1) academic staff per subject area with minimum qualification of first degree (minimum of second class lower division). A minimum nine (9) lecturers (one of whom should be a computer specialist) is required. All lecturers must be computer literate. Thus computer literacy must be one of the criteria for fresh appointment.

The lecturers/instructors must hold a minimum teaching qualification of NCE or its equivalents. Staff/students ratio for skilled subjects like shorthand, typewriting and accounting should be 1:20 and 1:30 for other subjects like commerce and economics. Other personnel are; one (1) school officer, one (1) secretary, one (1) clerical officer, one (1) typist and one (1) cleaner/messenger all should be available in the Dean's office. At the departmental level staff such as; one senior typist or secretary, one (1) messenger/cleaner, one (1) technician/typewriter machine and studio attendant.

Mode of teaching; the mode of teaching business courses would be by lectures, tutorials, case studies, practical's, excursions and other appropriate methods. Practical in shorthand and typewriting/word processing are compulsory as stipulated and field trips.

**2.2.2 Concept of Curriculum**

The term curriculum comes from the Latin word "Currere" which means "to run". With time it came to mean the 'course of study'. Not surprisingly, the traditional definition of

curriculum is a course of study or training leading to a product or education. For most lay persons curriculum today is equated with course guides, syllabi or textbooks that establish the course”. Such a classic definition of the term also reflects the meaning of curriculum for the most conservative or structured education in the field. Many authorities have defined curriculum in similar terms. A look at some of these definitions by various authorities authenticates the above statement.

A curriculum is an embodiment of all knowledge, skills and attitudes which a nation, through her schools, imparts to her citizen by “knowledge in the definition, we means all facts, theories, principles/generalizations and rules needed to be acquired to be certified as competent in a field. Curriculum also involves acquisition of skills needed to perform tasks programme for effective teaching and learning. In actual sense, a curriculum is an educational programme without which education could hardly be organized. Education is said to be formalized because it is organized and goes with a programme of experiences under the guidance of the school. Any education that is not organized does not go with formal curriculum. Thus, informal education has no formal curriculum. Curriculum has been defined. According to Onwuka, (1981) considers curriculum as a process of learning which takes into account all human sensitivities such human sensitivity could be political, economic or professional. Accounting to him curriculum could also be considered as the deliberate systematic and planned attempts made by the school to change the behavior of the members of the society in which situates. Mkpa in Nnachi, (2009) view curriculum as a vehicle through which the school could strive towards the achievement of educational ends. Such ends could be those of the nation, state local governments or communities.

Walton et al, in Ben-Yunusa, (2008) defined curriculum as that content and those processes designed to bring about learning of educational value. By this definition,

curriculum is considered to include both what is to be taught and by what means it is to be taught. He further defines curriculum as the set or a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. To Smith a curriculum is always in every society, a reflection of what the people think, feel, believe and do. Ben-Yunusa cited Walton, (2008) stipulated that curriculum is the process and content designed to effect learning of educational values, Walton maintained that, the curriculum of a subject should be determined by the most fundamental understanding of what could be achieved and the underlying principles that give structure to be the subject. For him, the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained suitable in one's thinking beyond the situation in which the learning has occurred. This definition refers that, a real understanding of the children involved in the curriculum. Also it means that, the method, of the teacher should be within a pre-conceived framework developed as a result of answering questions as, what sort of experiences can be contributed which both will make the pupil wish to learn and also help him in his learning. Jenkins, (1981) curriculum is one of the educational fields that take as problematic, what should be planned, taught and learned in schools. For Jenkins, it is a central and centralizing study organized around the choice facing the practitioner. The use of term curriculum varies but he concluded that curriculum is the programme of activities designed so that pupils will attain by learning certain specific ends or objectives. These activities to Him are both on the teachers and students perspectives, if there is to be any significant learning at all.

The curriculum is now generally considered to be all of the experiences that learners have under the guidance of the school. In view of this learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience under

the auspices of the school, for the learners continuous and will full growth in personal social competence. It is to be noted at this point that no attempt to define curriculum can ignore two rather opposing views the traditionalists' and the progressives'. According to the former, curriculum refers to the number of fixed subjects with set body of knowledge taught by teachers and a guided learning experience. It is not simply set body knowledge, but a variety of learning activities that pupils engage in under the guidance of teachers.

The Curriculum course content of National Certificate in education (Business education) comprised of the following components as stated by Oliver,(1999)

- a. **Programme of studies;**-This is made up of all school subjects and subject matters learners are exposed to.The programme of studies include courses offered at tertiary level of education, we have programme of studies to comprising a list of courses taught, the courses represent the aspect of accumulated learning experience, programme of studies ensures that students learn theoretically all about ideas,concept and principles.
- b. **Programme of Activities;**- It help students to ensures that they learn and concretize the concept, principle, ideas in behaviors of programme of studies. Thus students may learn about such concept as civics, cooperative and democratic respectively from his peers or mates. The programme of activities is thus a means by which concepts, principles and ideas are translated and made practically real to the learner.
- c. **Programme of Guidance;**- The guidance programme of the school attempts to answer the question 'How can each student be aided to make the best use of his educational opportunities' guidance is a programme of service with the ultimate purpose Of helping students acquire capacity for self direction or a programme of helping students to understand themselves and the world through counseling.

### **2.2.3 Curriculum Implementation**

A well planned curriculum that is not well implemented is a waste of time, energy and resources, curriculum implementers should in the first instance be aware of the goals of such curriculum so as to effectively plan for their implementation. According to Affirma, (1992) curriculum implementation entails the arrangement of the preplanned curriculum through assessment of the facilities resources and environment to ensure that the planned curriculum will be implemented without problem. Curriculum implementation is the putting into action the planned curriculum. It is the execution of the planned curriculum in the classroom through the efforts of the teacher and the learners. This implies that curriculum implementation takes place in the classroom. When the teacher is teaching a lessons he/she is implementing the curriculum because several lessons make-up a unit of instruction and several units make up the curriculum. So in the long run, the first lesson that is taught in the classroom is the beginning of the implementation of the curriculum. Amadi, (1993) sees curriculum implementation as an interpretation of the planned curriculum by teacher, who is the implementer. After planning the curriculum, it is downloaded to the teacher, who will then interpret it for execution. Obasi, Adabi and Ajeka, (2007) viewed curriculum implementation as the weaving together to the subject matter and method to produce desired learning activities which lead to the relevant learning outcomes. They believe that the main focus of implementation is the learners, while the most important person in curriculum implementation is the teacher.

After the selection of the objectives, content, method, resources and evaluation procedures, the teacher put into action his/her plans. The teachers select the activities and strategies he/she would use to execute the plan. All the activities engage by the teacher and

the learners for the attainment of the stated objectives are classified as implementation. During implementation, the teacher employs various pedagogical materials such as textual materials, pictures objects, recorded cassettes, video and television, computer and internet facilities to mention but few. He/she do apply some strategies such as songs drama, simulation, demonstration, use of examples, questioning excursionist, ensure effective implementation of the plan.

According to Offorma, (2009), the main purpose of implementation is to promote learning such that the teacher engaged in some activities which focus on the attainment of the objectives he/she is implementing the curriculum. It is very important to remember the learner's behaviors during implementation to ensure that the learners' interaction with the learning environment is purposeful and leads to acceptable change in behavior. Business education curriculum in colleges of education is fraught with a lot of handicaps During Implementation as stated by Afangideh, (2005) which include;

**a. Curriculum Overload.**

There is curriculum over load in colleges of education level curriculum overload occurs because of the high number of course to be offered especially at N.C.E III second semester, however. Afangideh, (2005) noted that, the content of business education curricular in college of education is satisfactory though over loaded, he laments that “the issue is not only the large amount of knowledge, skills, attitudes and values to be presented to the learners, but the availability of adequate time, and resources for the implementation of these content areas. The non-coverage of the content has left the learners to be half-baked as some teacher rush to cover the contents, thereby treating the content shabbily, while other leave a lot of grounds uncovered.

- b. **Inadequate and Sometimes Very Poor Infrastructure and Learning Environment:-** A situation where students have to stand or sit on the floor to be taught makes effective learning impossible. Some other times, it is fifty environments or classroom which makes learning difficult. It may also be lack of functional laboratories.
- c. **Dearth of Instructional Materials:** Over the year business teachers have indicated that one of the greatest impediments of curriculum delivery is inadequacy of instructional materials. It is evident that no curriculum can be delivered effectively without due consideration of necessary equipment and materials.
- d. **Teacher Factor:** These deals with the quantity and quality, curriculum implement cannot be effectively carried out if the teacher variables such as competence, availability, attitude, dedication and remuneration are faulty. No matter how lofty the educational goals are, how relevant the curriculum is, teachers are the determinants of effective curriculum implementation in the school. Therefore most of the lecturers in business education programme in colleges of education are not business educators as such it lead to production of half-baked graduates that are unproductive in the labour market as well as places of work or self-employment (Amoor, 2009).
- c. **learner related issues ;**In our present contemporary society, our young learners seem to lack interest as a result of the new wave of picking-money-quick even with limited education. Hence they fail to attend lessons within the first few days of resumption of classes especially at the beginning of each term. The result is that the prescribed curriculum is not often covered before examinations, a situation that leads to poor performance be it at the primary, secondary, or tertiary level. It also encourages

examination malpractice in the desperate effort to make up fraudulently the deficiencies of the learners.

Learners also fail to bring along to school necessary study materials. Teacher complain about the difficulty of teaching effectively when learners refuse to bring along to school necessary text books, exercise books and other related materials. This constitutes a hindrance to effective curriculum delivery.

- e. **Examination Malpractice:** One of the major curriculum delivery issues is examination malpractice. In fact, it has eaten deep into the society and these days even parent perpetuate and abate it. Bawa and Guga, (2013) confirms that the number of candidates has continued to overwhelm examiners and because of poor implementation of curriculum in schools, arising from so many factors, the battle against examination malpractices is far from being over.
- f. **Lack of Acceptable Strategy or Model of Implementation:** Different points in time. Three of them have been tried in Nigeria. They include periphery model, proliferation of centre model and shifting centre model. There has been fluctuation between these models and such fluctuation is not healthy for curriculum implementation
- g. **Inappropriate Method:** When inappropriate methods are used for imparting knowledge such teaching is ineffective. Bawa and Guga, (2013) pointed out that, the significant place of instructional method in ensuring effectiveness and efficiency in curriculum implementation process.
- h. **Poor Evaluation of Learning:** Evaluation of learning is necessary too in curriculum implementation. A good evaluation focuses on the cognitive, effective and psychomotor behaviours. Evaluation data must be valid and reliable for them to be useful to the educational system. But effective domain is hardly properly assessed by

teachers. Anwuka, (2009) observes that quite often in stating objective in lesson plans, teachers' state affective objectives but in evaluating learning outcomes, not much is done to reflect the emphasized affective objectives. Teachers must be made to understand how to obtain evidence or data on effective outcomes as well as how to record the obtained evidence.

#### **2.2.4 Strategies for Curriculum Implementation at Tertiary Level of Nigerian Education**

The tertiary level of education in Nigeria is a very complex level that involves teaching and research. The manners of people of different characters and behavioral dimensions as well as different training disposition. Higher institutions, especially universities are universal in nature involving people from different parts of the world with different skills and abilities. The nature of tertiary level of education makes it difficult for effective curriculum supervision. Moreover, there are greater degree of academic freedom than the lower levels of education. Despite certain level of academic freedom, academic staff continues to lament for overload of work, causing stress and restlessness. When there are many researchers to carry out many students to reach, many scripts to make and many research papers to write, all within a short space of time the possibilities of proper curriculum delivery become very lean. Therefore, the curriculum for the tertiary level of Nigerian education could look extraordinary good fantastic and commendable but the problem could be in the delivery. (Nnachi, 2009)

It should be noted that curriculum design and construction could be the concern of the involved with the duty of education the government, the school administrators, the school head and the teacher. Given the nature of tertiary institutions, there is the need for the

application of certain strategies to ensure curriculum implementation at that level. The strategies are outlined by Nnachi, (2009) as follows:-

- a. Educational training of all academic staff of tertiary institutions
  - b. Careful planning of instructional activities
  - c. Construction of syllabuses for use by tertiary institutions
  - d. Production of standard course outlines
  - e. Creation and use of monitoring unit for curriculum implementation lesson plan
  - f. Use of proper evaluation method
  - g. Teaching through the use of lesson plan
- a). **Educational Training of all Academic Staff of Tertiary Institution:** it has been the desire of the federal government that academic staff of educational institutions should be professionally trained in the dimension of teaching. Thus the statement of the national policy on education that “all teachers in educational institutions shall be professionally trained” (FRN, 2000) the implementation of the tertiary education curriculum becomes realistic when the implementers (teachers) are professionally trained to know the needs of the curriculum and the rationale for the delivery. It is said to know that sustained percentages of teachers at the higher institutions are not trained teachers. Employment of teachers at higher institutions, especially universities and polytechnics or (mono-techniques) are based on the degree (or related certificate) result which are presently even unrealistic. When the candidate is eventually considered qualified and worthy, such a person should be sent for a teaching training acquires teaching, ethics, norms, regulations and values. This is necessary to curtail academic indiscipline that has bedeviled our tertiary institutions.
- b). **Careful Planning of Instructional Activities:** For delivery of curriculum to be effective at the tertiary level, there is the unavailability need for proper and careful planning of

instructional activities. This is the work of the teachers. The teacher is the classroom executor of the curriculum. This is why teacher training becomes paramount even for tertiary institutions teachers. It is the work of the classroom teachers to plan their instructional activities in response to the nature of the overall curriculum. Careful planning of the instructional activities will demand that the teacher considers the curriculum outlook. Proper and careful planning of structural activities will help the teacher and minimize the wastage of time and resources but will promote the economy and proper utilization of meager resources (MKPA, 1987).

**c) Construction of Syllabuses for use by Tertiary Institution.** At the lower educational level, there are syllabuses (syllabi) to guide teachers and learners. Thus, there are syllabuses for the first school leaving certificate examination and senior school certificate examination. There are syllabuses for different stages of education. At the tertiary level, there are syllabuses that are not as detailed as those of the secondary and primary schools. This is however in line with the academic freedom expected at the tertiary education level. For instance, the national commission for colleges of education sets minimum standard in the form of course outlines which guide colleges of education, even though not detailed. Syllabuses stipulate the course contents and requirements for candidates pursuing particular level of certificate or sitting for the same types of examination. Therefore, for implementation of curriculum at the tertiary level, there is the need for the construction of most detailed syllabuses that could be implemented by the academic personnel of that level and cadre of institution. In actual sense, there should be more detailed and standardized syllabuses for universities, colleges/institutions of education and institutes of science and technology to guide the teachers and learners on the curriculum requirements for learners sitting for a

particular type of examination. This will help in the implementation of the curriculum at the tertiary level of education

d). **Production of Standard Courses Outlines:-** There is the need for the production standard course outlines for adequate curriculum implementation. At the lower levels of education course outlines could be in the form of scheme of work depicting the contents that should be covered within certain number of weeks. On the other hand, at the tertiary level course outline indicate. The topic that could be covered within a semester or a particular period, they should be more detailed and expanded from the unified minimum standard.

e). **Creation and Use of Monitoring Unit:-** For curriculum implementation tertiary institutions should create monitoring units to ensure that curriculum is implemented by the teachers in the classrooms. Such monitoring units should involve the heads of department and senior academics of the department within a school or faculty. The monitoring unit should be used for supervision purposes to ensure curriculum implementation.

f). **Use of Proper Evaluation Method:-** One of the ways of achieving proper implementation of a given curriculum is the use of proper evaluation method. Evaluation method can make a good curriculum if such method is not good evaluation could be done by a number of ways. It could be oral or written, essay or objective. Method of evaluation must take into consideration the characteristics of the learners and objectives of the curriculum to make a final decision of the method of evaluation

g). **Teaching through the Use of Lesson Plan:-**teaching at the tertiary level of education mostly involves presenting the content of the subject matter without necessarily planning the sequence of releasing the information nor properly articulating the objectives of the lesson. Much could then be taught without proper articulation of the objectives and step by step presentation of the fact.

#### **2.2.4 Resources for Effective Curriculum Implementation**

The effective curriculum delivery requires various types of resources; as stated by Ngozi, (2011) outlined a number of resources for effective curriculum delivery as:

a. **The Teacher:** The importance of teachers in curriculum planning, development and most importantly delivery cannot be overemphasized. Teachers must sometimes not be involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in business education. Ajibola, (2008) also pointed out that most of the teachers are not qualified to teach the course introduced in business education curriculum.

b. **The Learner:** The curriculum is planned to meet the social, intellectual, physical and integrative needs of the learners. Maduewesi, (2003) regarded learners as the most precious resource for molding. Learners are active participants and recipients in curriculum delivery, they have some work to do in the educative process. Most importantly, teachers should note that, students should be ready and willing to learn, otherwise teaching becomes a futile exercise and learning will not take place. Besides, people learn in different ways because of individual differences, secondly the interests, needs, values of the learners differ too. This means that the teacher should employ varied methods or techniques so that each learner will find a suitable method that will help him to learn. Without the cooperation of the learners curriculum delivery cannot be realistic.

#### **c. Availability and utilization of instructional materials**

Successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional materials or learning resources. Instructional materials generally make the teaching and learning process easier. They offer reality of experience,

provide visual aspects to a process or techniques facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment.

Therefore, it is the responsibility of the schools and their teachers to examine their role in identifying, developing, evaluating, purchasing and sharing of learning resources. Teachers themselves should improvise learning materials from their homes and the school environment and fill their classrooms with them. They should equally note that the use of instructional materials help to concretize the learning process. Instructional materials offer students and their teachers a good opportunity to relate theoretical knowledge to practical experiences in the class, thus imprinting learnt materials in the minds of the young learners.

d. **Teaching Method:** The primary goal for teaching vocational and technical education is to teach students both practical and theoretical of the subject matter. Mkpa, (2008) said teaching method is a way of doing teaching business, the procedure, orderliness in planning and execution of teaching properly with the appropriate integration of instructional materials to achieve the objectives at the classroom level and beyond the classroom level. Therefore is no best method for all, the teacher's use his bank of experience to choose appropriate method that can suit to a particular situation.

e. **Method of Evaluation:-** Evaluation of learning is necessary too in curriculum implementation. A good evaluation focuses on the cognitive, effective and psychomotor behavior. Evaluation data must be valid and reliable for them to be useful to the educational system. Offorma, (2006) discovered that teachers are yet to master the continuous assessment skills. Most teachers still emphasize. Cognitive learning outcomes at the expense of both the affective and psychomotor behaviour and they do continue testing rather than continuous assessment.

### **2.3 Instructional Resources in Business Education**

The importance of instructional Resources in any teaching and learning process cannot be over emphasized. This is for the fact that such materials enhances facilitate and make teaching and learning easy, lively and concrete an effective teacher is one who uses the relevant teaching material for easy transmitting of knowledge. Ofoegbu, (2003) defines instructional resources as material use to supplement the normal learning process of listening, seeing and writing. Aliyu, (2001) found that instructional material help the teacher and promote teaching/learning activities. He is of the view that any school that desires to offer business education programme must include in it programme a thorough training in use of instructional materials. The school must be equipped with appliance. He continue by saying just as textbooks must be selected and made available adequate equipment and proper maintenance of the equipment are very necessary for effective curriculum delivery.

The NCCE (2008) classified resources in business education into the following: Physical Facilities (this includes classrooms, staff offices, libraries, typing laboratories, model offices and shorthand studios), Equipment and Supplies (this includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others), Personnel (this includes the lecturers, instructors, technologists, and other support staff). Instructional resources are important aspect of these resource inputs. Instructional resources according to Ugwuanyi and Eze (2008) are those basic requirements that aid and facilitate effective school teaching and learning. Instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning. In business education, instructional resources include the business educators (teachers), typing laboratories, shorthand studios, model offices, facilities such as classroom, library, as well as equipment such as computers, typewriters among others. For the purpose of this study

however, instructional resources are reclassified as follows; lecturers, physical facilities (such as classrooms, libraries, typing laboratories, shorthand studios, model offices, staff offices), equipment and supplies in the typing laboratories, equipment and supplies in the shorthand studios, equipment and supplies in the model offices.

**Office Accommodation:** The importance of office in an organization cannot be overemphasized. In the academic circle, the office is more than a home. It is described as a second home for teacher because much of the academic time is spent in the office engaging in one form of research, preparing for lecture, attending to students and the likes.

**Books and Library:** The most used of self-instructional facility has been the book. The book is still the most economical, most easily accessible and means of conveying information and ideas, considering the cost, size and operating problems of most instructional media. It is indeed the primary and basic source of information and idea in business education.

**Typing Laboratory and Shorthand Studio:** Typing Laboratory and shorthand studio have been conceptualized as rooms or buildings specially built for teaching by demonstration of theoretical phenomenon into practical terms. Laboratory and studio are essential to the teaching of business education and the success of some of its courses is much dependent on the laboratory/studio and the provisions made for them. The teacher assumes a position of dispenser of knowledge with the laboratory/studio serving the function of drill or verification and at the other extreme, the teacher assumes the position of guide to learning and laboratory/studio as a place where knowledge is discovered. Hence Yadar, (2007) posited that some courses in science and vocational education cannot be considered as complete without including some practical work.

**The Model Office:** The model office is a working prototype of operations which reflects the real environment of a business office as closely as is practically possible. Business education

model office is designed in such a way that it represents the actual operations happening in the real offices of a business situation. It is used to teach office clerical and secretarial practice. The model office is a simulation system which is used to enable business education students to experience working conditions and standards likely to be encountered in the real business offices after school. A business education model office usually has a receptionist, equipped with facilities and gadgets of a modern office. See appendix 1 for details of minimum instructional resources needed to administer and run a business education programme in the college of education as enshrined in NCCE (2008) document. Furthermore, in order to ensure that these minimum standards are maintained, the NCCE conducts a routine accreditation exercise of programmes run in the colleges of education. The major objective of accreditation programme according to National Board for Technical Education (2004) is to ensure that schools attain, sustained ultimately exceed the minimum standards in curriculum, staffing, physical facilities and equipment. But Ukoh and Ahia, (2004) observed that in colleges of education, a lot of fraud is being perpetrated by management in the effort to meet the accreditation agency's stipulations. In their view, equipment and facilities are often borrowed only to be returned once the accreditation is over leaving the programme not richer after the accreditation visit. This is the situation of many tertiary institutions in Nigeria. However, instructional resources have been observed as a potent factor to qualitative and quantitative education. The importance to teaching and learning of the provision of instructional resources cannot be over-emphasized. Facilities and equipment constitute a strategic factor in organizational functioning and determine to a very large extent the smooth functioning of any social organization or system including education (Owoeye & Yara, 2011). Similarly, availability and adequacy of instructional resources promote effective teaching and learning activities in schools while their inadequacy and/or unavailability may

affect the academic performance of the learner negatively. The success of any system is a function of the available resources to run the system. Business education programme as a system can only be effectively implemented with adequate educational resources. Teaching facilities and equipment help to stimulate the interest of the students. Whenever these facilities and equipment are optimally utilized, they generate greater students' interest in the learning system and also enhance retention of ideas. The realization of the objectives of any educational programme depends on a number of factors such as the availability and adequacy of instructional resources.

Moreover, in order to ensure an effective teacher and learning in business education programme at all levels, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The component of instructional materials brings about improvement in the teaching and learning as well as permit teacher and students to interact as human beings in a climate where people control their environment for their own best purposes (Olawade, 2010).

Therefore instructional resources can provide members of a group with a common in-joint-experience. They also bridge language barriers and ease difficulties and at the end make the lesson more meaningful ideas more effectively and faster, likewise, they help to simplify and emphasize facts and clarify difficulties. They reinforce other teaching methods and materials. They improve the efficiency of other materials and effectiveness of teaching process.

### 2.3.1. Factors that Guide Teachers in the Selection of Instructional Resources

The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching and learning exercise as outlines by Olawale, (2010)

- i. **Availability-** The teacher should ensure that the materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teacher should ensure that the materials to be used are easily available for use before the date of user. It means that the materials should be in store and the teacher should look at it and test it before the day of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson.
- ii. **Accessibility:** It is the duty of the teacher to ensure that the materials to be used as instructional materials to be used as instructional materials are not only available but also accessible to him. If they are already made materials they should be within reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store keeper is nowhere to be found or the keys to the store have been misplaced.
- iii. **Affordability:** The instructional materials to be used should not be expensive the cost should be such either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. There should be a budget for instruction, materials and when this is done the cost should not be outrage us, it should be within the budget of the school.
- iv. **Suitability:** The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethnical

aspect of the materials to be used should equally be considered. The material should not portray an anti-social attitude. They should also be free from any bias, distortion or prejudice. If the material would need electric power then an alternative should be sought to avoid disappointment from electricity.

- v. **Appropriateness:** The instructional material to be used should ensure the appropriateness of the materials for his intended learners. The materials to be used should equally be considered the materials should not portray an anti-social attitude. They should also be free from any bias, distortion or prejudice. If the material would need electric power then an alternative should be sought to avoid disappointment from electricity.
- vi. **Simplicity:** The instructional materials to use should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electricity failure as an excuse for non-performance. In a situation where an instrument demands the hands of a technician, he (the technician) should be on hand and the teacher should have an insight into the operation of the instructional materials.
- vi. **Qualitative:-** The instructional material selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of “managing” with poor quality materials because he might not achieve the desired aim.

### **2.3.2 Instructional Resources required for Effective Business Education Curriculum implementation in Colleges of Education.**

This modern time, when most business organization advertises for vacancies, they indicate specifically that prospective applicants with the knowledge of computer and word processing will be at advantage. This make it imperative for national commission for colleges of education who is the overseer of all colleges of education in Nigeria to review the curriculum of NCE business education in order to meet the needs and requirement of the labour market so that the trainees are employable in any business office after the training. Also teachers in business education programme are to make use of the following resources for effective curriculum implementation as stipulated in NCCE minimum standard (2012).

**(1) Classrooms:** Space that would take thirty (30) students conveniently with sufficient roomfor passage within the classroom space should be made available for each lecture andseminar for each subject.

a) **Laboratories/Studios:** At least, one (1) each of typing-pool, shorthand laboratory, model office and Information Technology room must be available.

b). **Staff offices:** Each senior staff should be provided with a furnished office. The HOD should be provided with a computer facility. There should also be an office for support staff (typists, clerks, etc) with relevant equipment e.g. typewriters, reproduction machines, etc.

c). **Books in the Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books. A Departmental Library is compulsory.

d). **Equipment:** Equipment required for the teaching of the skills in the Business Education Programmes are as follows: -

**i. Equipment and Supplies (for 30 students):**

## **1. Typewriters**

- a). Manual ...30 of various makes and types
- b). Computer Number should be in the ratio of one

(1) computer to three (3) students.

- 2. Swivel typing chairs .....30
- 3. Drop desk, Typist desk or  
Convertible desk .....30
- 4. Instructor's Table or Desk .....1
- 5. Instructor's chair .....1
- 6. Stapling machine .....4
- 7. Stapling remover .....4
- 8. Perforator .....2
- 9. Stop Watch .....2
- 10. Wall clock .....1
- 11. Demonstration stand .....1
- 12. English/shorthand dictionaries .....1
- 13. Filing Cabinet .....2

## **ii. Shorthand Laboratory**

- 1. Tape Recorders/consoles
- 2. Headphones
- 3. Air-conditioning systems
- 4. Lecturer's demonstration stand
- 5. Punching machine
- 6. File cabinet

7. Appropriate furniture as technology may dictate from time to time

### **iii. Model Office**

1. Executive table with drawers and chair

2. Secretary's table with drawers and swivel chair

3. Photocopier

4. File trays – in and out

5. Manual Typewriter and a Computer

6. File cabinet

7. Adding and listing machine

8. Waste paper basket.

9. Any other latest office equipment in the market

iv. There should be an Information and Communication Technology (ICT)

Laboratory.

## **5. PERSONNEL**

### **i) Academic**

At least one (1) academic staff per subject area with a minimum qualification of a first degree (**minimum** of a second class lower division). A minimum of nine (9) lecturers (one of whom should be a computer specialist) is required. All lecturers must be computer literate. Thus,

computer literacy must be one of the **criteria** for fresh appointments. The

Lecturers/Instructors must hold a minimum teaching qualification of NCE or its equivalent.

Staff/student ratio for skilled subjects like Shorthand, Typewriting and

Accounting should be 1:20 and 1:30 for other subjects e.g. Commerce and

Economics.

Teaching and learning are continuous processes. Every new day brings in new knowledge and new ideas on how best to improve on the processes. Therefore, resources for teaching and learning are almost unexhausted. Much is dependent on the content, objective, learners, their environment and the resourcefulness of the teacher.

### **2.3.3 Challenges of Modern Instructional Materials as Tools in Enhancing Business Education Curriculum Delivery**

The use of instructional material as a tool in enhancing business education programme in colleges of education is faced with challenges as stated by Kayoma, (2008)

1. **Poor electrical power supply:** with the epileptic power supplying Nigeria the full benefit of electronic gadgets cannot be realized
2. **Cost:** The cost of putting the infrastructure in place is not ready to provide, as such school management prepare to spend their budgetary allocation in building than supply of necessary materials for effective implementation of curriculum.
3. **Corruption:** The level of corruption in the country might affect the implementation of business education curriculum in respect to the acquisition of instructional materials. This is because it is not unlikely for government officials to connive with the contractors charged with provision of structures machines and equipment for supplying instructional materials to supply fake equipment simply because Nigeria is regarded as a dumping ground for fake machines, drugs and second hand cars. Etc.
4. **Problem of Training and Retraining:-** Lecturers have to be trained and retrained to apply the new technology in enhancing the teaching of business education. When content is introduced that require practical application, the staff need to be re-trained in order to teach students efficiently.

5. **Unqualified personnel:** most of the business education lecturers did not pass through business education programmes as such they cannot effectively handle business facilities.
6. **Student Non-Chalet Attitude:** Lack of seriousness on the part of the students in learning ICT acquisition skills constitute another problem because of resistance to change.
7. **Unavailability or Inadequate** of these technologies in colleges of education poses another challenge. It will lead to the training of students who would end up either being employed or would lack the basic skills needed to sustain and educate in the world of work.

#### **2.4 Academic Qualification of Business Education Teachers in Colleges of Education**

The quality of learner's acquisition depends on the quality of teacher's input. The teacher's competence influences the quality of performance at the end of the course. Professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. The knowledge of subject matter is often crucial for teachers at every educational level. The planners need therefore to think of those who will teach the curriculum. They need to specify the qualities needed by the teachers. A good teacher will transcend a mediocre curriculum, while a mediocre teacher will undermine the best – designed curriculum (Pratt, 1994).

The success of any curriculum innovation is contingent upon the well-structured pre-service teacher education. Pre-service education prepares student teachers who are the future implementers of the curriculum innovation by equipping them with the necessary academic and professional competence to be applied during implementation of the innovation (Commonwealth Secretariat, 1974). It is the role of the pre-service education to produce all

round teachers equipped with a body of knowledge, attitudes, and skills to enable them to correctly interpret the intended innovation (Oluoch, 1982). In-service teacher education is crucial if a new curriculum has to be effectively implemented because knowledge, skills, values, attitudes and aspirations of the community are ever changing. Therefore new educational in-service programmes have to be prepared to enable the teachers cope with the challenges placed upon them by society. Innovation poses a threat to the identity of the teacher and the burden of incompetence. A teacher as a man of learning skilled in teaching identifies strongly with his/her subject knowledge and his/her professional skills (Stenhouse, 1975). The identification of desirable directions of change for teachers and institutions which prepare them is both necessary and possible. In order to achieve such directions of change, institutions preparing teachers need to evolve towards new approaches to the content and methodology. Adequate opportunities for learning for the experienced teacher need to be provided. These may be in the form of in-service programmes or on-the-job training. The teacher is the single most important variable in school effectiveness. Maintaining an effective teaching force requires that qualified teachers regularly enter the ranks and that practicing teachers are kept abreast of changes in the profession. Teachers often lack confidence in their own knowledge, identity and classroom mastery if curriculum innovation requires them to play new roles. Teachers should develop and improve their skills, pedagogically and technically, through high quality professional development programs.

A business education teacher in colleges of education is a person who holds at least a degree in business education from a recognized university. He is also a person who is constantly aware of the state of the art in business education and has a thorough knowledge of the requirements of a business education programme (Osuala, 1981). Additionally, any person who has obtained a degree or a professional certificate in areas such as accountancy,

marketing and office technology and management, and also obtains post graduate certificate in educational foundation and pedagogy are recognized as qualified business education teachers. Daugherty, (1974) said a thorough subject matter background of the teacher is an important foundation on which to build skills or improve abilities in presenting the subject matter. Kanyi, (1988) found out that most teachers of Business education learned with the pupils because of lack of proper preparation of teachers for the new content,. Such a task is not easy for a teacher with their increasing roles. In servicing of Business education teachers had not been able to alleviate problem of ineffective implementation. The in service courses were limited, not well organized and short to produce adequate preparation of teachers with reference to content required to handle the syllabus effectively. Oluoch, (1982) points out that educational programme can hardly succeed if teachers are not equipped to implement them. . Some teachers of Business Studies have suggested removal of certain topics from the syllabus. This is because the teachers lack the skill and competency to effectively implement the subject. Thus considerable attention has to be paid to the kind of academic and professional preparedness teachers of Business Studies were given by those introducing the innovation and with what impact. This study therefore intends to determine how well the teachers were prepared to effectively implement integrated Business education curriculum in colleges of education.

Also NCCE, (2012) recommends that the minimum qualification of business education lecturer should be first degree with minimum of a second class lower division in business education. It also pronounced that all lecturers must be computer literate. Therefore, the business education curriculum delivery lies on the hands of this business education that are to actualize the goals and aims of business education teachers and makes reality. Aliyu, (2001) further express that the business education teacher has the responsibility of helping

those students who desire to work in business to develop those basic skills and knowledge which are required for initial employment. For any business education programme availability of equipment adequate textbooks, a well-defined curriculum and efficient/effective business teachers each of the above factors mentioned is important in its own right but the most important are of all, with possible exception of well-defined objectives is the teacher. The teacher determines the extent to which the objectives are realized.

Furthermore, person becomes a business educator only when he has a basic knowledge of all the two options (programmes areas) of the business teacher education programme i.e. accounting education and office education at NCE level, one should be able to teach any of the subjects of least at the elementary stage, anything short of the will reduce the individual concern to a “business teacher”

A professional business educator apart from full knowledge of education, He should have a basic knowledge across the options (accounting education and office education) so that where ever he/she funds himself he can able to excel. The following are some of the basic skills expected from business educator irrespective of his option as outlined by Sarah and Salisu, (2012).

1. **Communication Skill:** Communication skills are the transferring of a message from one party to another party so that it can be understood and acted upon. Interpersonal communication skills for business teacher include language, critical thinking and decision making, skills that helps in classroom management.
2. **Marketing Skill:** Marketing activities skills are not limited to the companies that produce physical goods, organizations such as institutions possess and perform from marketing activities, in order to equip students with relevant skills and knowledge in

marketing, therefore business teacher should be well equip with up to date knowledge of marketing activities.

3. **Management Skills.** These involve techniques by which a manager, entrepreneur coordinates the activities run a business toward accomplishment of stated goals.
4. **Accounting/Book-keeping Skills:** Accounting is the process of recording, classifying. Selecting measuring interpreting and accounting financial data of an organization to enable user make assessment and decision. Therefore business education should be well groom on the application of this knowledge and impact it other as teacher
- 5 **Short hand Skills:** Short hand is offered in technical institution. Its mastery he's made so many men and women it is shorthand that different the typist and the secretary it has made the secretary a member of the team that pilots the affairs of any business concern. Any secretary who does not known how to write shorthand and transcribe it on the typewriter or word processor cannot be secretary but a typist (Ezugwu, 2013)
- 6 **Office Practice Skills:** with the development of business environment all over the word where most of the clerical activities carried out in today organization are automated. i.e. the information are send and received through internet and the shorter of our office layout makes office supervision easier and foster better interaction relationship among the worker therefore business educators require these skill so as to enable him/her handle current office equipment/machine effectively.
- 7 **Keyboarding / Word Processing Skills:** The quickest way to develop your sense of touch is to truly upon mastering the keyboard, therefore ,do not look at the machine or your work while you are typing your hand and arm from les to elbow should be in a

straight line and your finger should well bent. Keep your elbow loosely near your side.

Harvey leant the keyboard as you will be able to type without taking your eye from the copy and this saves a great deal of time. It also avoids the risk of inaccuracy which causes form looking away from copy and this saves a great deal of time. It also avoids the repetition of word. In addition you be much less tired at the end of your typing.

- 8 **Entrepreneurial Skill:** entrepreneurial skill deal with the ability to recognize, create evaluate business opportunities and develop new ideas.

## 2.5 Teaching Methods in Business Education

Effective teaching and learning depends on the teaching methods and techniques employed by the teacher. Teachers requires an effective and motivated teaching method which makes Pupils want to learn more and be interested in learning. It has been the feeling of many education commissions that teacher centered methods of instruction must give way to child centered methods of teaching to improve performance. According to Storal, (2000) lecture method is less effective than other methods in its impact on learning. The lecture technique is an old fashioned and ineffective method of teaching. According to Nasio and Ali, (2003) the teacher tries to give to the learner by word of mouth knowledge he possess while the learner tries to point down whatever he considers important. The teacher explains the facts, defining and describing. It has the advantage of enabling the teachers to cover a lot of material in the shortest time. Calleah and Clark, (2003) observes that lecture method seldom gives a pupil a chance to interact or explain. To this effect they note that instead of leading to depth study, lecturers too often result in pupils superficially receiving and accepting knowledge. Bloom, (2004) had a similar study and found that discussion stimulate

more active thinking than lecture method and hence facilitates effective teaching and learning. Gage, (2004) observed that discussion technique is more effective teaching method than lecture in developing concepts and problem solving. The discovery approach helps pupils to organize what they encounter in a learning situation. The discovery method of teaching and learning helps in making pupils remember what they have learnt for long. In other words the discovery method helps better retention.

Teaching method is a way of doing the teaching business the procedure, orderliness, in planning and execution of teach proper with the appropriate integration of instructional material level and beyond the class room level. A teaching method is a recurrent pattern of teacher behavior, applicable to various subject matter characteristics of more than one teacher and relevant to learning.

On the other hand teaching technique and teaching strategy are two terms used interchangeably the former refer to entire body of procedure and method used in activities, the goal of instruction at the school and out of the school to bring about change in behavior in the desired direction. While the latter is the science and art of using teaching as a tool in activities the purpose of the teaching learning process in and outside class room setting good teaching method and strategies plus effective use and integration of instructional material teacher impart adequate knowledge that bring that bring about desired changes in behavior in the learner(s) in the teaching learning situation review of literature on teaching method reveal two major broad categories of method namely traditional method (the teacher centre method ) and the modern (learner centered method).

In Teacher-centre method, the teacher is the focus the teacher is at the centre of all the class activates the does the talking writes on the board perform the experiment. The learner is

a passive listener member of the teaching process. Even the subject matter teaching methods as well as the instructional material are design in favor of the learner. This condition is known as teacher centered approach. It is not take good method of imparting knowledge for the following reason.

- (i) It does not encourage necessary interaction in the teaching situation.
- (ii) It does not allow the learner to participate actively in class room activities.
- (iii) It does not promote or encourage development desirable skills and attitude in the learner.
- (iv) It does not encourage the learners to use their initiatives and develop self-confidence.
- (v) It encourage rote learning

Based on the these reasons, the teacher-centre method (TCM) is becoming very unpopular, rather, emphasis has been shifted to the learner-centre method (TCM) of teaching which is becoming more and more popular.

Learner centered method on the other hand, learner is the point of focus in the teaching-learning process. The learner occupies a prominent position in the teaching-learning situation and therefore, the fulcrum upon which everything revolves. The learner is at the centre of all activities, therefore it:

- i. Encourage active participation of learners in the teaching the learning situation
- ii. Encourages active participation and interaction among learners the teacher and other components of the teaching process.
- iii. Encourage and promotes the development of skills
- iv. Encourage the learner develop and use their own initiatives
- v. Discourage rote learning and passivity in the classroom, on the part of the learner.

In light of the above analysis of the teaching methods/techniques NCE business education program being it a practical oriented programme NCCE, (2012) recommends teaching methods that are learner oriented which includes.

- i. Discussion method
- ii. Project method
- iii. Activity method
- iv. Demonstration method
- v. Guided discovery method
- vi. In query method

i. **The Discussion Method:** Discussion is a take between two or more people about a subject usually it is to exchange ideas or reach a conclusion. It could be verbal exchange of ideas, written or spoken or orderly treatment of a problem or any subject matter. The discussion method involves the learners in an exchange of facts, ideas, concepts, opinions about a topic of concern and interest to the learners. The teacher directs, re-directs the information and the trend of thought of the learners, they think individually and actively to make inputs and contributions. This helps them to build up their self-concept as they express themselves freely with the guidance of the teacher. McCarthy, (1992) stated strength of class discussion as pools ideas and experiences from group and allow everyone to participate in an active process.

iii. **The Project Method.** The method is systematic planned undertaking of a set of takes by the learners in which a given period of time is allocated and learners are taught with special reference to the topic or project or sites. The learner are encouraged to be independent and to supplement formal classroom teaching if the teachers. It provides students with real life problems which they should be able to solve using their

thinking faculties and working together in cooperation as a group. It helps in the acquisition of new knowledge, attitude and new process skills for problem-solving.

- iii. **The Activity Method:** This is the state or capacity of being active, readiness to do activities by the learners in the classroom. Activities give reality to learning and effective teaching. The teacher mobilizes all resources available to do so. It facilitates retention of knowledge and helps in the application of what is learnt to real life situations. This activities method is founded on the premises that the learners must be part and parcel of the teaching-learning environment and process. A classroom activity involves a physical and mental action by the learner. The activities stimulate learning and facilitate creative expression of ideas by the learners.
- iv. **Demonstration Method:** This method is used in practical experiments display of outward illustration, feelings etc. to prove or show clearly a point, fact, concept etc. it is a method of teaching where the learner sights and also hears. It is very effective because most people can easily remember what they see and hear them only what they hear.
- v. **Guided Discovery Method:** This method involves helping the learner to discover certain fact or answer to a given problem. Often times, learner depends on their teachers to provide all the answers they need. This strategy helps to develop in learners' thinking and decision-making abilities, in guided discovery, the answer to the problem is already known to the teacher but he/she wants the learner to discover it. The teacher guides the learner's progress by means of commands. The method ensures that, the learning materials, facts, concept, problems are presented to the learner step by step systematically in a gradual process.

- vi. **The Inquiry Method:** Inquiry method involves the learners seeking information about ideas, facts and concepts by asking questions. This strategy enables the learners to combine the search for knowledge in a systematic and logical way. It promotes independent thinking and self-reliance while the teacher acts as a guide as he directs and re-directs without providing the answer but leads the learner to find out the answer. The teacher can bring up a problem or issue, raise questions about the issues/problems; propose or bring up possible answer which may be true or false, right or wrong. The students could seek information on the problems or issues from knowledgeable individuals, library, journals, newspapers etc. they arrange the information according to the questions raised and add one or two words, then confirm or disagree with the stand of the teacher or learner. They draw conclusion and bring out new knowledge or ideas.

## **2.6 Evaluation Strategies in Business Education**

Evaluation is a life pattern of our daily activities because human being all over the world has evolved over time a culture of judgment. At most levels of human action, individuals/groups, in situations and government pass judgment about the appropriateness, goodness or badness/desirability's undesirability of events/decision performance processes, objectives, situations and the like. Many experts in the field of education have made attempts to define the term evaluation. Ben-Yunusa, (2008) cites two definitions of evaluation, He defines evaluation as the systematic attempt to gather evidence regarding changes in students' behavior that accompany planned educational experiences. He also defined evaluation as the collection and use of information to make decisions about the educational programme. Tyler in Ben-Yunusa, (2008) said evaluation deals with the appraisal value or the estimation of

worth of a thing process or program. It is also a firm of ascertaining the worth of an Endeavour in terms of a set objective Bloom in Ben Yunusa, (2008) also sees evaluation as the systematic collection of evidence of determining whether in fact changes are taking place in learners as well as to determine the amount or degree of changes in individual students. However, Ben-Yunusa, (2008) further said, evaluation is a process that is carried and to effect necessary changes towards making some improvement. The process of evaluation is not only inevitable but continuous, every programme is initiated and it is either continued or discarded over because of some form of feedback or evaluation undertaken by somebody. Evaluation may be selected to the construction of measures of achievement and progress and to factors that explain differential attainment and that can be modified to improve result. However in taking these decisions for improvement as systematic in initiative approach may be followed which ever approach is followed the process of getting the information, analyzing and drawing a final conclusion from it is what is termed as evaluation.

Instructional Evaluation is a process of determining the extent to which instructional objectives have been achieved this is basically what teachers do when they set tests or give assignments. This form of evaluation is what we often refer to as test and measurement or measure and evaluation. (Bawa and Guga, 2013) They also advanced a number of reasons for administering different types of tests to students which include:

- a. It helps the teacher to determine how effective his strategies are in terms of effective learning
- b. The result of such evaluation reveals to the learner how he is fairing and helps to spur him into more serious action.
- c. The results enable the learner and the counselor to detect the area a learner is less fitted and to guide him accordingly.

- d. For parents, the result of such evaluation provides them a basis for detecting the performance of their work and a basis for offering them the required encouragement.
- e. Instructional evaluation helps to shape students attitude to what is taught often to times, the thought if tests and examination forces students to be more committed to their work.
- f. results of test and examination from the basis for ranking and grading of beneficiaries.
- g. It also forms a basis for job placement
- h. It serves as a means for identifying the areas that learners have difficulty.
- i. It helps to guide school administrators to determine the success progress or otherwise of the school.

Ben- Yunusa, (2008) distinguished three types of decisions for which evaluation is used;

1. Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed
2. Decision about individuals: identifying the need of the pupils for the sake of planning his instruction, judging pupils merit for the purposes of selection and grouping acquainting the pupils with his own progress and deference's.
3. Administrative regulations: judging how good the school system is, how good individual teachers.

### **2.6.1 Features of Good Evaluation**

In developing any evaluation strategy, it should comply with the following as outlined by Bawa and Guga, (2010)

- a. **Reflection Instructional Objectives:** Evaluating instruction is actually concerned with determining the extent to which set instructional objectives have been achieved.

It should therefore reflect such objectives. Whatever form of evaluation would be adopted, it should be coined around the set objectives.

- b. **Comprehensiveness:** A good evaluation strategies should cover all aspect of the curriculum such that no part is treated as unimportant.
- c. **Continuity:-** The act of evaluation should not be a hit and run affair. It should be an ongoing process taking Place in different forms and at different stages
- d. **Validity and Reliability:** Test instruments should be designed that they are not ambiguous but should be seen to be testing what they are meant to test. They should also be so reliable when administered to the same people at different times that they elicit similar responses.

The evaluation of instruction according to Azikiwe, (2009) is of two major forms i.e. Formative and Summative.

1. **Formative Evaluation;** According to Azikiwe (2009) formative form of instructional evaluation is what we often refer to as continuous assessment. This can come in the form of observation, test, assignment, group work etc. this form of evaluation is administered of different stages of instruction in the course of the term, semester, academic years or programmes. It has advantage of providing feedback to both teacher and the learner in the course of the instruction programme year. The Nigerian national policy on education (NPE) has made the formative evaluation strategy compulsory.
2. **Summative evaluation;** summativeevaluation concerned with evaluatinglearners at the end of their academic programme. In Nigeria this is also very important in secondary school; it takes 70% of the overall score while the formative take 30%. At the secondary school level, different examination bodies such as the WAEC,NECO,and

NABTEB conduct the summative examination. The examinations take the form of objective. Tests essay test, practical work and orals.

## **2.7 Review of Empirical Studies**

The studies have been carried out on assessment of curriculum implementation of different level of education by other researchers. Thomas, (2009) conducted a research on the critical appraisal of the implementation of business studies curriculum for socio-economic empowerment of youth in Imo State Nigeria. The study was conducted to determine how business studies curriculum is being implemented in Imo state Nigeria with a view to identifying the root cause of the problems as well as the underlying factors that might account for disparity if any. Survey research design was employed, and the population of the study was all students and teachers of business studies from public and private secondary schools in Imo state. The researcher randomly picked 4 schools from the three senatorial districts in the state as sample where a total of 380 students were drawn. The study found and concluded that, specialist teachers, lack of in structural facilities and workshops for practical work among others were the problems affecting Business Studies Curriculum in Imo State Nigeria.

The similarities between the present and the previous studies are in the use of questionnaire as instrument for data collection procedure for data analysis. Some findings of the previous study were used in literature review in the present study. On contrary, the former study is on secondary school business studies curriculum while the present study is on business education curriculum in colleges of education in north-west Nigeria which form the basis of the gap filled.

Kennedy(2011) conducted a research on evaluation of the implementation of Nigeria certificate in education business education programme in federal colleges of education in South-south Geo-political Zone of Nigeria. The researcher employed survey research design

and the aim of this study is to evaluate the implementation of NCE Business Education curriculum in the South-South zone of Nigeria. The study has five research questions.

The respondents for the study were the lecturers of business education and school management staff of the school. The population of the respondents is 108. A sample of 108 was used because the population was not much. The instrument for data collections were structured questionnaire, observation, and check list. The data was analyzed using person product moment correlation at an alpha of 0.05 level of tolerance.

The study reveals significant relationship between implementation of business education curriculum contents and adequate curriculum content Coverage, the qualification of lecturers, and the provision of fund by the government, and attendance of seminar, conference workshop, lecturers.

The study recommended that the federal government particularly the ministry of education should provide adequate fund for building numerous spacious classrooms for business education students and for the purchase of instructional materials and facilities needed for proper implementation of the programme. Lecturers with requisite academic qualification and enduring years of experiences should be used to effectively implement the NCE Business Education curriculum in the federal colleges of education.

This present study found work very relevant because both use the same instrument for data collection and data analysis; on the contrary, the location and some variables of the two studies varied, the former study was conducted in south-south zone while the present study was in the North- WestZone Nigeria.

Oluwafemi(2012) conducted a study on assessment of the quality of business education programme in selected higher institution in Ogun state the objectives of the study were to examine competency of business education teachers in the institution. The

methodology used was descriptive research design. The study had three objectives and three hypotheses, the population for the study was thirty (30) lecturers randomly selected from the three higher institutions offering business education in the state. The instrument for data collection was structured questionnaire. Chi-square statistical tool was employed for analysis. The result showed significant relationship between funding and quality of business education programme in higher institutions. The research recommended that government should be ready to allocate substantial amount of money to business education from the annual budget, so as to employ qualified teachers and provide adequate modern learning facilities.

The ongoing study found the study relevant as both aimed at assessing the implementation of business education curriculum in higher institutions. On the contrary, the present study has wider coverage of curriculum while the former touches an aspect of curriculum learning experience only which was the gap filled.

Wanza (2012) contributed a research on implementation of the Business studies curriculum in public secondary schools in Machakos central division of Machakos district, Kenya. The purpose of the study was to assess the implementation process of business studies curriculum, also to find out the training provision to implement the business studies for their preparation to implement the integrated curriculum. Descriptive survey design was used for the study. The population of the study comprises 1384 business studies students, 60 teachers and 36 head of department. Stratified sample technique was used to select twelve schools from the three zones and the total 276 respondents were drawn from the population. The instrument for data collection was questionnaire, interview schedule, and lesson observation schedule. The data were analyzed using descriptive statistics, percentage and frequency table.

The study found that teachers were inadequately prepared in terms of subject coordination; also the study revealed that the resources were inadequate for effective

implementation of the curriculum. Discussion method of teaching was discovered in the study as most preferring teaching strategy adopted by the teachers.

In line with these conclusion, the study recommended that ministry of education should organized for compulsory in-service training for teachers of business studies to equip them with necessary knowledge for the implementation of new curriculum.

The similarity between the present study and the previous one is that both studies used descriptive survey method. However the two studies differed significantly in the location as previous dealt with business studies in secondary schools and the present dealt with business education curriculum in colleges of education in the north-west geo-political zone of Nigeria.

Sajjad(2012) conducted a research on the evaluation of the implementation of business studies programme towards socio-economic development in Kogi state. The aim of the study was to assess the level at which business studies curriculum is implemented in the state for socio-economic development. A qualitative descriptive research design was used. The total population for the study was 642 teachers. Samples of 195 teachers were also randomly selected for the study. The study revealed that Nigerian secondary school curriculum is fairly but not effectively implemented. Evidence yield by the study revealed the following factors as the root cause of the problem.

Theory-based teaching method, insufficient specialist, teachers' lack of entrepreneurial knowledge was concluded as the major hindrance of business studies curriculum implementation. The study recommended that teachers should be supported through continuing professional development and motivation to enable them prepare students in the competitive global economy. Also more instructional materials needed for teaching and learning of business studies such as typewriters, computer and other relevant infrastructures should be provided for effective implementation of the curriculum.

The present study found this study relevant as some of its findings served as literature review for this present study. On the contrary the two studies are not the same because while the former study dealt with business studies at junior secondary school level which is the foundation of business education, the present study take a look at Assessment of the Implementation of Business Education Curriculum in Colleges of Education north-west-zone Nigeria. More so, the former study used only students as target population while the later used Academic staff and students of Business Education program across the north-west zone Nigeria.

John (2012) conducted a research on evaluation of the implementation of business studies curriculum content in junior secondary schools for Entrepreneurial skills acquisition in Ogunstate, Nigeria. The aim of the study was to assess the level of implementation business studies curriculum content in junior secondary schools for entrepreneurial skills acquisition. A description survey design was used. The population for the study comprises all teachers and students of junior secondary schools in the state. Five (5) schools were randomly selected from the (3) senatorial Districts in the state with a total number of 3,465 as sample. Questionnaire was used as instrument for data collection. Five (5) null hypotheses and five research questions were postulated to find out the existence or non-existence of the relationship between the variables. Frequency counts and percentages, t-test and chi-square were employed as statistical tool in the analysis of data.

The study revealed that junior secondary schools in OgunState were suffered from adequate infrastructure and teaching facilities for effective business studies curriculum implementation. It was also concluded that there were lack of qualified business studies teachers who are the implementers of the curriculum. Based on these, the study recommended that, state government should provide adequate modern teaching facilities for

effective business studies curriculum implementation in the state. All qualified business studies teachers should be employed and the available ones should be sent for in-service training to update their knowledge on current issues in business.

The present study found this study relevant as some of its objectives, research questions and findings served as guide for the present study. On the contrary, the two studies are not the same the former study focused junior secondary school business studies curriculum, while the present study focused on NCE Business Education

Ochuko (2013) conducted a research on utilization of E-learning Technologies in business education instructional delivery in colleges of education in Delta and Bayelsa state of Nigeria. The purpose of the study was to examine the extent business education lecturers use modern instructional delivery in colleges of education Delta and Bayelsa states. A descriptive survey research design was used with a sample of 145 lecturers of business education in the colleges of education through random sampling. A structured questionnaire was used for data collection; Data obtained were analyzed using mean and standard deviation. The work has four (4) objectives four (4) research questions and Four (4) hypotheses.

Findings revealed that modern instructional materials were not extensively utilized in teaching business education in the colleges of education due to many challenges which include shortage of qualified staff lack of required facilities and infrastructure in the colleges of education. Employing qualified lecturers with requisite skills among others were recommended in the study.

The ongoing study is found similar to the previous study where they both use questionnaire as an instrument for data collection. Similarly, they both use descriptive survey

method. On contrary, the former study an aspect the curriculum while the later study the entire business education curriculum in colleges of education in North-West Nigeria.

Moses(2014) conducted another research on assessment of adequacy and utilization of instructional resources for Business Education programme at colleges of education in Edo and Delta states of Nigeria. The main objective of the study was to assess the instructional resources available for business education programme at colleges of education. The population of the study comprised all the business education Lecturers and students. The study adopted expost-facto research design and was guided by five research questions. The data were analyzed using ratio and percentage score

The study found that qualified lecturers and physical facilities such as typing pool, shorthand studio model offices were grossly inadequate in colleges of education in Edo and Delta states. Based on the findings the study recommended among others the National Commission for colleges of education should regularly supervise the programme of business education and ensure that their stipulated standards are maintained.

The previous study is related to the ongoing study in some statement of objectives, research questions and findings. The present study benefited from the past study's literature review. On contrary, the former study used expost-facto research design while the ongoing study used descriptive survey research design.

## **2.9 Summary of Reviewed Literature**

The chapter reviewed some relevant literature about the variables. The cognitive theory served as the bases for this study, this is because the theory emphasized on the need to considered the learner's interest first when planning and implementing curriculum. The concept of curriculum was seen as a total experience with which the school deals in educating young people. Qualified teachers, instructional materials, learning infrastructures and

effective evaluation strategies were identified as resources for effective curriculum implementation in business education. The concept of business Education was also seen as the type of Education that prepares the individual for entry into a job and advancement in the job within business. The chapter further discussed the objectives and content of business education program at NCE level. It also dealt with concept of instructional resources and its relevance for effective business education curriculum implementation. The chapter further discussed the methods of teaching business education which include Activity method, inquiry method discussion method discovery method and field trip method, which are learner-centered methods. That is the learner is at centre of all activities which encourages active participation of learner in the teaching and learning situation. The chapter reviewed the Strategies for effective curriculum evaluation in business education, which include summative evaluation and formative evaluation. Rating scale, checklist, questionnaire and others were seen instruments for evaluation.

The chapter finally reviewed some past related work as empirical studies. The researcher had observed that none of the studies reviewed assessed the implementation of business education curriculum in colleges of education in North- west Geo-political Zone, Nigeria. Also none of the studies studied the influence of Evaluation Strategies on Curriculum delivery. These served as the main gap this work covered.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter explained procedural activities that were taken in this study. They are discussed under the following sub-heading.

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
  - 3.4.1 Validation of the Instrument
  - 3.4.2 Pilot Study
  - 3.4.3 Reliability of the Instrument
- 3.5 Procedures for Data Collection
- 3.6 Procedures for Data Analysis

#### **3.1 Research Design**

Survey research design was used for this study. Tafida, (2005) stated that the purpose of survey research design is to find out or study a group of people or items by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The choice of this design was influenced by the desired to study a target population of lecturers and students of business education programme in colleges of education in North-west zone of Nigeria. This enables the researcher to administer questionnaire to many respondents at the same time.

#### **3.2 Population of the Study**

The population of the study is one thousand six hundred and nineteen (1619) NCE III students in Nine (9) colleges of education that offer Business Education programme in the 2014/2015 Academic session in North- west Geo-political Zone of Nigeria, Table 3.1 presents the summary of the population.

**TABLE 3.1**Population of the study

<b>Name of colleges</b>	<b>No. of Students</b>
1. Federal College of Education (T) Bichi	315
2. Federal College of Education (T) Gusau	216
3. Federal College of Education Kano	165
4. Federal College of Education Katsina	30
5. Federal College of Education Zaria	187
6. Jigawa State College of Education Gumel	116
7. Kaduna state College of Education Kafachan	94
8. Sa'adatuRimi College of Education Kano	250
9. ShehuShagari College of Education Sokoto	246
<b>Total</b>	<b>1619</b>

*Source: field survey in Colleges of Education in the North-West Zone 2015.*

### **3.3 Sample Size and Sampling Procedure**

A sample of three hundred and twenty (323) three N.C.E III students of business education was selected from the population using random sampling technique. The sample of 323 was 20% of the total population which was proportionately drawn from the Colleges of Education under study. The sample selection agrees with the view of Odukunle, (2005) who recommended that if the population is less than 2500 for descriptive study, 20% is enough to establish whether or not relationship, differences or influence exist among the variables. The sample was selected through picking of folded papers (hat drawn method). This is in line with the advice of Ukoh, (2004) who upheld that sample selection must be carried out in a way to give equal chance to every member of the population. In order to avoid bias and give equal chance to the respondents, the number of “yes” allocated to each college was in accordance with the sample size required from each of them. This information can be seen in table 3.2

**TABLE 3.1 Sample Size**

<b>Name of colleges</b>	<b>No. of Students</b>
1 Federal College of Education (T) Bichi	63
2 Federal College of Education (T) Gusau	43
3 Federal College of Education Kano	33
4 Federal College of Education Katsina	6
5 Federal College of Education Zaria	37
6 Jigawa State College of Education Gumel	23
7 Kaduna state College of Education Kafachan	19
8 Sa'adatuRimi College of Education Kano	50
9 ShehuShagari College of Education Sokoto	49
<b>Total</b>	<b>323</b>

### **3.4 Instrument for Data Collection**

Structured questionnaire was used for collection of data from the respondents. The questionnaire is divided into two sections (A and B), the first section is the check list which contain lecturers' academic qualification and availability of instructional resources for implementation of curriculum. The second section consisted of forty (40) items. The items aimed at enquiring about different issues on the Assessment of implementation of business education curriculum in colleges of education. The breakdown shows that items one to ten(1-10) for research question one, eleven to twenty(11-20) for research questions two, twenty one to thirty (21-30) for research question three, and thirty one to forty (31-40) for research question four. The forty items questionnaire were structured in closed ended format and are placed in four points Likert rating scale with weights of strongly agree(4) Agree(3), Disagree(2) and Strongly disagree (1).

### **3.4.1 Validation of the Instrument**

The validity of the instrument was determined by researcher's supervisors, experts in research methodology and experts in the test and measurement all from faculty of Education, Ahmadu Bello University, Zaria, not below the rank of lecturer one. This is in line with the view of Berge, (2000) who stated that for any research instrument to ascertain the validity, it should be given to a panel of experts to determine if its contents can illicit the desired data.

### **3.4.2 Pilot Test**

A pilot test was conducted at FCT College of education, Zuba Abuja using ten(10) NCE III Students of business education. The researcher decided to use this institution because it has similar characteristics with the population of the study and is out of the study area. This is in line with Olaofe, (2010) who stated that pilot test are conducted with a small samples size of the respondents similar but not the same as the ones that would be used in the study proper.

### **3.4.3 Reliability of the Instrument**

To find out the reliability index of the instrument for this study, data collected from respondents were sorted and subjected to statistical analysis using the Cranach alpha method and reliability coefficient of 0.82 was obtained. This implies that, 82% of the time when the instrument is used to collect data, it will yield consistent result when administered to population with similar characteristics as the one used in this study. The obtained reliability coefficient also satisfy Creswell, (2002) recommendation that a reliability coefficient of 0 .70 or higher is considered acceptable in most social science research environments.

### **3.5 Procedure for Data Collection**

A letter of introduction was collected from the Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. as in appendix 1. The letter was used to introduce the researcher during data collection. Data was collected by the researcher with the aid of nine (9) research assistants covering the nine (9) colleges of education that offer Business education in North-west geo-political Zone. Before the administration of the questionnaire, interaction was held with the respondents so as to create good rapport with them. Face to face delivery method was employed, and the researcher gave the respondents enough time to complete the instrument before collection. This procedure is necessary so as to ensure high return. The collection of data lasted for four weeks.

### **3.6 Procedure for Data Analysis**

The check lists were analyzed using mean. The research questions were answered using mean and standard deviation. All the four null hypotheses were tested using regression statistics at 0.05 levels of significance. In analyzing the check list for lecturers' academic qualification, Ph.D. was rated 4 points, Masters 3 points, First Degree 2 points and HND 1 point, while for check list for availability of instructional resources, Surplus was rated 4 points, Required 3 points, Deficient 2 points and Absent 1 point. For easy statistical analysis all the strongly agreed and agreed were taken as "Agree" similarly all disagreed and strongly disagree were taken as "Disagreed". For the check list on lecturers' academic qualification, 2.5 and above was considered adequate lecturers qualification, while mean score of 2.49 and below was considered inadequate. The mean score of 2.5 and above was also considered availability of instructional resources and less than 2.5 index score was considered not available. For the research questions, weighted mean score of 2.50 and above was

considered agree, while a weighted mean score of 2.49 and below was considered as disagree.

If the  $r$ -calculated is less than the table value the null hypothesis was retained, otherwise, it was rejected.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

In this chapter the analyses and results of the data collected for the study are presented. The data analyses are based on the following sub-headings:-

4.1 Analysis of Check list

4.2 Answer to Research Questions

4.3 Test of null Hypotheses

4.4 Summary of major Findings

4.5 Discussions of Findings

A total of three hundred and twenty three (323) copies of questionnaire were distributed to the respondents but only three hundred and eleven (311) were successfully returned, therefore, the analysis was based on the returned copies of questionnaire.

#### 4.1 Analysis of Check list

The check list was analyzed and the result is contained in tables 4.1 to 4.4.

**Table 4.1 Analysis of Lecturers instructional competence**

S/N	Items	Very Effective (4)	Effective (3)	Not Effective (2)	Poor (1)	Total	X	Overall $\bar{X}$
1.	Lecturers use of instructional Material	316	152	186	27	734	2.4	
2.	Lecturers mastery of subject matter	175	204	112	56	634	2.1	
3.	Lecturers introduction of Lesson	108	178	175	62	543	1.9	
4.	Lecturers presentation of Lesson	125	196	253	167	674	2.3	2.2
5.	Lecturers evaluation of Lesson	176	210	198	37	764	2.5	
6.	Lecturers conclusion of Lesson	316	152	186	27	556	2.0	
7.	Lecturers communication skills	175	204	112	56	564	564	

Source: Field Survey, 2015

Table 4.1 showed the analysis of lecturers' instructional competences using check list for the nine Colleges of Education in North-western Nigeria. The results revealed overall mean of 2.2. This implied that the lecturers' instructional competences in North-western Colleges of Education is not effective.

**Table 4.2: Analysis of Lecturers' Academic Qualification.**

S/N	INSTITUTIONS	PhD (4)	Masters. (3)	First Degree (2)	HND (1)	Total	X	Overall $\bar{X}$
1	Federal College of Educ. (Tech.) Bichi	-	4 (12)	26 (52)	2 (2)	66	2.1	
2	Federal College of Educ. (Tech.) Gusau	-	3 (9)	14 (28)	4 (4)	41	1.8	
3	Federal College of Educ. Kano	-	7 (21)	19 (38)	2 (2)	61	2.7	
4	Federal College of Educ. Katsina	-	5 (15)	7 (14)	2 (2)	31	2.2	
5	Federal College of Educ. Zaria	2 (8)	11 (33)	28 (56)	3 (3)	100	2.3	
6	Jigawa State College of Educ. Gumel	-	2 (6)	7 (14)	1 (1)	21	2.1	2.0
7	Kaduna state College of Educ. Kafachan	-	6 (18)	14 (28)	3 (3)	49	2.1	
8	Sa'adatuRimi College of Educ. Kano	1 (4)	9 (27)	21 (42)	2 (2)	54	1.6	
9	Shehu Shagari College of Educ. Sokoto	-	5 (15)	13 (16)	4 (4)	32	1.5	
<b>Total</b>		<b>3 (12)</b>	<b>52 (156)</b>	<b>149 (298)</b>	<b>23 (23)</b>	<b>455</b>	<b>2.0</b>	

Source: Field Survey, 2015

Table 4.2 showed the analysis of lecturers' qualification using check list for the nine Colleges of Education in North-western Nigeria. The results revealed 3 Ph.D. holders, 52 masters, 149 first Degree and 23 HND holders. The overall mean of lecturers' academic qualification was calculated to be 2.0. The calculated 2.0 for lecturers' academic qualification is less than the 2.5 benchmark for sufficient lecturers' academic qualification. This implied that the lecturers' academic qualification in North-western Colleges of Education is grossly inadequate.

**Table 4.3: Analysis of Availability of Instructional Resources.**

S/N	Instructional Resources	Surplus (4)	Required (3)	Deficiency (2)	Absent(1)	Total	X h	Overall $\bar{X}$
1	Typing Laboratory	2 (8)	6 (18)	-	-	26	3.25	2.9
2	Shorthand Laboratory	1 (4)	6 (18)	1 (2)	-	24	3.0	
3	Model office	-	3 (9)	3 (6)	2 (2)	17	2.1	
4	Library	1 (4)	5 (15)	2(4)	-	23	2.9	
5	ICT Laboratory	2 (8)	4(12)	2 (2)	-	22	2.8	
6	Accounting Laboratory	-	2 (6)	4(8)	2(2)	16	2.0	
7	Lectures' office	4 (16)	3(9)	1 (2)	-	27	3.8	
8	Classroom	5(20)	3(9)	-	-	29	3.6	
<b>Total</b>		<b>15(60)</b>	<b>32 (96)</b>	<b>13 (26)</b>	<b>4 (4)</b>	<b>186</b>	<b>2.9</b>	

Source: Field Survey, 2015

Table 4.3 shows the analysis of availability of instructional resources using check list for the nine Colleges of Education in North-western Nigeria. The results revealed overall mean of 2.9 for availability of instructional resources. The calculated 2.9 is more than the 2.5 benchmark for available. This means that instructional resources in North-western Colleges of Education are available.

**Table 4.4 Analysis of utilization of instructional resources**

S/N	Items	Very high (4)	High (3)	Low (2)	Very Low (1)	Total	x	Overall $\bar{X}$
1.	Presentation of materials	316	152	186	27	681	2.4	
2.	Organization of materials	175	204	112	56	547	2.1	
3.	Ability to explain the materials	108	178	175	62	623	2.2	
4.	Linking the instructional materials with the topic	125	196	253	167	756	2.5	<b>2.3</b>
5.	Display of instructional materials	176	210	198	37	612	2.0	

Source: Field Survey, 2015

Table 4.4 shows the analysis of utilization of instructional resources using check list for the nine Colleges of Education in North-western Nigeria. The results revealed overall mean of 2.3. This implied that the extent at which lecturers use instructional resources is low in colleges of education in north-west geo-political zone

#### **. 4.2 Answers to Research Questions**

Data relating to research questions were analyzed. The results were shown in Table 4.5 to 4.9. However, the details of the responses were as follows:

**Research question one:What is the influence of lecturers' instructional competence on effective implementation of curriculum in colleges of education in north-west geo-political zone Nigeria**

Data collected in respect of this are summarized in Table 4.5

**Table 4.5 Lecturers' Instructional Competence and Implementation of Curriculum**

S/N	Variables	X	Std. Dev	Decision
1.	Our lecturers always prepare lesson plan for every lesson delivered	2.8	.81	Respondents agreed that lecturers' instructional competence had influence on implementation of business education curriculum
2.	Most of our lecturers carried students along in introduction stage of their lessons.	2.7	.90	
3.	Most of our lecturers present their lessons sequentially through steps.	2.3	.59	
4.	Our lecturers make use of appropriate instructional materials for every lesson delivered.	2.6	.67	
5.	The evaluation strategies employed by lecturers in my departments assist effective curriculum implementation.	2.6	.70	
6.	The method of instructions used by our lecturers facilitates effective implementation of curriculum	2.9	.80	
7.	Most of our lecturers don't have effective classroom management	2.7	.90	
8.	Most of our lecturers don't have good communication skills	2.8	.59	
9.	Lecturers in my department mastered the courses they thought	2.6	.67	
10	Assignments and tests are frequently given by lecturers in the department for effective curriculum implementation	2.6	.70	
<b>Overall Mean(X)</b>		<b>2.8</b>		

Source: fieldwork 2014/2015

The analysis of data in Table 4.5 showed the influence of lecturers' instructional competence on effective implementation of business education curriculum. The results in

item one seek for information on lecturers preparation of lesson plan in every lesson delivered, the mean obtained was 2.8, item 2 sorted information on lecturers' mode of introduction of lessons. The mean obtained was 2.7. Item three sorted information on lecturers' mode of lessons presentation, the mean obtained was 2.3. Item four seek for information on lecturers' use of appropriate instructional materials for every lesson delivered, the mean obtained was 2.6. Item five sought information on evaluation strategies employed by lecturers in the departments. The mean obtained was 2.6. Item six sorted information on the method of instructions used by our lecturers on implementation of curriculum the mean obtained was 2.9. Item seven sorted information on the lecturers' classroom management on implementation of curriculum the mean obtained was 2.7. Item eight sought information on lecturers' communication skills on implementation of curriculum. The mean obtained was 2.8. Item nine sorted information on lecturers mastery of the subject matter the mean obtained was 2.6. Item 10 sorted information on frequency of assignments and tests given to students the mean obtained was 2.6.

The overall mean score was 2.8 which is greater than the cutoff point of 2.5 which showed lecturers' instructional competences had influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria.

**Research Question two. What is the influence of lecturers' academic qualification on implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria**

Data collected in respect to this question was summarized in Table 4.6

**Table 4.6 Influence of lecturers' academic qualification on Curriculum implementation**

<b>S/N</b>	<b>Variables</b>	<b>X</b>	<b>S.D</b>	<b>Decision</b>	
11.	Lecturers with educational background perform better than those without educational background in my department.	2.8	.80	Respondents agreed that lecturers' academic qualification had influence on implementation of business education curriculum	
12.	Lecturers with Masters degrees and Ph.D. are not performing better than those lecturers with First degrees in my department.	2.7	.82		
13.	Courses are not allocated on the basis of lecturers 'area specialization which affects curriculum delivery in our department.	2.6	.90		
14.	Lecturers that specialized in business education are more Regular and punctual to lectures.	2.6	.57		
15.	Lecturers that attend seminars and conferences deliver better in my department.	2.6	.72		
16.	Lecturers with PhD and Master degrees possess communication and management skills better than those with first degrees in my department.	2.5	.80		
17.	Lecturers with 0-10 years teaching experience perform better than those with 11 years and above teaching experience	2.7	.82		
18.	Lecturers with no educational background lack classroom management.	2.9	.90		
19.	Lecturers that specialized in Business Education possesses Shorthand skills, Accounting skills, and Marketing skills better than others	2.6	.57		
20.	Lecturers that specialized in Business Education possesses Shorthand skills, Accounting skills, and Marketing skills better than others	2.8	.72		
<b>Overall Mean(X)</b>		<b>2.9</b>	<b>0.76</b>		

Source: fieldwork 2014/2015

Table 4.6 showed the influence of lecturers' academic qualification on implementation of business education curriculum. Item eleven compared the performance of lecturers educational background with those without educational background the mean obtained was 2.8 item twelve said Lecturers with Masters Degrees and Ph.D are not performing better than those lecturers with First degrees, the mean obtained was 2.7 Item thirteen said Courses are not allocated on the basis of lecturers' area specialization which affects curriculum delivery, the mean obtained was 2.6. Item fourteen said Lecturers that specialized in business education are more regular and punctual to lectures, the mean obtained was 2.6. Item fifteen said Lecturers that attend seminars and conferences deliver better, the mean obtained was 2.6. while item sixteen said Lecturers with PhD and Master degrees have communication and management skills better than those with first degrees, the mean obtained was 2.5. while Item seventeen said Lecturers with 0-10 years teaching experience perform better than those with 11 years and above teaching experience the mean obtained was 2.5. item eighteen said Lecturers with no educational background lack classroom management the mean obtained was 2.9 with standard deviation of 0.90 item nineteen said Lecturers that specialized in Business Education possesses Shorthand skills, Accounting skills, and Marketing skills the mean obtained was 2.6 while item twenty said Lecturers that specialized in Business Education possesses Shorthand skills, Accounting skills, and Marketing skills better than other the mean obtained was 2.6.

The analyses revealed overall mean score of 2.9 with standard deviation of 0.765. Since 2.9 is greater than 2.5 index score, it means that, lecturers' academic qualification influence implementation of business education curriculum in the colleges of education in North-west Geo-political zone. Although, the test of null hypothesis two will show whether the influence is statistically significant.

**Research Question Three: What is the influence of availability of instructional resources on effective implementation of business education curriculum in colleges of education in north-west geo-political zone Nigeria?**

Data collected in respect of this are summarized in Table 4.7

**Table 4.7 Availability of instructional resources and implementation of curriculum**

S/N	Variable	X	Std. Dev.	Decision	
21.	Shorthand laboratory is well equip with relevant resources in my department.	2.9	.91	Respondent agreed that lecturers' instructional competence had influence on implementation of business education curriculum	
22.	Availability of modern instructional materials facilitates easy curriculum implementation.	2.8	.66		
23.	ICT laboratory is equip with computers in the of ratio student per computer	2.7	.71		
24.	Our departmental library is equip with current supplies in business	2.6	.73		
25.	Typing pool is not functioning well due to poor maintenance culture	2.5	.84		
26.	Offices for lecturers are not enough in my department	2.3	.91		
27.	Standard classrooms in my department are not enough that can accommodate available number of students in the ratio of 30 students per class.	2.8	.66		
28.	Model office is well equip with modern office facilities for effective implementation of curriculum	2.7	.71		
29.	Chairs and tables are adequately supplied in my department	2.5	.73		
30.	Lecturers' demonstration stands are provided in all the classes in my department.	2.3	.84		
<b>Overall Mean(X)</b>		<b>3.1</b>	<b>1.01</b>		

Source: fieldwork 2014/2015

Table 4.7 showed the analysis of influence of availability of instructional resources on implementation of business education curriculum. Item twenty one said Shorthand laboratory is well equip with relevant resources, the mean score obtained was 2.9. item twenty two said Availability of modern instructional materials facilitates easy curriculum implementation the mean score obtained is 2.8. Item twenty three said ICT laboratory is equip with computers in the of ratio student per computer item twenty threemean score obtained is 2.7.item twenty four said Our departmental library is equip with current supplies in business education the mean score obtained is 2.6. Item twenty five said Typing pool is not functioning well due to poor maintenance culture,the mean score obtained is 2.5. Item twenty six said Offices for lecturers are not enough in my department the mean score obtained is 2.3.Item twenty seven said Standard classrooms in my department are not enough that can accommodate available number of students in the ratio of 30 students per class.the mean score obtained is 2.8.while item twenty eight said Model office is well equip with modern office facilities for effective implementation of curriculum the mean score obtained is 2.7 .

The analysis revealed overall mean score of 3.1. Since 3.1 was greater than 2.5 index score, it means that, availability of instructional resources had influence on implementation of business education curriculum. Although, the test of null hypothesis three will show the level of statistical significance.

**Research question four: What is the influence of utilization of instructional resources on implementation of business education curriculum in colleges of education in north-west geo-political zone Nigeria?**

Data collected in respect of this are summarized in Table 4.8

**Table 4.8 Utilization of instructional resources and curriculum implementation**

S/N	Variable	X	Std. Dev.	Decision
31.	Students don't patronize the typing pool daily due to poor maintenance culture.	2.6	.61	Respondent agreed that lecturers' instructional competence had influence on implementation of business education curriculum
32.	Our shorthand laboratory is not in use due to obsolete nature of the equipment.	2.5	.71	
33.	Students and lecturers don't access departmental library due to poor current supplies of books	2.8	.64	
34.	ICT Laboratory is not in use for teaching and learning in my department	2.7	.91	
35.	Not all students visit lecturers office seeking for academic advice	2.3	.48	
36.	Most classes are close down due to poor maintenance culture of my department	2.6	.61	
37.	Model office in my department is not in use for teaching and learning process	2.5	.71	
38.	Lecturers make use of demonstration stand while teaching.	2.9	.64	
39.	Model office in my department is fully in use	2.6	.91	
40.	Computers are fully in use in word processing class.	2.7	.48	
<b>Overall Mean(X)</b>		<b>2.7</b>		

Source: fieldwork 2014/2015

The analysis of data in Table 4.8 is for the influence of utilization of instructional resources on implementation of business education curriculum. Item thirty one said Students

don't patronize the typing pool daily due to poor maintenance culture.the mean score obtained is 2.6 item thirty two said Our shorthand laboratory is not in use due to obsolescence nature of the equipment.the mean score obtained is 2.5. item thirty three said Students and lecturers don't access departmental library due to poor current supplies of books the mean score obtained is 2.8. Item thirty four said ICT Laboratory is not in use for teaching and learning in my departmentthe mean score obtained is 2.5. item thirty five said not all students visit lecturers office seeking for academic advicethe mean score obtained is 2.8.item thirty six said most classes are close dawn due to poor maintenance culture of my department the mean score obtained is 2.6.while item thirty seven said Model office in my department is not in use for teaching and learning process the mean score obtained is 2.5. item thirty eight saidLecturers make use of demonstration stand for teachingprocess, the mean score obtained is 2.9.item thirty nine said Model office in my department is fully in use the mean score obtained is 2.6.item forty said Computers are fully in use in word processing class the mean score obtained is 2.6.

The overall mean obtained was 2.7 was more than 2.5 benchmark for agreement. This means that, utilization of instructional resources had influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone Nigeria.

### 4.3 Test of Null Hypotheses

In this section, the null hypotheses were tested using regression analysis and the results were contained in Tables 4.9 to 4.12.

**Null hypothesis one: Lecturers' instructional competences have no significant influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria**

The test of null hypothesis 1 was as summarized in Table 4.9

**Table 4.9: Test of Influence of lecturers' instructional competences on implementation of business education curriculum.**

Variables	$\bar{X}$	Std. Dev.	r-crit.	r-cal.	P-value
lecturers' instructional competences	2.2				
Implementation of Curriculum	2.8	.934	.088	.476	0.000

*Source: Field Work 2015*

The analysis of data in table 4.9 indicated that the calculated r-value of .476 was greater than the 0.088 r-critical value even at 0.05 levels of significance. This implies that lecturers' instructional competences had significant influence on implementation of business education curriculum in North-west colleges of education. Hence, the null hypothesis one was rejected.

**Null hypothesis two: Lecturers' academic qualification have no significant influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria**

The test of null hypothesis 2 was as summarized in Table 4.10

**Table 4.10: Test of Influence of lecturers' academic qualification on implementation of business education curriculum.**

Variables	$\bar{X}$	Std. Dev.	r-crit.	r-cal.	P-value
Lecturers' academic qualification	2.0				
Implementation of Curriculum	2.9	.765	.088	.510	0.000

*Source: Field Work 2015*

The results of data in table 4.10 showed that calculated r- value of .510 was more than r-critical value of 0.088 at 0.05 levels of significance. This means that lecturers' academic qualification had significant influence on implementation of business education curriculum. Thus, the null hypothesis two was not retained.

**Null hypothesis three: Availability of instructional resources have no significant influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria**

The test of null hypothesis 3 was as summarized in Table 4.11

**Table 4.11: Test of influence of availability of instructional resources on implementation of business education curriculum.**

<b>Variables</b>	<b><math>\bar{X}</math></b>	<b>Std. Dev.</b>	<b>r-crit.</b>	<b>r-cal.</b>	<b>P-value</b>
Available instructional resources	2.9				
		1.01	.088	.371	0.000
Implementation of Curriculum	3.1				

*Source: Field Work 2015*

The analysis of data in table 4.9 indicated that the calculated r-value of .371 was greater than the 0.088 r-critical value even at 0.05 levels of significance. This implies that availability of instructional resources had significant influence on implementation of business education curriculum. Hence, the null hypothesis 3 was rejected.

**Null hypothesis four: Effective utilization of instructional resources have no significant influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria**

The test of null hypothesis 4 was as summarized in Table 4.12

**Table 4.12: Test of influence of effective utilization of instructional resources on implementation of business education curriculum.**

<b>Variables</b>	<b><math>\bar{X}</math></b>	<b>Std. Dev.</b>	<b>r-crit.</b>	<b>r-cal.</b>	<b>P-value</b>
Utilization of instructional resources	2.3				
		.863	.088	.261	0.000
Implementation of Curriculum	2.7				

*Source: Field Work 2015*

The analysis of data in table 4.12 indicated that the calculated r-value of .261 was greater than the 0.088 r-critical value even at 0.05 levels of significance. This implies that effective utilization of instructional resources had significant influence on implementation of business education curriculum. Hence, the null hypothesis 4 was also rejected.

#### **4.4 Summary of Major Findings**

The study established that:

- 1, The analysis of data showed the influence of lecturers' instructional competence on effective implementation of business education curriculum. The results revealed mean score of 2.2 for lecturers' instructional competences in the check list. The mean and standard deviation were 2.8 and .934 respectively for research question one, while the calculated r-value of .476 was greater than the 0.088 r-critical values even at 0.05 levels of significance. This means that, lecturers instructional competences is low but it had significant positive influence on implementation of business education curriculum in colleges of education. Hence, the null hypothesis one was rejected. ( $p=0.000$ ).
- 2, The analysis of lecturers' academic qualification using check list indicated that, the lecturers' academic qualification was grossly inadequate for effective implementation of business education curriculum in North-west Colleges of Education. Regarding respondents' opinion on the influence of lecturers' academic qualification on curriculum implementation, the analysis revealed calculated mean score of 2.9 with standard deviation of .765. Since 2.9 is greater than 2.5 index score, it means that, lecturers' academic qualification influence implementation of business education curriculum but the lecturers' academic qualification was grossly inadequate in the colleges of education in north-west geo-political zone. Also test of hypothesis showed that Lecturers' academic qualification for curriculum implementation is

grossly inadequate, but it had significant positive influence on implementation of business education curriculum in colleges of education in north-west geo-political Zone, Nigeria.

( $p = .000$ )

3, The analysis of availability of instructional resources using check list indicated that, instructional resources for business education curriculum implementation was available in North-west Colleges of Education. Regarding respondents' opinion on the influence of availability of instructional resources on business education curriculum implementation, the analysis revealed calculated mean score of 3.1 with standard deviation of 1.01. Since 3.1 was greater than 2.5 index score, it means that, available instructional resources had influence on effective implementation of business education curriculum. Instructional resources for curriculum implementation are available and the availability had significant positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria. ( $p = .000$ )

4, The analysis of data in Table 4.6 showed the influence of utilization of instructional resources on implementation of curriculum. The utilization in the check list indicated mean score of 2.4 with standard deviation of 1.23. The results revealed mean score of 2.7 and standard deviation of .863 for influence of utilization of instructional resources on implementation business education of curriculum. The calculated mean of 2.7 was more than 2.5 benchmark for agreement. This means that, utilization of instructional resources had influence on implementation of business education curriculum in colleges of education . Also test of null hypothesis indicated utilization of instructional resources had significant positive influence on implementation of business education curriculum in colleges of education in north-west geo-political Zone, Nigeria. ( $p = .000$ )

#### **4.5 Discussion of Major Findings**

Based on the data analyses on research questions using mean and standard deviation and the test of null hypotheses using regression statistics, the following were discussed;-

The analysis of data in Table 4.3 showed the influence of lecturers' instructional competence on effective implementation of business education curriculum. The results revealed mean score of 2.2 and standard deviation of 1.23 for lecturers' instructional competences in the check list. The mean and standard deviation for influence lecturers' instructional competences on implementation of business education curriculum were 2.8 and .934 respectively. This means that, lecturers' instructional competences is low but it influences implementation of curriculum in colleges of education in north-west geo-political zone. The analysis of data in table 4.7 indicated that, the calculated r-value of .476 was greater than the 0.088 r-critical values even at 0.05 levels of significance. This implies that, lecturers' instructional competences had significant influence on implementation of business education curriculum in North-west colleges of education. Hence, the null hypothesis one was rejected. Sajjad,(2012) also supported this finding by saying that, teachers' instructional competences influences curriculum implementation in colleges of education and ease students understanding. Moses (2014) also discovered that teachers' instructional competences promote effective teaching and learning in business education programme.

The analysis of lecturers' academic qualification using check list in Table 4.2 indicated that, the lecturers' academic qualification for effective implementation of business education curriculum was grossly inadequate in North-west colleges of education. Regarding respondents' opinion on the influence of lecturers' academic qualification on business education curriculum implementation, the analysis revealed calculated mean score of 2.9 with standard deviation of .765. Since 2.9 is greater than 2.5 index score, it means that, lecturers'

academic qualification influence implementation of business education curriculum but the lecturers' academic qualification was grossly inadequate in the colleges of education. The results of data in table 4.8 showed that calculated  $r$ -value of .510 was more than  $r$ -critical value of 0.088 at 0.05 levels of significance. This means that, lecturers' academic qualification had significant influence on implementation of business education curriculum. Thus, the null hypothesis two was not retained. This finding is in line with the report of John, (2012) which confirm that academic qualification of lecturers had great positive influence on business education curriculum implementation in colleges of education.

The analysis of availability of instructional resources using check list in Table 4.2 indicated that, instructional resources for curriculum implementation was available in Northwest colleges of education. Regarding respondents' opinion on the influence of availability of instructional resources on business education curriculum implementation, the analysis revealed calculated mean score of 3.1 with standard deviation of 1.01. Since 3.1 was greater than 2.5 index score, it means that, availability of instructional resources had influence on implementation of business education curriculum. Hence, the null hypothesis 3 was not retained. This finding is in line with the report of Sajjad, (2012) who found that availability of instructional resources in any school setting enhance teaching and learning.

The analysis research question 4 showed the influence of utilization of instructional resources on implementation of business education curriculum. The utilization in the check list indicated mean score of 2.4 with standard deviation of 1.23, which indicated poor utilization of instructional resources in colleges of education under study. The results in research question four revealed the calculated mean of 2.7 was more than 2.5 benchmark for agreement which indicated that utilization of instructional resources had influence on implementation of business education curriculum. Also test of null hypothesis four indicated

that, the calculated r-value of .261 was greater than the 0.088 r-critical values even at 0.05 levels of significance. This implies that, utilization of instructional resources had significant influence on implementation of business education curriculum. Hence, the null hypothesis 4 was also rejected. This findings agreed with the report of Kennedy, (2011) who found that effective uses of instructional methods influences business education curriculum delivery in colleges of education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter contained a summary of the work, conclusions drawn and recommendations made, based on the findings of the study.

#### **5.1 Summary**

This research work was carried out on the Assessment of implementation of business education curriculum in colleges of education in north-west geo-political zone Nigeria. The study had four specific objectives, four research questions and four null hypotheses. The survey research design was employed. The population of the study was one thousand six hundred and nineteen (1619) NCE III Students of business education within the zone. A sample of three hundred and twenty three (323) was randomly selected. Questionnaire was the instrument used for data collection. The data was collected through the face to face administration of questionnaire to the sampled respondents. The collection of data was done by the researcher with the help of research assistants in the respective colleges of education. The researcher used four weeks for collecting the data. The major findings are, lecturers' academic qualification for implementation of business education curriculum is grossly inadequate but the instructional resources for curriculum implementation are available. The lecturers' instructional competences, lecturers' academic qualification, availability and effective utilization of instructional resources have positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria. Based on the findings the researcher concluded that, effective implementation of business education curriculum would not be achieved if lecturers' academic qualification is not adequate. Implementation of curriculum can only be actualized when effective utilization of available instructional resources is maintained. The researcher made four

recommendations among which is that, management of colleges of education should encourage academic staff to advance or further their education through scholarship to study at home and outside the country.

## **5.2 Contribution to knowledge**

1. Lecturers' instructional competences had significant positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria. (p = .000)
2. Lecturer's academic qualification had significant positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria. (p = .000)
3. Availability of instructional resources had significant positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria (p = .000)
4. Utilization of instructional resources had significant positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political Zone, Nigeria. (p = .000)

## **5.3 Conclusion**

Based on the findings, it was concluded that lecturers' instructional competences, lecturers' academic qualification, Availability of instructional resources and utilization of instructional resources had positive influence on implementation of business education curriculum in colleges of education in North-west Geo-political zone, Nigeria.

#### **5.4 Recommendations**

Based on the findings and conclusion drawn, the following recommendations were deemed necessary.

1. Government and college of education authorities should at regular intervals organize workshops, seminars and conferences in order to improve lecturers' instructional competences for effective implementation of curriculum.
2. The college of education managements should encourage and release lecturers for further studies within and outside the country through TET-Funds and other scholarship awarding organizations so as to earn more relevant qualification for effective implementation of curriculum.
3. Federal and state ministries of education and other stakeholders should help provide the colleges with needed instructional resources for effective implementation of curriculum.
4. Management of colleges of education through quality assurance unit should ensure that lecturers make use of the available instructional resources in teaching and learning of business education.

#### **5.5 Suggestion for further study**

Study of this nature cannot cover every aspect of the subject matter, hence, there is the need for further studies. It is on this basis that the researcher is suggesting for further research to be conducted on the following areas

- 1) Assessment of Implementation of Business Education Curriculum contents in Colleges of education in North-west Geo-political zone, Nigeria
- 2) The same topic but in different Geo-political zone.

## REFERENCES

- Adekunle, M.R (2005).*Academic Research Developing Skills in project writing research*. JimetaYola: Publishing House.
- Afangideh, R.A. (2005).*Concept of Curriculum Implementation*. Onisha: UNi-World Educational.
- Ajibola, P.I. (2007). Implementation of Social Studies Curriculum:The Junior Secondary Schools in Owerri Educational Zone.*Journal of Curriculum and Instruction*, 6(3), 1-4
- Akuezuilo, D.C. (2007). Business Education as a variable tool for Eradicating Extreme Poverty and Hunger. *Journal of Vocational Technical Education*, 1,18-21.
- Ali, B. and Nasio, H. (2000). Reducing poverty through sustainable business education. *Book of readings in business education*, 1(2) 12-14
- Aliyu, M.M. (2001).*Business Education in Nigeria: trends and issues*. Goshen press media, Ilorin kwara
- Amadi,I.E(2000). *Curriculum Development,Implementation and Evaluation*; the Nigerian experience.Owerri. University Press Plc.
- Amoor, S.S. (2009).*An evaluation of the challenges of secretarial education programme in Nigeria universities*. Retrieved from www.google.com. on20<sup>th</sup> July 2014.
- Ayeka, M.O (2007).curriculum and the total person. Paper presented at 21<sup>st</sup> Annual conference of CON Abuja, sept 17 -20 2007.
- Bawa, M and Guga,A (2013).*curriculum innovation and implementations*:Zaria.YAG. Enterprise.
- Ben-Yunusa, M. (2008).*Issues on curriculum*:ZariaYAG:Enterprise.
- Berge, B.L (1995) *Qualitative research methods for the social science*:London 2<sup>nd</sup> ed. Needhan heights mass
- Calleah C (1982). Methods of Instructions:*Journal of Association of Teacher Nairobi* 1(3) 6-9
- Common wealth secreatariate (974) Teachers Education in a Changing Society Common Wealth Conference on Teacher Education Niarobi, Kenya 26. April- 1 may 973
- London Patton M Q (1994) A teaching and learning system for business education. McGraw-Hill Inc.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative qualitative research*. Prentice Hall Upper Saddle River
- Daughtery A.S (1974). *Teachers education in a changing society*. Common wealth conference on teachers education: Niarobi.south-western publishing co.

- Emmanuel .F (2002). *Curriculum Design. Implementation and Innovation* Ibadan, Ibadan Cultural Studies Groups.
- Empowerment of youth: *Educational research network for west and central Africa*. Retrieved from [www.recare.org/www.ernwaca.org](http://www.recare.org/www.ernwaca.org). on 12/8/2014.
- Enefiok. E.J. (2004) *The Effect of Class Size on the Academic Achievement of students in Agricultural Science* Unpublished PGDE Project. Ahmadu Bello University Zaria.
- Ezugwu S.O (2002) Achievement of the Objective of Shorthand as a Skill Business Subject. *Book of Readings in Business Education Journal* 1(3) 68-72
- Fraser, M. (1994). *Quality in Higher Education; An International Perspective in Green, D. (Ed) 101-111.*
- FRN (2012) *National Commission for Colleges of Education.N.C.E minimum Standards for Vocational and Technical Education.*
- Gage N.L (1969) *Teaching Methods Encyclopedia of Educational Research* 4<sup>th</sup> edition London McMillan
- Glenn D.I (2009) *Determining samples size*:.retrieved from [fronttt/eduas.url.edul](http://fronttt/eduas.url.edul) on 2/2/2012
- Hawes R. (1974) *Life Long Education, Schools and Curriculum In Developing Countries*. Hambury UNESCO, Institute for Education
- Igbokwe U.L (2010) Strategies for promoting learner Authority in English Language Education curriculum Delivery in south East Nigeria;*Universities journal of curriculumand instruction* 9(2)43-51
- Ivowi U. M. (2009) Curriculum Innovation in Nigeria, *Nigerian Journal of Curriculum Studies* 2(2)
- Ivowi, U. M. (2012) An address of welcome on curriculum and re-thinking Nigerian education forums (1)
- John, O. (2012) *Evaluation of the implementation of Business studies curriculum contents in Junior Secondary Schools for entrepreneur Skills in Ogun*. An Unpublished Thesis.University of Nigeria Nsuka.retrieved from [www.google.com](http://www.google.com) on 1/2/2014.
- Kanyi W (1988) *A study of factors affecting the teaching of business education in primary schools in northern division of Nairobi province* Kenyatta, university press.
- Karanja B.C (2004) *Textbook on Educational Measurement and Evaluation* OwerriBomawayPublishers
- Kayoma, F.O (2008) Information and Communication Technology (ICT): A vital tool for Achievingthe Millennium Development Goals. Being a paper presented at the 2<sup>nd</sup>National Conference of the School of Vocational Education FCE Kontogora. Minna.

- Kennedy, S. (2011) *Evaluation of the Implementation of Nigerian Certificate in Education, Business Education Programme in Federal Colleges of Education in South-South Political Zone of Nigeria*. An Unpublished MSc Thesis, NnamdiAzikiwe University, Awka.
- Kerlinger, F.N and Howard B.L (2000).*Foundations of Behavioural Research 4<sup>th</sup> ed.* Harcourt College Publishers Fourth work TX
- Kiboss R.E. (2002) Teachers' Motivation and work ethnics, Nigerian:*journal of technical Education*
- Mishra L.(2011) *Interaction in the Language Curriculum Awareness,Authonomy and Authenticity* USA Logman
- Mkpa M.A (1987). Curriculum Development and Implementation.Owerri. Total Publishers Ltd.
- Mkpa M.A (2010) A Keynote Address on Challenges of Unemployment in the School Curriculum in Nigeria, *Nigerian Journal of Curriculum Studies*12(p9-17)
- Moses.O (2014).*Assessment of Adequacy of Instructional Resources Available for Business Education Programmes at the Colleges of Education in Edo and Delta States of Nigeria.*; Published MscThesis NnamdiAzikiwe University, Awka,
- Ngori J. (2011) Teacher Related Factors Which Affect the Implementation of Integrated Christian Religious Education Course in Secondary Schools in Mombasa District M.ED Thesis. Kenyatta University.
- Nnamdi. C (2000) *Basic Principles of Teaching*: Ibadan Spectrum Books Ltd.
- Obanya P. (2009) *The Dilemma of Education in Africa*: Ibadan Heinemann Educational Books Nigeria PLc
- ObanyaP.A(2011) *Thinking and Talking Education*: Ibadan Evans and Brothers Ltd
- Odukunle, M.R. (2005). *Academic Research and Developing Skills in Project Writing*:JimmaitaYola.RechPublishers House.
- Offarma G.C (2002).*Curriculum Implementation and Instruction*:Onisha,Uni-World Educational Publishers Ltd.
- Offorma G C (2009) Curriculum *Implementationin Distance learning,Curriculum Theory and practice*:. OwerriTotanPublishers.
- Offorma I. (2006) Teachers and Effective Classroom Management. *A handbook Teaching Profession in Nigeria* 56-163, Oyo, Guidepost.
- Ofoegbu, T. O. (2003) *Assessment of the Need for Partnership BetweenUniversities and Private Information Technology (IT) Training Centre*. An Unpublished PhD Dissertation, University of Nigeria, Nnsuka.

- Okarafor B. (2004) Implementation of social studies Curriculum in the Junior Secondary Schools in Owerri Educational Zone. *Journal of Curriculum and Institution* 6(3)
- Olaofe I.A (2010). *Research Writing for Academic Growth*:Kaduna,Hanijam Publications..
- Olawale S.K (2010) *The Use of Instructional Materials for Effective Learning Islamic Studies* a publication of dept of Religious Studies Ekiti state University Ado-Akki Nigeria. retrieved from [www google.com](http://www.google.com) on 16 July, 2014.
- Oliver A.I (1999) *Curriculum Improvement a Guide to problems,principles and procedure* ;New York;Dodd Mead press.
- Oluoch P (1982) *essential of curriculum development*:Nairobi, Elimu bookshop Ltd.
- Oluwafemi A.Y. (2012) *An assessment of the quality of business education programme in selected higher institutions in Ogun state, Nigeria*. An unpublished thesis ekiti state university, Nigeria retrieved from [www.google.com](http://www.google.com) on 17/7/2014
- Omo-Ojugo O.O and Ochiole C.F School Factors Affecting The Teaching and Learning of Business Education Studies in Nigeria schools *Pakistan Journal of Social Studies* 5(7) 663-670
- Osuola E.C. (2004).*A Hand Book of Vocational and Technical Education for Nigeria*:Ibadanpractice publisher.
- Sajjad M.S. (2012) *Evaluation of the Implementation of Business Studies Programme Towards Socio-Economic Development in South-South-Nigeria*. An Unpublished Thesis University of Nigeria Nsuka.retrieved from [www.google.com](http://www.google.com) on 1/5/2013
- Stenhouse L. (1975) *An Introduction to Curriculum Research and Development* London, Heinman.
- Storal, A. B. (2000) *teaching methods* in UM Ivowi (ed) *curriculum theory and practice* 114-121
- Taba H. (1962) *Curriculum Development: Theory and practice* MY Harcourt, brace and world
- Tafida A.D (2008) *Research Design*.InMoti V.G (Ed) *Research Methodology in the Social Management Sciences* Joyce Publishers. Kaduna
- Thomas B.Y (2009) *a critical appraisal of the implementation of business studies curriculum for socio-economic empowerment of youth in Imo state, Nigeria*. An unpublished thesis university of Nigeria Nsuka.Retrieved an 11/7/2014 [www.google.com](http://www.google.com)
- UdofotM.A(2006) *Teacher quality; The key to effective curriculum delivery at higher educational level in Nigeria*.*journal of curriculum and instruction*9(2);18-22
- Ukoh U.A (2004) *Educators Perception on the Influence of National Commission for Colleges of Education Accreditation Exercise on some quality Indicators in National Certificate in Education, Vocational Teachers Training Institution*.

Wanza K.M (2012) *Implementation of the Business Studies Curriculum in Public Secondary schools in Machako Central Division of Machakos District, Kenya: an Unpublished Thesis*. Kenyatta University. Kenya retrieved from [Www.Google.Com](http://www.google.com).on 11/6/2014

Yusuf. K (2013) Improving the quality of business education through the use of information and communication tech. *vocational business educator journal* 2(1) 164-167

## APPENDIX I



### DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA. FACULTY OF EDUCATION

VICE CHANCELLOR: Prof. Ibrahim Garba (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.)

Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: Professor A. A. Udoh (B.Ed. (Hons) Nsukka; M. Ed. & Ph.D. Bus Edu. (A.B.U.))

Date: 8<sup>th</sup> July, 2015

Your Ref: \_\_\_\_\_

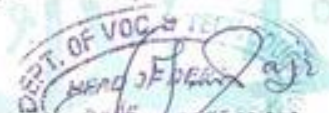
Our Ref: M.Ed/Educ/44998/2012-2013

#### *Letter of Introduction*

#### **TUKUR ALIYU – M.ED/EDUC/44998/2012-2013**

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: *Assessment of Implementation of Business Curriculum in Colleges of Education in North-West Geo-Political Zone, Nigeria.*

Please, kindly give him every assistance he may require.

  
Professor A.A. Udoh  
HEAD OF DEPARTMENT

**APPENDIX II**  
**QUESTIONNAIRE**

**SECTION A**

**INSTRUCTION:** This section is a check lists requesting different information on implementation of business education curriculum you are to fill in the appropriate box

**Check list for Lecturers' instructional competences**

S/N	Items	Very Effective (4)	Effective (3)	Not Effective (2)	Poor (1)
1.	Lecturers use of instructional Material				
2.	Lecturers mastery of subject matter				
3.	Lecturers introduction of Lesson				
4.	Lecturers presentation of Lesson				
5.	Lecturers evaluation of Lesson				
6.	Lecturers conclusion of Lesson				
7.	Lecturers communication skills				

**Check List for Lecturers' Academic Qualification**

S/N	INSTITUTIONS	Ph.D. (4)	Masters. (3)	First Degree (2)	H ND (1)
1	Federal College of Educ. (Tech.) Bichi				
2	Federal College of Educ. (Tech.) Gusau				
3	Federal College of Educ. Kano				
4	Federal College of Educ. Katsina				
5	Federal College of Educ. Zaria				
6	Jigawa State College of Educ. Gumel				
7	Kaduna state College of Educ. Kafachan				
8	Sa'adatuRimi College of Educ. Kano				
9	Shehu Shagari College of Educ. Sokoto				

### Check List for Availability of Instructional Resources

S/N	Instructional Resources	Surplus (4)	Required (3)	Deficiency (2)	Absent(1)
1	Typing Laboratory				
2	Shorthand Laboratory				
3	Model office				
4	Library				
5	ICT Laboratory				
6	Accounting Laboratory				
7	Lectures' office				
8	Classroom				

**Table 4.4 Analysis of utilization of instructional resources**

S/N	Items	Very high (4)	High (3)	Low (2)	Very Low (1)
1.	Presentation of materials				
2.	Organization of materials				
3.	Ability to explain the materials				
4.	Linking the instructional materials with the topic				
5.	Display of instructional materials				

### SECTION B

#### INSTRUCTION:

Please read the following Statements carefully and indicate your opinion about the statement by ticking in one of the boxes provided on the right hand side.

**Keys:****SA= Strongly Agree****A= Agree****D= Disagree****SD= Strongly Disagree****QUESTIONNAIRE ITEMS**

S/N	Items	SA	A	D	SD
	<b>What is the influence of Lecturers instructional competences on Implementation of curriculum</b>				
1	Our lecturers always prepare lesson plan for every lesson delivered				
2	Most of our lecturers carried students along in introduction stage of their lessons.				
3	Most of our lecturers present their lessons sequentially through steps.				
4	Our lecturers make use of appropriate instructional materials for every lesson delivered.				
5	The evaluation strategies employed by lecturers in my departments assist effective curriculum implementation.				
6	The method of instructions used by our lecturers facilitates effective implementation of curriculum				
7	Most of our lecturers don't have effective classroom management				
8	Most of our lecturers don't have good communication skills				
9	Lecturers in my department mastered the courses they thought				
10	Assignments and tests are frequently given by lecturers in the department for effective curriculum implementation				
	<b>What is the influence of Lecturers Academic Qualification on implementation of curriculum</b>				
11	Lecturers with educational background perform better than those without educational background in my department.				
12	Lecturers with Masters degrees and Ph.D are not performing better than those lecturers with First degrees in my department.				
13	Courses are not allocated on the basis of lecturers 'area specialization which affects curriculum delivery in our department.				
14	Lecturers that specialized in business education are more Regular and punctual to lectures.				
15	Lecturers that specialized in business education have better classroom management in my Department.				
16	Lecturers that attend seminars and conferences deliver better in my department.				
17	Lecturers with PhD and Master degrees possess communication and management skills better than those with first degrees in my department.				
18	Lecturers with 0-10 years teaching experience perform better than those with 11 years and above teaching experience				
19	Lecturers with no educational background lack classroom management.				
20	Lecturers that specialized in Business Education possesses Shorthand skills, Accounting skills, and Marketing skills better than others				

	<b>What is the influence of availability of instructional resources on effective Implementation of curriculum</b>				
21	Shorthand laboratory is well equip with relevant resources in my department.				
22	Availability of modern instructional materials facilitates easy curriculum implementation.				
23	ICT laboratory is equip with computers in theof ratio student per computer				
24	Our departmental library is equip with current supplies in business				
25	Typing pool is not functioning well due to poor maintenance culture				
26	Offices for lecturers are not enough in my department				
27	Standard classrooms in my department are not enough that can accommodate available number of students in the ratio of 30students per class.				
28	Model office is well equip with modern office facilities for effective implementation of curriculum				
29	Chairs and tables are adequately supplied in my department				
30	Lecturers' demonstration stands are provided in all the classes in my department.				
	<b>What is the influence of effective utilization of instructional resources on Implementation of curriculum</b>				
31	Students don't patronize the typing pool daily due to poor maintenance culture.				
32	Our shorthand laboratory is not in use due to obsolesce nature of the equipment.				
33	Students and lecturers don't access departmental library due to poor current supplies of books				
34	ICT Laboratory is not in use for teaching and learning in my department				
35	Not all students visit lecturers office seeking for academic advice				
36	Most classes are close dawn due to poor maintenance culture of my department				
37	Model office in my department is not in use for teaching and learning process				
38	Lecturers make use of demonstration stand while teaching.				
39	.model office in my department is fully in use				
40	Computers are fully in use in word processing class.				