ASSESSMENT OF JUNIOR SECONDARY SCHOOL BUSINESS STUDIES CURRICULUM IMPLEMENTATION IN PLATEAU STATE, NIGERIA

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BY

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ZARIA, NIGERIA

JULY, 2018

DECLARATION

I hereby declare that the work in the dissertation entitled "Assessment of Junior Secondary School Business Studies Curriculum Implementation in Plateau State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Joel Nafor AYUBA Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF JUNIOR SECONDARY SCHOOL BUSINESS STUDIES CURRICULUM IMPLEMENTATION IN PLATEAU STATE, NIGERIA by JOEL NAFOR AYUBA meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. (Mrs) H. O. Yusuf Chairperson, Supervisory Committee	Date
Dr. A. F. Mohammed Member, Supervisory Committee	Date
Prof. M. I. Harbau Head of Department Educational Foundations and Curriculum	Date
Prof. S. Z. Abubakar Dean, School of Postgraduate Studies	Date

DEDICATION

This dissertation is dedicated to the memory of my late father, Da Mapak Nafor Maren and to my mother, Iyang Ufoh Yosy Mapak Nafor.

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My deepest appreciation goes to Almighty God for sustaining mepersevere difficult hurdlesand for His compassionate mercies which supernaturally inspired me to be focused towards meeting thedesired goal for the periods of this study.With God everything is possible.I return all the glory back to God.

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ABSTRACT

This study assessed the Assessment of Junior Secondary Business Studies Curriculum Implementation in Plateau State, Nigeria. The study was guided by four research objectives among which were to identify the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state. Fourcorrespondingresearch questions and four research hypotheses were formulated in line with the research objectives. Relevant literatures were reviewed with(9) empirical studies in line with the key variables of the study and theoretical framework. Descriptive survey design was adopted in the study using a population of 509 academic staff. Stratified random sampling technique was used in selecting a sample of 300 respondents representing 59% of the population. Questionnaire and observation schedule were used for data collection in the study. The research instrument was pilot tested and subjected to a reliability test using Cronbach Alpha statistics showing a coefficient of 0.847. Descriptive statistics suchas mean and standard deviation was used to answerresearch questions while all the four hypotheses were tested using Chi-square at 0.05 level of significance. Findings from the study revealed that the budgetary allocation to educational institutions, fees/levies paid by students among others, formsthe major source of funds to secondary schools for the implementation of Business Studies Curriculumin Plateau State. Based on the findings of the study, the following recommendations were made among others that; funds allocated to schools should be diversified and easily accessible to schools for the implementation of business studies curriculum in Plateau state. In view of the above recommendation, the study offer the following contribution to knowledge amongstthat funds are generated through budgetary allocation and fess/levies paid by students and that it will interest thegovernment, parents and spirited individuals to see implementation of school curriculum as a shared responsibilityof allto raise the expected funds needed for the procurement of equipment and furniture such as computers and typewriters.

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LIST OF ABBREVIATIONS

BEC- Basic Education Curriculum

UPE - Universal Primary Education

UBE - Universal Basic Education

NERDC- Nigerian Education and Research Development Council

NCE - National Certificate in Education

EFA - Education For All

OND - Ordinary National Diploma

HND - Higher National Diploma

BSC - Bachelor of Science

BED - Bachelor of Education

NEEDS - National Economic Empowerment and Development Strategy

UBEC - Universal Basic Education Commission

JSS - Junior Secondary School

FRN - Federal Republic of Nigeria

RD&D - Research Development and Diffusion

NTI - National Teachers Institute

MDGs - Millennium Development Goals

JCCE - Joint Consultative Committee on Education

CESA - Comparative Education Study and Adaptation Centre

ERC - Education Resource Centre

NECO - National Examination Council

WASSCE - West Africa Senior Secondary School Certificate Examination

NABTEC - National Board for Technical Examination Council

OPERATIONAL DEFINITION OF TERMS

Integration Curriculum: Combination of five related areas of study in office, commerce, book keeping, typewriting and shorthand into business studies.

Business Educator:A teacher with minimum qualification of NCE in business education

Business Teacher Education: Programme aimed at training and developing business education

Curriculum Implementation: Ways of bringing classroom activities into action

Directorate Education Area: Is the administrative education area consisting of 12-23 schools.

Inspectorate Educational Division: Is the administrative education area consisting of 50-150 schools.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Curriculum implementation in reality at the public school level implies a situation where government provides basic infrastructural facilitiessuch as funds, classrooms, instructional materials, human material, monitoring and evaluation of curricula activities. The school principals being the instructional leaders in the schools is charged with the responsibility of utilising both human and material resources availablein the school and tailored them towards the provision of quality education. Teachers are the most instructional agents at the final stage of curriculum implementationthat translates the reality of the developed curriculum guided by predetermined educational objectives whileparents are to complements the government and schools in discharging its legitimate activities to enhance effective curriculum implementation.Initially,that was what exactly existed in the past,and it is very raretoday in Plateau state presently which attention needs to be given to that effect for the purpose of bringing back the glory of education. Effective and efficient implementation of Business studies curriculumin junior secondary schools is determined byclear statement of objectives, well defined sources of funds available to schools, use of appropriate teaching methods andavailability of instructional materials.

The objectives of business studiesincorporated in the National Policy on Education is tailored towards developing students' elementary business knowledge and operational skills for future use; develop basic skills in office education; prepare for further training in business related studies; develop orientation and basic skills for starting life for those who cannot go beyond junior secondary school level(Aliyu, 2001 NERDC, 2013). However, for these objectives to befully realizedat this level of

education, appealed to government and itsagencies to considerthe procurement ofrecommendedfunctional curriculum materials and equitable distribution to schools on the basis of students' ratiosvery paramount. From observation in Plateau state, 65% of theyouths attendedpublic secondaryschools under dilapidated classrooms without qualitative instructional materials for the implementation of business studies curriculum. The success or failure of senior secondary school independent commercial subjects and management courses at the tertiary institutions depends on the achievement of business studies objectives at the junior secondary school level. The problem of unemployment cannot be resolved in developing countries like Nigeria, unless the youths are properly trained in line with the skills in view nationally to develop positive thinking amongst the children for self-reliance.

To achieve this,calls forconcerted efforts of government at all levelsto put all hands on deck to fashion out a means of pumping money in the education sector for the development of business studies programmesand possibly other fields of endeavours. Fundsaccrued for the implementation of business studies and other subjects largely comes from the state government,parent's teachers association (PTA) and other donations from spirited individuals and corporations. It is assumed Plateau state government are not up to date inremitting its share of counterpart's fundingaccredited to them to access more funds designated for the development of business studiescurriculum.A fund is a life wire and the indices of the achievement of any educational objectives which guarantees efficient procurement of basic equipment. As the case in Plateau state prior to the period this study was conducted, no public secondary schools can boost of having oneor more functional manual typewriter for teaching of business studies which is obviously caused bypoor sources of income available to schools to procure practical equipment.

The problem of inappropriate teaching method contributes significantly to poor exhibition of lifelong skills distorting basicrudiments for creative thinking and the development of vocational attitudesamong its beneficiaries. Students' can be motivated to learn as much as possible many skillsin business studies when appropriate teaching method is strictly adhered to and implemented in teaching learning process. The researcher realized from experience that the use of innovative teaching methods in the implementation of business studiesin junior secondary schools has beengiven lesser attention while teacher's centred method seems to be more teachers friendly. The engagement of learner's centred method and its teaching strategies in the implementation of business studies curriculum is crucial in the attainment of set objectives. Teachers are always criticized forusing inappropriate teaching methods which end up rendering business studies lesson uninteresting and boring tostudents'.

Teaching facilities are spice to teaching/learning processes; teaching is as interesting as the resources that are used to facilitate it. Federal Government of Nigeria (2007) recommended instructional materials for implementing business studies curriculumto include; relevant textbooks, teacher's guide book, students' personal experiences, examples drawn from local business environment, relevant resource persons, chalkboard, pictures, real business documents or specimens like cheque books, radio programmes, video programmes, films, newspaper cuttings and relevant magazines. From experience,teachers implement the curriculum singlehandedly without involving the students and other prominent resource personswithin the community to be participated in sourcing for local instructional materials and at certain occasion invited toclarify some important issues that will be of benefits to the students. It is against this background that this study is conducted to embark on the assessment of junior secondary school business studies curriculum implementation in Plateau state.

1.2 Statement of the Problem

Curriculum implementation in public secondary schools is done haphazardly by relevant authorities such as government, teachers and parents who are said to be the major custodians of school curriculum. Failure on the side of government in meeting with some of its statutory obligations posed serious challenges to the implementation of business studies curriculum in public secondary schools in Plateau and Nigeria at large. The situation of infrastructural facilities and instructional facilities in public secondary schools in Plateau state is very bad that teachers are left with the alternative of implementing business studies without the required equipment.No iota of change from 6-3-3-4 system of education to the present system of education is on ground to show the level of government preparedness in achieving the the objectives of 9-year basic education in business studies.

In addition, problem of poor performance of students in junior secondary schoolsin business studies examination in Plateau often advertised on mass media could be linked to shortage of funds for the procurement of computers, typewriters and other relevant equipment for practical operation. Practical in junior secondary school certificate examination business studies is compulsory in typewriting and shorthand segmentswhich carries 40% marks. Thus, from past experience, public secondary schools which offer business studies do not have basic practical equipment.The problem is, it is possible for schools which do not participated in business studies practical to benefit from 40% marks allocated for practical. If the answer is yes or no, indicated that students final scores in junior secondary school certificate examination could be weighted based on what isobtained in theory which is a matter of great concern here.

Similarly, there is widespread recognition that teachers aremore accustomed to lecture method more than other teaching methods in the implementation of business studies primarily because they felt it consumes them less time to execute it. Lecture method has been criticized in teaching of business studies because it makes the teachermore active and rendered the learners passive and inactive during the entire teaching situation. The problem with the implementation of business studies is that teachers ignored the use of innovative teaching methods recommended in teaching of business studies such as demonstration, role play; play way, problem solving and discussion method. Skills in business studies cannot beacquired through the use of inappropriate teaching methods and hence meaning learning cannot be possible in the class.

Curriculum implementation relies heavily on the quality and the quantity of instructional materials ready for use. The researcher discovered in some of the public secondary schools visited before conducting this study offering business studies. lacks instructional materials for teaching of business studies. The instructional materials available for used are out datedand it is not in any way relevant to the present system of education.Only few public secondary schools have libraries stocked with obsolete textbooks and materials that are out of use to the students and teachers any more. For the objective of business studies to be realized, all these lingered problems arising from one problem to the otherneeds to be logically addressed in respect to that areasto enable the students' to be properly trained that prompted the researcher to embarked on the assessment of junior secondary school business studies curriculum implementation in Plateau State, Nigeria with the aim of identifying possible solution using empirical evidences.

1.3 Objectives of the Study

The objectives of this study are to:

1. identify the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state;
2. determine the appropriateness of teaching method adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state;
3. investigate the effectiveness of teaching materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state; and
4. determine challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state.

1.4 Research Questions

Based on the aforementioned objectives, the following research questions guided the study:

1. What funding strategies have been adopted by the government for the implementation of business studies curriculum in junior secondary schools in Plateau state?
2. What is the appropriateness of teaching method adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state?
3. What is the effectiveness of instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state?
4. What are the current challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state?

1.5 Research Hypotheses

The following hypotheses were formulated for the study

$H0_1$: There is no significant difference in the response mean of principals and business studies teachers on the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state.

$H0_2$: There is no significant difference in the response mean of principals and business studies teachers on the appropriateness of teaching method adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state.

$H0_3$: There is no significant difference in the response mean of principals and business studies teachers on the effectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state.

$H0_4$: There is no significant difference between the response mean of principals and business studies teachers on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state.

1.6 Significance of the Study

This study will benefit the following; State Ministry of education/Universal Basic Education Board, Curriculum planners, researchers, members of the Society and teacher/students.

Officials of the Plateau State Ministry of Education and the Universal Basic Education Board will benefit from the findings of this study as it would provide information that would serveas a basis fordeveloping appropriate policy formulation that would provide possiblesolutions to some of the problems hindering the realization

of business studies objectives. The results of the study will enable Universal Basic Education Board to refer other matters to the Ministry of Education for prompt action to be taken to create a good atmosphere of teaching business studies with well-stock equipment and other basic infrastructural facilities. This study intended to send copies of itsresearch work to the Plateau State Ministry of Education and the state library board for use. Alternatively, soft copy of this work will be made available on the internet for public access.

The result of this research will be of immense importance to curriculum planners as it will identify key lingering curriculum inadequacies that has over the years stood as a barrier in the achievement of business studies objectives in junior secondary school level which will guide curriculum designers find a means of making the problem known to the Ministry of Education for slight adjustment to be reflected in the curriculum toovercome the challenges. The findings of this study will provide information to curriculum planners being intermediaries between federal government, teachers and to createpossible awareness campaign to members of the society to debunked the notion perceived about business studies that it is not a brainstorming subject to be widely accepted like any other subjects in the school curriculum.

The result of this study will serve as a source document to researchers in business education programme and other related fields of endeavours with useful information concerning the study which can be obtained from the internet and libraries without any stress. The study will serve as literature materials to on-going researchers examining related variables andthe findings obtained in this study will interest newly researchers from different areasto extend similar investigation in their respective statesto compare the level of operationin relation to differences in research findings obtained to diversify knowledge. The findings of this study will as well enable other variables delimitated in

this study to be used by other researchers to conduct similar research for diversification of knowledge.

The findings of this study will be useful in enlightening members of the society on the contribution of business studies subject to the individual, to the society, todiscredit societal perception labelled on business studies and to erase completely the stigmatization wrongly perceived about the subject to enable the subject gain popularity like any other subjects in the school curriculum. The study will provide useful information to the members of the society to create an indisputable awareness to conceive curriculum implementation as a shared responsibility of government, principals, teachers, spirited individuals and parents towards ensuring effective curriculumimplementation in all the schools.The result of the study will enable the parents to checkmate teacher's activities and cooperate with the school in terms of financing the school for the procurement of instructional materials and equipment for practical.

The study would provideinformation that will enable relevant stakeholders to take proactive measures that willbe of benefits to thestudents' by adequately deploying qualitative instructional materials missing in schools for effective implementation of business studies curriculum. The school will benefits from the findings of this research as it will guide the school in the selection and procurement of appropriate instructional facilities/materials needed for the implementation ofbusiness studies to enhance the performance of students in junior secondary school certificate examination and equip the students'with the necessary business skills to make them self-reliance and contribute to the development of Plateau state and to our great nation Nigeria.

Finally, the findings of this study will be useful information to classroom teacher as it would pinpoint the use of innovative teaching methodsas thebest in teaching of business studies which compactable instructional materials to suit a particular component area of business studies. The study will also buttress other teaching techniques that teachers can integrate with teaching methods to deliver their lesson appropriately. The study will create awareness for teachers to be resourceful in their work through actively engaging the students and members of the society in the improvisation of instructional materials to make their work more easily and participatory.

1.7 Scope of the Study

The study is confined to business studies teachers, vocational education teachers and principals covering five (5) areas directorate of education zones from Central Senatorial Zone of Plateau state including Pankshin, Mangu, Bokkos, Kanam and Kanke from 2016-2018 being the period this study was conducted. Business studies teachers, vocational studies teachers and principal were chosen in this study because they had past teaching experiences which place them in better position to respondto the questionnaire items. The study is further limited to funds, teaching methods, instructional facilities and problem to curriculum implementation of business studies which constituted the variables of this study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature under the following subheadings: theoretical framework, conceptual frame work, curriculum implementation, models of curriculum implementation, concept of business studies, business studies in junior secondary school, objectives of business studies in junior secondary school, general structure of business studies curriculum, Nigeria national policy on vocational education, implementation of business studies curriculum in junior secondary school, strategies for business studies curriculum implementation; methods of teaching business studies, teaching and learning resources in business studies, teachers professional skills and attitudes in business studies, parents influence on academic performance in Business studies, participation of students', influence of the society, assessing students' learning in business studies, challenges to business studies curriculum implementation, empirical studies and finally summary.

2.2 Theoretical Framework

There are several theoretical frameworks and theories globallyin used whichthe researcher adopted the one propounded by B.F Skinner and his associates because ofitsrelationship with the key variables to be investigated in this study. The theory centred on "motivation" which is concerned with behaviour modification, describing the power of extrinsic rewards in behaviour which affirmed motivation as a non-cognitive form of learning process which action is formed by administering rewards and punishment (Peretomode, cited in Modibbo, 2015). Reinforcement theory of motivation underlined the use of positive or negative reinforcement to motivate individuals.

The theory further explainedindividual's behaviour dictated uponthe expected attributes following his performance (consequences). Peretomode citedin Modibbo

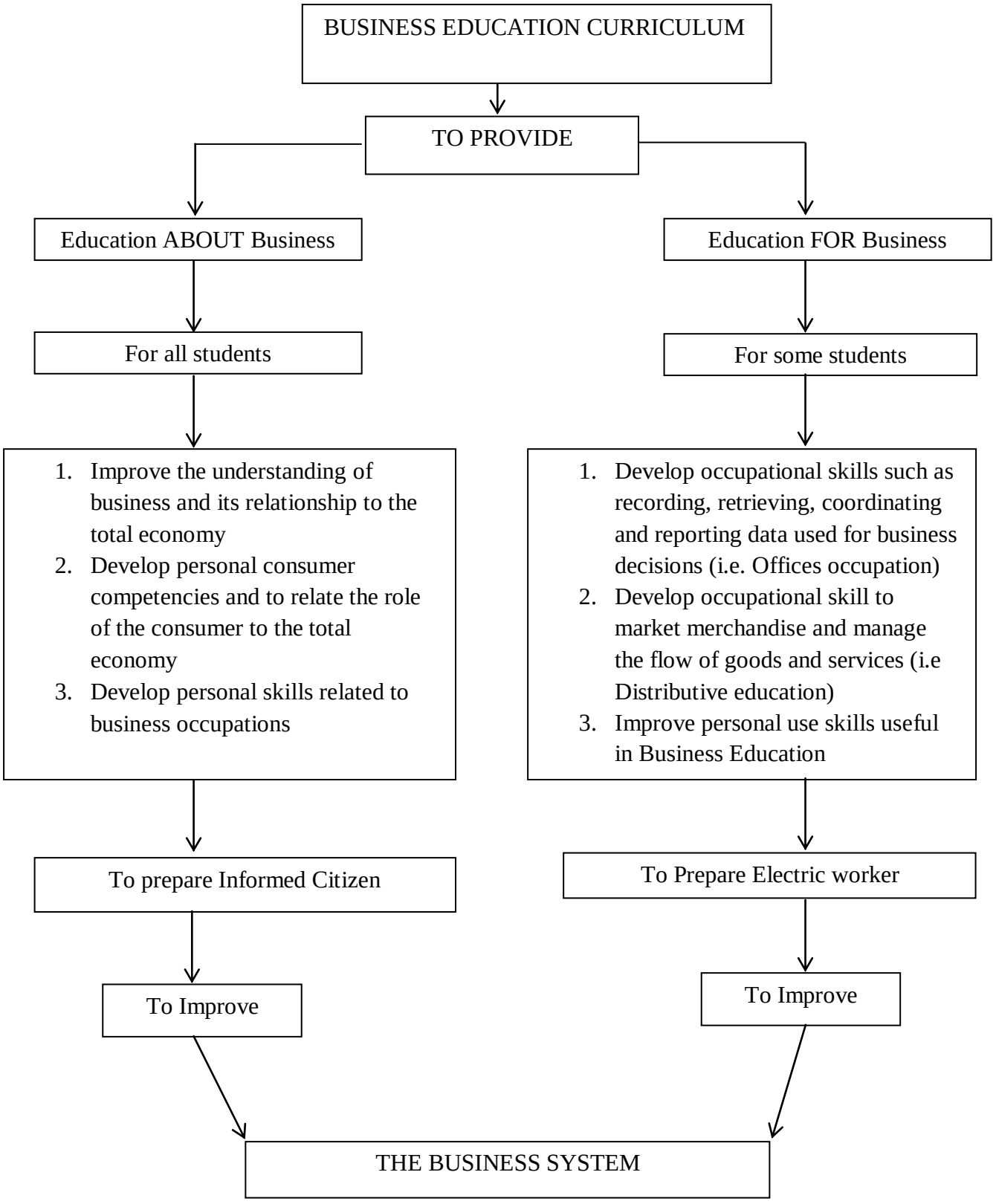
(2015) stated that behaviour modificationmanifested in twoways in an organisation. The first principle is the Thorndike's "Law of Effect" which perceived individual's behaviour yielding positive outcomes(rewarding consequences)tends to be repeated whileindividuals with negative outcomes (punishing consequences) tends notto be repeated. In the second underlying assumptionof B.F Skinner,he believed thatit is possible to influence individual's behaviour in a Particular way (Peretomode, cited in Modibbo 2015). Thus, the theory perceived people's behaviour patternedaround a desired goal with clear evidence attached toreward of excellent performance. Nevertheless, external environment of the organization is the determining factorto influencethe employee positively or negatively towards a set goal. However, Peretomode cited in Modibbo (2015) suggested four techniques of reinforcement that could be used by school managers to establish a result oriented programme in the school to positively arouse the behaviour of its workerstowards achieving set objective. These are positive reinforcement, negative reinforcement, punishment and extinction.

Reinforcement theory of motivation explained how an individual respond sharply to a new behaviour. Teaching and learning especially in business studies cannot be effective if the desired and necessary resources are not provided in the school. The variables linking this study with the theory that can enhance teaching and learning of business studies are; manpower, funds, salaries and promotion, curriculum material/facilities, infrastructural facilitiesand prospect for future employment on the skillsacquired after graduation. These skills and competence are regarded as desired behaviours. Hence all the above variables (resources) act as motivators which need to be reinforced to ensure continued desirable behaviours (skills and competencies) in the teaching and learning process. This formed the basis why reinforcement theory of motivation by B.F Skinner was adopted in this study. When resources are not available,

they act as punishment and extinction to the entire teaching and learning. Thus, lack of adequate resources, equipment and manpowerand lack of future employment prospect in the acquired areas of study in the society act as a negative reinforcement which brought about the cases of poor skills formation.

2.3 Conceptual Framework of Business Education Curriculum

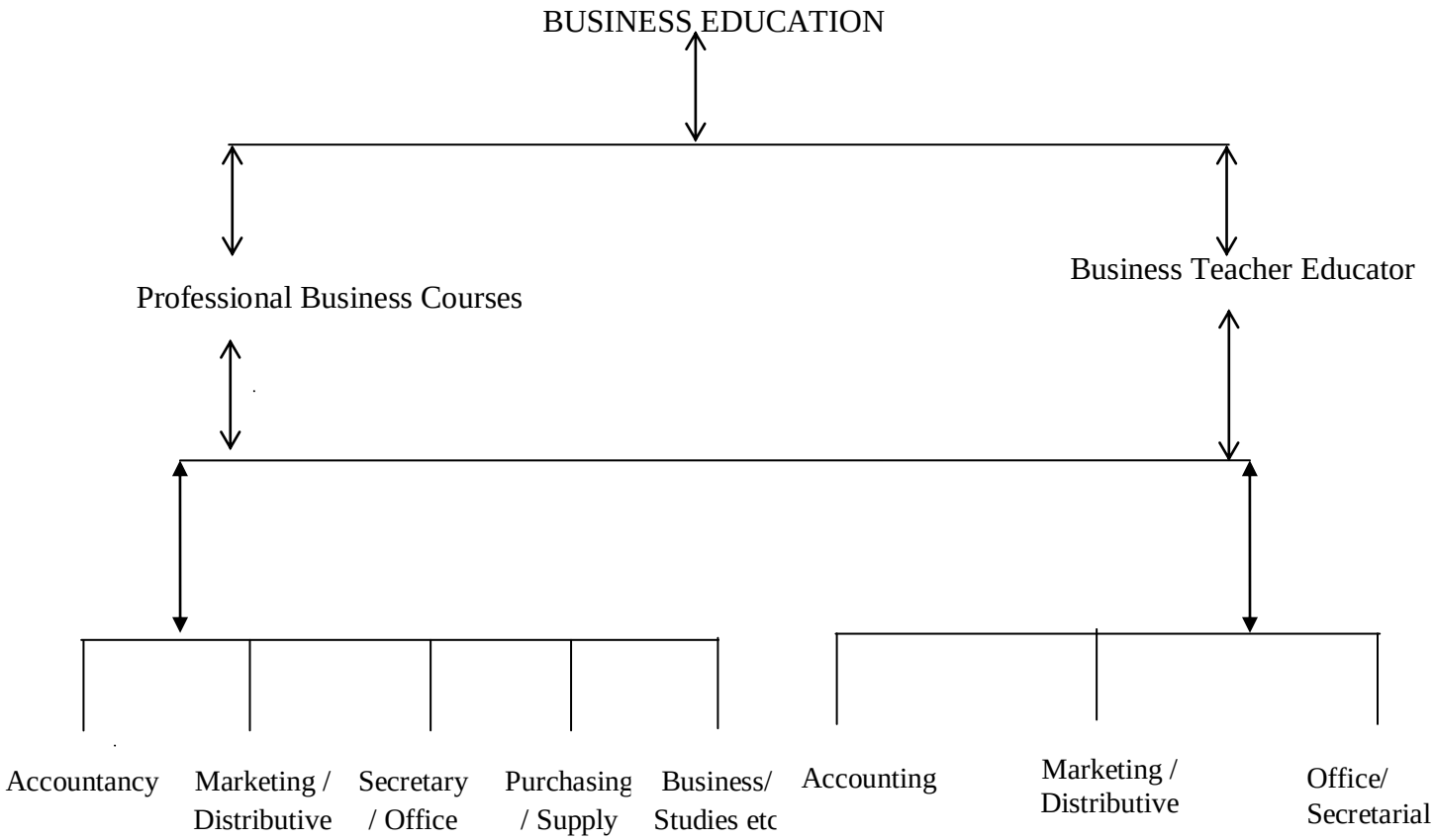
Business education is one of the major areas of specialization which help to develop the sense of economic wellbeing of the nation in the individual as a whole. As affirmed by Osuala cited in Modidibbo (2015) described it as a systematic learning experiencesdesigned to fit an individual into gainful employment in a recognized vocation. He further said, it preparesthe students to manage personal/joint businesses for profit maximization and to function intelligently as consumers and citizens in a business environment. From the above definition, business education curriculum is aimed at achieving two major objectives. Woplsclager and Harris cited in Modibbo (2015) graphically illustrated business education curriculum covering:



Source: Adeshina (2007)

Figure 1 Conceptual Framework Showing Business Education Curriculum

The diagram depicted that business education curriculum encompasses education about business for all students and education for business for those offering the subjectfor the purpose of acquiring skills toadvance into professional business.Business education curriculum at the junior secondary school is primarily about business. At the senior secondary school level, the curriculum is diversified to accommodate other relevant aspects of business to inject appreciable vocational skills for self-reliance after secondary school or for further training in business related disciplines at the tertiary institutions. It is aimed at developing professional competencies in readiness for job placement. Business education curriculum at the tertiary institution depicted business education for administration and business education for business teachers presented diagrammatically:



Source: Adeshina (2007)

Figure 2: A business education curriculum at tertiary level

Scholars advocated business educationprogramme not synonymous with commercial education which transcends ordinary study of keyboarding and stenography. Aliyu further envisaged the complexity in the global business and said only those with skills in related business education disciplines that can explore global economic realities to create wealth. A global economic activity is dependent on the availability of trained business educators to direct production of goods and servicestowards efficient utilization of materials. Therefore, business education programme culminates the overalltraining in specific jobs and the development of abilities in line with the goal of the society.

2.3.1 Curriculum Implementation (General)

The curriculum is a plan for what is to be taught at all levels. NERDC (2013) perceived curriculum constituting different topics to be taught for a specified subject matter be it at the early childhood, primary, junior secondary, senior secondary and tertiary levels. NERDC further reiterated that curriculum prescribes all experiences, guidance and interpersonal relationship which learners may be exposed to in order to achieve the predetermined educational goals necessary for suitable functioning in the society. For example the junior secondary school (JSS) business studies curriculum clearly specifies the themes; topics to be learnt; skills and attitudes which learners need to through years 1 – 3 (i.e JS1 to JS3), methods of teaching, activities for both the teachers and students that will lead to the achievement of the intended goals and objectives, clearly defined period, instructional materials to be used as well as evaluation strategies. The junior secondary curriculum is prepared by the Nigerian Educational Research and Development Council (NERDC) is a national curriculum. State Resource Centres (ERC) is expected to adapt it to suit their different states and to prepare the business studies syllabi for their schools.

Offorma cited in Ishaya (2014) described curriculum implementation as the translation of or putting of curriculum plan into practice. That is to say, the planned curriculum can be said to reach the targeted audients, when its purpose for which it was created is a fulfilled by the classroom teacher. It is the process of putting the curriculum document into action. In putting the curriculum into action, Dashe (2003) reiterated that it is a process involving different participant of curriculum implementation agencies coming into play ranging from the government, ministry of education, basic education board, supervisors, school, principals, teachers, parents and students. Saylor, Alexander and Lewis cited in Ishaya (2014) perceived it as the actual engagement of learners with

planned learning opportunities. The researcher viewed curriculum implementation as the face-to-face interaction of curriculum materials in the classroom taking place between the teachers and the students using the appropriate instructional materials provided in the curriculum modules.

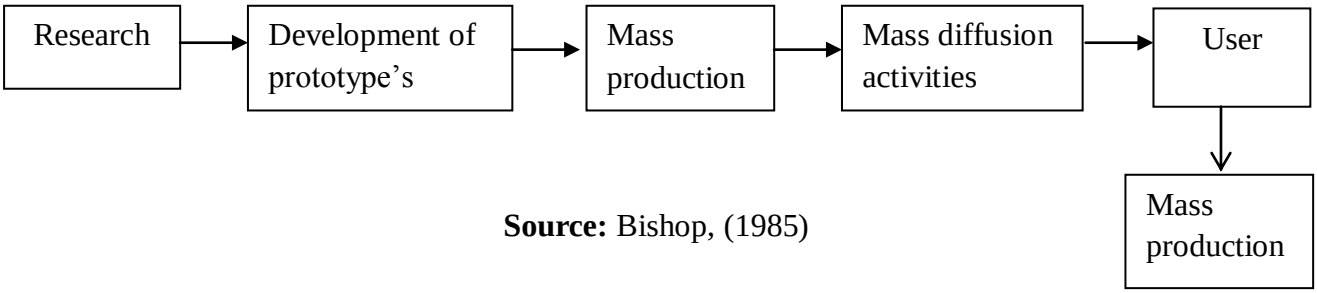
2.3.2 Models of Curriculum Implementation

The purpose of this section is aimed at identifying relevant curriculum models and strategies that backed the implementation of business studies curriculum in junior secondary schools. Curriculum model is a guide or documents used in education to determine specific aspects of teaching such as subjects, time frame and manner of instruction (Yusuf, 2012). The researcher is in agreement with Mkpa cited in Ishaya (2014)which believed that the success of curriculum implementation depends on the application of appropriate curriculum models and strategies.

Havelock in Ben-Yunusu (2000) propounded several curriculum models for implementation and innovation showing various steps to be followed whichthe researcher adopted research, development and diffusion (RD&D) which supported the innovation of integrated business studies curriculum in Nigeria in this study ahead of others.

Research Development and Diffusion (RD&D):

Development and Diffusion Model was derived from Havelock's cited in Ben-Yunusa (2000) referred to Centre Periphery Curriculum Model, where an idea of curriculum development practices is conceived at the head or central (in this case Federal Ministry of Education) and then fed into the system. Havelock cited in Kising'u (2008) argued that R.D.D Model is effective where curriculum development have to be in large scale so that ideas must reach geographically dispersed and isolated users (teachers and students) illustrating it diagrammatically:



Source: Bishop, (1985)

Figure 3. A Research Development and Diffusion Model

With this model, Ben-Yunusa (2000) observed that Havelock studied innovations in education, science and industry. He further said, the views of various scholars on curriculum innovation can be classified into three perspectives. These three perspectives represent different views of authorities on dissemination and utilization process. These include Research, development and diffusion, social integration and problem solving model which this extensive study examined research and development and diffusion model because of its relevance over others as it considers important stakeholders such as Nigerian Educational Research and Development Council, Institutes of Education in our universities and Ministries of Education.

With this model, Ben-Yunusa (2000) opined that curriculum reform goes through an orderly sequence. It begins with research, and proceeds to development, diffusion and finally to dissemination of solution to a target audience. The developer takes the initiative of formulating a problem. This problem is based on a presumed need of receiver. One should note that the receiver does not initiate or formulate the problem. The developer then designs and develops a potential solution which passed to the receiver. The change idea or practice is muted at the centre, this centre teaching methods are chosen, appropriate teaching materials devised, tried out and revised where necessary. The newly developed curriculum package will then be sent to the teachers at the implementation centre.

In Nigeria, research on educational problems and curriculum related cases, are treated by agencies/bodies like Nigerian Educational Research and Development Council (NERDC), institutes of Education in our universities, Examination bodies like, WASSCE, NTI, NECO, NABTEC, or Ministries of Education. For problem or needs for change, it is assessed by the same agencies which ispresented in clearer terms either by the initiator or innovator. The perceived solutions to the problems identified will be taken into account. The new idea which has been stated will then be taken (from NERDC or institute or examination bodies) to the point of implementation(target group). The target group consists of teachers and students which are passive receivers of the finished product from the central agencies – the developer.

With this model, teachers and students' remain at the periphery and they are not actively involved in the process of initiating the curriculum innovation. The change is initiated somewhere then passed down to them for implementation. The goals, objectives, content and evaluation instrumentsdescended to the implementation stage from the centre. This situation is a good demonstration of the R, D and D Model and this is what exactly transpired in past education system when business studies curriculum was initiated and diffused all overthe country.

However, this model makes students and teachers passive receivers of the developed materials which is designed for their own consumption and were not given the opportunity to be actively involved in curriculum development process.Thus,sometimes the received materials may not cater for local needs variations. Models included in R, D and D school represented the process of change in an orderly sequence as reflected in the above diagram which begins with identification of the problem, then proceeds through other operations directed towards finding or producing solution to these problems, and ends here diffusing solutions to targeted group.These

sets of workis initiated by researchers, developers, disseminators while the receivers remaining passive (Havelock cited in Ben-Yunusa, 2000).

Basically the underlying phenomenon in Havelock (1969) R.D.D model is adopted in this studysequel with the theoretical framework used and the variables investigated in this study. Other reasonsincludes findings of Udoh and Zwalchir (2015), Okoro(2013) and Ayuba (2006) revealed lack of materials/equipment, poor performance of students in Junior Secondary School Certificate Examination (JSSCE), poor funding and inappropriate use of teaching methods for the implementation of business studies in Nigeria and other parts of the country. Using this model to identifythe problems,Federal Ministry of Education through Ministries of Educationin the states will put all machineries in motion withrelevant stakeholders stated by this Model such as NECO which is in full control of the National Common Entrance for Junior Secondary schools at the Federal level and Education Resource Centre which is in charge of junior secondary school certificate examination at the state and NERDC to examined the problems identified to provideslasting solutions to the identified problem.

Note withstanding however, despite this model have been criticised forneglecting classroom teachers and the students' in the whole task rendering them passive and inactive.Teachers here do not form part of the professional team, but the developed curriculum is prepared specifically forthembeing thelast agents tobring the changeat the classroom level. Though teachers should not be left out completely from the entire process and should be contacted at certain level since they are always in close contact with the students in the classroom to provideother informationthat is borderingthe implementation of business studiescurriculumin junior secondary school level.

2.3.3 Concept of Business Studies

Business studies is an aspect of vocational education, which equips individual with the necessary skills, and theoretical knowledge needed forperformance in the business world either forjob occupations or for self-employment (FGN, 2013).Business studies at the senior secondary school level is geared towards education for business and atthe tertiary level, education about business which is obtained at the junior secondary school level. Business studies is a skill building identity which is a means of livelihood and part of integral development of the 'three Hs' – the head, the heart, and the hands which must not be neglected as doing so will amount to denial of an individual's integrated personality development(Adeshina, 2007).

Business studies is a cognate-electiveat the junior secondary school level, highly prevocational in natureblended with useful skills for future use and general knowledgeof business related subjects at higher level. It is important to note here that the curriculum of business studies in junior secondary school takes into cognizance different areas of learning experiences integrated into one subject. The integrated components areas of business studies in junior secondary school include; office practice, commerce, bookkeeping, typewriting and shorthand.

Business studies programme comprises a set of interrelated components areas that extended and deepen students' understanding and skills as they progress through other levels, to applyappropriately the concepts and skills in line with sophisticated range of business-related problems. Therefore, it is paramount for thesefive key areas in business studies to be covered to strengthen the students' understanding in theory and practice in the business environment (Ohiwerei, 2009). Business studies is the creation

of business knowledge and occupational skills to the targeted audience at the early age for gainful employment purposely to those who cannot go beyond junior secondary school level. Team teaching is the best teaching strategy to be adopted in teaching all the specialized areas by two or more competent business education teachers with specialization in marketing, office and accounting. The objectives are to enable the students' to appreciate and understand the five components units and how they interrelate with each other in the formation of lifelong skills.

However, Aliyu (2006) stated that business studies aid the development of business education programme at the senior secondary school level and tertiary institutions by providing students with the elementary business ideas from the onset.Similarly, Igbinoba (2001) said that the implementation of business studies in junior secondary schools since its inception have not provided trained and qualified work force needed in the present day modern offices. He further stated that there is no qualitative training equipment for the implementation of business studies curriculum. The package forinstructing businessstudies can be made relevant in present day office if school facilities are improved qualitatively to match satisfactorily with those obtainable in a modern office. He further explained that where model offices existedwere discovered to belacking in automated office machines. This makes simulations and role playing which are vital techniques for delivering lesson impracticable.

Obi (2001) reiterated that the implementation of business studies in junior secondary school heavily rely upon the availability of modern office machines. The subject is a skill-oriented programme which requires enough facilitiesto power its operation. The equipmentto be supplied in order to make teaching of business studies

effective includes; internet, electronic organizers, voice message system, electronic mail, dictating machine, adding and calculating machines.

2.4 Business Studies in Junior Secondary School

Junior secondary school system came into being as a result of the implementation of the 6-3-3-4 education system of education in Nigeria in 1982 and brought about many reforms into the educational system. One of thehistoric innovations that ever happen to junior secondary school is the vocationalization of its curriculum in Nigeria. At the junior secondary level, pre-vocational subjects were introduced into the senior secondary level. The focus of the pre-vocational subject was to expose the students at the junior secondary level to the world of work through exploration. Such exposure was intended to enable junior secondary school students to make intelligent career choices.

Junior secondary school business studies is designed to transform the Nigerian society through value re-orientation, poverty eradication, job creation, wealth generation and empowering the youths economically. The revised 9-year business studies curriculum was developed to meet the changing needs of the 21st Century for creating wealth and setting up business as an entrepreneur.One of the arguments advanced in favour of the junior secondary school today is that the junior secondary school period corresponds with the age when physical and mental changes are reflecting in the students. Then, junior secondary school is anon-stop educationfor children from primary school up to upper basic (9 year).

The beneficiaries of business studies after graduation should be capable of utilizing the knowledge and skills acquired from JSS 1` to JSS 3 to gain light job or operates light businesses which demands small capital to start to earn a living. Miller cited in Aliyu (2001) stated that business studies helps the students to make rational

decision in satisfying their needs based on the available resources. He further reiterated that, the skills required by the beneficiaries when delivered appropriately in a suitable manner using standard facilities by competent and qualified teachers will prepare them in readiness for all economic activitiestaking place within their immediate environment as a producer or as a consumer. The objective of the subject is also aimed at providing holistic blend of knowledge in all the component units for those their education is terminating at junior secondary school level and those making progress to higher education (Federal Government of Nigeria, 2004).

National policy on education (2004) further explained that, the objectives of business terminologies is vital when discussing business issues, understandingbusiness environment, appreciating the role of business in the society, acquiring necessary entrepreneurial knowledge, skills and attitudes necessary for the development of the nation. Resources required for effective implementation of junior secondary school business studies curriculum in the era of information and communication technology (ICT), according to Adeshina (2007) are:

1 Qualified teachers of integrated business studies

2 Facilities and equipment such as typewriters, dictating machines, electronic gadgets of all kind.

3 Administrative support from the government and school authorities

4 Teaching aids and materials such as relevant and recommended textbooks, well equipped typing pool, computer room.

5 Incentives for teacher.

6 In-service training and retraining of business studies on information communication technology.

Finally, textbooks, reference books, periodicals, electronic media and internet access should be available in all the teaching and learning arenas.

2.4.1Objectives of Business studies in Junior Secondary School

As presented in the pre-vocational Curriculum Volume 2 (Federal Ministry of Education, 2004), the objectives of business studies are those that enable the students to:

a. Acquire basic knowledge of business studies;

b. Develop basic skills in office education;

c. Prepare for further training in business studies; and

d. Develop orientation and basic skills for starting life for those who cannot go beyond junior secondary school level.

Other specific objectives of junior secondary school business studies programme include the following (Aliyu, 2001):

1. It helps develop the students' desire to want to study business subjects in the future and advanced classes. The business subjects offered at this level will help the student in making his mind to pursue business related career later in life.

2. Business studies at this level will assist in the guidance programme of the vocational education. in the junior secondary school the thought of the qualified student may be directed toward the senior secondary school business curriculum while the attention of the student who lacks the basic abilities needed in business occupations may be turned to the non-business curriculum.

3. The students are given the opportunity to develop some elementary business knowledge and simple skills that can be useful personally to the student e.g. typewriting.

4. Business touches almost every member of the society. Everyone is a potential consumer of goods and service offered by business. All students need to develop a clear concept of social and economic realities and understanding and appreciation of the role business plays in our daily lives.

5. Business studies at junior secondary school level serves as a foundation for the study of advanced business subjects. For example, business mathematics is a foundation subject for book keeping.

6. Business studies in junior secondary school is saddled with the responsibilities of matching the skills and knowledge based on the learners ability/age to foster practical application of knowledge outside the school setting.

7. Business studies in junior secondary school is aimed at refurbishing the old curriculum to realm in every respect with the 9-year basic education in ensuring transmission of knowledge is built around the present policy pronouncement.

2.4.2 General Structure of Business Studies Curriculum

The upper basic business studies curriculum is adapted from the original work of the Comparative Education Study and Adaptation Centre (CESAC) which was presented in 1982 to the plenary session of the Joint Consultative Committee on Education (JCCE). Thematic approach to content organization was adopted in order to provide the learner a holistic blend of theory and practice of Business Studies. This approach presents education in Business studies under overview of business studies,

effective office practice, commerce the heart of business, book-keeping and business success and keyboarding and communication tool.(Ezenwo, 2013).

The curriculum presents business studies contents in themes logically arranged sequentially from JSS 1` to JSS 3 from simple to complex. For example overview of business studies, the importance of business studies, the component parts and the career opportunities in business studies. After this introductory aspect, the learner is exposed to the ideal office in order to equip the learner with the different aspect of office work including, for example, the right attitude to work and honesty in business. These are very important values to possess if one has to succeed in the world of work and through the world of business. A good knowledge of the world of commerce under the theme commerce-the heart of business ensures that the learner is exposed to the world activities that aid commerce.

The contents of the revised curriculum are organized in spiral form; such that learners start from simple to complex (more difficult) ideas. A spiral curriculum is organized in such a way that contents keep repeating themselves at different class levels, but the depth and breadth of the subject matter keep increasing as the learner matures in terms of experience and background knowledge. For example, entrepreneurial skills are listed under the theme; commerce-the heart of business from JSS 1-3, but you are required to teach only those aspects recommended for each of the class levels. Teaching more than what is specified confuses the learners, they may not actually be prepared for topics like business opportunities, setting business goal and drawing a simple business plan. The concepts have been presented at the appropriate levels following the spiral approach of organizing the curriculum as further seen in the appendices.

The general objectives of business studies therefore according to Federal Government of Nigeria (2007) are to:

i. Provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
ii. Provides basis business skills for personal use now and in future.
iii. Prepare students for further training in business studies.
iv. Relate the knowledge and skills to the national economy; and
v. Develop basic skills in office occupations.

2.4.3 Nigeria National Policy on Vocational Education

The need for an education system in Nigeria that addresses issues of employability, and skills literacy has been long articulated. The development of such system is, in fact, one of the greatest challenges facing Nigeria today. This challenge can be met by using vocational education to reduce skill shortages, remove obstacles to skill development and support the production of graduates to meet public and private sector labour force needs. This across the world is formal, non-formal, vocational or special, is generally guided by a country-specific national policy that articulates its service, value and utility to the nation. In the Nigerian case, the introduction paragraph of the National Policy on education reveals this utilitarian posture. It states that the federal government has adopted education as an instrument par excellence for national development (FRN, 2013), and that it plays a central role in:

1. A free and democratic society;
2. A just and egalitarian society;
3. A united, strong and self-reliant nation;
4. A great and dynamic economy; and

5. A land of bright and full of opportunities for all its citizens.

In order to achieve these goals, education must inculcate certain values. Two of these values, which are basic philosophies of vocational education, include:

a. Shared responsibilities for common goals of the society; and

b. Respect for dignity of labour.

Likewise, there are two national education objectives that are particularly relevant to vocational education. These are:

2 The inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society; and

3 The acquisition of appropriate skills, abilities and competencies, both mental and physical as equipped for the individual to live in and contribute to the development of the society.

These are the purpose and goals of vocational and technical education and the objectives which the vocational schools, as the integral part of the education system, are expected to achieve. In order to survive and progress, every society must meet certain functional prerequisites, chief among which is education. Through education a population is reproduced culturally and socially, and children, in particular, imbibe the values and skills they need to function as mature adults. Thus, school not only develops moral and physical capabilities of students that enable them participate effectively in the economic activities of the society.

The task for vocational education must thus be viewed from all appropriate direction that it is in relation to the purposes outlined for the educational system as a

whole. The starting point of such exercise is, of course, the National Policy on Education (revised 2004). This was originally structured as a means of revolutionising new elements into the curriculum of 9 year Basic Education.

However, the middle segment of 9-year Basic Education encapsulated the revolutionary new elements of the 9 year basic education. Okwe, (2006) stated that, to understand this revolution properly, mandated us to take a look of western education as it was previously introduced and executed in Nigeria to prepare students for clerical and administrative occupations without paying attention to technical education. The curricula of junior secondary and senior schools, where the learning of skills is made a central pre-occupation, was thus significant departure from traditional colonial education. After restating one of the specific objectives of secondary education is to equip students to live effectively in our modern age of sciences, and pre-vocational subjects (such as word work, electronics, religious and moral instruction, languages, social studies, and so forth).

However, Mkpa (2009) noted that there is much more expectations from 9 year basic education than learning of skills. Indeed, the 9 year basic education system was incorporated as credible alternative for laying basic foundations for Nigeria's scientific and technological take-off. It is unfortunate then that twenty-eight years after the inception of the new system, the commencement of scientific technological take-off has not been implemented after several deliberations which led for the programme to be launched (in Russia) of Nigeria's first communication satellite (Nigeria sat-1). The failure of 9 year basic to spring Nigeria's scientific and technological revolution was paralysed without adequate instructional materials and equipment for the development of vocational and technical education. Okeke (2005) observed educational policies formulated with the teaching equipment that will lead to the achievement of objectives.

2.4.4 The Implementation of Business Studies Curriculum

Several efforts are being put together to make Nigeria a model and self-reliance nation in the area of business education. This cannot be achieved unless resources are deployed for the successful implementation of business studies at the junior secondary schools by government and possibly other donor'sagencies. Kate (2013) stated that the success or failure of curriculum implementation rest on the internal working relationship of various labour organizations at different levels. Lambert (2010) observed that most curriculum implementation problems originated from specialization called 'policy and operation spheres'.

In Nigeria, junior secondary school curriculum provides both academic and pre-vocational subjects. The focus of secondary education at the junior level targets the realization of the following broad goals:

> *To offer diversified curriculum to cater for the differences in talents, opportunities and future roles; to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; to inspire students with a desire for self-employment and achievement of excellence; and to provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development (FRN, 2014,18-19).*

The goal stated above formed the basis for the development of a new curriculum for junior secondary school by the Nigerian Education Research and Development Council (NERDC) to reflect long term goal and the objectives expected to be achieved at the end of the programme.The 9-year basic education curriculum was designed asdirected by the National Council of Education for effective implementation of Universal Education Programme in Nigeria.The major aim is to ensure that learners having successfully completed 6 yearsofprimary education and 3 yearsofjuniorsecondary education should:

1. *Provide orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training;*

2. *Provide basic knowledge and skills to the national economy; and*

3. *Develop basic skills in office skills for personal use now and in future;*

4. *Prepare students for further training in business studies;*

5. *Relate the*

6. *Develop basic skills in office occupation (FME, 2007).*

The aim of business studies stated above cannot be achieved theoretically without enough resources mobilized on ground to enable business studies lessons initiatedpractically and students'oriented. It is interested for teacher's activities in the school to be supervised by relevant agencies to ensure that the services they are rendering is in strict compliance to the developed package of the curriculum contents. Curriculum analysisshould be availableinschools for teachers to enter alllessons successfully completed. With this document in use, will enable teachers provide lessons covered to show that studentsactually exhibits the skills and qualities that thesubject is intended to develop. Inclusive teaching approach should be adopted in teaching business studies to cater for all categories of learners since it is aimed at providing skills to those who are attention deficient and hyper-active to also acquire skills like the normal students for self-reliance even when they cannot progress to other academic level (Abdulahi, 2002).

Thus, the implementation of junior secondary school business studies is characterized by a process of mutual adaptation and organizational process that is shaped over time by interaction between projects goals, methods and instructional setting. As such implementation is not static; it is an on-going process which takes

place over a period of time. William and Edward cited in Modibbo (2015) identified three interactive processes of implementation such as:

1. *Mutual adaptation: This involves changes in the project goals, design and instructional settings, when this happens, the implementation is successful.*
2. *Co-optation: A change in project design and no change in participant's institutional setting. This may be due to resistance to change or inadequate help from implementers.*
3. *Non-implementation: When a project breaks down in the course of implementation. When it is simply ignored by project participant. Implementation is successful where the significant change in participant's attitude, skills and behaviour. In Nigeria, the implementation of business studies programme is at the co-optation level.*

The general objective of business studies corresponds to the millennium development goals and the critical element of the national economic empowerment and development strategies which the Nigerian government aspires to achieve. For this reason therefore, the business studies curriculum has placed a lot of emphasis on the development of competencies in office occupations, information and communication technology. acquisition of entrepreneurial skills, consumer and society education, job creation, wealth generation, relating the knowledge and skills to the national economy and a lot of the empowerment of the citizenry, to bring about the much needed change for transforming the Nigeria society (FGN, 2013).

2.5 Strategies for Business Studies Curriculum Implementation

Offorma cited in Ishaya (2012) described curriculum implementation as the translation of or putting the developed curriculum plan into practice. This implies putting the curriculum document into action.Curriculum implementation is participations of government, supervisors, school heads, teachers, non-academic staff, and parents to engage the learners in suitableteaching learning environment.

The emphasis is on strategies for business studies curriculum implementation, Saylor, Alexander and Lewis cited in Ishaya (2012) viewed it as the planning procedures to engage the learners with planned learning opportunities in the midst of satisfy curriculum materials and enabling environment for effective implementation of the curriculum. For effective implementation of business studies to take place, the following variables must be considered which is the concern of this study; funds, teaching methods, teaching and learning resources, teachers professional skills, parental influence on academic achievement, participation of students and influence of the society.

2.5.1 Funding

Schools funds refer to money or financial resources or income generated or allocated to institutions for its growth and maintenance. Funds are required for multiple uses in the school system. Except for government schools where salaries and allowances are paid directly, schools incur multiple expenses. Much money is, for example, involved in paying staff emoluments at a time of prescribed minimum wage and the need to pay competitive wages in order to attract and retain qualified and resourceful teachers and staff (Obulor, 2006). Increase in school enrolment must equate with corresponding instructional materials/equipment and infrastructural facilities.Mills (2005) suggested for economy and efficiency to be taking into account in the selection of teaching and learning materials for the implementation of business studies curriculum.

Lack of funds for the acquisition of curriculum materials constitutes major set setback for the implementation of business studies curriculum.The role played by funds in the acquisition of curriculum materials for programme implementation cannot be over emphasized. Mkpa (2009) believed that schools cannot implement their activities

effectivelyputting students as its inputs in view neglecting capital resource which is the critical inputs for acquiring materials for the implementation of business studies curriculum. He further reiterated that the objectives of business studies cannot be achieved without adequate funds for the procurement of instructional materials and equipment.

The Federal Republic of Nigeria conceded that education is an expensive social service that requires adequate financial support from all tiers of government forthe successful implementation of its educational programmes. The government also recognizes the importance of business studies and the need for its curriculum to be reflected in line with commerce and industry. The contribution of vocational education programmes has been recognized all over the world for job creation and office education, particularly in Africa, however, which is tailored towards rapid industrialization and self-reliance (Federal Government of Nigeria, 2004).The wake of global economic recession andyouth's unemployment, which its impacts are not felt in developing countries, demands business studies programmes and vocational education to be set up in order to take care of that problem with inadequate funding to train the youths in different occupations (Egwuella cited in Osam, 2013).

ITF News Editorial June cited in Osam (2013) reiterated that one of the adverse effects of Structuring Adjustment Programme (SAP) in most parts of Africa is the inability of government to adequately fund formal education, especially vocational education, at a time when the entire continent was suffering from an acute shortage of skilled labour and technological know-how. While expressing optimism at the prospects of vocational education, the editorial opined that the only way to break the jinx of the present system of education was to pay serious attention to the acquisition of skills and knowledge relevant to national development. The editorial stressed the need for

adequate funding of vocational education since it is the only system directly responsive and relevant to the world of work that can serve as a bed rock for the rapid industrialization of a developing economy like Nigeria. Finally, federal Government of Nigeria recommended that the leaders should assess its training needs and labour requirements in the light of its national priorities to articulate some workable strategies for financing vocational education the mother of business studies curriculum.

One of the main defects of Nigerian educational system in the colonial era was its strong bias towards academic and literacy studies and its undevelopment and underfunding of vocational education (Ukeje cited in Osam, 2013). The history of Nigerian education showed that the funding of vocational education was principally through government grants. This pattern remained unchanged into the 1979' (Fafunwa, cited in Osam, 2013). Fafunwa cited in Osam (2013) stated that the first vocational educational programme was, in fact, incorporated into 1946 Ten Years Education Plan.

The establishment of Industrial Training Fund (ITF) has initiated wider participation in the financing of vocational education (Ogushi, 2008). In addition to government direct funding, the finger-print of inadequate financing is still quite apparent. Omekwe (2009) noted that the major problem facing vocational education curriculum is the failure to empower Industrial Training Fund (ITF)to sponsor and train the beneficiaries of vocational education programmes in various skill. According to Nneji cited in Adeshina (2007), said that vocational education programme must be given considerable attention separate from other forms of education and well financed to achieve its objectives. (Nneji cited in Adeshina 2007) supported that vocational education requires adequate fundingfor effective implementation of its programmes.The need for fund is indispensable among other things for the purchase of equipment,

maintenance of existing equipment, training of personnel on a regular and in-service basis, payment of salaries, and for general administrative duties.

2.5.2 Method of Teaching Business Studies

Business studies being interdisciplinary subjects require varied techniques of teaching. The teacher selects desirable teaching method required in passing knowledge through learner centred or participatory. Teaching methods is the general principles, pedagogy and management strategies used for classroom instruction (Mullins, 2005). They said further that learning is more effective when varieties of methods are used. Federal Government of Nigeria (2007) recommended the following methods in teaching business studies:

1. Demonstration Method:

This is a teaching method which described how an activity is to be carried out in a systematic way. This method is quite suitable in teaching the aspect of typewriting, shorthand and bookkeeping. This method is employed in teaching business studies because students are giving the opportunity to practice new skills over a period of time without any interruption even at the absence of the teacher. Niles (2007) stated that this method involves learning through observation and practice surrounded by instructional materials used during the lesson to facilitate instructional activity. The role of the teacher is to serve as a guide, organise and present basic instructional materials required for that particular lesson while the whole activity is carried outby the learners under his guidance.

However, some teachers instead of using demonstration method in teaching typewriting, shorthand and bookkeeping use lecture method which is not appropriatebecause it makes teaching and learning dictated upon the cognitive and

affective domains neglecting the psychomotor aspect which is the concern of this teaching method. The teacher's competence, effectiveness and resourcefulness are improved when this method is used. This method if properly used in teaching business studies, increases students' performance most especially in the aspects keyboarding, transcription and increasing the rate of retentive memory.

2. **Discussion Method**

This is a teaching method which involves grouping and regrouping the learners into manageable sizes, each sub-group headed by a leader, secretary and members throughout the teaching and learning process. The teacher roles is to sets out the required learning activity, explains the role of each member in the group, that is the part time chairman, secretary and members is aimed at contributing or sharing ideas to the development of the activity assigned to them before presenting it to the whole class. It is the collective selection and development of ideas from different sources to answer a given fundamental problem (Yusuf, 2012). This methodprovides useful information to the teacher beforehand to enable him/her develop the ideas in reality from the contents they contributed. This is good method of teaching office practice and commerce segment of business studies.

This method stimulate free exchange of ideas among the students in the class and encourage unity of purpose, facilitate active participation in teaching and learning process and bridge the gap existing between introverts and extroverts to operate in a common platform. This teaching method enables all the students to take active part in teaching learning process by freely expressing their opinion to their group members and increases students' confidence in terms of oral presentation in public.

3. **Problem Solving Method**:

One major characteristics of problem-solving approach is that, it is students oriented which follows definite sequence of identifying a problem, definite and delimiting of problems, collection of data that could lead in finding solution to the problem, hypothesis proposal, trial of formulated hypothesis and checking the outcome of the hypothesis to determine whether the problem is solved or not.

In problem-solving teaching method, the teacher is expected to guide the learners in identifying the problem, guide in the clarification and definition of the problem and guide the students in organising the data, correcting and directing students on appropriate reference materials. This method is governed by a lingered problem which existed over a period of time that a solution was provided to overcome it, and a similar problem is about to be repeated. The causes that gave rise to the previous problem have to be revisited through a systematic analysis of the factors that makes it possible. Then solution can now be established through facts obtained from the opinion of other people.

This method is suitable in teaching all the segments of business studies. Ohiwerei (2009) said problem solving offers the teachers and the students the opportunity to investigate a problem from wider perspective. A properly executed problem-solving approach generates much interest in learning, because the resources for learning and the application of classroom learning are clearly developed. In business studies, failure in commercial activities in the past and examination can be examined to find out the remote causes of the problem.

2. Field Trip Method:

Field trip is an excursion taken outside the classroom for the purpose of observation. Yusuf (2012) stated that a well-planned field trips, afford the students the

opportunity to become actively engaged in observing, collecting, classifying, studying relationships and manipulating objects. This method of teaching enables the teacher to move the students out for an excursion outside the school environment to where related activities taught in business are found. Field trip is a good method of teaching business studies because students can be taken to different places different organizations with complex office machines and commercial centres in the towns or cities to see practically what was taught to them in real life situation.

This is one of the best methods of teaching business studies which enable lesson activity to be planned and implemented outside the classroom where materials and action is demonstrated lively. Thus, it is considered as providing learning experiences which cannot be brought into the classroom setting. The usefulness of field trip lies in the fact it provide the most realistic means of studying real objects and meeting real people or experts in their actual environment or places of primary assignment (Yusuf, 2012).This method enables the students to be keen in listening to the resource persons so that at last they can write a summary of comprehensive report on all that transpired during the excursion.

3. Discovery Method:

This is a method of teaching that provides the learner with the opportunity of exploring entirely new facts, new rules, new methods or techniques of solving problems as well as new values for themselves.

Discovery method as the name implies is also called "Heuristic method" This is a method by which learners discover things by themselves. The method uses facts that a student's own experience is the basis of real learning (Yusuf, 2012). It is an activity method where students are mentally active or alert all the time. This method equips the

learner with a vital means of acquiring knowledge on his own through active participation and set his mind by using facts generated to solve problems. This method is good in teaching office practice and commerce because this will gives students the opportunity to discover new problem and provides quick solution to the problem.

4. Lecture Method:

Lecture method of teaching implies the process of giving the teacher complete verbal instruction, exposition and dominance in a particular lesson. This method of teaching gives the teacher the highest chances of participation during teaching and learning. This method of teaching makes the teacher active participant, makes the learners passive participants upon the teacher and exalted the teacher to the status of a king in a lesson (Yusuf, 2012). This method can be used in teaching business studies where the class size is large that a single teacher cannot give each student attention. The method is criticized for ascribing the teacher as the reservoir of knowledge and degrading the students to the background.

This teaching method can be applied in situation where the enrolment of students in a class is greater than the number of teachers which is against the standard of teaching. Under this method of teaching, the role of the students is to listing to ask questions, answer questionsandtake down chalkboard summaries.The students becomes lazy and dependant on the teacher since they are not given any part to play in the lesson.

5. Play Way Method:

This method of teaching came into being in fulfilment of a notionwhich said a child is a naturally creative being and not just receptive on anything that come his way and that self-activity, play, freedom and experience constitutes various ways through which a child learns. Yusuf (2012) said freedom and free activity promotes learning,

and further reiterated that a play in teaching will incorporate them. Play is seen as any pleasurable activity directed towards passing a message. Play way method enable the children to learn through play or activity that has a definite purpose. The play way method may take place in the form of games and dramatization.

Play way method is one of the best method of teaching business studies in junior secondary school because it gives the teacher the opportunity to plan his lesson by actively involving the students to carry out the activities in the form of drama or games. Lesson here is made practical, real life and to promote active learners participation. The issue is that, business studies teachers do not like using this teaching method to test what was taught theoretically in real life situation.

6. **Peer Teaching Method**:

This is a method of teaching by which contents are distributed to students in the class specifying the area to be covered in line with set objective age to play the role of a teacher. This method enables the learners to express ideas freely and develop self-confidence in teaching classmates in the presence of the teacher. In peerteaching, each student is given a specific area to research, develop andassessedby the teacher. This method removes the fear of confronting large crowd of people. It increases the oral presentation of the students and the development of self-confidence in sharing ideas with others.

This method of teaching is good for teaching business studies because it enables the students to explore the school library and the internet to access information. Teachers seem to be very reluctant in using this method of teaching underrating the capability of the students for lack of clarity ofmaterials. Niles (2007) stated that the use of peer teaching method has the potentials to motivate students to teach themselves and

to develop the curiosity to know what is to be learned ahead of the teacher and improve their overall oral communication.

7. Role Play Method:

This method of teaching usually takes the form of learners dramatizing what is real in normal setting. It is a process in which curriculum content are dealt with (problem) through action. Usually appropriate content is taken from the curriculum, acted upon and discussed in the class, students playing the roles and others observing. For example in business students, if a problem area is buying and selling, then it can be role played by having some learners acting as traders while others acting as customers. The students uses the shopping corner, paper notes currency to engage in buying and selling of goods. In role play Nile (2009) said that lesson is made practical, real life and it provides concrete experiences to the learners.

Adopting amodern business studies teaching method will definitely ensure that the teacher would succeed in developing learner'spotentials to contribute to nation building. Business educatorstherefore have to be in tune with the world best practices in business studies teaching enterprising. There is urgent need to shift from using instructional approachesthat promote rote learning in business studies classroom to a more interactive, task-based and learning centred approach.

2.5.3 Teaching and Learning Resources in Business Studies

A well planned vocational education programme will succeed if at the stage of implementation, necessary resources are supplied (Olulube and Egbezor, 2012). Business study is a skill and practical based discipline; therefore resources (facilities and equipment) are highly required for its effective implementation. However, this is not to say that the equipment teacher is more important than the planned programme

butit is not possible for a good teacher to accomplish the objectives of well-planned programme utilizing the available resources. Olulube (2009) observed that learning would be less meaningful without the use of teaching facilities and equipment which will render teaching method inactive and distract usual communication and feedback.

The success of any programme is dependent on the available resources. Ugwuanyi and Eze (2008) maintained that the provision of adequate and appropriate learning experiences which generate effective or meaningful learning requires adequate resources. Similarly, Bongotons and Onyenwe (2010) supported that the availability resources in business studiesacceleratesgreater productivity and excellent performance.They further opined that resources enhancethe acquisition of knowledge and skills for national development. Weihrich and Koontz (2005)observed that the success or failure of any classroom interaction depends to a large extent on the availability, accessibility and usability of the equipment and facilities in the school.

Equipment required in teaching of business studies include; manual typewriters and electronic typewriters at the ration of 1:2 students, computers at the ratio of 1:2 students, swivel typing chair, drop desk and convertible desk, instructor's table, instructor's chair, stapling machine, stapling remover, perforator, stop watch, wall clock, demonstration stand, filling cabinet, photocopier, adding and listening machines, typing sheets, duplicating machine, stencils and source of power. In addition to the above office equipment mentioned,Bongotons and Oyenwe (2010) added human and material resources that must be used alternatively in implementing the curriculum. The classroom teacher needs tofamiliarizehimself and lay hand on the one suitable for his class out ofvariety resources.

Community-based resources are those complex real objects that can be found in the community which can be man-made or natural. Examples of natural ones are rivers,

mountains, and caves while examples of man-made are computer systems, airplanes, museums and factories. E-resources are electronic resources, particularly those that have to do with the computer and information technology. Federal Government of Nigeria (2007) listed resources for teaching curriculum implementation below:

1. **Web Based Resources**

Today in an era of ICT which makes the world a global village and information have become more effective with its access much easier. As a business studies teacher, you will be more effective if you acquire the knowledge and skills of retrieving and using information from the web. The teacher may wish to find out that many of his students have acquired such knowledge and skills, which he can use to an advantage. The students can always be referred to relevant web sites to access relation information. Some of the websites to be used to access for information to enhance business studies instruction are: www.eric.edu, www.butte.edu, www.uni.edu, and www.nbea.org,

Google has the following sites:

1. The Times 100 Case Studies Company has case studies ideal for JSCE levels.
2. JSCE Bite Size Revision for Business Studies.
3. If Business Studies is one of such subject, you will probably find what you are looking for to help you.
4. Business Studies on-line. The work of a business studies teacher- this site has theory notes, activities and games where you can have fun and learn. Most of the resources are free.

2. Community-Based Resources for Teaching Business Studies

Community-based resources can be human or non-human (material, machines and equipment). Examples of human resource are guest speakers and workers. They are

relevant because the teacher may invite guest speakers to the school talk on such relevant subjects like insurance, book-keeping or accounting, banking, stock-exchange, transportation, excursion to farm settlement. The teacher may also take the students on field trips to some organizations where they could be talked to. Some trips may take them to banks, industries where goods and services are produced in order for the students to be aware where they are produced. They may visit offices to see machines and equipment and how the office is organized even the pricing system. Students can also be taken out on excursion or educational trips to museums, print and electronic houses where products and services can be advertised.

Textbooks, reference books periodicals should also be available for business studies topics. Stocks of these print materials can be used by both teachers and students. The school should have relevant books in the library and the students should be encouraged to use them. Library-based home/assignments can be given to the students. The researcher also contributes by saying that, for 9-year basic education objectives to be achieved, textbooks must be written in line with the objectives in view, distributed to schools and teachers should be re-train on how to use them.

Permission must be sought from the school authority before you invite any guest speaker to come to the school to give talk to the students. You have to write a letter of invitation to the guest speaker to give you the time that he would be available for the talk. It may be necessary to take permission from other teachers whose period you may have to use since your period may not be sufficient. It may be possible and wise to encourage students in other classes to join your class for the talk. The hall for the assembly must be properly arranged. A token may be given to the speaker to cover his transportation.

Thus, Obi and Akume cited in 2009) observed that the objectives of business studies can hardly be achieved when teaching equipment, infrastructures are relatively in short supply. Business studies being a skilled discipline cannot be learned by the students sitting, folding their hands, without participation and nodding their heads to their teachers. Any school that desires to offer business studies must include in the curriculum a thorough training on the use of office and business appliances. To give such training, the school must equipped with the office and business appliances on which it intends to give instruction. Absence of appropriate/ adequate facilities and equipment for teaching and learning means complete absence of effective and efficient teaching and learning process, and the purpose of education will be defeated.

2.5.4 Teachers Professional Skills and Attitudes

According to Gichuki (2007), the quality of learners acquisition depends on the quality of teacher's input. The teachers' competence influences the quality of performance at the end of the course. Professional qualification of teachers is regarded as a pre-requisite for 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 and 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 cited in Kising'u, 2008).

The success of curriculum innovation is contingent upon a well-planned pre-service teacher education scheme intended to retrained teachers that will be engaged in curriculum innovation exercise (Common Wealth Secretariat cited in Kising'u, 2008).Pre-service education scheme repackage andequipped teachers with

desirableknowledge, attitudes and skills organized in line with the intended innovation programme (Oluoch cited in Kising'u, 2008). In service teacher education programme is therefore necessary for teachers already in active service to benefit in order to improve their efficiency in knowledge and skills to meet with the global change. Therefore, educational programmes have to initiate part time programmes to enable service teachers avail themselves to cope with the challenges placed upon them by society.

Innovations pose threat to the identity of the teacher and the burden of incompetence. A teacher as a model and skilled personnel is saddled with the responsibility of putting confidence in people'shearts through inherent knowledge and skills demonstrated in his area of specialisation (Stenhouse cited in Kising;u, 2008). Teachers education programme needs to incorporate desirable contents in the curriculum and acceptable teaching methods that is directed towards improving the status of the teacher to implement the change. Adequate training opportunities should be mapped out for part time programme and normal working periods to hold concurrently in a year to avoid cases of time clash. It is imperative for teachers to update their training and still be in their places of primary assignment to implement the curriculum.

Doodlad cited in Kising'u (2008) stated that the teacher is a single most important variable in school effectiveness. Improving the standard of a teacher to be effective requires teachers regularly progressing to higher academic qualificationto kept abreast with changesoccurring in the profession. To be qualified as a business educator, a teacher needs to have at least, Nigeria certificate in Education, Business Education and a Bachelor's degree in business education will be an added advantage. Any qualification short of this mentioned above disqualified a person from teaching business studies in junior secondary schools in Nigeria. One of the problems that contributed to the collapsed of 6-3-3-4 system of education in Nigeria was lack of qualified and

competent teachers that can effectively teach all the components units of business studies. All efforts should be geared by relevant authorities to ensuring capable hands are recruited to implement curriculum in their subject areas for maximum productivity.

Malusu cited in Kising'u (2008) stated that for innovation to flourish at the local level, a group of supportive teachers trained in the area are needed at each level. Apart from teaching, they provide guidance and leadership services to their colleagues in mastering new competencies. Teachers must possess technical knowhow to transmit refined informationto the learners in a form of implementing the curriculum. Teacher's participation in subject panels at various levels; Divisional, Inspectorate, and at National level provides aforum to share experiences and explore solutions to curriculum problems and ways of improving the teaching of the subject for national development.

The developed curriculum cannot operate in isolation unless classroom teacher is there toinitiates professional skills to interpret the curriculum content for maximum consumption. At the implementation phase, the teacher is the principal actor to effectively translate the "ABC" of the curriculum to the learner. The teacher possibly selects relevant learning experiences from the curriculum and breaks them into teachable units guided by predetermined objectives. The teacher shares and distributes roles in the class for improvising locally made instructional materials to students and members from the school environment. He sets his limits or levels of attainment on set objective and pursue vigorously through the use of instructional resources at his disposal. The teacher is responsible to ensure that the set educational objectives are achieved.

The teacher is thus an indispensable link between the society and future generation (Nworise, 2006). Dashen (2003) is of the viewed that classroom teacher

forms the corner-stone in curriculum implementation. Aristotle cited in Domfeh (2012) said that "those who educate children well, are to be honoured more than those who produce them, for those who produce children give them only life, but those who educate them give them the art of living well. It is the classroom teacher who initiated a scheme of what to be taught and makes necessary improvisation of instructional materials to be used in advance. He decides fortheappropriateteaching method or technique to be adopted in a particular lesson, the time allocated to each lesson and overall learners activity. Decisions of this kind determine theobjectives which guide the teacher to implement the curriculum in such relevant areas.Yusuf (2012) opined that no educational system can rise above the quality of its teachers. The role of a teacher is crucial in curriculum implementation without which the aim of education cannot be to the targeted audients that is students. The teacher also plays the following roles in conjunction with curriculum implementation:

i. Participate in curriculum planning, guiding and learning;
ii. Organizing students to meet their set objectives; and
iii. Understand and assisting bridging the gap between theory and practice in education (Dashen, 2003).

To crown it all, for the objectives of business studies to be achieved in junior secondary school level, three teachers maintaining a ratio of one teacher to 30-40 students have to be on ground for effective implementation of all the areas of business studies. But to my greatest dismay, in some schools, to worsen the situation, even one qualify teacher cannot be seen, rather those who read social studies, economics, accounting and business management are the ones who teaches business studies in junior secondary schools in Plateau state.

2.5.5 Parents Influence on Students' Academic Performance in Business Studies

In this study, students who perceived their parental influence as motivating to academic work outshined their counterparts who perceived their parental influence as non-motivating. A possible explanation for this finding is that, motivation is crucial to cognition and performance because motivation directs individuals' behaviour. Research revealed that motivation is a crucial element in students' success and learning. More specifically, motivation influences individuals' choice of which activities to do, level of engagement in them, and the degree of persistence (Kelly, 2005). The finding of this study on students' academic performance in business studies vi-a-vis parental parental influence could also be attributed to Thorndike's Law of Effect.

According to Chauhan cited in Modibbo (2015), the principle of law of effect states that learning is strengthened when accompanied by pleasant or satisfying feeling while learning is weakened when associated with reinforcement. Students' motivation in academic activities should always be promoted through explicit rewards and encouragement. Gender stereotypes also influence parents having different achievement – related experiences for male and female children. According to Wigfield, Battle, Keller and Eccles cited in Modibbo (2015)said gender stereotypes influence a number of intervening factors including priorities parents indicated to children in acquiring skills in specific areas and encourage them to participated in different activities. These mediators might have played on the students' own sense of competence and their interest in business studies.

2.5.6 Participation of Students

On the issue of students' participation in curriculum implementation, emphasis is placed on individual development, needs/interest and their attitudes are considered in the implementation of the curriculum. Interest is a key factor influencing students' growth through taking active part in teaching learning process. However, Tyler cited in Ishaya (2012) said that curriculum activities should be organized in line with the interest of the learners. In agreement Onwuka cited in Mkpa (2009) Said curriculum contents should be flexible with students' interest, needs in mind including how learning takes place and that teaching should be implemented from simple to complex.

The concern here is the participation of students in teaching and learning of business studies taking into cognizance differences governing theirinterest andneeds which can positively or negatively be shaped that is critical in determining cognition and performance. Akano (2005) believed that individual' interest plays vital roles in choices for activities to pursue now or later during and outside school. Thus,the participation of students' in learning business studiescan be strengthenedby areas interested bytheir guidance, parentsand the society.However,Business studies will gain popularity in secondary schools when parents and members of the society perceived it positively and encourage their wards in that direction. Gender stereotypes transcend societal perception for male and female students in respect to students' participation in business studies.

Students' valuing an activity par time communicates a messagereflecting their choices of whether to continue or withdraw from pursuing that activity. Azuka (2000) affirmed that the choice to wilfully participate in an

activityincreases one's performancewhile choosing not to participate in an activity decreases performance. This is a clear indication that students' with positive attitudes who offers business studies performswell by showcases all the business skills in them and those with negative attitudesin business studies performs poorly without any skills. Ruble cited in Mudibbo (2015) perceived that students who performed poorly in business studies are those with the assumption that it is feminine in nature. Ruble and Martins added further that children exhibits positive competence-related beliefs and values for activities which are appropriate to their gender, thus participates more in such activities.

2.5.7 Influence of the Society

A society is usually perceived as a collection of people who have organized themselves into a distinct group in relation to their natural and social environment. Such a group is usually a distinct one with several things which are held in common in order to make everyone belong Those things which are common to the group and which also ensure togetherness of such a group are the things which make up the culture of that group. This comprises their characteristics, habits, ideas, modes of thinking, feelings, child rearing practices, customs as well as material products like type of house, cloth and tool, etc.

Different societies have different cultures and knowledge of good moral virtues that is needed be incorporated into the school curriculum to be transmitted to the students. Since culture preserves a given society through continuous educating its young in line with its cultural norms and values which policies makers must ensure they are fully accommodated into the school curriculum. Therefore, curriculum designed for any given society should essentially reflect

societal needs, goals, value system, aspirations, expectations, general, and pattern of life and culture of people (Yusuf, 2012). That is to say, school is the next socialization process which is saddled with the responsibility of raising the future leaders in line with the goal of the society and must frown on those trying to contaminate the culture of their immediate environment.

The concern here is to see the role played by the larger society and their ultimate concern geared towards sustaining the subject like any other one for the attainment of set objectives. Adeshina (2007) said that the society perceivedthe inclusion of business studies in the school curriculum during the colonial era was for clerical work (unskilled labour) which was suitable for feminine.This perception must needs to be corrected to enable independent commercial subjects and management courses in the tertiary institutions to thrives. Products of business studies from junior secondary schools level filled that vacuum.

Some of these believed fabricated about the subject gave people negative impression which misconstrued the objectives of the subject inproviding knowledge, skills and empowering those suffering from one impairment or the other to succeed in life.The skills acquired in business studies are quite different from arts and craft which is a formal education. The super power nations of the world inculcates various skills and vocations in their school curriculum to be learned from primary to tertiary institutions to provide opportunities for children who cannot continued to other level have some sense of belonging and prepare those with the willingness to progress with full knowledge to cope in higher education which Nigeria adapted its objectives of business studies from, for example Japan.

2.5.8 Assessing Students' Learning in Business Studies

Assessment of students learning comprisesof monitoring the process of giving and receiving instructions. It involves monitoring the formative and summative process with emphasis on providing systematic feedback to the learners. Formative assessment is an on-going assessment that is intended to improve an individual students' performance or his/her learning outcomes generally. It also serves the purposes of placing students learning and monitoring their progress during instruction. In contrast, summative assessment occurs at the end of a unit or subject. The purposes of summative (terminal) assessment are to determine whether or not the instructional objective have been achieved by the learners and is used primarily for assessing subject grades or the certification of the learners mastery of the intended learning outcomes (NERDC, 2013).

Assessment of the student at this level should be both formal and informal. Informal assessment is a continuous process based on observation of each student and his/her work in the class, formal assessment consists of oral and written test/reports. Assessment increases students' motivation for learning and encourages formation of good study habits. Good performance by students increases their motivation for future learning. Also poor achievement by students serves as a motivating factor since the reports when properly written will enable them to identify their strengths and weaknesses. To the business studies teachers, assessment of students' learning helps them to monitor the effectiveness of the methods and materials, select the learning experiences, diagnose learning difficulties and guide learning in order to ensure effective teaching and learning (NERDC, 2013).

One of the questions that come up in assessment is not only whether students can demonstrate the learning outcomes when they graduate, but how much of what they can demonstrate was actually gained during their time in the programme. This suggests the need to assess the students' knowledge and skills at the point of entry into school and later at the point of exiting. Pre-test/post-test assessment is carried out both early and late in students' academic career, from which the growth and development of the students can be deduced. Portfolio assessment provides evidence of students' academic career can intrinsically be a type of pre-test and post-test evaluation. Course-embedded assessment in which students work is collated from JS1 to JS3 provides a type of pre-test and post-test evaluation, although the level of difficulty in the two courses can be expected to differ considerably. Standardized or locally developed test can be administered twice in a students' career to assess learning (NERDC, 2013).

2.6 Challenges to Business Studies Curriculum Implementation

The implementation of business studies curriculum in Plateau state has been besieged by a number of peculiar problems affecting its smooth development. These include: political instability, poor job performance, and teachers strike, poor attitude to work, corruption and quest for material wealth (Oni, 2007, Obanya, 2007 & Aina, 2009).

1 **Political instability:** Plateau state over the years has been led by several governors, ranging from civilian to military, each of whom had different armies of subordinates and their own priorities and interests. As we all know, the position of political office holders are not permanent which many people are bound to occupy. The problem of frequent changes in government machineries has serious effect on school curriculum. By this, priorities of leaders on which project to pursue may quite be

different. In Nigeria, we are suffering from the problem of project abandonment by our leaders once that government is not on seat.

Every government that comes in comes with a particular programmes and projects to executive in mind that is responsible for programme/ projects abandonment. These differences in priorities of leaders' cause uncompleted projects by another administrator to be abandoned no matter its relevance to people. Okweite (2005) observed that leaders areoften influenced by their choice of interests and priorities which in turn resulted in policies implementation directed to meet their interest. Inconsistence in programme implementation in Nigeria is triggered by frequent changes of government. Many ministries are bound to faced problem if there programmes to be executive are not fashion according to the taste of the leader. The funds allocated to other ministry will be tailored towards the development of the ministry valued by the leader.

2 **Poor Job Performance:** This isrendering of services belowpredetermined. This is possible the right types of workforce are not engaged to man a particular ministry or organization. Poor job performance can be associated with lack of basic facilities and equipment for practical work in the school. Lack of teaching equipment in business studies will force the teachers to implement the curriculum haphazardly. Poor job performance in school is attributed by lack of engaging qualified and competent teachers in the implementation of business studies in junior secondary school. This is one of the reasons Kaduna state governmentsacked thousands of teachers from active service for poor job performance in primary schools.

Teacher's performance can be enhanced when given the opportunity to go for full time training or part time training to update their knowledge and skills. The contents of business studies changes over time due to global trends in technological

advancement which teachers must be retrained in line with the global change to be effective in translating curriculum packages. Job performedcan be measuredin terms of students' abilities through demonstrations of appropriates kills in every days life. Poor job performance is thus a function of not only poor training, but a host of other complex factors which impinge on a person's attitude to work, including inadequate remuneration and incentives, lack of job satisfaction, domestic and other socio-economic factors not directly linked to other job (Ugushi, 2008).

3 Corruption and Quest for Material Wealth: Many Nigerians believed that it is possible to succeed without hard work. The concept of "dignity of labour," which was the watchword of all enterprising and career public servants, has been relegated to the background. The welfare of the teachers should be paid as when due so that teACHERS will leave up to expectation. Parents too must partner with teachers to shun examination malpractice in schools asmany students do not want to work hard but are eager to obtain certificates for hard work at the end of their educational career. Worse still, are situations where parents and teachers participate in examination malpractice by giving their children/wards financial or moral encouragement to cut corners to achieve "success" in business studies and other subjects. Osam (2009) opined that these activities have given way to the industrialization of corruption and ultimate adoption of unhealthy attitudes and behaviours in public office that are inimical to national development.

The system of 6-3-3-4 of education failed to achieve its objectives in Nigeria because all the equipment supplied to schools was mismanaged and stolenby school administrators. Funds allocated for the implementation of business studies are misappropriated and used in different areas in line with the interest of the leaders. Okoro (2013) observed that since 2005 to present date, most of the funds lodged by

federal government for the implementation of business studies curriculum have been accessed and wrongly used. Today there is nothing to show in public secondary schools in Nigeria that federal government allocates special intervention funds for the implementation of business studies curriculum.

3 **Administration of Business Education Programmes:** Engaging unqualified personwith the administration of vocational education or implementing its programmes in school isa misplacement of priorities (Nwaolu, 2005). This is clear evidence in Nigeria where Ministers and Commissioners are appointed without considering their areas of specialization which is not different from the education sub-sector. Sometimes, political appointments are given without weighing the prudency of the worker and the goal to be achieved in the office, but it done to fulfil political campaign pledges which are responsible for many failures in different ministries. For effective coordination of vocational education programme, calls for leaders should to fix the programme right.

Therefore for effective organisation of business education programme, qualified and competent people should be giving the task of managing its operation. Engaging the right workforce in designing vocational education programme will enable successful implementation of business education programmes at all levels. This undermines an adage which said a blind man cannot lead a blind man out of a hole. No meaningful progress can be achieved when quack or mediocre manages education programmes. (Nzenwa cited in Okweite, 2005).

4 **Incessant Strikes:** In Nigeria, civil servants, teachers in particular, are not adequately remunerated. Worse still their salaries are very irregularly paid, often leaving them with little choice but to strike. This is an incredibly disheartening situation. Considering a situation in Plateau state during the past administration

before this study was conducted where workers' salaries and allowances were not paid for more than eight months. At that time, government teacher'stemporally secured teaching appointment with private schools just to make ends meet. That is an unhealthy treatment to workforce that workers initiated for Plateau project (change) government.

The minimum wage agreed by the past government has not been implemented down to local government workers and primary school teachers in Plateau state while their counterparts in the state are fully enjoying their 85% packages. When will policy execution going to start working uniformly in Nigeria to curtail further incessant strike action among workers. The promotion of workers and their welfare packages are not given to them regularly. Union leaders at certain cases negotiates brown envelops with government officials to deny their members some of their legitimate rights. When workers take part in strike action, teachers cannot cover the syllabus and this in turn affects implementation of the curriculum.

2.7 Empirical Studies

In this study so far eight (8) relevant empirical studies were reviewed in the study which include: Iheonunekwu (1996) conducted a research titled: Assessment of the Implementation of National Policy on Education with reference to Business studies in junior secondary schools in Abia state. The objective of the study was to assess material resources required for effective implementation of Business studies curriculum in junior secondary schools in Abia state. The population of the study was twelve thousand, six hundred and seventy-three (12,673) comprising business studies teachers and junior secondary school students out of which one hundred and fifty (150) were sampled. The study adopted descriptive survey design using questionnaire as a major instrument for data collection and data were assessed using mean and standard deviation AND

hypotheses were tested using Z-test. The study revealed that there was shortage of equipment and instructional material for effective implementation of business studies curriculum in junior secondary schools in Abia state. The study recommended for immediate supply and distribution of equipment and instructional materials as fast as possible to schools for effective delivery of business studies curriculum in Abia state. The previous study is related with the present study as it was tailored towards enhancing academic performances through providing textbooks, using appropriate teaching approach which the present study considers very paramount in the same subject. The previous study was carried out in Abia while the present study was conducted in Plateau. The researcher is critique for presenting large population without being fair in selecting his sample size which the present study filled that gap.

Kising'u (2008) carried out a research on "assessment of the implementation of business studies curriculum in public secondary schools in Machakos County, Kenya." The objectives of the study was to find out the training provision giving to teachers' for effective implementation of integrated business studies curriculum in junior secondary schools in Machakos County, Kenya. Descriptive survey research design was used in the study with a population of one thousand three hundred and fifty (1350) from the three educational zones. Two hundred and seventy-six (276) were sampled out of the population. The Instrument for data collection was questionnaire and observation schedule and data were computed using descriptive statistics. The study reported that training provision was not given to teachers to up-date their skills and knowledge of integrated business studies curriculum and hence recommended for teachers to be given in-service training to up-date their skills in integrated business studies curriculum for maximum productivity. However, the twostudies viewed teaching facilitiesand teaching methodologies as stimulus for enhancing students' performance. The previous study

was conducted in Machakos, Kenya while the current study was conducted in Plateau state, Nigeria. The study is critiqued for not using hypotheses and testing it inferentiallyin the study which the present research considers it very relevant in this study.

Ishaya (2014) conducted a research on "assessment of the implementation of Integrated Science curriculum in junior secondary schools in Kaduna state. The objectives of the study was to assess the achievement of the objective of Integrated Science in junior secondary schools in Kaduna state". The research design employed in the study was descriptive survey. The population of the study was one hundred and fifty public secondary schools and private junior secondary schools in Kaduna state. One hundred and fifty (150) teachers and principals were sampled. The instrument used for data collection was questionnaire and data was analysed using descriptive statistic. The study revealed that the objective of integrated science in junior secondary schools in Kaduna state was not achieved showing decline in students offering science related subjects in senior secondary school level as well recommended for recruitment of competent and qualified integrated science teachers in junior secondary schools in Kaduna state. The previous study looked at implementation considering factors such as; teacher's quality, instructional facilities and teaching methodology which were the focused of the present study both in junior secondary schools. The previous study was focused on sciences, in Kaduna statewhile the present study looked at commercial education, in Plateau state. The study was critiqued for not usingmore literatures on integrated science and for combining public secondary schools and private secondary schools in his study which the present study closed that gap.

Osam (2013) also investigated implementing vocational and technical education curriculum in South-South Nigeria: A case study of River state. The objectives of the

study were to find out the strategies for improving the implementation of vocational education programmes in River state. Descriptive survey was used in the study with population of two hundred and forty-one (241) out of which one hundred and fourteen (144) were sampled constituting 59% of the population. The instrumentused for data collection was questionnaire, observation and document analysis. The data was analysed using descriptive statistics. Findings of the study revealed that there was shortage of funds for the implementation ofvocational education programmes in Abia state and hence recommended for sources of funds to be made available for the development of vocational education in Abia state. Two variables was identified commonto the two studies which fund is the principal attributes serving as the basis for improving curriculum offering in schools and teachers quality which can never be overlooked. The study was critiqued for using small sample which the present study used large sample to closed that gap.

Abdullahi (2011) conducted a study on the influence of teaching facilities and teachers' qualification on job performance of business education teachers in secondary schools in Kebbi state. The objectives of the study were to assess the qualification of business studies teachers on job performance in Kebbi state. Survey design was employed in the study with a population of four hundred and sixty-seven (467). The sample of one hundred and eighty (180) was used in the study. The instrument for data collection in the study was questionnaire and data were computed using descriptive statistics. The study revealed that there was inadequate qualified business studies teachers' in Kebbi state and recommended for instant recruitment of qualified and competent business studies teachers into the teachers' service commission. The variables that linked the previous and present study were teaching facilities and qualification of teachers. The study further revealed significant positive relationship

among the selected school variables and students' academic performance in business studies. The study also points other variables such as; lack of qualified teachers, poor teaching methods, appropriate instructional materials, misuses of available teaching aids for teaching business studies as well as lack of in-service programme for vocational education teachers that could be responsible for poor performance of business studies in junior secondary schools in Kebbi state. The reviewed work closely relates with the present study which was coined towards academic performance of students in vocational education. The area of differences is that, the previous study used school variables and academic performance while the present study focused on curriculum content as a whole. The researcher was critiqued for using one variable to determine academic performance. No attention was paid to other variables such like funding and instructional facilities which the present study was concerned with.

Olorukoba (2005) carried out a study on the relative effects of cooperative and traditional methods on performance of senior secondary school in science students' who were taught using cooperative methods. The objectives of the study was to compare the post-test mean scores of students taught with cooperative methods and those taught with traditional method of teaching sciences in senior secondary schools. The research design adopted in the study was quasi-experimental research design. The population of the study was all the twenty-five (25) secondary schools in the two (2) local government offering sciences out of which two schools were sampled from each local government. The instrument for data collection in the study includes scores from the experimental group and control group respectively and data were computerized using independent t-test statistics. The study revealed that science students taught using cooperative methods performed better in achievement test and also retained concepts in science based and hence recommended further for cooperative methods of teaching approach to be used in

teaching of science related disciplines. One variable is common to both previous and present study which is teaching approach. The two studies employed different research designs. No attention was paid on economic and environmental factors such as funding and infrastructures, which the present study was concerned with. These amounts other gap the present study attempted to narrow.

Modibbo (2015) conducted a research title: Assessment of business studies curriculum implementation on students' academic performance in junior secondary schools in Adamawa state. The objective of the study was to determine the relationship between methodology of teaching business studies and academic performance in junior secondary schools in Adamawa. The study used descriptive co-relational design and a population of 260 teachers and 144,627. A simple random sampling procedure was used to determine the sample of the study which was 2687 students and 384 teachers. Data were collected and analysed using mean and standard deviation while hypotheses were tested using Pearson Product Moment Correlation (PPMC). Findings of the study revealed that there was significant relationship between quality/quantity of power in implementation of business studies curriculum and students' academic performance at junior secondary school in Adamawa state and recommended that government should urgently hasten and engage the services of more business educators in the state. From the line of departure so far, the previous study determine relationship between two variables while the present study looked at one variable leading to students' performance. The two studies are related which enable the researcher to reviewed relevant literature in the present study. The researcher was critiqued for using junior secondary school students in Adamawa state because they cannot give true situation of the problem which this study used teachers and principals to closed that gap.

Okoro (2013) carried out a research titled: Strategies for enhancing the functionality of business studies in the universal basic education programme in South South Nigeria. The objectives of the study was to examined the strategies for enhancing the functionality of business studies in the universal basic education programme recently introduced in Nigeria in 1999 and implemented in September 2007. The study adopted descriptive survey using a population of 7864 teachers and 67254 principals. Purposive sampling was used to arrive at 418 teachers and 1254 principals. The instrument used for data collection in the study was questionnaire, data were analysed using mean and standard deviation and hypotheses were tested using Z-test. The study showed that the availability of instructional materials is key variable for functionality of business studies in the universal basic education programmeand the state government should remit their counterpart funding in orderto access the funds of the federal government to enhance the functionality of the programme. The previous study was more concern about the strategies of enhancing the functionality of business studies through manipulating variables like availability of instructional materials and fundswhich of the study also captured in the present study. The study was critiqued for not comprehensively reporting its findings in line with the research objectives which the present study clearly improved upon. s

Adama (2009) carried out a research title: Perception of business studies teachers on relationship between curriculum of business studies in secondary schools and realisation of objectives of NPE (6.3.34) in Adamawa state. The objectives of the study was to determine the perception of business studies teachers on the relationship between curriculum content of business studies and students acquisition of vocational skills in Adamawa state. The population of the study was 710 business studies teachers in Adamawa state and the research design used in conducting the study was survey. The

instrument used for data collection was questionnaire, the data was analysed using mean and standard deviation while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.5 level of significance. The study revealed that vocational skills in business studies curriculum in Adamawa state is not backed up with adequate human/material resources. It was recommended that business studies curriculum should be viewed from the point of occupational and pedagogical competence relevance to the needs of the students, society and employers' comprehension in scope, depth in knowledge and competence in skills. The previous study intended to find the relationship between variables two variables which the present study considers only one variable to determine the performance of students. The previous study was critiqued for not reporting how her sample was selected which this study justified that.

Mamman (2011), conducted a research titled: "assessment of classroom management techniques on secondary school students' academic performance in accounting in Kaduna state". The objective of the study was to identify the classroom management techniques employed by teachers in teaching of accounting. Survey research design was adopted in the study. The population of four hundred and sixty-five (465) was used in the study and two hundred and seventy-two (272) were drawn from the total population. The instrument used for data collection was questionnaire and data were empirically computed using descriptive statistics.The findings revealed that corporal punishment was the classroom management technique that teachers used most in teaching of accounting in secondary schools while the study recommended that accounting teachers should reduce the use of corporal punishment so as to create conducive atmosphere of teaching and learning of accounting. The study is virtually related to the present study as both attempted to consider ways of enhancing academic performances. The researcher failed to explore other variables which can improve the

performance of students in accounting apart from classroom management which this study closed that gap.

2.8 Summary

This study adopted the theory of B.F Skinner and his associates which focused on motivation. One of the Havelock curriculum model was also considered very paramount in this study which is in line with theory of motivation (B.F. Skinner). The theoretical framework shows the importance of business studies to the society and its specialisation. Teachers and students perceived business studies impacts recipients with knowledge and skills forself-reliance. Business studies programme is aimed at covering the elementary knowledge and skills in business enterprises as well as general office procedures. The objective of business studies is to help the students' desire to want to study business studies subjects in higher level of education. Teaching method triggers effective implementation of business studies. Literature reviewed in this study revealed that demonstration, field trip, problem solving and discussion are the best methods of teaching business studies and that instructional facilities are key in the implementation of business studies curriculum.

Implementation of business studies in junior secondary school from literature reviewed so far indicated that it is hampered by lack of qualified and competent teachers, wrong application of teaching method, shortage of instructional materials and poor funding. Valuable recommendation from literature reviewed revealed that attention must be given in the right direction by relevant authorities to bring the above mentioned problem under control for effective implementation of business studies to thrive.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the methodology that was used for the collection of data for the study under the following subtopics: research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The study adopted descriptive survey to assess the implementation of business studies curriculum in junior secondary schools in Plateau state. This is because the researcher is interested in the accurate assessment of the characteristics of the whole population. Orodho (2007) observes that a descriptive study involves making careful description of phenomena allowing the researcher gather information, summarize, present and interpret for the purpose of clarification.Research design is a logical strategy of planning research procedures and providing evidence for development of knowledge.

Descriptive survey was used in this study because it focuses on people with their opinion on the implementation of business studies curriculum in junior secondary schools in Plateau state.

3.3 Population

The population comprised of 255 business studies teachers, 238 vocational education teachers and 16 principalstotalling 509 obtained from Education Resource

Centre Jos, Plateau state. Thepopulation covers all the public secondary schools in the five (5) Area Directorates of Education offices representing five (5) local government areas of Plateau state to including Pankshin, Mangu, Bokkos, Kanam and Kankerespectively.

Business studies teachers were chosen for this study because they are the major curriculum implementation agents that isdirectly involved in teaching the students, Agricultural Science Teachers and Home Economics (vocational education teachers) were alsochosen because they are in the same department with business studies teacherswhich arealso in picture of the problems confronting business studies implementationand principals are also chosen in this study because they areperceived to be the instructional leaders in their respective schools. The population is presented in table 1.

Table 1: Population of the Respondents

S/No	Local Government Areas	Business Studies Teachers	Vocational Education Teachers	Principals	Total
1	Pankshin	53	51	3	105
2	Mangu	55	53	3	113
3	Bokkos	56	62	4	129
4	Kanam	46	38	3	82
5	Kanke	45	34	3	80
	Total	255	238	16	509

Source: Education Resource Centre Jos, Plateau state (2016).

3.4 Sample and Sampling Technique

A sample of 300 respondents was selected comprising 150 business studies teachers, 140 vocational education teachers and 10principals using stratified sampling

representing 59% of the population. Orodho (2005) recommended that sample should be selected on clear evidences that all the sub-groups in the population are fully represented prior to their contribution to the population. All schools in the five area educational offices were numbered serially that Nworgu cited in Ibrahim and Sambo (2013) which61 schools were chosen from five (5) Area Directorates of Education offices to be represented in the study using systematic sampling.

A simple random sampling procedure was used for further selection of the sample for the study. This gives every member of the population equal chances of being included in the sample. Therefore, the simple sampling method as recommended by Risco (1970) cited in Mamman (2005) was used in this study. The "**HatDrawn**" method was used for business studies teachers, vocational education teachers and principals of the selected schoolsto have equal chances of being selected to avoid being bias writing '**YES'** or '**NO'** options on a pieces of papers. The pieces of papers were dropped in a polythene bag and shaken for each respondent to pick one. Those who picked '**YES'** were given questionnaire to fill while those that picked '**NO'** were not included in the study. In schools where the number of business studies teachers wastwo, the two were used, while in school where the number of business studies teacher was one, the only available teacher was used and other numbers was taken from vocational education teachers to complete the number assigned to the school. Thus, three schools were randomly chosen for observation. The sample size for the study is presented in table 2.

Table 2: Sample Distribution of Respondents

S/No	Local Government Areas	Business Studies Teachers	Vocational Education Teachers	Principals	Total
1	Pankshin	32	30	2	64
2	Mangu	30	29	2	61
3	Bokkos	34	32	2	68
4	Kanam	26	23	2	51
5	Kanke	28	26	2	56
	Total	150	140	10	300

3.5 Instrumentation

The major instruments used for data collection in the study includes observation schedule and a forty (40) items survey questionnaire tagged (Vocational and Business Studies Curriculum Implementation Assessment Questionnaire – VBSCIAQ), that used a modified four (4) point rating scale. The questionnaire was divided into two sections A and B. Section 'A' sought information on the bio-data of the respondents as made up while second section "B" was contained forty (40) items for both business studies teachers, vocational education teachers and principals on the assessment of Junior secondary business studies curriculum implementation. An observation schedule included items to be collected on concrete evidences on adequate, fairly adequate and not adequate of the equipment for the implementation of business studies.

3.5.1 Validity of the Instruments

After developing the instrument, its face and content validity were validated by experts in the Department of Psychology and Counselling, Test and Measurement Section, Ahmadu Bello University, Zaria, and theDepartment of Vocational and Technical Education, Business Education Section, Ahmadu Bello University, Zaria.Their contribution helped to ensure that the contents of the instrument were drafted in line with the objective of the study, research questions and hypotheses. Kerlinger cited in Ojo (2008) and Orodho (2007) affirmed that validation of research instrument by expert is the efficient way of content validity. All corrections, comments and observations offered by this team of experts were fully corrected before the final draft.

3.5.2 Pilot Study

The researcher pilot-tested the instrument to 25 staff comprised of 16 business studies teachers, 9 vocational education teachers and 3 principals from Government Day Secondary School Butura, Government Day Secondary School Mangu and Government Day secondary school Gawarza which does not form part of the sample. Kerlinger, and Howard (2000) stated that the purpose of pilot study is to test for the suitability of the questionnaire, determine the adequacy and effectiveness of the instrument, confirm the feasibility of using the entire package in a given geographical area. The 25 staff was randomly selected using simple random sampling.

3.5.3 Reliability of the Instrument

The responses (results) from the pilot study were collated and subjected to a reliability test using Cronbach Alpha statistics in the Statistical Package of Social Science (SPSS)

version 20 IBM. Cronbach Alpha was used because the research design is a survey questionnaire that is manipulated out of the researchers own modified scale with multiple questions to determine if the scale is reliable. The resultof the analysis showed a reliability coefficient of 0.847 indicating a high reliability of the research instrument. Gay (2003) confirmed a reliability coefficient of 0.70 to be adequate while any coefficient of 0.7 and above that is close to positive one is good enough. Based on this assertion, the researcher considered the instruments reliable for this study.

3.6 Procedure for Data Collection

The researcher obtained an official letter of introduction dully signed bearing official stamp of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria requesting for permission to use public secondary schools in the five areas directorates of education offices to carry out the study. The researcher and the three research assistance on getting to the schools to administer the questionnaire started by explaining the purpose of the study to the respondents and assured them confidentiality of all the information suppliedshall be strictly used for this study to allay their fears from misinterpretation of the items.

The instruments were administered by the researcher in person with a support of three (3) trained research assistants from Pankshin, Kanam and Kanke and the researcher administered the instrument in Mangu and Bokkos. The research assistants were trained in one day for two hours in their area directorates of education offices. After administering the instruments to the respondents, the researcher and the research assistants engaged the principals of the selected schools for observation in a discussion toassess the equipment and facilities/school Log Bookavailable for the implementation of business studies and signed nominal attendant register. The questionnaire was administered and collected after the interval of two days. In all, three hundred (300)

questionnaires were printed, distributed and retrieved, representing one hundred (100) per cent returned.

3.7Procedure for Data Analysis

In preparing the data for analysis, the researcher developed keys for coding the information contained in the research. Responses to section "B" questionnaire items were weighted across a four point researcher'sModified rating scale of strongly Agree SA – 4, Agree (A) – 3, Strongly Disagree (SD) – 2, and Disagree (D) – 1. The data gathered from observation schedule was weighted based on adequate, fairly adequate and not adequate,

After collecting data from the subjects, the bio-data of the respondents were analysed using frequencies counts and percentages while mean and standard deviation were used to obtain mean assessment for the questionnaire item, 2.5 were used to ascertain the agreement or non-agreement of the respondents to the questionnaire statement. Also, hypotheses were tested using Chi-square at 0.05 level of significance. Chi-square was used because it is one of the non-parametric tools that measures differences on observation between two or more variables (Gay, 2003).

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

Data collected on the Assessment of the Implementation of Business Studies Curriculum in junior secondary schools in Plateau State, Nigeria was analysed using descriptive and inferential statistics. At descriptive level, frequency counts and percentages were used to analysed the bio-data of the respondents, while mean and standard deviation were used to answer the research questions. Likewise, non-parametric statistics that is, chi-square was used to test all the four formulated hypotheses. The analysis was based on the three hundred (300) respondents who correctly filled and returned their questionnaires. Thus, all the four null hypotheses were accepted or rejected at alpha 0.05 significance level.

4.2 Description of Study Variables

Frequency counts and percentages were used to analysed the bio-data information of the respondents. The summary of the information is presented in Table 3:

Table 3: Status of Respondents

Status	Frequency	Percentage
Principal	10	3.3
Business Studies Teacher	150	50.0
Vocational Education Teacher	140	46.7
Total	**300**	**100**

Table 3 showed that a total of 10 (3.3%) principals were used in the study, while 150 (50.0%) Business Studies Teacher responded to the questionnaire and a total of 140 (46.7%) Vocational Education Teacher took part in the study. This showed that both

Business Studies Teachers and Vocational Education Teachers were more represented in the study.

4.3 Response to Research Questions

This section presented answers to the research questions raised in the study:

Research Question One: What funding strategies have been adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state?

Data collected from principals, business studies teachers and vocational education teachers through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4:

Table 4: Funding strategies adopted by the government for the implementation of business studies curriculum in junior secondary schools in Plateau State

Respondents	N	Mean	SD
Principals	10	9.17	3.67
Business Studies Teacher	150	6.09	4.50
Vocational Education Teacher	140	8.91	2.71
Total	300	8.06	3.63
Decision Mean		2.5	

Table 4 revealed the opinions of principals, business studies teachers and vocational education teachers on the number of item statements as contained in the questionnaire (see Appendix 1). This table showed the average response mean of 8.06 which is higher than the decision mean of 2.5. This result revealed that differentfunding strategies were adopted by government in the implementation of business studies curriculum in junior secondary schools in Plateau State. These include budgetary allocation to educational institutions, fees/levies paid by students among others,

formsthe major sources of funds to secondary schools for the implementation of Business Studies Curriculumin Plateau State.

Research Question Two: What is the appropriateness of teaching techniques adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state?

Data collected from principals, business studies teachers and vocational education teacher through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 5:

Table 5: Appropriateness of teaching methods adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State

Respondents	N	Mean	SD
Principals	10	5.11	0.91
Business Studies Teachers	150	12.25	3.66
Vocational Education Teacher	140	2.93	1.09
Total	300	6.76	1.89
Decision Mean		2.5	

Table 5 revealed the opinions of principals, business studies teachers and vocational education teachers on a number of item statements as contained in the questionnaire (see Appendix 1). This table showed the average response mean of 6.76 which is higher than the decision mean of 2.5. This result revealed the appropriateness of teaching techniques adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state. Although the use of appropriate teaching techniques saves time in achieving performance objective during the implementation of business studies curriculum. The respondents were of the opinion

that business studies teachers uses appropriate teaching methods for the implementation of business studies curriculumin junior secondary schools in Plateau state.

Research Question Three: What is the effectiveness of instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state?

Data collected from the principals, business studies teachers and vocational education teachers through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 6:

Table 6: Effectiveness of instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state

Respondents	N	Mean	SD
Principals	10	2.02	1.27
Business Studies Teacher	150	4.16	0.23
Vocational Education Teacher	140	1.00	0.61
Total	300	2.39	0.70
Decision Mean		2.5	

Table 6 revealed the opinions of principals, business studies teachers and vocational education teachers on a number of items statements as contained in the questionnaire (see Appendix 1). This table showed the average response mean of 2.39 which is less than the decision mean of 2.5. This result indicated that the instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state falls below standard. In the opinions of the respondents, teachers' textbook is the only accessible, current copy available while others are out dated in the school for the implementation of business studies curriculumin junior secondary schools in Plateau state.

Research Question Four: What are the current challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state?

Data collected from the principals, business studies teachers and vocational education teachers through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 7:

Table 7: Challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state

Respondents	N	Mean	SD
Principals	10	2.22	2.11
Business Studies Teacher	150	2.17	1.18
Vocational Education Teacher	140	3.03	2.61
Total	300	2.47	1.97
Decision Mean		2.5	

Table 7 revealed the opinions of principals, business studies teachers and vocational education teachers on a number of item statements as contained in the questionnaire (see Appendix 1). This table showed the average response mean of 2.47 which is higher than the decision mean of 2.5. This result revealed that the implementation of business studies curriculum in junior secondary schools in Plateau state is faced with some challenges. In the opinions of the respondents, some of these challenges are corruption in the rank and file of executive officers, teachers incessant strike action, lack of qualified/competent Business studies teachers, inadequate functional facilities/equipment for effective performance in practical instruction and so forth.

Table 8: Observation Schedule

S/No	Item	Adequate	Fairly Adequate	Not Adequate
1	Classroom	-	6	4
2	Library	2	3	5
3	Typing pool/Computer room	2	-	8
4	Textbooks	-	3	7
5	Internet facility	-	1	9
6	Furniture	3	4	3
7	Typewriters	-	3	7
8	Computers	1	1	8
9	Improvised instructional materials	2	2	6
10	Power supply	-	4	6

Table 8 showed the summary of the observation carried out in ten schools in order to physically observe the existing condition of the school facilities for the implementation of business studies curriculum. The summary of the observation on table 8 revealed that, out of the ten schools observed, classroom in 6 schools are fairly adequate, while classroom in 4 schools are not adequate. Also 2 schools have adequate library, while library in 3 schools are fairly adequate and the rest 5 schools are not adequate. Typing pool/Computer room is only adequate in 2 schools, while in 8 schools it is not adequate. Similarly, textbooks and internet facilities are not adequate in the 7 and 8 schools observed respectively. Although, 3 schools have adequate furniture, while in 4 schools it is fairly observed and not adequate in 3 schools. Typewriters and computers are not adequate in 7 and 8 schools observed respectively. Also, 2 schools out of the ten schools observed improvised instructional materials, while it is fairly adequate in 2 schools and in 4 schools it is not adequate. Based on the observation, 4 schools fairly have adequate power supply, while power supply in 6 schools is not adequate.

4.4 Testing of Hypotheses

The non-parametric statistic of chi-square was used to test all the four null hypotheses at 0.05 alpha level of significance. The summary and interpretation of the analysis are presented in the following order.

Hypothesis One:There is no significant difference in the response mean of principals, business studies teachers and vocational education teachers on the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state.

Chi-square (X^2) statistics was used to test the hypothesis bases on responses obtained from respondents on thefunding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state. Table 9 presented the summary of the chi-square analysis.

Table 9: Summary of Chi-square on the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state

Number	Calculated Value	Df	Critical Value	α	P-value	Decision
300	631.26	27	81.22	0.05	0.003	Rejected

Table 9 showed that there is significant difference in the opinions of principals, business studies teachers and vocational education teachers on the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau State. The result showed a calculated value of 631.26 against a critical value of 81.22 at P-value of 0.003 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the funding strategies adopted by government for the implementation of business studies curriculum

in junior secondary schools in Plateau State is rejected in favour of the alternate hypothesis. The implication of this result is that government adopted different funding strategies for the implementation of business studies curriculum in junior secondary schools in Plateau State.

Hypothesis Two:There is no significant difference in the response mean of principals, business studies teachers and vocational education teachers on the appropriateness of teaching techniques applied by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State.

Chi-square (X^2) statistics was used to test the hypothesis based on the responses obtained from respondents on theappropriateness of teaching techniques applied by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State. Table 10 presented the summary of the chi-square analysis.

Table 10: Summary of Chi-square on the appropriateness of teaching methods applied by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State

Number	Calculated Value	Df	Critical Value	α	P-value	Decision
300	199.10	27	43.86	0.05	0.001	Rejected

Table 10 showed that there is significant difference in the opinions of principals, business studies teachers and vocational education teachers on the appropriateness of teaching techniques applied by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State. The result showed a calculated value of 199.10 against a critical value of 43.86 at P-value of 0.001 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of principals, business studies teacher and vocational education teacher on the appropriateness of teaching techniques applied by teachers for the implementation of

business studies curriculum in junior secondary schools in Plateau State is rejected in favour of the alternate hypothesis. The implication of this result is that business studies teachers are using appropriate teaching techniques for the implementation of business studies curriculumin junior secondary schools in Plateau state.

Hypothesis Three:There is no significance difference in the response mean of principals, business studies teachers and vocational education teachers on the effectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state.

Chi-square (X^2) statistics was used to test the hypothesis based on responses obtained from respondents on theeffectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state. Table 11 presented the summary of the chi-square analysis.

Table 11: Summary of Chi-square on the effectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state

Number	Calculated Value	df	Critical Value	α	P-value	Decision
300	56.41	27	99.371	0.05	0.061	Retained

Table 11 showed that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the effectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state. The result showed a calculated value of 56.41 against a critical value of 99.371 at P-value of 0.061 > α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the effectiveness of instructional materials used by teachers for the implementation of

business studies curriculum in junior secondary schools in Plateau state is accepted and retained. The implication of this result is that instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state are not effective.

Hypothesis Four:There is no significant difference between the response mean of principals, business studies teachers and vocational education teachers on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state.

Chi-square (X^2) statistics was used to test the hypothesis based on the responses obtained from respondents on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state. Table 12 presented the summary of the chi-square analysis.

Table 12: Summary of Chi-square on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state

Number	Calculated Value	Df	Critical Value	α	P-value	Decision
300	18.99	27	28.630	0.05	0.210	Retained

Table 12 showed that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state. The result showed a calculated value of 18.99 against a critical value of 28.630 at P-value of 0.210 > α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state is retained. The implication of

this result is that implementation of business studies curriculum in junior secondary schools in Plateau state is faced with challenges.

4.5 Summary of Major Findings

Findings from the study revealed that:

1. the budgetary allocation to educational institutions, fees/levies paid by students among others, forms major source of funds to secondary schools for the implementation of Business Studies Curriculumin Plateau State.
2. business studies teachers used appropriate teaching method for the implementation of business studies curriculumin junior secondary schools in Plateau state.
3. the instructional materials used for the implementation of business studies curriculum in junior secondary schools are not qualitative enough in Plateau state.
4. the challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state include corruption in the rank and file of executive officers, teachers incessant strike action, lack of qualified/competent Business studies teachers, inadequate functional facilities/equipment for effective performance in practical instruction and so forth.

4.6 Discussions of the Findings

This study assessed the Implementation of Business Studies Curriculum in junior secondary schools in Plateau State, Nigeria. Four null hypotheses were formulated for the study. Hypothesis one which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau State was rejected in favour of the alternate hypothesis. The implication of this result is

that government adopted different funding strategies for the implementation of business studies curriculum in junior secondary schools in Plateau State. This result is in accordance with the findings of Osam (2013), whose study implementing vocational and technical education curriculum in South-South Nigeria which revealed that funds required to finances vocational education programmes in River state has not been able to procure enough equipment for the development of vocational education programmes and hence recommended for the increment in the sources of funds to enable effective delivery of vocational education programmes.

Hypothesis two which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the appropriateness of teaching techniques applied by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau State was rejected in favour of the alternate hypothesis. This result denotes that business studies teachers are using appropriate teaching techniques for the implementation of business studies curriculumin junior secondary schools in Plateau state. This is in line with the findings of Olorukoba (2001) that science students taught using innovative teaching methods performed better in achievement test and also retained concepts in science based and hence recommended further use of different innovative methods.

On the other hand, hypothesis three which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on the effectiveness of instructional materials used by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state was accepted and retained. The implication of this result is that the instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state are not effective. This result is in line with the

finding of Okoro (2013) which revealed that the availability of instructional facilities is relevant for the development of business studies in the universal basic education programmes which recommended the state government to procure and distributes instructional materials to schools for the implementation of the universal basic education programmes.

Hypothesis four which states that there is no significant difference in the opinions of principals, business studies teachers and vocational education teachers on challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state was retained.This suggests that the implementation of business studies curriculum in junior secondary schools in Plateau state is faced with some challenges. These challenges include corruption in the rank and file of executive officers, teachers incessant strike action, qualified/competent Business studies teachers, inadequate functional facilities/equipment for effective performance in practical instruction and so forth.Studies carried out by other researchers among whichOheonunekwu (1996), revealed that, there was shortage of equipment and other instructional materials for effective implementation of business studies curriculum in junior secondary schools in Abia state and hence recommended for immediate supply and distribution of equipment and instructional materials to schools for effective implementation of business studies curriculum.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter presents the summary of the entire work titled "Assessment of the Implementation of Business Studies Curriculum in junior secondary schools in Plateau State, Nigeria". The study was conducted with four objectives which are to:identify the funding strategies adopted by government for the implementation of business studies curriculum in junior secondary schools in Plateau state; examine the appropriateness of teaching techniques adopted by teachers for the implementation of business studies curriculum in junior secondary schools in Plateau state; investigate the effectiveness of teaching materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state; and determine challenges to the implementation of business studies curriculum in junior secondary schools in Plateau state. In line with the stated objectives, four corresponding research questions were raised and four null hypotheses were formulated for the study.

Related literatures were reviewed on the key variables of the study.The study adopted descriptive survey research design. The population of the study consisted of 509, comprised of 170 business studies teachers, 236 vocational education teachers and 103 principals from Pankshin, Mangu, Bokkos, Kanam and Kanke in Central Zonal Inspectorate Education of Plateau State. A sample size of 300 respondents comprised of 150 business studies teachers, 140 vocational education teachers and 10 principals were used in the study. This sample size was arrived at using stratified sampling technique. The instruments used for data collection were observation schedule and a questionnaire tagged "Vocational and Business Studies Curriculum Implementation Assessment Questionnaire (VBSCIAQ)". The instrument was pilot tested using Cronbach alpha

statistics which yielded a reliability index of 0.847. After collecting the data from the subjects, the bio-data of the respondents was analysed using frequencies and percentages while mean and standard deviation were used to obtain the mean assessment for each scale item. Also, chi-square was used to test all the hypotheses at 0.05 level of significance.Findings from the study among others showed that the budgetary allocation to educational institutions, fees/levies paid by students among others, formsthe major source of funds to secondary schools for the implementation of Business Studies Curriculumin Plateau State and that business studies teachers are using appropriate teaching techniques for the implementation of business studies curriculumin junior secondary schools in Plateau state.

5.2 Conclusion

In view of the findings from this study, conclusion was made that budgetary allocation to educational institutions and fees/levies paid by students in public secondary schools form major source of funds to secondary schools for the implementation of Business Studies Curriculum in Plateau State. In like manner, business studies teachers are using appropriate teaching techniques for the implementation of business studies curriculum in junior secondary schools in Plateau state. Likewise, instructional materials used for the implementation of business studies curriculum in junior secondary schools in Plateau state are not effective. In the opinions of the respondents, teachers' textbook is the only accessible copy available for the implementation of business studies curriculum in junior secondary schools in Plateau state. It was also concluded that the implementation of business studies curriculum in junior secondary schools in Plateau state is faced with some challenges. In the opinions of the respondents, some of these challenges are corruption in the rank and file of executive officers, teachers incessant strike action, qualified/competent Business studies

teachers, inadequate functional facilities/equipment for effective performance in practical instruction and so forth.

5.3 Recommendations

Based on the findings from this study, the following recommendations were put forward:

1. Funds allocated to schools should be diversified and easily accessible to schools for the implementation of business studies curriculum in Plateau state.
2. Steps should be taken by business studies teachers to adopt and apply appropriate teaching methods for the implementation of business studies curriculum in junior secondary schools in Plateau state.
3. Plateau state government and Non-Governmental Organisations should assist in the provision of modern instructional materials like computer, internet facilities, typewriters, and textbooks for the implementation of business studies curriculum in junior secondary schools in Plateau state.
4. Teachers should be given in-service training to update their skills;their welfare shouldbe paid regularly and practical equipment should be supplied to schools for effective implementation of business studies curriculum in junior secondary schools in Plateau State.

5.4 Suggestions for Further Studies

Further research can be carried out in the following areas:

1. The impact of funds for the development of business studies skills in junior secondary schools.
2. Assessment of the achievement of 9-year basic education curriculum of business studies in junior secondary schools.

3. Teacher's competencies in the implementation of integrated curriculum of business studies in junior secondary schools.

5.5 Contributions to Knowledge

This Study has contributed to knowledge in the following ways:

1. This study discovered weak sources of funds available to public secondary schools and thereforeappeal to political office holders representing the school community and other spirited individuals to offer financial assistance to the public secondary schools for effective implementation of business studies curriculum in junior secondary schools in Plateau State.

2. This study observed that teachers used appropriate teaching methods and teacher must be familiar with other innovative teaching method that is required to suit all the components area of business studies in junior secondary school.

3. The study discovered the use of inappropriate instructional facilities andbusiness teacher's needsto develop the habit of writing textbooks covering curriculum contents and explore the community to source for locally made materials suitable in teaching business studies.

4. The study realized shortage of equipment and for the development of education to have its away, the society must invest in the procurement of teaching equipment for the students to use during teaching and learning to acquire practical skills in business studies.

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APPENDIX A

QUESTIONNAIRES ON ASSESSMENT OF THE IMPLMENTATION OF BUSINESS STUDIES CURRICULUM IN JUNIOUR SECONDAREY SCHOOLS IN PLATEAU STATE

Department of Educational Foundations and Curriculum
Faculty of Education
Ahmadu Bello University**,** Zaria**,** Nigeria.

14th March, 2016.

Dear sir/Madam,

QUESTIONNAIRE

I am a Postgraduate Student in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria carrying out a study on: "**Assessment of the Implementation of Business Studies Curriculum in Junior Secondary Schools in Plateau state**". The researcher is kindly solicits your honest and sincere responses to the following itemized questions raised from given best options truthfully as possible. The researcher assures you confidentiality of all the information suppliedthat it will strictly be used in conducting this research work only.

Thanks for being part of this research exercise.

Yours Faithfully,

Joel Nafor AYUBA

Please tick (√) in the appropriate box or write your opinion in the spaces provided.

1. Status:

(a) Business Studies Teacher ( ) (b) Vocational Education Teacher ( )

(c) Principal ( )

Gender:(a) Male ( ) (b) Female ( )

2. Years of Working Experience

(a) 0-5 ( ) (b) 6-10 ( ) (c) 11-15 ( ) (d) 16-20 ( )

(e) 21 and above ( )

4. Teaching Qualification

(a) NCE ( ) (b) ND ( ) (c) B.ED ( )

(d) BSC ( ) (e) M.ED ( ) (f) MSC ( )

(g) PHD and others ( )

5. Area Directorate of Education (Offices) in the state:

(a) Pankshin ( ) (b) Mangu ( ) (c) Kanam ( )

(d) Bokkos ( ) (e) Kanke ( )

Please tick (√) the appropriate column that suits your assessment or Provide your opinion

S/No	Item1: Funding strategies adopted by Government for the Implementation of Business Studies Curriculum in Plateau state	Strongly Agree	Agree	Strongly disagree	Disagree
1	Budgetary allocation to educational institutions in Plateau state form major source of funds to secondary school for the implementation of Business Studies Curriculum.				
2	Excess of funds generated as a result of removal of petroleum subsidies by the change government is allocated to public schools for the implementation of business studies curriculum.				
3	Fees/levies paid by students in public secondary schools are channeled towards the implementation of business studies curriculum.				
4	Funds generated through Parents Teachers Association (PTA) in form of levies in public secondary schools serves as funds for the implementation of business studies curriculum.				
5	Educational Tax Fund paid by corporations/companies registered in Nigeria form part of funds to public secondary for the implementation of business studies curriculum.				
6	Educational Endowment Fund launched in Nigeria form part of funds to public secondary schools for the implementation of business studies curriculum.				
7	National Board for Technical Education in Nigeria sponsors Teachers Technical Training Programme (TTTP)/ public secondary schools for the implementation of business studies curriculum.				
8	Industrial Training Fund (ITF) provides funds and training equipment to public secondary schools for the implementation of business studies curriculum.				
9	Federal government disburses funds through the state Universal Basic Education Board to the public secondary schools for the implementation of business studies curriculum.				
10	Millennium Development Goals (MDGs) provides funds to public secondary schools for the implementation of business studies curriculum.				
Write your opinion…… ……..					

S/No	Item2. Appropriateness of Teaching Approach for the Implementation of Business Studies Curriculum	Strongly Agree	Agree	Strongly Disagree	Disagree
11	Using the right teaching approach in business studies lesson triggers inclusive learning and meet varieties of learners needs in the class.				
12	Learners' centred approach enhances equal participation in business studies lesson by both teachers and students.				
13	Availability of concrete and locally made instructional materials determines the type of teaching approach to be used for the implementation business studies curriculum.				
14	Millennium Development Goals (MDGs) train and re-train teachers on the application of new teaching approach to be used by teachers in the implementation of business studies curriculum.				
15	Teaching approach is not part of the element of a lesson plan in the implementation of business studies curriculum.				
16	Teaching approach facilitates speedy movement in achieving performance objectives during the implementation of business studies curriculum.				
17	Modern teaching approach in use does not correspond significantly with the teaching facilities on ground for the implementation of business studies curriculum.				
18	Curriculum planners involved business studies teachers and other experts at the planning stage of the curriculum in recommending the best teaching approach to be used for the implementation of the curriculum.				
19	Students taught using traditional approach perform better in achievement than those taught using cooperative teaching approach in business studies.				
20	Cooperative teaching approach provides teacher with the opportunity to plan teaching activities in business studies for the students to carry out the operation under his guidance.				

Write your opinion……

……

S/No	Item3: Appropriateness of Teaching Materials for Teaching of Business Studies	Strongly Agree	Agree	Strongly Disagree	Disagreed
21	Textbooks widely in circulation in business studies are written in line with 9-year basic education curriculum.				
22	The equipment for practical is always available in the school for the implementation of business studies curriculum.				
23	Textbooks and other curriculum materials are always available in the schools for the implementation of business studies curriculum.				
24	There are quite a number of current business studies textbooks in the school library.				
25	Internet facilities and other ICT equipment are installs in the school for the implementation of business studies curriculum.				
26	Teachers' textbook is the only accessible copy available for the implementation of business studies curriculum.				
27	The numbers of typewriters in the school are in equal proportion to the number of students' enrolment in class during business studies practical.				
28	Concrete and locally made instructional materials available are relevant with the contents of 9-year basic education curriculum in business studies.				
29	Instructional materials available have all the expected skills enshrined by National Policy on Education for the implementation of business studies curriculum.				
30	Instructional facilities available have direct relevance with the content of 9-year basic education curriculum of business studies.				

Write your opinion……

……

S/No	Item4: Challenges to the Implementation of Business Studies Curriculum in Junior Secondary Schools in Plateau state.	Strongly Agree	Agree	Strongly Disagree	Disagreed
31	Inadequate functional facilities/equipment for effective performance in practical instruction is a major problem in the implementation of business studies curriculum.				
32	Business studies is not esteemed so high because shorthand and typewriting inclusive amongst other aspect of the subject has no any relevance in skills development.				
33	Teachers incessant strike action pressing for better condition of service affects smooth implementation of business studies curriculum.				
34	The spiral and thematic curriculum organization contents of business studies affect the performance of students in examination.				
35	Lack of standard classrooms/laboratory in public secondary schools affects the effective implementation of business studies curriculum.				
36	Qualified/competent Business studies teachers opt for better work alternatives in organizations than teaching which pave way to the employment of quacks.				
37	Lack of proper motivation/incentives and other welfare packages affect teacher's creativity, research and enthusiasm to work hard in teaching of business studies.				`
38	Corruption in the rank and file of executive officers hinders the attainment of business studies objectives in public secondary schools.				
39	Frequent changes in curriculum affect the implementation of business studies curriculum.				
40	Lack of strict compliance to vocational education policy in public secondary schools by government affects the implementation of business studies curriculum.				

Write your opinion……

……

APPENDIX B

OBSERVATION SCHEDULE FOR PRINCIPALS

1. Name of the school _____ Zone_____

2. Number of students offering business studies

   (a) 10-49 ( ) (b) 50-99 ( ) (c) 100 and above

3. Number of days/time business studies is reflected in the school time table

   Every day ( ) Three times ( ) Two times ( )

4. Number of business studies teachers

   (a) 0-1 ( ) (b) 2-3 ( ) (c) 4-5 ( )

5. Qualification of business studies teachers in the school

   (a) NCE ( ) (b) ND ( ) (c) B. ed ( ) (d) B. Sc ( )

6. Number of functional typewriters in the school typing pool

   (a) 1-5 ( ) (b) 6-59 ( ) (c) 60 and above (d) Nil ( )

6. Assessment of the existing condition of school facilities for the implementation of business studies curriculum.

S/No	Item	Adequate	Fairly Adequate	Not Adequate
1	Classroom			
2	Library			
3	Typing pool/Computer room			
4	Textbooks			
5	Internet facility			
6	Furniture			
7	Typewriters			
8	Computers			
9	Improvised instructional materials			
10	Power supply			

APPENDIX C

Training Manual for Research Assistants

The researcher breaks the training modules into four components units

Questionnaire:

Instruction

The research assistant must observe the following:

1. Report at the principal's office.
2. Get the targeted teachers and explain the purpose of the studies to them to allay their fears to avoid misinterpretation of the instrument.
3. Explain to them that the instrument will be collected after the interval of two days.

How to Answer the Questionnaire

The bio data

The respondents are requested to indicate their opinion by ticking e.g

1 How old are you 20-30 ( ) 40-60 (v) 70 and above ( )

Questionnaire

Respondents are requested to tick the correction option from:

S/NO	Items	SA	A	SD	D
1	All government schools have computers for teaching of business studies		ν		

4. The observation schedule should be assessed based on the following condition:

S/NO	Item	Adequate	Fairly Adequate	Not Adequate
1	Claaroom			
2	Library			
3	Typing pool/Computer Laboratory			
4	Textbooks			
5	Internet Facility			
6	Furniture			
7	Typewriters			
8	Computers			
9	Instructional materials			
10	Source of power			

APPENDIX D

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.847	40

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.9200	.27689	25
VAR00002	3.7600	.83066	25
VAR00003	4.0000	.00000	25
VAR00004	4.0000	.00000	25
VAR00005	4.0000	.00000	25
VAR00006	3.9880	.03317	25
VAR00007	3.9080	.27526	25
VAR00008	4.0000	.00000	25
VAR00009	4.0000	.00000	25

VAR00010	3.8400	.55377	25
VAR00011	3.7600	.83066	25
VAR00012	4.0000	.00000	25
VAR00013	3.8400	.55377	25
VAR00014	3.9920	.02769	25
VAR00015	3.9840	.03742	25
VAR00016	3.7440	.82668	25
VAR00017	4.0000	.00000	25
VAR00018	4.0000	.00000	25
VAR00019	4.0000	.00000	25
VAR00020	4.0000	.00000	25
VAR00021	4.0000	.00000	25
VAR00022	3.9840	.03742	25
VAR00023	4.0000	.00000	25
VAR00024	3.9520	.05099	25
VAR00025	3.9760	.04359	25
VAR00026	3.9920	.02769	25
VAR00027	3.9600	.05000	25
VAR00028	3.9680	.04761	25
VAR00029	3.9680	.04761	25
VAR00030	4.0000	.00000	25
VAR00031	3.9600	.05000	25
VAR00032	3.9840	.05538	25
VAR00033	4.0000	.00000	25
VAR00034	3.9920	.02769	25
VAR00035	3.9960	.02000	25

VAR00036	4.0000	.00000	25
VAR00037	3.9880	.03317	25
VAR00038	3.9800	.04082	25
VAR00039	4.0000	.00000	25
VAR00040	4.0000	.00000	25

APPENDIX E

INSTRUMENT VALIDATION FORM

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Dr H. C. Tung
23/7/18

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

.....
Head of Department (Signature, Date & Official Stamp

Student's Surname.....Ayuba..... **Other Names:** Joel N. H.....

Registration Number: .....PG/...BFC/...30..... **Programme:**.....

Title of the Instrument: Survey Questionnaire (VBSCAQ).....

Please comment on the following:

1. **Appropriateness of the instrument for the research work:** It is appropriate.....
2. Clarity and simplicity of the language used..... Okay.....
3. Suitability of the instrument for the level of respondents..... Okay.....
4. The extent in which the items cover **the topic it** meant to cover:..... satisfactorily..... Okay.....
5. Is the instrument properly **structured in line with objectives** and research questions? ..... YES.....
6. Others (grammatical **errors, spelling errors and others)**..... Good.....

1

7. General comment on the instrument create a space for the respondents to express their opinion

Suggestion(s) for improving the quality of the instrument

1. indicate the name of the scale to be used.
2.
3.
4.

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: PDF. A.A udoh

Designation:

Name and Address of Institution: Ahmadu Bello University, Zaria

Phone No: 08128425858 **E-mail:** Abasiudoh@yahoo.com

23/07/18

Signature and Date

Thank You

APPENDIX F

Population

S/No	Local Government Area	Name of Schools	Business Studies Teachers	Vocational Education Teachers	Principals	Total
1	Pankshin	Government Day Secondary School Fier	2	2	-	
		Government Day Secondary School Tal	2	3	-	
		Government Day Secondary School Takkas	2	2	-	
		Government College Pankshin	4	4	1	
		Government Day Secondary School Longkat	2	2	-	
		Government Day Secondary School Asa	2	3	-	
		Government Day Secondary Bet	4	2	1	
		Government Day Secondary School Chigwong	2	2	-	
		Government Day Secondary School Kagu	2	3	-	
		Government Day Secondary School Kor	2	2	-	
		Government Day Secondary School K/Kadung	2	3	-	
		Government Model Secondary School Pankshin	4	4	1	
		Government Day Secondary School Nyelleng	2	3	-	
		Government Day Secondary School Abwor-Dyis	2	3	-	
		Government Day Secondary School Jing	2	3	-	
		Government Day Secondary School Takkas	2	2	-	
		Government Day Secondary School Jibam	2	1	-	
		Government Day secondary School Timjim	2	2	-	
		Government Day Secondary School Jibilik	2	2	-	
		Government Day Secondary School Kotlang	2	1	-	
		Government Day Secondary School Mugulum Atip	2	2	-	

		Government Day Secondary School Wokkos			
		Government Day Secondary School	2	2	-
			2	1	-
2	Mangu	Government Day Secondary School Kerang	3	3	-
		Government Day Secondary School Langai	2	2	-
		Government Day Secondary Mangu	4	4	1
		Government Day Secondary School Bwai	2	3	-
		Government Day Secondary School Manja	2	2	-
		Government Day Secondary School Ramani	2	3	-
		Government Secondary School Mangun	4	4	-
		Government Day Secondary School Morish	2	1	-
		Government Day Secondary School M/Halle	4	4	1
		Government Day Secondary School A/West	3	3	-
		Government Day Secondary School Jipal	2	1	-
		Government Day Secondary School Panyam	4	4	1
		Government Day Secondary School Chakfem	2	1	-
		Government Day Secondary School Pushit	3	3	-
		Government Day Secondary Jakatai	2	2	-
		Government Day Secondary School Daika	2	3	-
		Government Secondary School Bwalbang	4	3	-
		Government Day Secondary School Chanso	2	2	-
		Government Day Secondary School Kumbun	2	2	-
		Government Day Secondary School Kombili	2	2	-
		Government Day Secondary School Katul	2	2	-
		Government Day Secondary School Janaret	2	1	-
`3	Bokkos	Government Day Secondary School Mushere	2	3	1
		Government Day Secondary School Ngoksar	2	2	-
		Government Day Secondary School Dai	2	1	-

		Government Day Secondary School Toff	2	2	-
		Government Day Secondary school Nghatatur	3	3	-
		Government Day Secondary School Gwande	2	2	-
		Government Day Secondary School Kamwai	2	2	-
		Government Day Secondary School Sha	2	2	-
		Government Day Secondary School Manguna	2	3	1
		Government Girls College Bokkos	4	4	1
		Government Day Secondary School B/Kampani	2	2	-
		Government Day Secondary School Daffo	4	4	-
		Government Secondary School Mbar	3	4	-
		Government Day Secondary School Mushu	2	3	-
		Government Day Secondary School Masharkut	3	3	-
		Government Day Secondary School Gawarza	2	3	-
		Government Day Secondary School Horop	3	3	-
		Government Day Secondary School Garah	2	2	-
		Government Day Secondary School Kopyal	3	4	1
		Government Day Secondary School Kopmur	2	1	-
		Government Day Se3condary School Ruwi	2	1	-
		Government Day Secondary School Hokk	2	2	-
		Government Day Secondary School Bokkos	4	4	-
		Government Day Secondary School Tarangol	2	2	-
		Government Day Secondary School Richa	2	3	-
4	Kanam	Government Day Secondary School Gidgid	2	2	-
		Government Day Secondary School Dugub	3	2	-
		Government Day Secondary School Gagdi	2	2	-
		Government Day Secondary School Kwalmiya	2	2	-
		Government Day Secondary School Hakimi	3	3	1

		Government Day Secondary School Kunkyam	2	2	-
		Government College Dengi	4	4	1
		Government Day Secondary School Gar	2	2	1
		Government Day Secondary School Bankilong	3	3	-
		Government Day Secondary School Zungun	2	2	-
		Government Day Secondary School Kafel	3	3	-
		Government Day Secondary School Tunga	2	2	-
		Government Day Secondary School Kantana	3	2	-
		Government Day Secondary School Jarmai	2	2	-
		Government Day Secondary School Gyangyang	3	3	-
		Government ay Secondary School Kukawa	2	2	-
5	Kanke	Government Day Secondary School Dangkang	2	2	-
		Government Day Secondary School Forgwallang	2	2	-
		Government Day Secondary School Lebwit	2	2	-
		Government College Amper	2	3	1
		Government Day Secondary school F/Amper	2	2	-
		Government Day Secondary School Dawaki	3	2	-
		Government Day Secondary School Gyangyang	2	2	-
		Government Day Secondary School Lanshi	2	2	-
		Government day Secondary School L/Tabulung	2	2	-
		Government Day Secondary School Mimel	2	2	-
		Government Day Secondary School T/Tom Garam	2	2	-
		Government Day Secondary School Shiwer	2	2	1
		Government Day Secondary School Mimyak	2	1	
		Government Day Secondary School Ampang East	3	2	-
		Government day secondary School Ayayit aram	2	1	-

	Government Day secondary School Kalshi	2	1	-	
	Government Secondary School Kabwir	3	2	1	
Total		255	238	16	509

Source: Plateau State Education Resource Centre and Documentation Jos, Plateau state; 2016.

APPENDIX G

Revised 9-Year Basic Education Curriculum Content for Junior Secondary School Business Studies

Table: 1 **JS ONE**

SUMMARY OF CONTENTS

YEAR	THEMES		TOPICS	
JS ONE	1	Overview of	1	Introduction to Business Studies
	2	Effective Office Practice	1 2 3	The Office Office Staff The department in an office/organization
	3	Commerce-the Heart of Business	1 2 3 4 5 6	Introduction to Commerce Division of Commerce Production Factors of production Types of Occupation Forms of Business Organization
	4	Book-Keeping and Business Success	1 2 3	Introduction to Book-Keeping Source Documents and Special Journals Double Entry Book-Keeping.
	5	Shorthand Skills for Business	1 2 3	Introduction to Shorthand Pitman Shorthand (Consonants) Pitman Shorthand (Consonants and vowels)

	6	Keyboarding as a communication tool	1 2 3 4 5 6	Introduction to keyboarding Parts of a Typewriter Parts of Typewriter Keyboard Care of the Typewriter and the Computer Getting ready to Keyboard Learning the keyboard.

Table: 2 **JS TWO**

YEAR	THEMES		TOPICS	
	2	Effective Office Practice	1 2 3	The Reception Office Office Correspondence Office Documents
JS TWO	3	Commerce-the Heart of Business	1 2 3 4 5 6	Trade Market Production Distribution Bank Services Insurance
	4	Book-Keeping and Business Success	1 2 3	Ledger entries Petty Cash book Cash-Book
	5	Shorthand Skills for Business	1 2 3	Pitman Shorthand (Vowel Placement) Pitman Shorthand (Third group of consonants and vowels Pitman Shorthand (Consonants R & H)

	6	Keyboarding as a communication tool	1 2 3 4	Speed Development and Accuracy Skills Paragraphing Technique Development in Keyboarding

Table: 3 **JS THREE**

YEAR	THEMES		TOPICS	
JS THREE	2	Effective Office Practice	1 2	Office Procedure Office Equipment
	3	Commerce-the Heart of Business	1 2 3 4	Advertising Transport Communication Consumer Protection Awareness
	4	Book-Keeping and Business Success	1 2 3 4 5	Trail Balance Trading profit and Loss Account Balance-sheet Personal Finance Book-keeping Ethics
	5	Shorthand Skills for Business	1 2	Shorthand Principles Speed Development

	6	Keyboarding as a communication tool	1	Applied keyboarding

Source: NERDC: Revised 9-Year Basic Education Curriculum of Business Studies JSS 1-3 (2007