ASSESSMENT OF ADEQUACY OF BUSINESS STUDIES CURRICULUM IMPLEMENTATION ON STUDENTS SKILL ACQUISITION IN SECONDARY SCHOOLS IN YOBE STATE

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN BUSINESS EDUCATION,

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JULY, 2017

DEDICATION

This work is dedicated to my lovely children, Samson and Joy.

DECLARATION

I declare that this dissertation entitled; Assessment of Adequacy of Business Studies Curriculum Implementationon Students Skill Acquisition in Secondary Schools in Yobe State was carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been 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.

_____ _____

Josephine ChijiokeNWACHUKWU Date

CERTIFICATION

This dissertation entitled: ASSESSMENT OF ADEQUACY OF BUSINESS STUDIES CURRICULUM IMPLEMENTATION ON STUDENTS SKILL ACQUISITION IN SECONDARY SCHOOLS IN YOBE STATE meets the requirements governing the award of Master of Business Education Degree of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The study was conducted to assess the adequacy of business studies curriculum implementation on students' skill acquisition in the secondary schools in Yobe State, Nigeria.

The study was necessitated by the continuous increase in the rate of unemployment of secondary school leavers in the state which was resultingto high rate of insecurity in the state. Four research questions were raised for the study, while four null hypotheses were drawn, and tested at 0.05 level of significance.The entire population of 116 respondents were used as the sample of the study. Weighted Mean was used to answer the research questions. The Weighted mean of 2.5 and above was used as benchmark for agree while weighted mean of less than 2.5 represented disagree category. Simple Regression was used to test all the null hypotheses. The study revealed among others that adequate qualified business studies teachers had significant influence on students' skills acquisition in secondary schools in Yobe State. Based on these findings, the study concluded that the students in secondary schools in Yobe State could not acquire appropriate knowledge, skills and competences in business studies as a result of inadequate qualified teachers, inappropriate teaching methodology and inappropriate teaching and learning facilities. In line with the conclusion, the study recommended among others that the schools administration should recruit adequate qualified business studies teachers and encourage teachers to employ appropriate teaching methodology and facilities to teach business studies in secondary schools in Yobe State so that the students will be able to acquire the desired knowledge, skills and competences to enable them to be employed and/or self-employed.

CHAPTER ONE
INTRODUCTION

Background to the Study

Business Studies offer at junior secondary schools level in Nigeria contribute significantly to the national development and economic growth. It is aimed at providing the recipients with the needed skills and competence for employment and self-reliance. This is perhaps, the reason for its recognition in the revised National Policy on Education (1981). Business Studies consists of learning activities in relation to shorthand, commerce, keyboarding, office practice, book keeping and computer education. Business studies in secondary schools provides the students with the knowledge, skills, understandings and attitudes needed to fit into office occupation and the world of business. This implies that business studies has a propensity of making one pre-occupied with all that has been learnt while in school in order to earn a living in the face of unemployment.

Curriculum is the totality of activities carried out under the auspices of a school in response to societal demands. It consists of a continuous chain of activities necessary for translating educational goals into concrete activities, materials and observable behavioral change.Curriculum of any school is designed for the purpose of bringing about changes in the behavior of the pupils as well as developing their knowledge, skills and competences.Curriculum is the planned learning for the guidance of the school authority. The learning is carried out in group or individually either inside or outside the school.The focus of a school curriculum is usually the learner, the learning process and the target or expected transformation from the state of ignorance to that of knowledge, from unskilled to skilled, from thoughtlessness to positive and innovative or creative thinking. In other words, the major objective of school curriculum is to

develop and direct management of human skills and competences to stand the test of societal changes in the process of producing needed goods and services. It is based on this that business studies are embedded into the curriculum of secondary schools.

Business studies curriculum is the secondary school curriculum that contains the teaching and learning of shorthand, office practice, keyboarding, book-keeping, computer to develop the knowledge, competences and skills of secondary school students for employment or self-employment. According to Ehimetalor, Osu-Nwufo, Makeri&Oladunoye (2009) assert that as a developing country, Nigeria stands to benefit more from this arm of education if adequate attention is given to the formulation of business studies curriculum at secondary school levels.Osuala (2004) reports that business studies curriculum content if properly developed and adequately delivered, opens a wide opportunity for people, and holds the key to Nigeria to become technologically relevant, internationally competitive, economically prosperous and even politically stable

The Nigerian business studiescurriculum in secondary schoolswas designed with rich contents by experts to help impart into the students the necessary knowledge, creative ability, skills and competences required to be productive member of the society. However, the basic problem as observed by the researcher was that these skills and competencesneeded by students for employment and self-employment have been inadequately imparted into the students by their teachers. This may be as a result of inadequate qualification of teachers, teachers' teaching experiences, inappropriate teaching methodology and inadequate computers. Thiswas further observed to have increased the rate of unemployment, poverty and other evil vices in our societies.

It was based on this background that the researcher conductedthis study to assess the adequacy of business studies curriculum implementation on students' skill acquisition in secondary schools in Yobe State.

1.2 Statement of the Problem

The importance of skill acquisition through business studies curriculum implementation for national growth, and in reducing Nigeria's social and economic problems cannot be overemphasized. The relevance can only be visible if students are given adequate vocational training in skills, knowledge and competence at all levels of education without jobs, while there are many jobs without qualified and capable hands.This is because, achieving the objectives of business studies curriculum in Yobe state secondary schools has continued to be bedeviled by lots of problems ranging from the provision of adequate qualified teachers, appropriate teaching methodology, facilities, and experienced teachers to teach business studies.

It is on the basis of this background that this study was conducted to assess the adequacy of business studies curriculum implementation on students' skill acquisition at secondary schools in Yobe State.

1.3 Objectives of the Study

The general objective of this studywas to assess the adequacy of business studies curriculum implementationon students' skill acquisition insecondary schools in Yobe State

The specific objectives were to;

1. determine the influence ofadequate qualified teachers on business studies students' skill acquisition in secondary schools in Yobe State.

2. determine the influence of appropriate teaching method on business studies students' skills acquisition in secondary schools in Yobe State.
3. ascertain the influence adequate facilities on business studies students' skills acquisition in secondary schools in Yobe sta**te.**
4. examine the influence of teachers' experience on business studies students' skills in secondary schools in Yobe State.

1.4 Research Questions

Based on the specific objectives, the following research questions were raised.

1. what is the influence of qualified teachers on business studies students' Skill acquisition in secondary schools in Yobe State?
2. what is the influence of teaching method on business studies students' skill acquisition in secondary schools in Yobe State?
3. what is the influence of teaching facilities on business studies students' skills acquisition in secondary schools in Yobe State?
4. what is the influence of teachers' experience on business studies students' skills acquisition in secondary schools in Yobe State?

1.5 Research Hypotheses

Based on the research questions, the following null hypotheses for the study were postulated:

1. There is no significant influence of adequate qualified teachers on business studies students' Skill acquisition in secondary schools in Yobe State.

2. There is no significant influenceof teaching method on business studies students' skill acquisition in secondary schools in Yobe State.
3. There is no significant influence ofteaching facilities on business studies students' skills acquisition in secondary schools in Yobe State?
4. There is no significant influence of teachers' experience ofbusiness studies students' skills acquisition in secondary schools in Yobe State?

1.6 Significance of the Study

The findings of this study will be of immense benefit to the following stakeholders; students, teachers, schools and government of Yobe State respectively

The findings of this study will enable secondary schools students to be imparted with the appropriate skills and competences needed to be employed and/or self-employed. This will go a long way to reduce unemployment and poverty among the teeming youths, especially in Yobe State.

The findings of this study will help teachers to identify the appropriate methodology to teach business studies so as to impart the appropriate and needed skill and competences to the students. The will help the student to secure employment with the skills or they shall be self-employed.The findings will further provide direction for business teachers at the JSS level for better improvement of students' performance in the classroom.

The findings of the study will help the school administration to be able to employ adequate qualified teachers to teach business studies in the secondary schools.If adequate qualified teachers are employed, the right skills shall be imparted into the students accordingly.

The state government shall also benefit from the findings of this study. As adequate and needed skills are imparted into the students, many shall be employed and some of the students shall be self-employed. This will consequently reduce unemployment and alleviate poverty among the teeming youths in the state. This will go a long way to reduce evil vices in the state.Through the outcome of this study, government will understand the level of shortage of equipment and facilities which have contributed in no small measure in preventing the attainment of business studies objectives, and so provide all necessary input to make the delivery of the subject a success.

1.7 Basic Assumptions for the Study

The study assumed that:

1. adequate qualified teachers in business studies will enhance skill acquisition among secondary school students in Yobe State
2. appropriate teaching method will influence students skill acquisition in business studies in secondary schools in Yobe State.
3. adequate teaching facilities will influence students skills acquisition in business studies in secondary schools in Yobe State.

1.8 Delimitation of the Study

This research studywas delimited toassessing how business studies curriculum implementation enhances students' skill acquisition in secondary schools in Yobe State. It covers 56public secondary schools drawn fromDamaturu, Fika, Gujba, Nguru and Machina for security reason. It was further delimited tobusiness studies teachers in public secondary schools in Yobe State. The reason for the choice of these secondary schools was aimed at ensuring similar

environmental conditions and ensuring a level playing ground for the respondents. The respondents in these secondary schools were delimited to business studies teachers.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

The researcher reviewed a number of literatures relating to business studies curriculum content to assess whether it enhances students' skill acquisition at secondary schools in Yobe State. This was doneunder the following sub-headings: -

2.1 Theoretical Framework

2.2 Concept of Curriculum

2.3 Concept of Business Studies

2.4 Objectives of Business Studies

2.5 Business Studies Curriculum Planning

2.6 Business Studies Curriculum Contents and Skill Acquisition

2.7 Challenges of Business Studies Curriculum Implementation

2.8 Review of RelatedEmpirical Studies

2.9 Summary of the Reviewed Literature

2.1 Theoretical Framework

The study was based on the theory of change (Walton, 1973). The choice of this theory was based on the idea that programmes such as business education curriculum have a set of ideas and assumptions about the critical forces that shape current situations like the personnel involved in teaching and administering business education programmes. It is useful to educators because the

theory of change can be used to periodically check to see if things or events are unfolding as anticipated.

The theory of change sometimes called the theory of Action(Goldhaber& Liu, 2009) is an explicit expression of programme theory, often presented in a graphic format such as a flowchart. It was found out that the theory is useful in identifying unnecessary components, locating intermediary changes, raising new questions and contributing to paradigm shifts, to mention but a few. Another usefulness of the theory is that since the theory of change approach leads towards a consideration of change processes across the programme of business education as a whole, they avoid the tendency of conventional logic models leading users to become overly preoccupied with the validity of only one or a few indicators.One of the major strengths of the theory of change approach is that it provides a method of gathering diverse understandings of curriculum development. The implication of the theory is that programme of activities, policies and institutional framework on curriculum development with regards to business education has to be evaluated regularly in order to see whether changes are inevitable. In any case, changes will occur because business education, curriculum development at the individual, group, organizational and institutional levels respectively will require change and change itself is dynamic (Walton, 1973).

Curriculum development provides the means for periodic evaluation and subsequent modification as may be necessary to keep the school programme abreast of the changing pupils and society needs. The change, improved business procedures and methods used by the business community now demands for personnel with varying types of training, modern types of equipment and techniques used in modern business offices. Such changes may dictate considerable revision of the curriculum and may also demand for the development of new and

improved teaching techniques. Business educationcurriculum must include those courses that provide skills and understanding of basic processes which will be useful regardless of the nature of change in the business office or the opportunities for progress. The training curriculum should contain what participants must know, what they should know and what they could know. It should be sequential that is, move from known to unknown, from simple to complex, from easier to more difficult tasks. It should be prepared in sessions and modules.

Business education curriculum work towards the manifestation of students' potentials, developing them in areas where their talents lie and where they are more responsible.It is obvious that the curriculum can be a great success or dismal failure depending on the teacher. It requires a lot of imagination, innovation and inventiveness on the part of the teachers to make the contents of the curriculum vital and stimulating. The environment for implementation also really matter. This involves the physical, psychological and social environments where teaching-learning relationship is established. The physical environment of the school consist all structures built or constructed within the four-walls of the school compound meant to be used for facilitating the attainment of the objectives of the curriculum.

2.2 Meaning of Curriculum

Curriculum hasvarious definitions as perceived by different scholars.This study views curriculum as all the formal and informal learning experiences acquired by learners in school.

Livcer (1965), viewed curriculum as an educational programme with three components: programme of study, programme of activities and programme of guidance – academic and moral towards a career. It is all the planned learning experiences, as seen by Lucy (2001) provided by

the school to assist the pupils in attaining the designated learning outcomes/goals, objectives to the best of their ability.

Asogwa (2001), defined Curriculum as all the learning which is planned for guidance by the school whether it is carried out in group or individually inside or outside the school.It is true that the curriculum of any school consists of all the situation that the school may select and consistently organize for the purpose of bringing about changes in the behaviour of pupils as a means of developing the personality of the individual.Rogers (2002), termed it as the informal contents and processes by which the learner gains knowledge and understanding, develops skill and other attitudes and values under the auspices of the school.Curriculum is what the examiner requires the teacher to emphasize in their teaching. It is the totality of the syllabus of a school. It is what should be taught in a particular subject. It is a combination of classroom and out of classroom activities. It is the totality of activities carried out under the auspices of a school in response to societal demand. It consists of a continuous chain of activities necessary for translating educational goals into concrete activities, materials and observable behavioural change.Itis the instrument used to bring about learning by the teacher.

In all of these and other meanings of curriculum one obvious thing is that it has to do with effective teaching and learning process geared towards societal demand so that beneficiaries will be able, on completion of their programmes of study, to produce or contribute to increased production of goods and services for the betterment of humanity. The focus of curriculum is usually the learner, the learning process and the target or expected transformation from the state of ignorance to that of knowledge from unskilled to skilled, from thoughtlessness to positive and innovative or creative thinking. In other words, the major objective of curriculum is the

development and directing as well as total management of human skills and competences to stand the test of societal changes in the process of producing needed goods and services.

Curriculum is the pivot for a programme's existence. Philosophies may be written, objectives and goals cited, but when these are not implemented, the exercise becomes futile. Abegunde (2002) described curriculum as the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstructions of knowledge and experience under the auspices of the school for the learner's continuous and willful growth in personal and societal competence. Here, both learning experiences/activities and knowledge content are part of the curriculum. Components are selected and organized or planned. All these change according to social trends. Osuala (2002) stresses that such changes may dictate considerable revision of the curriculum and may also demand for the development of new and improved teaching techniques. Akibu (2003) explained that: "the curriculum is not so much what is found in the syllabus but what the teacher makes of it in the classroom.

Over the years, a lot of changes have taken place in the world at large, most importantly in Nigeria. Automation in the world of work has caused and will continue to cause considerable changes in the programme of business studies to stand the 21st century demand. Curriculum is seen as the total environment in which education takes place – Viz -the child, the teacher, the subject, the content, the methods, the physical and the psychological environment.

From the foregoing, it can be seen that curriculum is a structured series of intended learning experiences. It is the means by which educational institutions endeavor to meet the hopes of the society. It is the process adopted by schools to determine and pursue the set objectives or goals of the society where the schools exist. Thus, curriculum embraces purposeful

experience provided and directed by educational institutions to achieve premeditated goals of the society.

2.3 Concept of Business Studies

Business Studies, like any other arm of education is aimedat contributing significantly to the development of this nation. This is perhaps, the reason for its recognition in the revised National Policy on Education (1981). As a developing country, Nigeria stands to benefit more from this arm of education if adequate attention is given to the formulation of business education curriculum at secondary school levels.According to Ehimetalor, Osu-Nwufo, Makeri-Yahaya&Oladunjoye (2009), Business Studies consists of learning activities in relation to shorthand, commerce, keyboarding, office practice, book keeping and computer education.Eze (2005) defines business education as "that aspect of the total educational programme that provides knowledge, skills, understandings and attitudes needed to perform in the business world as a producer and or consumer of goods and services that business offers".Business education has a very definite vocational objective. This implies that business education has a propensity of making one pre-occupied with all that has been learnt while in school in order to earn a living in the face of unemployment.

Adedibu (2000) states "business education includes office occupations, distribution and marketing occupations, business teaching, business administration and economic understanding".It is pertinent to note that vocational business education is very vital in bringing up people with the requisite skill for gainful employment in order to face challenges in the labour market. Business education skills are needed to help from formative stage of every individual to prepare him/her for life. Business education which prepares young people for work should

provide not only the skills required for operating machines or doing any specific job, but also provide such knowledge and skill required for technological development.

Osuala (2002) defined business education as "A programme of instruction which consists of two parts- office education which is a vocational programme for office careers, and general business education which is a programme that provides information and competencies needed for managing and using business". Against this backdrop, it is imperative that business students must be well prepared for future labor market. Uwaje (2004) observed that business educators must anticipate the need of business community up to five years. Thus, if the needs are adequately catered for by providing programmes that will enable the students acquire appropriate skills, the students on graduation will be prepared to serve productively in tomorrow's business environment and also become self-employed. But from a layman's' point of view, business education deals with only training of teachers in business courses. Training teachers of business is only one aspect; the other aspect is training individuals to fit into occupations outside the classroom. Business education is provided in Junior Secondary schools, colleges and universities. The Policy Commission for Business and Economic Education as cited in Willingson (2005) also stated that business education represents broad and diverse discipline that is included in all types of educational delivery system. Today, business education is viewed as being that aspect of the total education programme that provides knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers. Business education can mean many things to many people. It can be regarded as subject such as accounting, typewriting, shorthand, general business, business law and similar subjects taught at the secondary school levels. To others, business education is synonymous to any education for entrance into the business world given at

any educational level,while others think of business education at post-secondary education as subject such as accounting, marketing, office administration, secretarial and finance. Business education at that level means business teacher education- the preparation or in-service education of secondary school business teacher.

Ogidan (2006) defined business education as that education which prepares students for entry into the advancement in jobs under business, and prepares them to handle their own business affairs and function intelligently as consumers and citizens in a business economy. Ogidan(2006) concluded that in education for business, it is regarded as general education for all students. Alozie (2007) stated that it is not only expected to seek out, identify, create or anticipate human wants and needs, but it also requires creating through the harnessing of the totality of human integrity and knowledge of all the gamut of goods and services that are needed to satisfy those wants and needs. Alozie (2007)also viewed business education to mean the sum total of the knowledge, skills and attitude that are required for successfully promoting and administrating a business enterprise. Alozie (2007) further stated that the goal of business education is the production of manpower who possess the requisite knowledge, skills and attitude for harnessing other active relationship yielding the goods and services demanded by society for the satisfaction of their wants and needs.Business Education is education for business skills, which are required for use in business offices and clerical occupation and business policy analysis. It is deliberate intent of teachers to inform students about economics and business concepts and skills that might be in use later in life.

2.4 Objectives of Business Studies

The aim of Business Education has always been laudable in the history of Nigeria. Unfortunately, its objectives of providing occupational skills and ensuring unemployment

reduction have never been fully realized because of poor implementation and inadequate curriculum specifications.According to Aina (1991), business education has gone through phases of change. Aina (1991), further stressed that the traditional objective of business education has been to develop vocational knowledge and skills needed for employment and advancement in a business career. Business education represents a broad and diverse discipline that is included in all types of educational delivery system; elementary, secondary and post-secondary. Business education includes education for office occupations, business administration and economic understandings.

The objectives of business education according to Osuala (2002) is to;

a) Educate individuals for and about business.
b) Provide a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively three roles. These are to;
    - Provide and distribute goods and services as workers;
    - Use the results of production as consumers, and
    - Make judicious socio-economic decisions as citizens.
c) Provide career information that help students relate their interests, needs and abilities to occupational opportunities in business.
d) Provide educational opportunities for students preparing for career in fields other than business to acquire business knowledge and skills needed to function effectively in these careers; for example, to handle effectively both oral and written communications and to develop effective interpersonal and human relation skills.

The specific objectives of business education curricula were to enable the learners to apply the various business concepts acquired in the classroom in real life situation, have the skill, and competence required for the performance of basic business job such as book-keeping and accounting, secretarial practice among others, acquire some business knowledge to keep simple financial and other transactions in the office and operate and care for office machines and equipment, that the learners recognize and demonstrate their responsibilities and rights as consumers,acquire some business skills to recognize and play their role as productive participants or members of the society especially in a free enterprise economy.

The objectives stated above for business education are meant to be used as a guide in evaluating the relative completeness of the business education curriculum in any secondary school system. With the present structure of six years' duration of secondary education in Nigeria, business education programme in the junior secondary school is slightly different from what it is in the senior secondary school. In the junior secondary which is a three year programme, it is called business studies designed for all students. At this level, business education is meant to develop basic skills in office occupation and to provide orientation and basic skills with which to start a life of work for those who may not undergo further training. The subjects covered in the junior secondary business studies in Nigeria according to Osuala (2002) are: -

1. Office practice
2. Commerce
3. Book-keeping
4. Shorthand
5. Typewriting

Business education subjects in the senior secondary schools in Nigeria are taught separately and include the following business education subjects: -

1. Economics
2. Commerce
3. Book-keeping
4. Typewriting
5. Shorthand

The introduction of business education in secondary schools has important features of diversified curriculum for training of the head, heart and hands in vocational studies. The structure of six-year duration also allows for students staying long in school to acquire vocational skills in preparation for self-employment and self-reliance.

2.5 Business Studies Curriculum Planning

The curriculum concept has generated considerable discussion among educational planners, classroom educators due to the fact that curriculum planning and execution are so valuable that it became a point of empirical study. According to Anyaduba (1988) in the vocational educator, there are some important purposes of curriculum development and these are to;

i. Provide the means for periodic evaluation and subsequent modification as may be necessary to keep the school programme abreast with changing pupil and societal needs;
ii. Provide a sound educational philosophy for the school that will permeate all teaching activities;

iii. Increase the awareness of citizens of the purpose, programmes, and problems of the schools. For a school to offer an effective programme in business education, it is necessary to understand the nature of the student population and school community.

iv. Foster the professional growth of education personnel. The quality of any educational programme is directly related to the quality of instruction. The first measure of quality is the mark of competence of its classroom teachers.

Compendiously, Oyedeji (1999) postulated that any sound curriculum must be viable, dynamic understanding and idea of the philosophy and objectives by all those involved in educational activities. For a successful and meaningful implementation of curriculum contents, it is salient to examine and determine the status of knowledge of students in the radical concept of education. Oyedeji (1999)maintained that curriculum planning is a point where theory of knowledge and psychological beliefs and opinions meet. This is to say that the belief about the nature of knowledge and its purpose in the life of individuals and society on one hand, and belief about the process by which individuals acquire knowledge and the conditions on which this process depends on and the other should relate. Then curriculum contents should be matched with effective instructional materials so that the objectives of an instruction can be achieved. Accordingly, curriculum and instruction are ends and means respectively, instruction is education by means of knowledge.

2.6 Business Studies Curriculum Content and Skill Acquisition

In order to achieve the intended out-comes specified in the National Policy on Education for vocational and technical education in Nigeria; business education curriculum has been designed in both concept and structure to be different from thetraditional one in the following areas even at the secondary school level (Olaitan, 2009).

1. Teaching as a single subject rather than an integrated programme:

In the traditional curriculum, components under business studies such as book-keeping office practice, shorthand and typewriting are taught as single or autonomous subjects but now it is no longer so, rather it is being taught as units or components of single subject, in other words, even though each of the JSS business studies subjects continue to retain its autonomy and identity, they are perceived and taught as single subjects.

2. Organization of course content:

Present design of business studies curriculum is different from the former traditional design. This is because the structure of business studies curriculum like those of other subjects developed by the federal ministry of education has been designed in such a way as to ease the task of the teachers particularly the in- experienced ones when planning their lessons, the syllabus has already outlined the course content of what is to be taught to the students, in each subject areas within a particular period as against the former WAEC syllabus which makes the teachers to have to face the task of re-arranging and sub-dividing the content into specific portions called schemes, the teacher's scheme in turn shows the content and learning experiences to be imparted to the students within a given period, say a year. A scheme of work on a given Subject for a year is normally arranged in accordance with the number of weeks in a term. Each topic within a week constitutes the unit of instruction for that week and of which the lesson was to be developed.

3. Unit of Instruction:

In business studies, courses are organized in units of instruction. This entails organizing instructional material into larger, related and unified patterns of instruction in order to achieve important educational objectives.

4. Business Education Curricular adopt Spiral and concentric approach:

Business studies curricular are arranged spirally and concentrically so that the units inter and intra relatedness is sustained. Spiral approach means a system by which topics or modules are sequenced in such a manner that student by learning the basic concepts within the units in year one progress to one of medium level difficulty in year two and to a much more complex one in year three. It is a process in which related topics are grouped together for treatment starting from one of low level difficulty and gradually progressing to the higher level of difficulty (Tonne&Nanassy, 1977). Concentric approach is used to teach skill-based subjects such as shorthand and typewriting. Various topics that are meant to develop or obtain certain level of competency are made to re-occur each year, but with increasing level of difficulty, example speed development, tabulation, display work, etc.

5. Specification of performance objectives:

Business studies curricula include not just the listing of the topics to be treated but also the specification of performance objectives relating to each unit, the specification of lesson content, specification of students' activities and related instructional materials for each unit. The innovative way of designing the curriculum should enable the business educators to face their teaching responsibilities with interest and enthusiasm. Despite the great nature of the content of business education curriculum in Nigeria, little consideration is given to the development

process. For instance, Nwachukwu (2002) asserts that self-reliance is the benefit which a good business education should provide and this may lead to self-employment and ability to explore business opportunities through which some financial benefits may be accruable.

Other prospects of implementing business studies curriculum according to Onyeachu (2008) include these: -

a. Parent Teachers' Association (PTA), Education Trust Fund (ETF) and Petroleum Trust Development Fund (PTDF) are all putting effort towards providing facilities and also funds in all secondary schools in Nigeria.

b. Seminars are being conducted on training the teachers on the production and utilization of locally made instructional materials

c. The Federal Government has decided that experienced teachers will be involved in curriculum planning on development.

d. Teachers are now encouraged to go for in-service training to update their qualification. This is being done through introduction of federal Teacher's Scheme for acquisition of NCE (the minimum Qualification for teaching).

e. Employment opportunities are being giving to NCE holders through the Federal Government Scheme to ensure adequacy of qualified teachers.

f. The State Governments in conjunction with some companies have started supplying computer and computer facilities to schools.

g. The state Government and the Nigerian Union of Teachers have started negotiation with the Federal Government on the implementation of teachers' salary structure (TSS).

2.7 Challenges of Delivering Business Studies Curriculum Contents

Since the introduction of business studies in junior secondary schools, the implementation of the curriculum has not been very smooth. A number of factors have worked against the realization of the clearly stated objectives of the programme at this level of our educational system. The factors according to new National Policy on Education (2004) include the following: -

a. Misconceptions regarding business education among the Nigerian populace. Many still hold the view that business education is for dropouts, that it has little or nothing to do with this era of technology. Consequent upon this erroneous belief, adequate attention has not been given by the Nigerian society to the problems that plague the implementation of business education programme until recently. To this end, policy formulation and implantation of business education programmes have not been very satisfactory.

b. Education policies: The National Policy on Education (2004) appears to be one of the unique attempts of the federal government at directing the education system towards achieving a nationalistic goal. Before now, according to Obikoye (1995) the entire education programme of this country lacked all along any relevant nationalistic guiding or philosophical principles, and so it appears we have continued to muddle through. Policy makers regarding business education are most times not experts in the field of business education and therefore are prone to making policies that are not only wrong but difficult to implement.

c. Student's Readiness: The lukewarm attitude of the society to business studies is a chain from the government. The government is always emphasizing on science and

technology thereby leaving business studies. Since the government is not interested, it drops to parents and from parents to students. A student who has been battling with conventional subjects will find it difficult to cope with the introduction of a new subject which may require some experience of the former one.

Most of these business subjects require English language. Shorthand and Typewriting require English. English language hinders student's active participation in these subject areas. A student who cannot write some alphabets correctly, how does he draw these lines and sometimes with hooks. Even if he succeeds in drawing the lines correctly, he may not be able to transcribe due to shortage of grammar. The report of the Business Studies Group (1981) stated that students have only two years of secondary education, even in some cases few months, before being introduced to business studies. In case of shorthand, they have two years of secondary education before being introduced to shorthand. The group went on to say that most of the students are still weak in sentence structure, spelling and of course they need lots of drills on grammar to serve as a good background before they can move on to shorthand. How can students who have just spent few months in the school distinguish antonyms, synonyms and homonyms? When wrong words are written, they result to incorrect transcription. "Garbage in Garbage out". For instance, if these words 'right', 'write', 'Wright', 'rite' are dictated for them in a sentence to write in shorthand and transcribe, definitely they will miss the spelling in such sentences. Although, the study group recommended shorthand at JSS 3 level to be mainly for "exploratory purpose", and they are expected to write 50 words per minute. One is thrown off-board by that phrase "exploratory purposes" when the expectation is 50 words per minute.

d. **Teacher's Ability**: The caliber of teachers who handle business education subjects in our secondary schools also constitute a bulk of the problems faced in the

implementation of business education curriculum in our schools. Most of these teachers are not business educators. Those that are business educators are few in number and cannot cope with the size of business classes that we have now in our secondary schools. A reasonable number of the business teachers graduated many years ago and cannot handle modern instructional materials and equipment in the teaching of business education.

Such teachers, according to Osuala (2004) need refresher course to update their knowledge.

The business studies subjects at the JSS are special subjects quite different from what the students have been learning. A teacher who would handle these subjects is supposed to be competent in them and be able to motivate and encourage students into learning them. Business studies subjects are conglomeration of subjects and thus at the JSS level, they should be integrated. From the researcher's observation and experience, most of the business studies teachers offer single business education subjects at their various institutions and by the time they look for employment, they say they read business education. Are they really business educators? At the N.C.E level, prospective teachers should offer the entire business education course (Business Education Double Major) since in the policy of education, they cannot go beyond JSS 3. Although this is stated on paper, there some schools that have N.C.E. holders teaching up to SSS 3. A teacher who offered Accounting/Economics at N.C.E level will find it very difficult to cope if he is allocated JSS class to teach business studies. He has no knowledge of shorthand, typewriting and office procedure.

The number of teachers who can teach all business studies at the JSS level are few as most schools are complaining of shortage of teaching staff. Many of the Colleges of Education

have separated the double major to "single major". Some teachers are not interested in teaching business studies. Some people are reading business education so that they make it a stepping stone to more lucrative jobs. Not so many teachers are interested in the application of it in the classroom but application in firms, companies etc. Many teachers would like to join professional associations like Institute of Personnel Management, Nigerian Institute of Management, Institute of Chartered Accountants among others so that when they apply for a job, they can cover the education aspect.

e. **Inadequate facilities**: Inadequate facilities in the secondary schools for business education programme are some of the factors that inhibit full implementation of business education curriculum in Nigeria (Osuala, 2004). Most secondary schools have no functional typing pool for typewriting, no tape recorder and stop watches for shorthand dictation, no specially ruled accounting sheets and machines for the teaching of accounting. Osuala(2004) further stated that in public schools where typewriters are found, they are mostly the manual type. Electric typewriters and computers are always not within the reach of those schools. The instructional materials are fundamental to the successful implementation of business education curriculum.

   What happens to a teacher who is sent to a school to teach integrated studies and he got there only to discover that there are 50 students in a class with only (13) typewriters and no other equipment. It is to conclude that a successful business studies programme cannot be implemented.

The curriculum plan is quite rich but with implementation problem in schools. The problem lies on what goes on in the classroom, which can make one conclude that the ideal

planned on paper cannot be attainable. For instance, a situation where a student is expected to learn a skill but no equipment, the students and teachers are bound to lose interest and be discouraged.

Most of our school programmes in Nigeria are just like sending a child to the farm without giving him farming implements (tools), or sending 40 children to the farm and giving them 15 cutlasses to work with. In all the schools that have business studies in their curriculum, none can boost of having adequate and sufficient equipment. The National Curriculum for Junior Secondary Schools (1995) stated that, "adequate materials and equipment be made available to a class of 40 students".

The Study Group on Business Studies (1981) also support this, that to get maximum benefit in a class, it is logical that if a class of 30 (thirty) students enroll for say typewriting there should be at least 35 or 40 typewriters in the same room with the same number of desks and adjustable chairs. Most of the furniture available are not correct measurement and are not comfortable for good performance.

f. **Time Table;** by the official allocation of periods, the official curriculum says a minimum of five (5) periods per week be allocated to business studies. The National Curriculum for JSS (1985) stated that, "special consideration be given to shorthand and typewriting such that at least two periods a week are allocated to them on the time table".

Report of Business Studies Group (1981) further stated that, four periods of 40 minutes each should be made available to shorthand, typewriting and book-keeping or if there are five (5) periods per week, one period per day. The group also stated that two (one-double) period a week should be allocated to transcription and the remaining two or three periods for theory and speed.

This study group did not integrate business studies at the JSS level. They put them separately. In most schools, they hardly give three periods per week to business studies, there are catalogue of subjects in other areas. Also, there are nineteen (19) subjects for the JSS scheme. There are too many subjects to be given adequate allocation of time. In most schools, apart from English language and Mathematics that have adequate time, there is no other subject that enjoys such facilities.

g. Business studies transition into the senior secondary schools (S.S.S)

If the programme is pursued aggressively at the JSS level, the curriculum flows smoothly into senior secondary school. In fact, most of the subjects at senior secondary schools are continuation of what was taught at the JSS level. In shorthand, they are expected to write 50 words per minute at JSS and SSS, they are expected to write 80 words per minute. The knowledge they have at the JSS will carry them through. So also with other subjects-commerce, economics,etc. Commerce offered in JSS will aid them with the newly introduced economics in SSS and students who show interest in business studies at JSS will be able to explore more into the business subjects at SSS level. Of course, students at the SSS level should be well prepared in their various subjects to incorporate them into the higher education.

2.8 Review of RelatedEmpirical Studies

The researcher examined some related studies conducted by other researchers and scholars with a view to evaluating their findings and comparing it with the outcome of this research. Among them are: -

Essong (2001), conducted a research on the challenges of Business Education Curriculum in Nigerian secondary schools. Essong (2001) used secondary schools in Cross River State as the

study location. The data for the study were collected using questionnaire from some sampled respondentswhich comprised of two business education lecturers each from College of Education; Obudu, Federal College of Education, Ehamufu and AlvanIkoku College of Education, Owerri.117 business studies teachers in 45 secondary schools in Cross River State where involve in the study. The data collected were analyzed using the Statistical Package for Social Sciences (SPSS). Percentages, means and standard deviation (SD) values were computed for each of the schools. Chi-squareanalysis was later carried out to determine significant differences in the number of respondents in each competency variable.

The study found that government's lack of support by not making enough funds available for training and re-training of business educators has hindered the success of curriculum in business studies at secondary school level. In line with this, the study suggested that extension of the Technical Teachers Training programme (TTTP) be made to Colleges of Education where teacher for business studies in junior secondary schools are trained. This way, many will be attracted to opt for business education. While Essong (2001) submission that business education is a viable programme is true, it should however be noted that there are other challenges like teachers' attitude, conducive learning environment, job satisfaction, students interest which may affect the teacher in effective performance of his duty in the classroom and also to involve those with technical know-how in the making of education policies of secondary schools. However, the current research got relevant information from this work in terms of the problems militating against the successes of curriculum in business studies at secondary education level.

Olopete (2001) conducted a study on curriculum development in business education: innovations in business education curriculum of secondary schools where 20 selected secondary schools in Oyo state participated in the study. A total of 398 students were used as sample

population. The instrument for data collection was questionnaire. The questionnaire had 32 items. The data collected were analyzed using chi-square statistic at 0.05 level of significance. A 5 point likert-scale was used, since it yields internal data which is easy to quantify. The instrument was given to experts in business education for face validation and a test, re-test method was used to test the reliability using Pearson's Product Moment Correlation at.72. The research work did not indicate the type of research design used for the study, butdescriptive survey design would have been appropriate.This is because the design is a useful tool for education fact finding and ensures high reliability. Olopete (2001) observed that over the years, a lot of changes have taken place in the world at large, most importantly in Nigeria and as such curriculum has to be continually revised. Improvements in any skill, field or any walk of life requires change and revision to meet the changing demands of the society. Olopete (2001) also stated that the objectives of business education have come to mean more than preparing students for specific entry jobs in business, the programme is redesigned to provide adaptation to occupational changes taking place in our world. The curriculum of the secondary school should be diversified to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary education.

Nwofor (2003), also carried out a study aimed at determining business teacher's perception of the use of instructional methods in the implementation of business studies curriculum contents in secondary schools in the five education zones of Anambra state. The research population was made up of business teachers in all the secondary schools. The study made use of survey design and questionnaire was used for data collection. The mean, standard deviation (SD) and t-test statistic were used for data analysis. A total of 103 business teachers at the secondary school level were randomly selected from the five education zones of

Anambrastate. The questionnaire items were structured in line with the research questions and designed to conform to a five point Likert type relating scale ranging from strongly agreed (SA) to strongly disagreed (SD). The test and re-test methods were used to obtain two sets of data. Thus the two sets of data obtained were analyzed using the Spearman Rank Order Correlation which yielded a co-efficient of internal consistency of .88. The results indicated that business teachers have a poor perception of the instructional methods they use in teaching business studies. The study further revealed that there is significant difference between the mean responses of business teachers in their perception of the student-centered method and the conventional-centered method of teaching.

Nwofor (2003) further stated that one of the roles of a teacher in teaching/learning activities is that of a communicator concerned with eliciting relevant responses from the learner after their exposure to knowledge, skills, facts, ideas and principles. To be able to achieve the above, Nwofor (2003) recommended that teacher should employ varying methods in order to enhance learning.

Burman and Mutendwahothe (2012) researched on Pedagogical Challenges Besetting delivery of Business Studies in Secondary Schools: A Botswana Perspective. Theresearch was qualitative in nature therefore; the structured interview method of data collection was used by the researcher using eight junior secondary school Business Studies teachers.After analysis of data collected, Burman and Mutendwahothe (2012) reported that the curriculum content is too much creating challenge of balancing theory with practice. Timeis not enough for delivery time as well as resources in the form of equipment such as computers particularly among schools in rural area. They also reported that there is no orientation for teachers on school curricular goals and also teachers never read the aims and goals outlined in the syllabus. They just shoot straight (sic)

to the topics, scheme and start teaching. Whenteachersjoin the teaching fieldthey are not oriented enough. They are shownthe class and timetable so that teaching cantake place and other things will come later. Based on the findings, Burman and Mutendwahothe (2012) recommended that, 'although the shortage of computers in schools is likely to significantly reduce the use of a hands-on approach in the teaching of Business Studies, teachers can still source instructional materials from the local community with a minimum expenditure of time, energy and money to ensure the success of business studies programme in schools. Burman and Mutendwahothe (2012) study is relevant to this work because it provides opinions from teachers saddled with curriculum delivery, however this study differs in term of methodology used.

(Obasi2004) conducted another related study on issues associated with the teachers, the school and the curriculum in the training and re-training of business education teachers in tertiary institutions in Lagos state using a sample 62-business education teachers randomly selected from the four public tertiary institutions where business education subjects are taught. The instrument used for the study was a structured questionnaire consisting of 18 items. The data collected were analyzed using chi-square statistic at .05 level of significance. Several factors emerged as significant in the study. These factors include that most teachers were not train with modern equipment and machines, as a result they cannot impart to students the required skills and knowledge. It was also found that many schools lack improved modern facilities for both training and teaching on curriculum factors.The study noted that emphasis is laid on concept and little on personnel requirements. It further stated that a drawback on the curriculum is that it is drawn more from the libraries rather than from the industrial work setting where the production takes place.

Obasi (2004) recommended that business educators must equip themselves with the knowledge and skills appropriate for imparting the new skills and knowledge to students. Obasi (2004) also stated that teachers who function in schools where there are improved facilities perform better than their counterparts who are handicapped by absence of those facilities. In the same vein, training programmes must be incorporated into the curriculum and trainers must be made to possess the skills they develop in others. Curriculum must be adaptive, relevant and the developers of business education or any other business subjects should have the responsibility of monitoring technological advancements in business education and constantly review the curriculum. Obasi (2004) study was related to this research as it researched on training and re-training of business education teachers for curriculum delivery. This study however used junior secondary school teachers on strength and weakness of business studies curriculum.

(Ilogbo 2006) carried out a research on evaluation of training programmes for business educators in Delta state school system. The objectives were to examine the training programmes of business educators to see whether the teachers training will enable them to teach effectively. The population for the study was composed of the principals and teachers of business subjects in Delta state's post primary schools. The sample involved70 principals and 120 business teachers randomly selected. All the business teachers that participated in the study have at least NCE Business Education qualification. The questionnaire was used as the data-gathering instrument. Two sets of questionnaire were designed, one for the Principals and another for the Business Teachers. The data collected were analyzed using chi-square statistic at .05 level of significance. The study revealed that schools in Delta state faced shortage of business teachers who are adequately trained to teach business studies.It also reported that the present curriculum of N.C.E. programme which produces business teachers who specialize in one business subject to teach all

the modules in the business education syllabus was wrong. The study therefore recommended that business teachers in the field should be retrained to bridge the gap created during their pre-service training.

Nwogu (2011) in a field work on Strategies considered effective by Business Educators for improving the teaching of business subjects at the senior secondary school level, found that out of 296 students that sat for office practice in Basic Education Certificate Examination (BECE) in some selected schools in Awka, 14% got credit while 86% got pass, failed or had their results withheld. In the same school in 2009, 211 sat for the same office practice, 46% got credit and distinction while 54% were made up of those who got pass, failed or were absent. In another school visited, 18 students registered for commerce in WASSCE in 2008. 7 got pass, 3 failed and others had their results pending or withheld. In another school, out of 100 candidates that took commerce in 2009 WASSCE, 46% pass and 16% failure were recorded with other results either pending or cancelled. No student in this school got credit and above. In another school visited, 300 students registered for financial accounting in NECO results in 2009. 26% got credit while 74% comprises those that had either ordinary pass, failed or had their results seized by the Board. In BECE which is an examination for JSS3 (Upper Basic 3), the researcher observed from the available records of some secondary schools visited that, out of 1530 students that sat for business studies examination, only 699 got credit and above while others were either pass, failed or result withheld.

2.9 Summary of Reviewed Literature

This chapter provided theoretical framework of the study, it reviewed the different meaning of curriculum and definition of business studies. The objectives of business studies curriculum, its planning, how it enhances skills acquisition and challenges were also reviewed.

Empirical studies were also reviewed and it is generally agreed by scholars that to achieve the required results in business education, teachers need to be adequately trained in the method of teaching and also in the mastery of business subjects. It is also important to note that the curriculum does not adequately provide for the training needs of teachers, nor is it at that adaptive and relevant to modern business realities. It is common opinion that factors such as student's readiness, lack of governmental grants and funds, misconceptions due to emphasis on science and technology, inadequate teaching aids and facilities etc. may contribute greatly inpreventing students to gain the required necessary skills for business practice. These could be further corroborated in the theories related to this work which were reviewed. However, these empirical studies did not explain how businessstudies curriculum content at the junior secondary school level prepares students for future career. This study was undertaken to fill this gap

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses the methodology adopted for this study under the following sub-headings

3.1 Research Design

3.2 Population for the study

3.3 Sample Size and Sampling Procedure

3.4 Instrumentfor Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research design used to conduct this study was descriptive survey design. This was because the design was a useful tool for education fact-finding and it ensures high reliability. Also survey research design enhances an effective gathering of data through questionnaire. Odiagbe (2004),stated that descriptive survey design is appropriate in obtaining opinions of respondents.In this case, it was used to assesshow Business Studies Curriculum Content enhance Students Skill Acquisition at Secondary Schools in Yobe State.

3.2 Population for the Study

The subjects of this study comprised of 116 business studies teachers drawn from 57 Government secondary schools offering business studies in the 5 Education Zones in Yobe State. The detail of the population is as shown in table 3.1;

Table 3.1 Population for the Study

S/no	*Education Zones*	*No. of Schools*	*No. of Teachers*
1	Damaturu	20	35
2	Fika	16	25
3	Gujba	9	20
4	Nguru	7	19
5	Machina	5	17
	Total	57	116

Source: Yobe State Education Board (2013)

3.3 Sample Size and Sampling Procedure

The sample for the study consists of all the 116 business studies teachers drawn from 57 Government secondary schools offering business studies in the 5 Education Zones in Yobe State. The reason for using all the 116 business studies teachers was because the number is small and can easily be covered.Based on this reason, there was no sample size or sampling technique.

3.4 Instrument for Data Collection

The instrument used for data collection was a self-developed questionnaire. The questionnaire contains statements that were made to elicit responses on whether Business Studies Curriculum Content enhance Students Skill Acquisition at Secondary Schools in Yobe State. Printed copies of questionnaires wereadministered to the 116 business studies teachers in schools offering business studies across the state. The questionnaire wasmade in two sections. Section 'A' dealtwith the demographic information of the respondents, while section 'B' dealt with the

respondents' opinions in the area of study. Section 'B' contains 20 questionnaire items as follows.

Items 1-5 for Research Question 1

Items 6-10 for Research Question 2

Items 11-15 for Research Question 3

Items 16-20 for Research Question 4

They were developed and used toprovide answer to questions raised to assess how Business Studies Curriculum Content enhance Students Skill Acquisition at Secondary Schools in Yobe State.

The questionnaire was developed usingthemodified 4-pointscale format. The respondents were asked to respond by selecting any of the alternatives from Strongly Agreed, Agreed, Disagreed and Strongly Disagreed scored as 4, 3, 2, 1, respectively for the items.

3.4.1 Validation of the Instrument

In order to ensure that the questionnaire measured what it was meant to measure, the researcher's supervisors, and three other experts in the discipline in Ahmadu Bello University Zaria were used to validate the questionnaire. Based on their various contributions and corrections, amendments weremade on the instrument and through this, content validity of the instrument was established.

3.4.2 Pilot Study

A test retest (with one-week interval) pilot test technique wasused to pilot test the instrument using twenty (20) Junior Secondary School business studies teachers in Maiduguri

metropolis.Maiduguri metropolis was not part of the population for the study, but share similar characteristics with that of the study area. The choice of Maiduguri metropolis was based on the recommendation of Haralambos and Holborn (2000) who explained that a pilot test should be carried out on members of the relevant population, but not on those who will form part of the final sample. This is because, it may influence the later behavior of research subjects if they have already been involved in the research.All the questionnaire distributed to Teachers were filled and returned immediately. The data collected weresubjected to statistical analysis to test for internal consistency of the research instrument.

3.4.3 Reliability of the Instrument

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. Test and re-test method was used. The Cronbach alpha method was used to determine the reliability of the instrument during the first and second administration. The instrument yielded a reliability coefficient of .836 for the first administration and .766 for the second administration, thus yielding an average coefficient index of .801. This suggests that the instrument used in this study was reliable because it agrees with Hauenstein (2006) recommended that a reliability estimate of .60 to .80 is high and the instrument for which it is calculated is reliable and stable.

3.5 Procedure for Data Collection

The researcher obtaineda letter of introduction from the Head of Department; Voc. and Tech. ABU Zaria as shown in appendix IV and a letter of permission from Heads of the Local Education Zones in the state as shown in appendix III to conduct the study. The researcherengagedfive research assistants who weretrained on how to administer the instrument. The researcher and the research assistants administeredone hundred and sixteencopies of the

questionnaire according to sample respondents. The respondents were required to fill and return the questionnaire immediately. This was to avoid questionnaire mortality and external influence while filling the questionnaire. It took the researcher and the assistants two days in each of the five education zones and complete ten days tocollectthe data needed. However, out of 116 instruments administered, 113 were duly filled and returned and this represents 97.41% return rate.

3.6 Procedure for Data Analysis

The personal data of the respondents were analyzed using frequencies and percentages. The four research questions were analyzed using weighted mean. In the course of answering research questions, "strongly agree' and "agree" were classified as "agree". Similarly, "strongly disagree" and "disagree" were classified as "disagree". A weighted mean of 2.5 and above was considered as an index for agree, while the weighted mean of less than 2.5 was considered as disagree. The opinions of respondents generated were coded, entered into the computer and analyzed. The Microsoft Excel was employed to run a logistic regression to test all the null hypotheses 1 – 4. This is in line with Bude (2007) who asserts that logistic regression is the most sensitive tool for measuring the influence of independent variables on dependent variables that are categorical.

In the analysis, if R-cal value is greater than R-crit, the null hypothesis would be rejected. On the other hand if the R-cal value of any of the hypothesis is less than the R-crit, the null hypothesis would be accepted. All the null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
PRESENTATION AND ANALYSIS OF DATA

This chapter primarily presents the analyses of data collected for the study through the questionnaire in order to assess the influence of business studies curriculum contents on students' skill acquisitionin secondary schools in Yobe State, Nigeria. The chapter is presented under the following sub-headings:

4.1 Analysis of bio-data of respondents

4.2. Answer to Research Questions

4.3. Testing of Hypotheses

4.4. Summary of major findings

4.5. Discussion of Findings

4.1 Analysis of Demographic Characteristics of Respondents

In the course of this research, several demographic data of the respondents were collated and this was aimed at describing their characteristics. The following are analyses tables (4.1.1 – 4.1.3) which provided and explained the characteristics of the research participants.

Table 4.1.1 Characteristics of Respondents by Gender

Gender	Frequency	Percent
Male	80	70.8
Female	33	29.2
Total	113	100.0

Source: field study, 2014

The above table 4.1.1 shows the gender distribution of respondents who participated in the study. It reveals that 70.8% which means that more than two third of the teachers in Yobe state particularly where this study was carried out are males with only 29.2% being females.

Table 4.1.2 Characteristics of Respondents by highest qualification obtained

Highest qualification	Frequency	Percent
NCE	69	61.1
Bachelor degree	38	33.6
Master degree	6	5.3
PhD	-	-
Total	113	100.0

Source: field study, 2014

Table 4.1.2 shows that 69 respondents representing 61.1% of the total responses were NCE holders, 33.6% were first degree holders while only 6 respondents representing 5.3% were found to have a masters' degree. This suggests that a third of the population of teachers of business studies in secondary school in Yobe state have NCE as their highest qualification.

Table 4.1.3 Characteristics of Respondents by years of experience

Years of experience	Frequency	Percent
<5	38	33.6
6-10	35	31.0
>11	40	35.4
Total	113	100.0

Source: field study, 2014

Table 4.1.3 shows that 38 respondents representing 33.6% of the total responses have <5years experience teaching business studies, 31% have 6-11years experience while 40 respondents representing 35.4% have >11years experience teaching business studies.

4.2 Answerto Research Questions

This section of the chapter presentsanalyses of data used for answering the four research questions raised in chapter one of the study.

3.2.1. Research Question One: What is the influence of adequate qualified teachers on business studies students' skill acquisition in secondary schools in Yobe State**?**

To address this research question one, data collected on items 1-5 were analyzed and the result was shown in table 4.2.1.

Table 4.2.1 Respondents' opinions on the influence of adequate Business Studies Teachers' on Students' Skills Acquisition in Secondary School in Yobe State

S/N	*Items*	*Mean*	*SD*	*Remarks*
1.	Teaching business studies subjects as a single subject rather than an integrated programme has strengthened and enhance skill acquisition among students	3.29	1(.9)	Agreed
2.	Providing specification of performance objectives and students activities encourage skill acquisition among students	2.95	8(7.1)	Agreed
3.	The spiral approach used by teachers in teaching also promote skill acquisition among students	2.68	16(14.2)	Agreed
4.	Organizing instructions into larger, related and unified patterns has helped in promoting skill acquisition among students	2.50	19(16.8)	Agreed
5.	Facilities provided by the Education Trust Fund (ETF) and Petroleum Trust Development find (PTDF) has aided skill acquisition among students	3.47	2(1.8)	Disagreed
Summary response			**2.98**	

Source: field study, 2014. Note: theoretical mean = 2.5. n=113. Figures outside and inside parentheses are frequencies & percentages.

The above Table 4.2.1 shows the mean response of the respondents on each of the items aimed at assessing teachers' opinion on extent to which business studies curriculum implementation enhances skill acquisition among secondary school students in Yobe State. The result shows that cumulatively, 106 representing 93.8% agreed while 7(6.2) disagreed that teaching business studies subjects as a single subject rather than an integrated programme enhance skill acquisition among secondary school students. However, the mean score for item one was greater than the decision means suggesting that respondents generally agreed that teaching business studies subjects as a single subject rather than an integrated programme has encourage skills acquisition. The respondents also agreed with item two with a mean score of 2.95 > 2.50 that, specification of performance objectives and students' activities enhances skill acquisition among students at JSS level. Item three had a mean score of 2.68 > 2.50 indicating

that respondents agreed with the fact that the spiral approach used by teachers in delivering business studies curriculum contents also helped in enhancing skill acquisition.

Item four had a response which was not significantly different. Result indicates that the item had a mean response of 2.50 =2.50 with 56 teachers representing 49.6% and 57 representing 50.4% who agreed and disagreed that organizing of instructions into larger, related and unified patterns aid skills acquisition. Respondents however agreed with item five with a mean score of 3.47 > 2.50. This implies that facilities provided by the Education Trust Fund (ETF) and Petroleum Trust Development find (PTDF) helped in inculcating business skills among students at the JSS level. The summary response shows a mean score of 2.98> 2.50 and this generally indicates that respondents agreed that business studies curriculum contents enhances skill acquisition at the JSS level in Yobe state.

3.2.2. Research question two: What is the influence of teaching method on students' skills acquisition in secondary schools in Yobe State?

To provide answer to research question two, data collected on items 6-10 were analyzed and the result was shown in table 4.2.2.

Table 4.2.2 Respondents' opinions on the influence ofteaching methods on business studiesstudents skills acquisition in secondary schools inYobe State.

S/N	*Items*	*Mean*	*SD*	*Remarks*
1.	The business studies curriculum implementation involves teaching methods for self-reliance.	3.42	2(1.8)	Agreed
2.	The teaching method used today in business studies match the needs of skills acquisition for self-reliance.	3.06	3(2.7)	Agreed
3.	Some aspects of the programme like motivation of students' interest needs to be improved upon to enhanced self-reliance.	2.95	5(4.4)	Agreed
4.	The appropriate teaching methodology in business studies equips the students with sufficient practical skills that can make them run business centers successfully if they desire to do so.	3.23	1(.9)	Agreed
5.	Based on the curriculum provision, appropriate teaching methods like demonstration and drill provides students with skills to be self-reliant after graduation.	3.68	------	Agreed
Summary response			**3.27**	

Source: field study, 2014. Note: theoretical mean = 2.5. n=113. Figures outside and inside parentheses are frequencies & percentages.

The above Table 4.2.2 shows the mean response of the respondents on each of the items aimed at assessing teachers' opinion how business studies curriculum implementations prepares students for self-reliance in Yobe State. The result shows that cumulatively, 106 respondents representing 93.8% agreed while, 7(6.2) disagreed that the business studies curriculum content covers the competencies required for self-reliance. However, the mean score for item one was greater than the decision mean, suggesting that respondents generally agreed that the business studies curriculum implementation covers the competencies required for self-reliance. The

respondents also agreed with item two with a mean score of 3.06>2.50 that the course content in business education matches the needs of self-reliance.

Item three had a mean score of 2.95 > 2.50 indicating that appropriate teaching methodology needs to be improved upon to enhanced self-reliance. Respondents also agreed that the curriculum implementation with appropriate teaching methods equip the students with sufficient practical skills that can make them run business centers successfully, if they desire to do so with a mean response of 3.23 >2.5. There was an agreement among the respondents that considering the curriculum provision, business students can be self-reliant after graduation. The summary response with 84.9% agreement, and 15.1% disagreement with a mean score of 3.27>2.5 implies that generally respondents agreed that to a significant extent, business studies curriculum content prepares students for self-reliance in Yobe State.

3.2.3. Research question three: What is the Influence of teaching facilities on business studies students skills acquisition in Secondary School Yobe state?

Analysis of items 11-15 provide answer to research question three shown in table 4.2.3.

Table 4.2.3 Respondents' opinion on the influenceof Teaching Facilities on StudentsSkills Acquisition in Secondary Schools in Yobe state.

S/N	*Items*	*Mean*	*SD*	*Remarks*
1.	The JSS business studies curriculum minimum standards meets up with the demand of job creation.	3.15	8(7.1)	Agreed
2.	Teach the quality of entrepreneurial skills prescribed for students in the curriculum is adequate for providing job opportunities for students	3.05	7(6.2)	Agreed
3.	The type of skills needed by business studies students for creating job opportunity can be acquired mostly in the class.	2.85	12(10.6)	Agreed
4.	There is need to review the curriculum so as to provide and cater for the teeming unemployed youths.	2.85	10(8.8)	Agreed
5.	To create and enhance job opportunities in Yobe state, only competent business studies teachers should be allowed to teach the subject	2.49	17(15)	Disagreed
Summary response			**2.88**	

Source: field study, 2014. Note: theoretical mean = 2.5. n=113. Figures outside and inside parentheses are frequencies & percentages.

The above table 4.2.3 shows the mean response of the respondents on the extent business studies curriculum content encourages job opportunities in Yobe state. Result reveals that cumulatively, 77% of the respondents agreed, while 23% disagreed that the JSS business studies curriculum content minimum standard is equal to the demand for creating job opportunities.

It also reveals that cumulatively, 74.3% as against 25.7% agreed that the entrepreneurship skills recommended for students in the curriculum is adequate for creating job opportunities.

There were also cumulatively 72.6% who agreed as against 27.4% who disagreed that the type of skills needed by business studies students for to fit into available job opportunities can be acquired mostly in the class. The mean score for item four 2.85 was greater than the decision mean of 2.5 implying that respondents agreed that there is need to review the curriculum content so as to enhance more job opportunities for business studies graduates. However, respondents disagreed that to enhance job opportunities in Yobe state, only competent business studies teachers should be allowed to teach the subject.

Using the overall mean score of 2.88 > 2.5, it can be seen that respondents generally agreed that to a significant extent, business studies curriculum content encourages job opportunities in Yobe state.

3.2.4. Research question four: What is the Influence of teaching experience on Students Skills Acquisition in Secondary Schools in Yobe State?

Data analysis of items 16-20 provide answer to research question four shown in table 4.2.4

Table 4.2.4 Respondents' opinions on the influence ofteaching experience on Students Skills Acquisition in Secondary Schools in Yobe state?

S/N	*Items*	*Mean*	*SA*	*Remarks*
1.	Teachers with good teaching experience will be able to teach business studies very well.	3.33	5(4.40)	Agreed
2.	Teachers with experience introduce the students with the knowledge of office management focused on major office systems	3.13	10(8.8)	Agreed
3.	The purpose and importance of filing is adequately captured in the curriculum	2.73	17(15)	Agreed
4.	Business studies curriculum equip the students with skills and knowledge that can be effectively applied in office practices	3.27	3(2.7)	Agreed
5.	Factors to be considered for selecting office machines and furniture are adequately covered in the curriculum	3.25	4(3.5)	Agreed
Summary response			**3.14**	

Source: field study, 2014. Note: theoretical mean = 2.5. n=113. Figures outside and inside parentheses are frequencies & percentages.

The above table 4.3.4 shows the mean score of the respondents on the extent to which experience teachers prepare students for office practice in Yobe state. The result shows that100 respondents cumulatively representing 88.5% agreed while 13 respondents representing 11.5% disagreed that business studies curriculum content provides students with foundational knowledge on the principles and practices of business office management. However, the mean score for the item was 3.33 > 2.5 signifies that respondents generally agreed that experience teachers provide students with foundational knowledge on the principles and practices of business office management.

The respondents also agreed with item two with a mean score of 3.13>2.50 that the contents of business studies curriculum introduce the students with the knowledge of office management focused on major office systems. Item three had a mean score of 2.73>2.50 indicating that there was agreement by the respondents that the purpose and importance of filing is adequately captured in the curriculum. Also cumulatively, 87.6% of the respondents with a mean score of 3.27 > 2.5 agreed that experienced business studies teachers equip the students with skills and knowledge that can be effectively applied in office practices and what to be considered when selecting office machines and furniture. Overall, the summary response with a mean score of 3.14 > 2.5 suggests that respondents agreed that to a significant extent, experienced teachers of business studies prepares students for career progression.

4.3 Test of Hypotheses

In this study, four research hypotheses were stated in a null form. The following are tables which show the results of the hypothesis testing at 0.05 level of significance.

Null Hypothesis One: There is no significant influence ofadequate qualified teachers onstudents' skill acquisition in secondary school in Yobe State.The analysis is shown in Table 4.3.1

Table 4.3.1: Summary of Simple Regressionon the Influence of Adequate qualified teachers on Students' Skill Acquisition in Secondary Schools in Yobe State

Model	B	Std.Error	T	R.crit	R- Cal	R^2	Adjusted R^2	Sig
Qualified teachers	1.345	.245	6.040	.088	.664	. 601	.593	.000
Students Skills Acquisition in business studies	1.113	0.92	1.761					

The result of the data used in Table 4.3.1 examines the influence of business studies curriculum implementation on students' preparation for self-reliance in secondary schools in Yobe State.The Constant Beta value of 1.345 with the T value of 6.040 against the co-efficient value of 1.113 and T-value of 1.761 for students' preparation for skill acquisition. The calculate R-cal was .664 found to be greater than Table value of 0.088. The p-value was .000 <0.05 level of Significance. Hence the null hypothesis wastherefore rejected.

Null Hypothesis Two: There is no significant influence of teaching method on students' skill acquisition in secondary schools in Yobe State.

Table 4.3.2.shows the statistical analysis summary of simple regression on the influence of teaching method on students' skills acquisition in secondary schools in Yobe State.

The analysis is shown in Table 4.3.2.

Table 4.3.2: Summary of Simple Regression on the Influence of Teaching method on students' Skills Acquisition in Secondary Schools in Yobe State

Model	B	Std.Error	T	R.crit	R- Cal	R^2	Adjusted R^2	Sig
Appropriate Teaching method	1.345	.245	6.040					
				.088	.786	.618	.606	.000
Students' skill Acquisition in Business Studies	.427	.092	2.222					

Source: field study, 2014

The result of the data used in Table 4.3.2 examines the influence of teaching method on students skills acquisition in secondary schools in Yobe State.The Constant Beta value of 1.345 with the T value of 6.040 against the co-efficient value of .427 and T-value of 2.222 for students' preparation for self-reliance. The calculate R-cal was .786 found to be greater than Table value of 0.088. The p-value was .000 <0.05 level of Significance. Hence the null hypothesis was therefore rejected.

Null Hypothesis three: There is no significant influence of teaching facilities on students' skills acquisition in secondary schools in Yobe State.The analysis is shown in Table 4.3.3

Table 4.3.3: Summary of Simple Regression Analysis on the Influence of Teaching Facilities on Students' Skills Acquisition in Secondary Schools in Yobe State

Model	B	Std.Error	T	R.crit	R- Cal	R^2	Adjusted R^2	Sig
Teaching facilities	1.345	.245	6.040	.088	.683	.467	.453	.000
Students' Skills Acquisition in Business Studies	1.572	.085	2.955					

Source: field study, 2014

Table 4.3.3 examines the influence of teaching facilities on students' skills acquisition in business studies in secondary schools in Yobe State. The Constant Beta value of 1.345 with the T value of 6.040 against the co-efficient value of 1.572 for students' skills acquisition. The calculate R-cal was .683 found to be greater than Table value of 0.088. The p-value was .000 <0.05 level of Significance. Hence the null hypothesis was therefore rejected.

Null Hypothesis four: There is no significant influence of teaching experience on students' skills acquisition in secondary schools in Yobe State.The analysis is shown in Table 4.3.4

Table 4.3.4: Summary of Simple Regressionon Analysis on the Influence of Teachers' Experience on Students Skill Acquisition in Secondary School in Yobe State

Model	B	Std.Error	T	R.crit	R- Cal	R^2	Adjusted R^2	Sig
Teaching Experience	1.345	.245	6.040	.088	.676	.515	.512	.000
Students' Skills Acquisitions in Business Studies	.317	.062	2.345					

Source: field study, 2014

Table 4.3.4 showsBeta value of 1.345 as against .317 for students skills acquisition in business studies. The calculate R-cal was .676 found to be greater than Table value of 0.088. The p-value was .000 <0.05 level of Significance. Hence the null hypothesis was therefore rejected.

4.4 Discussion of Major Findings

It was found that research question one was confirmed by null hypothesis one thatthe appropriate qualified teachers had significant influence on students' skill acquisition in secondary school in Yobe state. Significant number of respondents agreed, more than those who disagree that to a high extent, teaching business studies subjects as a single subject rather than an integrated programme, specification of performance objectives and students activities, the spiral approach used by teachers, organization of instructions into larger, related and unified patterns, and facilities provided by the Education Trust Fund (ETF) and Petroleum Trust Development fund (PTDF) have helped in aiding skill acquisition among secondary school students. This finding agrees withOlaitan, (2009) who stated that the strength of business studies curriculum lies in teaching business studies as a single subject rather than an integrated programme, organization of course contents, unit of instruction, and specification of performance objectives. Onyeachu (2008) also stated that the effort of Parent Teachers' Association (PTA), Education Trust Fund (ETF) and Petroleum Trust Development Fund (PTDF) are all contributing towards the success of business studies programme in aiding skill acquisition at the JSS level.

Also, research question two backed by hypothesis two showed that respondents agreed that to a large extent that teaching method prepares students for self-reliance. This findings agree with Ezeji and Okone (2009) submission while stressing the importance of skill acquisition for self-reliance through business education curriculum for national growth, emphatically stated thus "Nigeria's social and economic problems will be drastically reduced if people are given adequate

vocational training in skills, raw materials, machineries and equipment" through appropriate teaching methodology. It is only with skilled men that materials can be harnessed, manipulated and transformed into products.

Research question three as confirmed by hypothesis three also revealed that appropriate teaching facilities had significant influence on students skills acquisition in secondary schools in Yobe State. A significant majority of the respondents agreed with the fact facilities like computers, printers, scanners, digital photocopiers could provide adequate skills to JSS III students to secure jobs as secretaries or computer operators in Yobe state. In line with this finding, Alozie (2007) observed that the goal of business education is the production of manpower who possess the requisite knowledge, skills and attitude for harnessing other active relationship yielding the goods and services demanded by society for the satisfaction of their wants and needs. Olopete (2001) also stated that the objectives of business education have come to mean more than preparing students for specific entry jobs in business, the programme is redesigned to provide adaptation to occupational changes taking place in our world.

Research question four confirmed by hypothesis four revealed that teaching experience had significant influence on business studies students' skills acquisition that prepares students for career progression. A significant majority of the respondents agreed with the fact that business studies curriculum prepare students for career progression in Yobe State. This outcome is also in line with Harms, Stehr and Harris (1972) who stated that the course contents should exposes students to business practices and procedures, equipment and materials used in modern office so that students can be useful as they pursue future career in business. Nneji (2007) further stated that business education "is supposed to prepare an individual for a career in life.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapterwas presentedunder the followings sub-headings:

5.1.Summary

5.2.Contribution to Knowledge

5.3.Conclusion

5.4.Recommendations

5.5.Suggestions for further Studies

5.1 Summary

The study was conducted to assess the adequacy of business studies curriculum implementation on students' skills acquisition in secondary schools in Yobe State, Nigeria.

The study had four specific objectives, research questions and null hypotheses. The entire population of 116 respondents were used as the sample of the study. Weighted Mean was used to answer the research questions. The Weighted mean of 2.5 and above was used as benchmark for agree while weighted mean of less than 2.5 represented disagree category. Simple Regression was used to test all the null hypotheses at 0.05 level of significance.

The study revealed among others that adequate qualified business studies teachers, appropriate methods, teaching facilities and teaching experience had significant influence on students' skills acquisition in secondary schools in Yobe State. Based on these findings, the study concluded that the students in secondary schools in Yobe State could not acquire appropriate knowledge, skills and competences in business studies as a result of inadequate qualified teachers, inappropriate teaching methodology and inappropriate teaching and learning facilities. In line with the conclusion, the study recommended among others that the schools

administration should recruit adequate qualified business studies teachers and encourage teachers to employ appropriate teaching methodology and facilities to teach business studies in secondary schools in Yobe State so that the students will be able to acquire the desired knowledge, skills and competences to enable them to be employed and/or self-employed.

5.2 Contribution to Knowledge

The study revealed that:

(i) adequate teachers in business studies in JSS III will provide adequate skills and competences to the students that would enable them to be employed or self-employed.

(ii) appropriate teaching method such as demonstration would facilitate business studies students to acquire the desired skills and competence to be employed and/or self-employed.

(iii) appropriate teaching facilitieshas significant influence on business studies students to acquire the desired skills and competence to be employers of labor

(iv) teachers teaching experience has significant influence on Business studies students' skills acquisition in secondary schools in Yobe State.

5.2 Conclusion

In line with the findings, the study concluded that the students in secondary schools in Yobe State could not acquire appropriate knowledge, skills and competences in business studies as a result of inadequate qualified teachers, inappropriate teaching methodology, inappropriate teaching/ learning facilities and inexperienced teachers. This will negatively hinder the students from career progression as well as from contributing their quota to the economic development 0f the nation

5.3 Recommendations

In view of the conclusion, the following recommendations were made:

i. State Government should source and recruit adequate qualified teachers to teach business studies both at JSS and SSS levels so that the students will be adequately imparted with adequate knowledge, skills and competences secured employment or be self-employed.

ii. The school management should ensure that teachers employ appropriate teaching methods such as demonstration and drilling to teach word processing and shorthand so that the students will acquire the necessary skills for self-reliant.

iii. State government should provide the schools with well-equipped laboratories with adequate computers and shorthand laboratories for teaching and learning.

iv. The schools management should screen teachers of business studies and ensure that only teachers with adequate teaching experience should be permitted to teach business studies so that students will acquire necessary skills for self-employment.

5.4 Suggestions for further studies

Further studies should be carried out on the following areas;

i. Assessment of the availability and utilization of teaching equipment in the implementation of business studies curriculum at JSS level in Yobe state.

ii. Assessment of the contribution of PTA and ETF in the implementation of business studies curriculum in Yobe state.

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APPENDICES

APPENDIX I

Business Education Section,

Department of Voc. and Tech. Education,

Ahmadu Bello University, Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a student from the above-named institution. I am conducting a study on "Assessment of Business Studies Curriculum Content on Students Skill Acquisition at Secondary Schools in Yobe State". Please, kindly answer the following questions as objectively as you can. Note that any information given by you will be treated with utmost confidentiality.

Thanks

Yours Sincerely,

Josephine Nwachukwu

APPENDIX 11

QUESTIONNAIRE FOR TEACHERS

Part A: Personal Data

Name of school: _____

Gender:

- ✓ Male ( )
- ✓ Female ( )

Highest Educational Qualification

- ✓ Ph.D. ( )
- ✓ Masters ( )
- ✓ First Degree ( )
- ✓ NCE ( )
- ✓ Others ( ) specify…….

Years of experience on the job:

- ✓ <5 ( )
- ✓ 6-10 ( )
- ✓ >11 ( )

Part B: Questions on How Business Studies Curriculum Enhances Skills Acquisition

Instruction: Please show your level of agreement or disagreement to the following statements by ticking (√) the one that is appropriate to you.

Note the options

SA = Strongly Agreed **A** = Agreed **DA** = Disagreed **SDA** = Strongly Disagreed

Business studies curriculum contents and students' skill acquisition

S/N	ITEMS	SA	A	DA	SD
1	Teaching business studies subjects as a single subject rather than an integrated programme has strengthened and enhance skill acquisition among students				
2	Providing specification of performance objectives and students activities encourage skill acquisition among students				
3	The spiral approach used by teachers in teaching also promote skill acquisition among students				
4	Organizing instructions into larger, related and unified patterns has helped in promoting skill acquisition among students				
5	Facilities provided by the Education Trust Fund (ETF) and Petroleum Trust Development find (PTDF) has aided skill acquisition among students				

How business studies curriculum content prepares students for self-reliance in Yobe State

S/N	ITEMS	SA	A	D	SD
6	The business studies curriculum content covers the competencies required for self-reliance.				
7	The course content in business education matches the needs of self-reliance.				
8	Some aspects of the programme like motivation of students' interest needs to be improved upon to enhanced self-reliance.				
9	The curriculum content of business studies equip the students with sufficient practical skills that can make them run business centers successfully if they desire to do so.				
10	Based on the curriculum provision, business students can be self-reliant after graduation.				

How business studies curriculum content enhances job opportunities in Yobe State

S/n	**ITEMS**	SA	A	D	SD
11	The JSS business studies curriculum minimum standards meets up with the demand of job creation.				
12	The quality of entrepreneurial skills prescribed for students in the curriculum is adequate for providing job opportunities for students				
13	The type of skills needed by business studies students for creating job opportunity can be acquired mostly in the class.				
14	There is need to review the curriculum so as to provide and cater for the teeming unemployed youths.				
15	To create and enhance job opportunities in Yobe state, only competent business studies teachers should be allowed to teach the subject				

Extent to which business studies curriculum content prepare students for career progression

16	Business studies curriculum provides students with foundational knowledge on the principles and practices of business office management				
17	The contents of business studies curriculum introduce the students with the knowledge of office management focused on major office systems				
18	The purpose and importance of filing is adequately captured in the curriculum				
19	Business studies curriculum equip the students with skills and knowledge that can be effectively applied in office practices				
20	Factors to be considered for selecting office machines and furniture are adequately covered in the curriculum				

APPENDIX I

YOBE STATE OF NIGERIA

LOCAL EDUCATION AUTHORITY
DAMATURU

Telephone
08066712435

Chairman
Saleh Ngilari

Date: 14th August, 2014

LETTER OF AUTHORITY
IN RESPECT OF NWACHUKWU JOSEPHINE

The above named is authorized by this letter to carry out her research work in the public schools of the 5 educational zones of the State.

Kindly give her any assistance she may require.

Ngilari Saleh
Head, Local Education Authority

APPENDIX II

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____ 21st May, 2014

Our Ref: M.ED/EDUC/ 5417/2009/2010 *Date:* _____

Letter of Introduction

NWACHUKWU JOSEPHINE CHIJIOKE-
M.ED/EDUC/5417/2009-2010

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Assessment of Strengths And Weakness of Business Studies Curriculum In Junior Secondary Schools In Yobe State, Nigeria.**

Please, kindly give him every assistance he may require

DEPT OF VOC. & TECH. EDUCATION
HEAD OF DEPT
A.B.U.

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX V

Test of Hypotheses

Frequencies

Frequency Table

Respondents gender

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Male	80	70.8	70.8	70.8
	Female	33	29.2	29.2	100.0
	Total	113	100.0	100.0	

Highest Qualification

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Bachelor degree	25	22.1	22.1	22.1
	Master degree	38	33.6	33.6	55.8
	PhD	50	44.2	44.2	100.0
	Total	113	100.0	100.0	

Working Experience

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	<5	38	33.6	33.6	33.6
	6-10	35	31.0	31.0	64.6
	>11	40	35.4	35.4	100.0
	Total	113	100.0	100.0	

Teaching business studies subjects as a single subject rather than an integrated programme has strengthened and enhance skill acquisition among students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	1	.9	.9	.9
	Disagree	6	5.3	5.3	6.2
	Agree	65	57.5	57.5	63.7
	Strongly Agree	41	36.3	36.3	100.0
	Total	113	100.0	100.0	

Providing specification of performance objectives and students activities encourage skill acquisition among students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	8	7.1	7.1	7.1
	Disagree	19	16.8	16.8	23.9
	Agree	57	50.4	50.4	74.3
	Strongly Agree	29	25.7	25.7	100.0

	Total	113	100.0	100.0	

The spiral approach used by teachers in teaching also promote skill acquisition among students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	16	14.2	14.2	14.2
	Disagree	33	29.2	29.2	43.4
	Agree	35	31.0	31.0	74.3
	Strongly Agree	29	25.7	25.7	100.0
	Total	113	100.0	100.0	

Organizing instructions into larger, related and unified patterns has helped in promoting skill acquisition among students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	19	16.8	16.8	16.8
	Disagree	38	33.6	33.6	50.4
	Agree	36	31.9	31.9	82.3
	Strongly Agree	20	17.7	17.7	100.0
	Total	113	100.0	100.0	

Facilities provided by the Education Trust Fund (ETF) and Petroleum Trust Development find (PTDF) has aided skill acquisition among students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	6	5.3	5.3	7.1
	Agree	42	37.2	37.2	44.2
	Strongly Agree	63	55.8	55.8	100.0
	Total	113	100.0	100.0	

The business studies curriculum content covers the competencies required for self-reliance.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	5	4.4	4.4	6.2
	Agree	50	44.2	44.2	50.4
	Strongly Agree	56	49.6	49.6	100.0
	Total	113	100.0	100.0	

The course content in business education matches the needs of self-reliance.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	3	2.7	2.7	2.7
	Disagree	22	19.5	19.5	22.1

	Agree	53	46.9	46.9	69.0
	Strongly Agree	35	31.0	31.0	100.0
	Total	113	100.0	100.0	

Some aspects of the programme like motivation of students' interest needs to be improved upon to enhanced self-reliance.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	5	4.4	4.4	4.4
	Disagree	29	25.7	25.7	30.1
	Agree	46	40.7	40.7	70.8
	Strongly Agree	33	29.2	29.2	100.0
	Total	113	100.0	100.0	

The curriculum content of business studies equip the students with sufficient practical skills that can make them run business centers successfully if they desire to do so.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	1	.9	.9	.9
	Disagree	18	15.9	15.9	16.8
	Agree	48	42.5	42.5	59.3
	Strongly Agree	46	40.7	40.7	100.0
	Total	113	100.0	100.0	

Based on the curriculum provision, business students can be self-reliant after graduation.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Disagree	1	.9	.9	.9
	Agree	34	30.1	30.1	31.0
	Strongly Agree	78	69.0	69.0	100.0
	Total	113	100.0	100.0	

The JSS business studies curriculum minimum standards meets up with the demand of job creation.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	8	7.1	7.1	7.1
	Disagree	18	15.9	15.9	23.0
	Agree	36	31.9	31.9	54.9
	Strongly Agree	51	45.1	45.1	100.0
	Total	113	100.0	100.0	

The quality of entrepreneurial skills prescribed for students in the curriculum is adequate for providing job opportunities for students

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*

Valid	Strongly Disagree	7	6.2	6.2	6.2
	Disagree	22	19.5	19.5	25.7
	Agree	42	37.2	37.2	62.8
	Strongly Agree	42	37.2	37.2	100.0
	Total	113	100.0	100.0	

The type of skills needed by business studies students for creating job opportunity can be acquired mostly in the class.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	12	10.6	10.6	10.6
	Disagree	19	16.8	16.8	27.4
	Agree	56	49.6	49.6	77.0
	Strongly Agree	26	23.0	23.0	100.0
	Total	113	100.0	100.0	

There is need to review the curriculum so as to provide and cater for the teeming unemployed youths.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	10	8.8	8.8	8.8
	Disagree	28	24.8	24.8	33.6
	Agree	44	38.9	38.9	72.6
	Strongly Agree	31	27.4	27.4	100.0
	Total	113	100.0	100.0	

To create and enhance job opportunities in Yobe state, only competent business studies teachers should be allowed to teach the subject

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	17	15.0	15.0	15.0
	Disagree	45	39.8	39.8	54.9
	Agree	30	26.5	26.5	81.4
	Strongly Agree	21	18.6	18.6	100.0
	Total	113	100.0	100.0	

Business studies curriculum provides students with foundational knowledge on the principles and practices of business office management

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	5	4.4	4.4	4.4
	Disagree	8	7.1	7.1	11.5
	Agree	45	39.8	39.8	51.3
	Strongly Agree	55	48.7	48.7	100.0

	Total	113	100.0	100.0	

The contents of business studies curriculum introduce the students with the knowledge of office management focused on major office systems

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	10	8.8	8.8	8.8
	Disagree	13	11.5	11.5	20.4
	Agree	42	37.2	37.2	57.5
	Strongly Agree	48	42.5	42.5	100.0
	Total	113	100.0	100.0	

The purpose and importance of filing is adequately captured in the curriculum

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	17	15.0	15.0	15.0
	Disagree	23	20.4	20.4	35.4
	Agree	46	40.7	40.7	76.1
	Strongly Agree	27	23.9	23.9	100.0
	Total	113	100.0	100.0	

Business studies curriculum equip the students with skills and knowledge that can be effectively applied in office practices

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	3	2.7	2.7	2.7
	Disagree	11	9.7	9.7	12.4
	Agree	51	45.1	45.1	57.5
	Strongly Agree	48	42.5	42.5	100.0
	Total	113	100.0	100.0	

Factors to be considered for selecting office machines and furniture are adequately covered in the curriculum

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Strongly Disagree	4	3.5	3.5	3.5
	Disagree	10	8.8	8.8	12.4
	Agree	53	46.9	46.9	59.3
	Strongly Agree	46	40.7	40.7	100.0
	Total	113	100.0	100.0	

One-Sample Statistics

	N	*Mean*	*Std. Deviation*	*Std. Error Mean*
Skill Acquisition	113	18.3097	2.44248	.22977

Self-reliance	113	19.1239	2.88510	.27141
Job Opportunities	113	17.3805	2.35402	.22145
Career Progression	113	19.2743	3.64801	.34318

One-Sample Test

	Test Value = 12.5					
					95% Confidence Interval of the Difference	
	t	*df*	*Sig. (2-tailed)*	*Mean Difference*	*Lower*	*Upper*
Skill Acquisition	25.285	112	.000	5.80973	5.3545	6.2650
Self-reliance	24.406	112	.000	6.62389	6.0861	7.1617
Job Opportunities	22.039	112	.000	4.88053	4.4418	5.3193
Career Progression	19.740	112	.000	6.77434	6.0944	7.4543