



EXTENT OF IMPLEMENTATION OF THE BUSINESS STUDIES CURRICULUM AT THE SECONDARY SCHOOL EDUCATION FOR EMPLOYABILITY SKILLS DEVELOPMENT

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Abstract

The study investigated extent of implementation of the mandate of business studies curriculum at the secondary school level for employability skills development in Delta state. The purpose of the study was to determine the business subjects taught in secondary schools, instructional equipment/materials available for teaching and learning and the teaching techniques adopted by business study teachers to achieve the mandate of business studies curriculum. A descriptive survey research design was adopted for the study. Three research questions and two null hypotheses guided the study. The population of the study was 254 business teachers in public secondary schools in the eight local government areas that make up Delta South senatorial District. A sample size of 190 was used for the study. A 49 items questionnaire built in three clusters addressing the three research questions was used for data collection. A total of 187 administered questionnaires were retrieved out of 190 administered and used to analyze the outcome of the study using descriptive statistics of mean and standard deviation, while t-test statistical tool was used to test the null hypotheses at 0.05 levels of significance. The findings of the study revealed that most business subjects added to the business component of business studies at the secondary school are not taught; also equipment and material resources available were lowly rated, while respondents rated techniques used in teaching business subjects high. It was recommended that public secondary schools administrators should include the business subjects newly added to the business studies component among subjects taught, and that equipment and material resources should be provided to achieve the mandate of business studies curriculum at the secondary school education for employability skills development in Delta state.

Introduction

Secondary education in Nigeria is given in two stages, the Junior and Senior Secondary education. According to the Federal Republic of Nigeria (2013), Junior secondary education is the education which a child receives immediately after primary education, students proceeds to the Post Basic Education also known as Senior Secondary Education after passing the Basic Education Certificate Examination (BECE).

Education according to Fafuwa in Offorma (2016) is the human act of informing and strengthening of the powers of the body and mind; a process for transmitting culture for the knowledge to ensure social control and guarantee rational direction of society. He further adds that the purpose of education is to develop attitudes, abilities and behaviours considered desirable by society. Education is a process for transmission, preservation and improvement of the culture of a people. It is a process through which human beings become morally good members of their society. The central purpose of education is virtue or character training. At the Junior secondary education



level in Nigeria, Business Studies is one of the subjects taught among the subjects listed in the National policy on education (NPE). While section 3 sub section 38.2.4, of the NPE as stated in FRN (2013) presented business studies as: Stores management, Accounting, Commerce, Office practice and Insurance.

The senior secondary school level students are encouraged to take at least one trade of their choice within or outside the business studies components of the trade subjects. The business studies subjects presented as trade subjects in section 3, sub section 38.2.5 of NPE are: Stenography, Data processing, Store keeping, Marketing and Salesmanship.

The teaching and learning of these subjects is based on what is expected of the secondary school leaver to achieve before graduation for skills development. Therefore, the mandates of business studies curriculum at the secondary school education are expressed through the objectives of business studies subjects' curriculum at both the junior and senior secondary education level. The subjects listed under the business studies components have their curriculum which reflects the depth, appropriateness and interrelatedness of curricula contents. The topics under each theme were analyzed to enable the learner start from the simple to complex ideas. The guided discovery method of learning was adopted in prescribing activities for each of the topics to promote learning and practical skill development (Nwufo, 2016).

The objectives of business studies according to Akpan (2015) are:

- To provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
- To provide basic business skills for personal use now and in the future.
- To prepare students for further training in business studies.
- To relate the knowledge and skills to national economy.
- To develop basic skills in office occupations.

Wanza (2012) stated that business studies subjects also enable the learner to acquire knowledge and awareness of business vital terminologies when discussing business issues, understand business and its environment, appreciate the role of business in the society and to acquire necessary entrepreneurial skills and knowledge. The acquisition of business skills however, depends on the right manpower and adequate provision of teaching materials and equipment. Also of importance is the teaching, learning and evaluation techniques employed by teachers for students to acquire the necessary skills.

Curriculum is the educational proposal of any nation that guide the schools in the growth and development of its young ones. Tanner and Tanner in Otteh and Akuma (2011) and Udesen (2016) defined curriculum as planned and guided learning experiences and learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' wilful growth in personal-social competence. For the business studies students to achieve the desired knowledge and skills, business studies teachers must be committed to impact knowledge and skill on their students taking cognizance of performance objectives, activities for both teachers and learners, appropriate evaluation processes and availability of teaching and learning materials.

Skills according to Ezeabii, Nwokike and Jim (2017), is the ability to perform expertly well with dexterity and tact through what one has learnt and practiced in training. Skills are usually



associated with particular occupational areas. Business studies teachers, both male and female are saddled with the responsibilities of imparting skills and knowledge on their students in order to achieve the mandate of business subjects as designed by the Nigerian Education Research and Development Council and presented by the Federal Ministry of Education to secondary schools regardless of whether the school is situated in the rural or urban areas. Hornby (2015) defined mandate as an official order given to perform a particular task, or an authority given to a representative. It is therefore necessary to determine the extent of implementation of the mandate of business studies curriculum for skills development in Delta State.

Statement of the Problem

The basic reason for the teaching and learning of business studies subjects in both junior and senior secondary school curriculum is to prepare students to function intelligently in the world of work, and also to meet entry level employment needs in the competitive world. Most recently new subjects have been introduced/offered under the “business” component of the new secondary education structure. This constitutes a challenge to its implementers. Also inadequate teaching equipment and materials and shortage of manpower to cope with the ever increasing students population are some factors assumed to be the major problems in implementing the mandate of business studies curriculum at secondary school level of education in Delta State. In the light of the above, the study determined the extent of implementation of the mandate of business studies curriculum at the secondary school level of education in public secondary schools in Delta South Senatorial District of Delta State.

Purpose of the Study

The major purpose of the study was to determine the extent of implementation of the mandate of business studies curriculum at the secondary school level of education in Delta State, specifically, the study ascertained;

Business subjects taught in secondary school level of education to achieve the mandate of business studies curriculum in Delta state.

Instructional equipment/Material resources available for achieving the mandate of business studies curriculum in secondary school level of education in Delta State

Teaching Techniques used by business subjects' teachers in secondary school level of education, for achieving the mandate of business studies curriculum in Delta state.

Research Questions

The following research questions guided the study:

What are the business subjects taught in secondary school level of education in order to achieve the mandate of business studies curriculum in Delta State?

To what extent is instructional equipment/material resources available for achieving the mandate of business studies curriculum in Delta State?

What are the teaching/techniques used by business studies teachers to achieve the mandate of business studies curriculum in secondary schools in Delta State?



Research Hypotheses

The following null hypotheses was tested at 0.05 level of significance.

There is no significant difference in the mean ratings of male and female teachers on the instructional equipment/materials available for teaching and learning of business subjects in order to achieve the mandate of business studies curriculum in Secondary schools in Delta State.

Urban and rural business subjects teachers do not differ significantly on their mean ratings on business subjects taught in secondary schools in order to achieve the mandate of business studies curriculum in Delta State.

Method

The study adopted the survey design and was conducted in Delta South Senatorial District in Delta State. Delta South Senatorial District has 121 Public Secondary Schools. The population of the study consisted of 254 business studies teachers. A sample size of 190 was used for the study. The Instrument used for data collection was a structured questionnaire. The questionnaire titled 'extent of implementation of mandate of Business Studies Curriculum at the Secondary School questionnaire' (EIMBSCQ) was designed to obtain information from business subjects teachers on subjects taught in secondary schools, extent of instructional equipment /material resources available for teaching and learning business subjects, and techniques used by business studies teachers in impacting knowledge in their students. The response pattern adopted for the questionnaire was a four point scale of Strongly Agree (SA), Agree (A), Disagree (D), and strongly Disagree (SD) regarding data for research question one while Very High Extent (VHE), High extent (HE), Low Extent (LE) and Very Low Extent (VLE) for information concerning research questions two and three. The questionnaire was validated by three experts who were requested to vet the instrument base on the language, clarity relevance and the possibility of the questionnaire to collect the required data and extent of its coverage. The comments of experts were incorporated to enrich the instrument.

The internal consistency of the instrument was determined by the use of split half method and data generated thereof were subjected to Pearson product moment correlation analysis which yielded a coefficient value of 0.84, 0.60 and 0.80 respectively. These values was considered high enough for the instrument to be reliable. Copies of the questionnaire were administered by the researcher with the help of six (6) research assistants. Mean and standard deviation was used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The decision rule was based on the condition that any questionnaire items with a mean score of 3.50 to 4.00 SA/VHE, 2.50 to 3.49 A/HE, 1.5 to 2.49 D/LE, and 1.00 to 1.49 SD/NE. Similarly, null hypotheses were rejected if the calculated t-value exceeds the table value. Where the calculated t-value is less than the critical value, hypotheses was accepted.

Results

Research Question 1:

What are the business studies subjects taught in secondary schools in Delta state?

Table 1: Mean and standard deviation of respondents on the business studies subjects taught in Secondary Schools.

S/N	Items on Business Subjects Taught	X	SD	Remarks
1.	Stores Management	2.18	0.90	Disagree
2.	Accounting	3.69	0.82	Strongly Agree
3.	Commerce	3.92	0.77	Strongly Agree
4.	Office Practice	3.80	0.50	Strongly Agree
5.	Insurance	1.26	0.93	Strongly Disagree
6.	Stenography	1.19	0.95	Strongly
7.	Data Processing	1.33	0.91	Strongly Disagree
8.	Store keeping	1.38	0.92	Strongly Disagree
9.	Marketing	3.30	0.84	Agree
10	Salesmanship	1.25	0.93	Strongly Disagree
Grand Mean		2.33	0.85	Disagree

The results in Table 1 reveal that items 2, 3, and 4 are rated strongly agreed by business studies teachers, with mean scores of 3.69, 3.92 and 3.80 respectively. Item 9 was rated Agreed with a mean score of 3.30. All other items are rated strongly disagreed. However with a grand mean of 2.33, It can be concluded that Business studies teachers in public secondary Schools in Delta State are of the opinion that business studies subjects taught in Delta State do not effectively support the effective implementation of the mandate of business studies curriculum in secondary schools.

Research Question 2:

To what extents are instructional equipment /material resources are available for teaching and learning of business subjects?

Table 2: Mean and standard deviation of business subjects' teachers on the extent instructional equipment /materials are available for teaching and learning business subjects.

S/N	Items on Instructional Equipment/Materials	X	SD	Remarks
11.	Classrooms	3.61	0.78	Very High extent
12.	Office for staff	3.2.5	0.92	High Extent
13.	Desk and lockers for students	3.25	0.92	High Extent
14.	Computers/keyboard	1.38	0.92	Very Low Extent
15.	School Library	2.50	0.94	High Extent
16.	White board maker/chalkboard	2.70	0.90	High Extent
17.	Bulletin bonds	1.38	0.93	Very Low Extent
18.	CD/DVD player	1.20	0.75	Very Low Extent'
19.	Radio Cassette Players	1.28	0.96	Very Low Extent
20.	Office practice Laboratory	2.48	0.94	Low Extent
	Real objects such as cheques Currency, newspapers, magazines	1.40	0.92	Very Low Extent
22.	Office Practice Laboratory	2.48	0.94	Low Extent
23.	Photocopiers	1.46	0.90	Very Low Extent
24.	Projecting Machine	1.20	0.78	Very Low Extent
25.	Stop Watches /wall clocks	1.28	0.82	Very Low Extent

26.	Printers	1.30	0.90	Very Low Extent
27.	Laptops	1.38	0.96	Very Low Extent
28.	Calculators	2.26	0.94	Low extent
29.	Television set	1.10	0.80	Very Low extent
30.	Internet facility	1.36	0.96	Very Low Extent
31.	Technician for maintenance	1.20	0.88	Very Low Extent
Grand Mean		1.85	0.89	Low Extent

Table 2 shows that item 11 is rated Very High Extent. I items 12, 13, 15, and 16 are rated High Extent. Items 20, 22, and 28 are rated Low extent. Other items are rated Very Low Extent. With a grand mean of 1.85 which is Low Extent, it can be concluded that business teachers rated instructional equipment /materials available for teaching and learning as low extent. This means that the available equipment and materials do not support effective implementation of business education at the secondary school level in Delta State.

Research Question 3

What are the techniques used by business subjects teachers to teach in order to achieve the mandate of business education at the secondary school level?

Table 3. Mean and standard deviation on the teaching techniques used by business subject teachers to achieve the mandate of business education.

S/N	Items on Teaching Techniques	X	SD	Remarks
33.	Demonstration and explanation	3.88	0.74	Very High Extent
34.	Audio Visual and Audio Aids	2.33	0.98	Low Extent
35.	Use of Brochures	1.66	0.82	Very Low Extent
36.	Discussion	3.80	0.90	Very High extent
37.	Individual Instruction	3.16	0.19	High Extent
38.	Questionnaires	3.07	0.89	High Extent
39.	Role playing	2.57	1.24	High Extent
40.	Field trips to business offices	1.57	0.88	Very Low Extent
41.	Television and Radio	1.60	0.84	Very Low Extent
42.	Guest speakers	2.48	0.93	Low Extent
43.	Group Study /project work	1.48	0.96	Very Low Extent
44.	Question Method	3.52	0.76	Very High Extent
45.	Assignments	3.60	0.76	Very High Extent
46.	Case Study	2.50	0.94	High Extent
47.	Team Teaching	2.34	1.33	Low Extent
48.	Text book Assignment	3.82	0.77	Very High Extent
Grand Mean		2.69	0.92	High Extent

The results in Table 3 reveal that business subjects teachers rated items 33, 36, 44, and 45 as Very High Extent. Items 37, 38, 39 and 46 are rated High Extent, while items 34, 42, 47, and 49 were rated Low Extent. All other items are rated Very Low extent. However with a grand mean of 2.69. It

can be concluded that business subjects' teachers' response showed that the techniques used in teaching the subjects to achieve the mandate of implementation of business studies curriculum at the secondary school of education is rated high.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business subject teachers on the business subjects taught in secondary schools in Delta State in order to achieve the mandate of business studies curriculum.

Table 4: Summary of t-test analysis of male and female business subject's teachers on their mean response on business subjects taught in public secondary schools.

S/N	Sources of Variation	Mean	SD	Level of Significant	DF	t-cal	t-Crit.	Decision
1.	Male	138	0.33	0.05	119	1.20	1.960	Accepted
2.	Female	49	0.48					

From table 4, the calculated t-value of 1.20 at 0.05 levels of significance with a degree of freedom of 119 is less than the critical table value of 1.960. Therefore the null hypothesis which states that there is no significant difference in the mean rating of male and female business subject teachers on the business subjects taught in public secondary school in Delta State is accepted. This means that both male and female business subjects' teachers do not differ significantly on the business subjects taught in public secondary schools in Delta State.

Hypothesis 2

Urban and Rural business subject teachers will not differ significantly on their mean ratings on the instructional equipment /materials available for teaching and learning of business subject in Delta State in order to achieve the mandate of business studies curriculum in public secondary schools.

In order to test null hypothesis two, t-test statistical tool was used at 0.05 level of significance.

Table 5: Summary of t-test analysis of Urban and Rural business subject teachers on instructional equipment/material resources available for implementing the mandate of business studies curriculum in public secondary school.

S/N	Sources of Variation	Mean	SD	Level of Significant	DF	t-cal	t-Crit.	Decision
1.	Urban	65	0.80	0.05	119	0.75	1.960	Accepted
2.	Rural	122	0.61					

From Table 5, the t-calculated value of 0.75 is less than t- critical value of 1.960 at 0.05 levels of significance and 119 degree of freedom. The null hypothesis is therefore accepted. This indicates that urban and rural business subjects' teachers do not differ significantly on the equipment/materials resources available for implementing the mandate of business studies curriculum in public secondary schools.



Discussion

The result of the study relating to the first research question on subjects taught in secondary schools indicated that only four business study subjects are taught consistently in public secondary schools in Delta State. They include accounting, commerce, office practice and marketing, while business subjects such as stores management, insurance, stenography, Data processing, store keeping and salesmanship are either not taught or sparingly taught. However with a grand mean of 2.33, (Disagree), respondents are of the opinion that business subjects taught do not support effective implementation of the mandate of business studies curriculum in public secondary schools in Delta State.

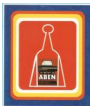
Hypothesis one, which was tested at 0.05 levels of significance indicated that male and female subject teachers do not differ significantly on business subjects taught in public secondary schools. The findings of this study was supported by Ekpeyoung (1993) that business subjects taught in secondary schools were insufficient and that to achieve the mandate of business studies curriculum, more business subjects needed to cater for the students should be taught.

The results of the findings regarding research question two, on instructional equipment and materials showed that items such as classrooms, office for staff, desk and lockers for students, school library, white board maker/chalkboards were rated high extent. Other items were either lowly rated or rated no extent. With a grand mean of 1.85, business subjects teachers believed instructional equipment/material resources were lowly provided and do not support effectively the implementation of business studies at the secondary school level of education in Delta State. Hypothesis two, which is on mean ratings of instructional equipment and materials and tested at 0.05 levels of significance showed that both urban and rural business subject teachers do not differ significantly in the mean ratings on instructional equipment and materials available for teaching and learning of business subjects taught in public secondary schools.

The findings of this research are supported by Attah in Esene and Okoro (2008) who noted that no effective teaching and learning can take place without equipment and materials for learning. Also Ulifun in Azih (2008) pointed out that learning would be less meaningful without the use of teaching facilities and students would grope in darkness for long before they can get a grasp of what the teacher says.

The findings of the study relating to research question three, indicated that business subject teachers rated techniques used for teaching such as demonstration and explanation, discussion, question method and textbook assignment as very high extent, while techniques such as, individualized instruction questionnaires are rated high extent, all other items are rated Low extent or very low extent. However with a grand mean of 2.69, it was concluded that business subjects teachers rated techniques used by them to achieve the implementation of business studies curriculum at the secondary school level of education as high extent.

The findings of this study is supported by Utoware and Eneogwe (2017) in their research which indicated that standard business strategies for effective teaching of business education includes lecture, discussion, role playing, questioning, demonstration, assignment and problem solving. The finding is not in agreement with Dube and Moffat (2009) who reported that techniques used by business educators were incompatible with the goals of trying to prepare learners (business education) students



Conclusion

Findings of this study showed that implementation of the mandate of business education at the secondary school level of education has some challenges as most of the subjects are not taught, therefore students are not aware of them. This scenario does not educate the students enough in preparing them for higher ground either at work or in choosing a programme of study in business education. Also, since available equipment and resources to train students are inadequate, effective teaching of business subjects may not be achieved and this is a setback on business education as a programme and students may not achieve the required knowledge and skills for the world of work. The effective teaching of business subjects with appropriate techniques at the secondary school level would prepare school leavers for entry level employment in the society and equally prepare students to gain admission into higher institutions for further studies in business education.

Recommendations

The addition of business subjects to the business study component is a welcome development, therefore public secondary school administrators should include the newly introduced business subjects among the business subjects taught.

Instructional equipment/material resources for teaching should be provided to aid in implementing mandate of business studies curriculum in public secondary schools.

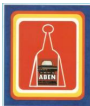
Business subject teachers in all area of business education should be recruited and engaged in order for schools to introduce the new business studies subjects in secondary schools.

Business studies curriculum implementation require adequate funding, it is therefore necessary to make special provision regarding funding for effective implementation of business studies curriculum in public secondary schools.

Strategies for achieving effective implementation of business studies curriculum in secondary school should be put in place. This could be in form of monitoring the activities of public secondary schools concerning business subjects taught and the techniques employed in teaching by supervisors or monitoring team. It is suggested that the monitoring team should include business education practitioners, so as to ensure compliance with implementation.

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