



## TEACHERS' PERCEPTIONS OF THE DESIGN OF THE NEW BASIC EDUCATION BUSINESS STUDIES CURRICULUM USING THE FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA AS A CASE STUDY

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### Abstract

*This study investigated Teachers' Perceptions of the design of the New Basic Education Business Studies curriculum using the Federal Capital Territory, Abuja, Nigeria as Case Study. The study examined the teacher's perception about the Design of the New Basic Education Business Studies curriculum with respect to the policy, aims and objectives; and content. The design for the study was descriptive survey design. A proportionate stratified random sampling technique was used to obtain the sample for this study. A sample representation of 354 Business Studies teachers was used to obtain the data for this study. Eight research questions and hypotheses were formulated and tested. A structured National Junior Secondary School Business Studies Teachers' Perception Instrument (NJSSBSTPI) or questionnaire based on the Context, Input, Process, Product, Constraints, and Enablers (CIPPCE) Curriculum Evaluation Model was used to obtain data from the respondents. While the demographic data and research questions were analyzed using simple percentages and mean scores, the research hypotheses were tested using t - test at 0.05 significant level in the Statistical Package for Social Science version 25 (SPSS v.25). The t - test (t) carried out on the hypotheses revealed that the teachers, irrespective of gender and qualifications, teachers perceived inadequacies in the design of the Business Studies curriculum. The findings attributed these inadequacies to a number factors such as poor policy, aims and objectives; nature, organization and arrangement of the content. The study showed that the poor design of the new Business Studies curriculum in the Junior secondary schools in FCT as perceived by the teachers may have significantly hampered the achievements of students in the subject. Finally, based on these findings the study recommended a review of the policy, aims and objectives and the content of the curriculum by curriculum planners.*

**Key Words:** Teachers' Perceptions, Design, New Basic Education Business Studies, Curriculum.



## **Introduction**

The future of Nigeria lies in knowledge, but our ability to generate new knowledge and use it innovatively depends upon having a literate population. The process of acquiring this knowledge rests so much on education. This is because education helps members of the society to acquire the desirable skills, knowledge, habits and values for people living in the society. It equips the members of the society with the capabilities to better fit into the real world (Garba, 2012). The development of education in Nigeria has passed through three significant stages, the pre – colonial, colonial and post-independence eras.

A historical sketch of curriculum development in Nigeria prior to independence reveals that the curriculum then was geared towards the needs and aspirations of the colonial masters and missionary agencies (Alade, 2005). The emphasis of the western education was on the 4rs (Reading, Writing, Arithmetic and Religion). This new education prepared the recipient for the job opportunities as teachers, church evangelists, clerks and interpreters. Consequently, skill acquisition in Business Studies and key development areas were embarrassingly absent in the colonial curriculum, a situation which was inimical to national development (Alade, 2011; Wokocha, 1993).

However, with the introduction of 6-3-3-4 system in 1977, Business Studies was one of the subjects introduced in the Upper Basic Education, Junior Secondary School 1-3 (Federal Republic of Nigeria, FRN 2014). Business Studies is broad and integrated in nature, which means that the subject, which has six major components, is taught as a single subject. The Business Studies curriculum was thought to be expository, discovery, broad and rich in skills acquisition, and students were expected to cover all the various subject areas to enable them possess the prevocational skills therein. Ultimately, the Business Studies Curriculum has been designed to equip students with saleable skills; knowledge and attitudes that will enable them fit into world of work on graduation or to advance on business courses; basic skills for personal use in future; and to relate the knowledge and skills to the national economy (Ademiluyi, Bello, Ganiyu, & Akande, 2019; Oladunjoye, 2016).



However, the design and the implementation of the new NERDC Business Studies programme at the junior secondary school level seems to have been haphazard and treated with levity and seems not to be achieving the set goals (Akintola & Alao, 2015; Esene, 2012). To this end, the researcher wants to find out how the teachers perceive the design of the Basic Education Studies Curriculum using Federal Capital Territory (FCT) Junior Secondary Schools as a case study.

### **Statement of the Problem**

Attempts have been made by various researchers to evaluate the implementation of the Business Studies programme. It is doubtful from the evidence provided by these research reports if this programme is yielding the desired results (Imeokparia, 2018). Disturbed by these developments, the need to constantly monitor and to better understand the nature, design and implementation of the Business Studies curriculum after some years of implementation has been stressed by (Ahmed, 2015).

From these studies, it has been found that the Business Studies is plagued, not the least by the myopic reforms; the nature of the curriculum; ambiguously broad and vague specifications of objectives, poor skills in business education; curriculum overload (bloated contents which have little relevance to the students and societal needs); lack of depth, deep learning and authentic learning in the curriculum; overcrowded classrooms; poor methods of instruction; poor assessment techniques; lack of equipment, physical facilities and resources; poor funding; and shortage of well-qualified Business Studies Education teachers among others (Akintola & Alao, 2015; Ajisafe, Bolarinwa & Edeh, 2015).

Beyond the gaps observed in the design and implementation of the curriculum, one of the motivations for undertaking this study is the seemingly insufficient research on the perception of teachers on the design of the Business Studies Curriculum in Nigeria. The review of literature relating to the implementation of the new NERDC Business Studies Curriculum has identified a gap in existing research. Most of the researches dwelt extensively on implementation while paying less attention to the design and context in which Business Studies Curriculum is being implemented. In addition, these studies have not considered using the CIPPCE model to investigate teachers' perception of the Business Studies Curriculum in Nigeria.



It is against this backdrop that this study is set to examine teachers' perceptions of the design and implementation of the new NERDC Business Studies curriculum in FCT with the aim of ascertaining the views of the teachers about the design – policy, aims, objectives, content, nature and appropriateness of the Business Studies curriculum in Junior Secondary Schools (Basic 7 – 9 or JSS 1-3) using FCT, Nigeria.

### **Research Questions**

In order to provide direction and sharpen the focus of the study, the following research questions were formulated:

1. How do the teachers perceive the policy, aims and objectives provided for the new Business Studies curriculum in the FCT secondary schools on the basis of gender?
2. What are the perceptions of the teachers about the content of the new Business Studies curriculum in the FCT secondary schools on the basis qualification?

### **Research Hypotheses**

The following null hypotheses were formulated for this study:

**Ho1** There is no significant difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools.

**Ho2** There is no significant difference between perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

### **Methodology**

For the current study, a descriptive survey research design was used to collect data from a representative sample of Business Studies teachers from selected junior secondary schools in FCT for the purpose of describing in a systematic manner the characteristics and facts about the Business Studies curriculum, its design and implementation. The study used a survey questionnaire based on the "context phase" of Stufflebeam's CIPP Evaluation Model.

Business Studies Teachers of junior public secondary schools in FCT constituted the population of the study. There are 340 public junior secondary schools with 421 Business Studies teachers. 85 percent of the teachers were selected by means of simple random sampling technique by replacement, which are 354 teachers, at 2% margin of error and 95% confidence level using PASS: Power and Sample Size Software.

A four-point modified Likert-type researcher structured questionnaire, titled National Junior Secondary School Business Studies Teachers' Perception Instrument (NJSSBSTPI) was used to collect data for



the study. The questionnaire was made up of three sections: Business Studies teachers' demography; Business Studies teachers' perception about: the policy, aims and objectives; and the content of the curriculum. The reliability of the instrument was established using Pearson's Product Moment Correlation Statistics was used to establish a reliability coefficient of 0.81. The researchers adopted direct delivery method for data collection.

A total of three hundred and fifty-nine (359) questionnaire were administered to the teachers by the researcher and trained researchers. The teachers were instructed on how to complete the questionnaires to ensure that mistakes were not made. While a total of 359 questionnaires were distributed, 354 were retrieved, representing 98.6% returned.

The data collected were analysed by means of frequency tables, simple percentages, mean scores, t- test statistical tools. The items of the questionnaire which were on Likert scale type (1 to 4) were assigned numeric values as follows: Strongly agree is 4 points, agree is 3 points, disagree is 2 points and strongly disagree is 1 point. The cut off point for decision is 2.50 based on the Likert scale. The analysis was based on the 354 questionnaires administered and returned.

## **Results**

### **Research Question 1**

#### **How do the teachers perceive the policy, work environment, aims and objectives of the new Business Studies curriculum in FCT secondary schools on the basis of gender?**

This question sought to find out how teacher perceive the policy, work environment, aims and objectives of the new Business Studies curriculum in FCT secondary schools.



**Table 11: Responses on the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools**

S/N	Questions	SA	A	D	SD	X	SX	Decision
<b>CONTEXT EVALUATION</b>								
1	The Business Studies education policy is adequate and student centred.	M 12 F 16	19 21	32 30	120 124	1.58 1.63	<b>1.61</b>	<b>Disagree</b>
2	The aims and objectives of the curriculum promote knowledge and development skills.	M 5 F 8	12 34	12 50	132 99	1.31 1.74	<b>1.53</b>	<b>Disagree</b>
3	The aims and objectives of the curriculum meet the needs and interest of the students.	M 11 F 21	17 15	38 20	87 135	1.67 1.60	<b>1.64</b>	<b>Disagree</b>
4	The aim and objectives of the curriculum encourages students' progression to take up Business Studies Education subjects at Senior Secondary Level.	M 30 F 15	6 38	32 19	95 119	1.82 1.73	<b>1.78</b>	<b>Disagree</b>
<b>Sectional Score</b>		<b>M</b>				<b>1.59</b>	<b>1.64</b>	<b>Disagree</b>
		<b>F</b>				<b>1.68</b>		

**M = Male, F = Female**

Using the decision rule of mean score of 2.50, the response of respondents in table 1 shows that with a sectional score of 1.64, both the male and female Business Studies Teachers perceived the design of the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools as inadequate.

**Research Question 2**

**What are the perceptions of the teachers about the content of the new Business Studies curriculum in FCT secondary schools on the basis qualification??**

This question seeks to find out how teacher perceive the content of the new Business Studies curriculum in FCT secondary schools.



**Table 12: Responses on the content of the new Business Studies curriculum in FCT secondary schools**

S/ N	Questions	SA	A	D	SD	X	SX	Decision
<b>CONTEXT EVALUATION</b>								
5	The curriculum is balanced and has all the elements of curriculum.	HQ 2 LQ 18	5 9	6 8	96 130	1.49 1.56	<b>1.5</b> <b>3</b>	<b>Disagree</b>
6	The content of the curriculum is rigorous and updated regularly in the light of changing environment and national development.	HQ 9 LQ 10	4 23	5 9	99 106	1.55 1.64	<b>1.6</b> <b>0</b>	<b>Disagree</b>
7	The volume and the level of difficulty of the topics in the curriculum comply with the time/duration allotted and cater for mixed ability classes of different sizes.	HQ 21 LQ 27	17 19	1 9	114 101	1.68 1.89	<b>1.7</b> <b>9</b>	<b>Disagree</b>
8	The curriculum is adequately and appropriately arranged, organized, coherent and horizontally and vertically integrated to promote learning.	HQ 36 LQ 23	19 18	1 5	105 88	1.92 1.87	<b>1.9</b> <b>0</b>	<b>Disagree</b>
9	The content of the curriculum is focused and structured with course guides in the best way of achieving the desired outcome.	HQ 12 LQ 13	71 6	1 7	71 140	2.14 1.40	<b>1.7</b> <b>7</b>	<b>Disagree</b>
10	The content of the curriculum is relevant and adequately addresses the knowledge and skills needs of the learners and the society.	HQ 36 LQ 20	38 9	1 0	87 133	2.14 1.57	<b>1.8</b> <b>6</b>	<b>Disagree</b>
<b>Sectional Score</b>		<b>HQ</b> <b>LQ</b>				<b>1.82</b> <b>1.67</b>	<b>1.7</b> <b>4</b>	<b>Disagree</b>

**HQ = Higher Qualifications, LQ = Lower Qualifications**

Using the decision rule of mean score of 2.50, the response of respondents in table 2 shows that with a sectional score of 1.74 both Business Studies Teachers with higher and lower qualifications perceived the design of the content of the new Business Studies curriculum in FCT secondary schools as inadequate.

### Testing of Hypotheses

The null hypotheses were designed to evaluate teachers' perceptions of the teachers about design of the Business Studies curriculum, employing two tail test statistics. Under this section, the hypotheses were analysed using t-test of significance.



**Hypothesis 1**

**Ho<sub>1</sub>** There is no significant difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools.

**Table 3: T-Test of significance difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum**

Variable Teachers	N	X	SD	df	Calculated t (2 tailed)	Critical t	P Value (2 tailed)	Decision
Male	163	1.59	0.94	352	0.874	1.9667	0.381	H <sub>0</sub> Accepted
Female	191	1.68	0.98					

With a significant value of 0.381 greater than the 0.05 level of significance and the t calculated of 0.874 less than the 1.9667 at 95% (0.05) significance level where degree of freedom is (354-2 = 352) 352, the Null Hypothesis, Ho, which says there is no significant difference between the perceptions of male and female teachers on the policy, work environment, aims and objectives of the new Business Studies curriculum in the FCT secondary schools accepted. From this, it can be concluded that the male and female teachers therefore, do not differ significantly in their perception about the inadequacies of the aims and objectives of the new Business Studies curriculum in FCT secondary schools.

**Hypothesis 2**

**Ho<sub>2</sub>** There is no significant difference between perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

**Table 4: T - Test of Significance difference between Perceptions of Teachers with Higher and Lower Qualifications on the Nature of the Content of the new Business Studies Curriculum.**

Variable Teachers	N	X	SD	df	Calculated t (2 tailed)	Critical t	P Value (2 tailed)	Decision
Higher Qualification	171	1.82	1.00	352	1.425	1.9667	1.555	H <sub>0</sub> Accepted
Lower Qualification	183	1.67	0.98					



With a significant value of 1.555 greater than the 0.05 level of significance and the  $t$  calculated of 1.425 less than the 1.9667 at 95% (0.05) significance level where degree of freedom is  $(354-2 = 352)$  352, the Null Hypothesis,  $H_0$ , which says there is no significant difference between the perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools accepted and retained ( $p\text{-value} > \alpha$ ,  $H_0$  is accepted). From this, it can be concluded that the teachers with higher qualifications and lower qualifications therefore, do not differ significantly in their perception about the inadequacies of the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

### **Discussion of Findings**

This study aimed at investigating Teachers' Perception of the design of the new NERDC Business Studies Curriculum in the FCT Secondary Schools. In the analysis of the result of the research question, the first was based on the teachers about the adequacy of the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools. The analysis showed that the Business Studies Teachers perceived that the policy, work environment, aims and objectives of the new Business Studies curriculum in the FCT secondary schools as inadequate. This finding agrees with the finding of Adeleye (2017) that argues that one of the challenges facing the implementation of Business Studies is policy. Similarly, Ajisafe, Bolarinwa & Edeh, (2015) pointed out that ambiguously broad and vague specifications of objectives, poor skills in Business Studies education threatened the implementation of the new Business Studies curriculum. In the same vein, Jimoh (2004) observed that over 50% of the stated instructional objectives were basically cognitive. This implies that the objectives did not reflect much of skills, attitude and values expected of a student who goes through the Business Studies programme. Adeleye, (2017) also pointed out that the policy also impedes the effective implementation.

Analysis of the second research question which sought to ascertain the teachers' perception about the nature of the content of the new Business Studies curriculum in FCT secondary schools shows that the content was inadequate in terms of how often it is updated, structure, organization, integration, quality and quantity. This finding agrees with Omo-ojugo & Ohiwerei (2008) and Adeleye, (2017) arguments that the implementation of the Business Studies curriculum has been hampered by the challenges relating to the teaching of the subject matter and content overload. However, this is in contradiction with the findings of Kibet



(2013), who asserts in his study that the majority of the teachers agree that subjects making up business studies are well integrated although some teachers are not comfortable teaching some topics.

On analyses of the first hypothesis, it was established in this study that there is no significant difference between the perceptions of male and female teachers about the inadequacies in the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools. This suggests that both male and female teachers equally agree that the policy, work environment, aims and objectives of the new Business Studies curriculum are inadequate and could be hampering the smooth implementation of the new Business Studies curriculum FCT secondary schools. This finding were supported by the assertion of Ajisafe, Bolarinwa & Edeh, (2015) when they pointed out that ambiguously broad and vague specifications of objectives, poor skills in Business Studies education threatened the implementation of the new Business Studies curriculum. In the same vein, Jimoh (2004) observed that over 50% of the stated instructional objectives were basically cognitive. This implies that the objectives did not reflect much of skills, attitude and values expected of a student who goes through the Business Studies programme. Adeleye, (2017) also pointed out that the policy impedes the effective implementation of the new Business Studies curriculum.

On analyses of the second hypothesis, it was established in this study that there is no significant difference between perceptions of teachers with higher and lower qualifications on the nature of the content of the new Business Studies curriculum in FCT secondary schools. This suggests that the design of and the nature of the content of the new Business Studies curriculum is inadequate. This finding corroborates the findings of Ajisafe, Bolarinwa & Edeh (2015) when they posited that the nature of the curriculum; ambiguously broad and vague specifications of objectives, poor skills in Business Studies education; curriculum overload (bloated contents which have little relevance to the students and societal needs); lack of depth, deep learning and authentic learning in the curriculum.

## **Conclusion**

The reported students' poor performance in Business Studies attributable to the poor design and implementation of the curriculum informed the researcher's purpose to examine teachers' perceptions about the design of the Basic Education New Business Studies curriculum. The premise of this study is that the design and implementation of the Business Studies curriculum could be improved if the challenges it faces are well understood by stakeholders.



Based on the findings from the study, the researcher concludes that some defects exist in the design of the Business Studies curriculum and these defects include: context - poor policy and inadequate aims, objectives and content. Resulting from these inadequacies, the researcher concludes that, as currently designed and being implemented, the Basic Education Business Studies curriculum is not likely to meet the students' expected needs and interest, which forms the basis for the students' future needs.

### **Recommendations**

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

1. The governments and curriculum developers should ensure that the policies, aims and objectives of the Business Studies curriculum in secondary schools are improved to support the effective design of Business Studies curriculum.
2. The curriculum developers should update the curriculum regularly to ensure that the structure and arrangement of the content of the new Business Studies curriculum in secondary schools do not only support learning, but that they meet the needs for national development in the 21st century.



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