

**ASSESSMENT OF THE IMPLEMENTATION OF BUSINESS STUDIES CURRICULA  
IN SENIOR SECONDARY SCHOOLS IN KWALI AREA COUNCIL, ABUJA**

**BY**

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***Abstract***

*This study was conducted to assess the implementation of business studies curricula in senior secondary schools in Kwali Area Council of the Federal Capital Territory, Abuja. A descriptive survey design was adopted for the study. A total of 84 male and female senior secondary school teachers were randomly selected from six (6) public and the only private senior secondary school in the Area Council making a total of seven (7) senior secondary schools excluding the Federal Government College in the Area Council. A structured questionnaire developed by the researchers titled “Implementation of Business Studies Curricula (IBSC)” was the only instrument used for the collection of relevant data. The instrument was structured following 2 points rating scale of available and functioning – 2 points and not available – 1 point. The instrument was validated by three business studies teachers not involved in the study and two experts in Measurement and Evaluation from the Nigerian Educational Research and Development Council. A reliability co-efficient of 0.81 was obtained using Cronbach Alpha. The instrument was administered by the researchers and one research assistant, the entire instrument was retrieved but 82 which represented 97.6% were found usable for the study. Data collected was analyzed using frequency counts and simple percentage to answer the two research questions that guided the study. Findings revealed that there was shortage of business studies teachers in all the schools and instructional materials were also inadequate among others. Based on the findings, recommendations such as engagement of business studies teachers and provision of adequate instructional materials were recommended among others.*

**Keywords:** Assessment, Business Studies, Implementation and Senior Secondary Schools

**Introduction**

Education is the process of molding an individual through teaching and learning process for certain set objectives to be achieved or formed in the individual towards equipping the individual in knowledge, character and skills. Offorma (2016) defined education as 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 went further to add that the purpose of education was to develop attitudes, abilities and Behaviours considered desirable by a society. The process and activities of education towards achieving objectives are contained in government paper known as the curriculum.

Curriculum is the document that contains the predefined contents designed to be taught to students/learners towards achieving academic goals. 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’ willful growth in personal-social competence” the foregoing must be driven by teachers.

The Nigerian educational curricula have undergone several reviews in a bid to providing vital and relevant education to empower its citizenry; curricula which is the plural form of curriculum can be seen as a compendium of educational activities sequentially compiled into various subjects for basic and senior secondary education in Nigeria by subject groupings and administered based on predefined school programmes or course of study to inculcate in the learners, certain set objectives (Nwachukwu, 2016). Akpan, Nwokocha and Naboth-Odums (2018) defined curriculum as an educational programmes of experience offered to the learners under the guidance of a school in order to affect certain changes in the Behaviour of the learner.

The business studies curricula which was developed by the Nigerian Educational Research and Development Council (NERDC) in 2009 as directed by the National Council on Education (NCE), grouped the senior secondary education subjects into four fields of studies as listed with their respective subjects in Table 1 below. Students are expected to offer any of fields of their choice and then, the cross-cutting subjects (NERDC, 2009).

According to the National Policy on Education, (2013) section 3 sub section 38.2, the structure of the senior secondary school education curricula subjects grouping is as shown in table 1.

**Table 1: Structure of Senior Secondary School Education Curricula Subjects Groupings**

<b>Science and Mathematics</b>	<b>Technology</b>	<b>Humanities</b>
1) Biology	1) Technical Drawing	1) Christian Religious Studies
2) Chemistry	2) General Metal Work	2) Islamic Studies
3) Physics	3) Basic Electricity	3) Virtual Arts
4) Further Mathematics	4) Electronics	4) Music
5) Health Education	5) Auto Mechanics	5) History
6) Agriculture	6) Building Construction	6) Geography
7) Physical Education	7) Woodwork	7) Government
8) Computer Studies	8) Home Management	8) Economics
	9) Food and Nutrition	9) Literature in English
		10) French
		11) Arabic
		12) Any Nigerian Language- Hausa, Ibo, Yoruba
<b>Business Studies</b>	<b>Cross-cutting Subjects</b>	
1) Commerce	1) English Language	
2) Financial Accounting	2) General Mathematics	
3) Insurance	3) Civic Education	
4) Office Practice	4) Trade/Entrepreneurship	
5) Store Keeping	Subject	

**Source: National Policy on Education (2013)**

The senior secondary education is the education that is given to students who successfully complete the 9-year basic education and have sat for the Basic Education Certificate Examinations (BECE), business studies as a field of study is one of the four fields NPE (2013). The objectives of the business studies at the senior secondary school level as stated by Azih and Ikelegbe (2018) 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; and, to develop basic skills in office occupations.

Business studies curricula were specially designed for learners to acquire knowledge and the practice of business and all it encompasses, so that the basic requirement of business studies would be taught the learners at this level. The five subjects that made up the business studies were to be offered together as a field of study and then the cross-cutting subjects and one trade/entrepreneurship subject. This is expected to lead a student/learner to studying business education at the colleges of education, polytechnic or university for a higher learning.

This objective for each of the field of studies was to be implemented so that students can choose any of the field of studies by offering the subjects so listed, offer the cross-cutting subjects and pick one trade/entrepreneurship subject was more of a mandate that is set to be followed and implemented to the letter by school authorities in the implementation of the senior secondary school curricula as listed in Table 1 above (NPE, 2013). Hornby (2015) defined mandate as an official order given to perform a particular task, or authority given to a representative. This authority that is entrenched in the official document of the Government NPE (2013) demands for feedback and level of compliance.

This authority was put in curricula form to guide the senior secondary schools in its proper implementation, as the curricula are the educational proposal plan of any nation. Having curricula is one, availability of teachers to implement the curricula in the various subjects especially business subjects is another issue all together. Ukeje, 2006 submitted that teachers are the pivot of any educational system and that upon their number, their quality and devotion dictates the success of any educational system. A teacher is to the curricula what a driver is to a car. Without the teacher, the school no matter how equipped will not be able to realize her objectives in education. A teacher is a role model and implements the curricula for the teaching and learning process in the school. The teacher guides the future of a society through the implementation of the curricula. If the teachers are not available to teach the content of a curriculum, then the purpose of that curriculum will be in shamble and not realize. Azih and Ikelegbe (2018) found in a study that business teachers believe that instructional equipment/materials resources were lowly provided and do not support effectively the implementation of business studies at the secondary school education in Delta State.

A teacher is an individual that interprets the content of the curriculum in the process of teaching and learning to the learners. (Olugbeko & Akinmusire 2016) and Alao (2017) individually defined a teacher as a professional, trained in the art of imparting knowledge and creating

conducive atmosphere for teaching and learning to take place. They added that the major duty of a teacher is to impart knowledge to the learner through teaching.

Teaching according to Oyekan and Akinbola (2017) is the process of the teacher guiding the learner in acquiring knowledge, skills and attitudes. It encompasses the activities of the teacher, the learners and all other materials and the objectives to be achieved at the end of the teaching and learning process. If teachers are available and instructional materials are not, the process of teaching and learning will be less meaningful in business studies subject toward implementing the curricula. Ogundare and Mefun (2018) conducted a study on the ‘Assessment of factor affecting implementation of senior secondary school curriculum in Etun Local Government of Cross River State’ and reported that there were not enough teachers to teach the various subjects as stipulated in the senior secondary school curricula” for the proper implementation of the curricula.

Instructional materials are those items which include but not limited to the followings; gadgets, consumables and instructional media, to mention but few. Things that could aid in the teaching and learning process. They help to enhance teaching and learning and thereby captivating students’ attention for learning (Adiele, 2015), Esene and Okoro (2008) noted that no effective teaching and learning could take place without equipment and materials for learning. In the same vein, Ogundare and Mefun (2018) submitted that the infrastructures on ground were not enough to support the effective implementation of the senior secondary school curriculum.

The business studies component of the senior secondary school education in Nigeria is a field of study like any of the other three fields, namely, Science and Mathematics, Technology and Humanities, where there are requisite subjects to be offered by students in each of the field of study including business studies in addition to the cross-cutting subjects and an entrepreneurship subject. Azih and Ikelegbe (2018) conducted a study titled ‘Extent of Implementation of the mandate of business studies curricula at the secondary school education for employability skills development in Delta State’ and reported that the implementation of the mandate of business studies curricula had some challenges as most of the subjects were not taught, and as such, students were not aware of the subjects. In the same vein, Otemuyiwa (2017) in a study titled “Implementation of the 9-Year Basic Education Curriculum in Kwali Area Council, Federal Capital Territory, Abuja” and reported that instructional materials for the implementation of the curriculum were inadequate which tantamount to not available.

A situation where the business studies subjects expected to be offered as a whole by students who desired business studies field of study do not have the opportunity because there are no teachers for the subjects at will. This situation is not in line with the objectives and philosophy of the creation of the business studies subject curricula. This study is therefore designed to assess the how the business studies subjects’ curricula are being implemented in the senior secondary schools in Kwali Area Council of the Federal Capital Territory, Abuja.

### **Purpose of the Study**

Specifically, the study seeks to:

- i. assess the availability of business studies teachers for the implementation of business studies subjects in both public and private senior secondary schools in Kwali Area Council, Abuja.
- ii. determine the adequacy of available instructional materials for the teaching of business studies subjects both public and private senior secondary schools in Kwali Area Council, Abuja.

### **Research Questions**

1. Are business studies subjects' teachers available for the implementation of business studies curricula in both public and private senior secondary schools in Kwali Area Council, Abuja?
2. Are available instructional materials adequate for the implementation of the business studies subjects' curricula in both public and private senior secondary schools in Kwali Area Council, Abuja?

### **Methodology**

The study was carried out in Kwali Area Council of the Federal Capital Territory, Abuja. To assess the implementation of Business Studies Subjects Curricula. Descriptive survey was adopted for the study. The population for the study comprised all the teachers in the six (6) public senior secondary schools and one (1) private senior secondary school in the Area Council, this excludes the Federal Government College in the Area Council. The sample for the study were 84 male and female teachers selected (12 teachers per school) using random sampling technique for the study. A structured research questionnaire instrument developed by the researchers titled "Implementation of Business Studies Curricula (IBSC)", was validated by three senior secondary school teachers and two experts in Measurement and Evaluation from the Nigerian Educational Research and Development Council (NERDC), their corrections and suggestions were used to enrich the instrument. A pilot study was conducted using 24 teachers selected from three public senior secondary schools at Gwagwalada Area Council, the result of the pilot study was used to determine a reliability coefficient of 0.81 through Cronbach Alpha. Section 'A' of the instrument was structured on two rating scale of available and functioning, and not available while Section 'B' of the instrument had 31-items scaled on adequate and not adequate. The two researchers in conjunction with one research assistant administered a total of 84 questionnaires. The total numbers of 84 questionnaires were retrieved but 82 were found usable which represented 97.6%. Data collected was analyzed using frequency counts, and simple percentage to answer the two research questions that guided the study. A benchmark of 50% was set as available and functional and adequate

**Research Question 1:** Are business studies subjects' teachers available for the implementation of business studies curricula in both public and private senior secondary schools in Kwali Area Council, Abuja?

**Table 2: Showing Available Business Subjects Teachers in the Senior Secondary Schools in Kwali Area Council of Abuja**

School	Commerce	Financial Accounting	Insurance	Office Practice	Store Keeping	Available		Not Available	
						Freq.	%	Freq.	%
A	12	-	-	-	12	24	29.3	58	70.7
B	-	12	-	12	-	24	29.3	58	70.7
C	12	-	12	-	-	24	29.3	58	70.7
D	-	12	-	12	-	24	29.3	58	70.7
E	12	-	12	-	12	36	43.9	46	56.1
F	11	-	11	-	11	33	40.2	49	59.8
G	-	11	-	-	11	22	26.8	60	73.2

Table 2 above showed that, of the five subjects that made up the Business field of study at the senior secondary school education do not have the required five (5) subjects' teachers. Schools 'E' and 'F' are the only schools where three out of the five subjects ought to be offered by students are being offered, while schools 'A', 'B', 'C', 'D' and 'G' had only two subjects' teachers. Implication is that the current school session will not produce a single business student at the end of the academic session which is likely to affect the next two academic sessions who are currently in SS I and SS II by the time they are through with their studies.

**Research Question 2:** What is the adequacy of available instructional materials available for the implementation of the business studies subjects' curricula in both public and private senior secondary schools in Kwali Area Council, Abuja?

**Table 3: Showing the Adequacy of the available Instructional Materials for implementing the business subjects' curricula in both public and private senior secondary schools in Kwali Area Council, Abuja**

S/N	Instructional Materials	Available and Functional		Not Available	
		Freq.	%	Freq.	%
1	Conducive classroom	71	86.6	11	13.4
2	Adequate Chairs and Tables for students	61	74.4	21	15.6
3	Commerce Curriculum and Teachers' Guide	82	100	0	0
4	Financial Accounting and Teachers' Guide	82	100	0	0
5	Insurance Curriculum and Teachers' Guide	82	100	0	0
6	Office Practice Curriculum and Teachers' Guide	82	100	0	0
7	Store Keeping Curriculum and Teachers' Guide	82	100	0	0
8	Relevant textbooks in Business Subjects	29	35.4	53	64.6

9	Office Practice Laboratories	12	14.6	70	85.4
10	Television	11	13.4	71	86.6
11	Computers	11	13.4	71	86.6
12	Overhead Projectors	0	0	82	100
13	Real Objects such as cheques, currently etc	0	0	82	100
14	Photocopiers	0	0		100
15	Printers	0	0	82	100
16	Calculator	0	0	82	100
17	GSM	0	0	82	100
18	Video Clips	0	0	82	100
19	Sample of Automated Teller Machine (ATM Cards)	0	0	82	100
20	Internet facilities	0	0	82	100
21	Sample Bank Teller	0	0	82	100
22	Samples of Commodities	11	13.4	71	86.6
23	Slideshows of Organizational Charts	0	0	82	100
24	Sample of Business Letter	0	0	82	100
25	Sample of Memo	0	0	82	100
26	Sample of Minutes	0	0	82	100
27	Sample of Feasibility Study	0	0	82	100
28	Pictures of warehousing documents	0	0	82	100
29	Sample of Accounts Ledger	0	0	82	100
30	Shares Certificates	0	0	82	100
31	Safety Wears	0	0	82	100

Table 3 showed that, of the 31 listed instructional materials required for business Studies implementation, only items 1 to 7 in respect of conducive classroom, adequate table and chairs for students and curricular with the accompanying teachers' guide for the five subjects were said to be available to a greater extent in the schools. All the other 24 items as listed had their responses to be less than the 50% scale benchmark set.

### Discussion

The findings of this study in Table 2 showed that the field of Business Studies at the Senior Secondary School education in Kwali Area Council of the Federal Capital Territory, Abuja is not being implemented to achieve the set objectives for the business studies as a field of study. As the subject grouped to be offered by the senior secondary school business students is not being done. The study found that there were no teachers for the complete subjects that would enable students to offer business studies as a field of study. This finding is in agreement with the report of Azih and Ikelegbe (2018) who report from the study conducted in Delta State to evaluate the 'Extent of the Implementation of the mandate of business studies curricula at the secondary school education for employability skills development and reported that the implementation of the mandate of business studies curricula had some challenges as most of the subjects were not

taught, and as such, students were not aware of the subjects. Similarly, Ogundare and Mefun (2018) conducted a study in Etung Local Government of Cross State reported that there were not enough teachers to teach the various subjects as stipulated in the senior secondary school curricula.

Table 3 revealed that conducive classroom, curricula and accompanying teachers' guide were available while the instructional materials for the teaching and learning of Business studies subjects were either grossly inadequate or not available at all. This finding confirms the earlier report by Azih and Ikelegbe, (2018) that business teachers believe that instructional equipment/materials resources were lowly provided and do not support effectively the implementation of business studies at the secondary school education in Delta State. This finding is in line with the findings of The finding of this study also agrees with the report of Otemuyiwa, (2017) who conducted a study titled "Implementation of the 9-Year Basic Education Curriculum in Kwali Area Council, Federal Capital Territory, Abuja" and noted that instructional materials for the implementation of the curriculum were inadequate which tantamount to not available.

### **Conclusion**

The finding of this study has revealed that the five (5) business studies subjects meant to be offered by students of business studies field were not offered by students as that. One or two of the subjects are being taking singly by students as electives with none of the senior secondary school in Kwali Area Council offering business studies subjects in SSI to SS III. The study further revealed that there were no teachers to take all the five subjects in all the public senior secondary schools (FGC, Kwali not inclusive) and the only private school in the Area Council. Furthermore, instructional materials were not available as was revealed in this study.

### **Recommendations**

Given the findings of this study above, the following recommendations were made:

1. Authorities in charge of senior secondary schools in Kwali Area Council of the Federal Capital Territory should swing into action by ensuring that teachers with relevant qualifications in Commerce, Financial Accounting, Insurance, Office Practice and Store Keeping are engaged and posted to these various schools in Kwali Area Council.
2. Authorities in charge of monitoring and evaluation of senior secondary school in Kwali Area Council should take up their job seriously and ensure that the mandate of the curricula in business studies and others field of studies are protected from extinguishing.
3. Government agencies or authorities in charge of senior secondary schools in Kwali should endeavour to see that the public senior secondary schools in Kwali Area Council are equipped with required instructional materials for proper implementation of the business curricula.

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