

# **Perception of Business Educators and Students on Curriculum Implementation in Junior Secondary Schools in Adamawa State, Nigeria**

Muhammed Modibbo Buba<sup>a</sup>

<sup>a</sup>Vocational Education Department, Modibbo Adama University of Technology, Yola, Adamawa State, Nigeria  
Corresponding author: [mnbuba2020@gmail.com](mailto:mnbuba2020@gmail.com)

**To cite this article (APA):** Buba, M. M. (2020). Perception of Business Educators and Students on Curriculum Implementation in Junior Secondary Schools in Adamawa State, Nigeria. *International Business Education Journal*, 13, 85-93. <https://doi.org/10.37134/ibej.vol13.sp.8.2020>

**To link to this article:** <https://doi.org/10.37134/ibej.vol13.sp.8.2020>

## **Abstract**

This study aims to determine the perception of business educators and students on curriculum implementation in junior secondary schools in Adamawa state. The descriptive co-relational study design was adopted. The population of the study was 260 teachers and 384 students who were drawn by using simple random sampling technique from junior secondary schools across the five educational zones in Adamawa State. A structured questionnaire of 25 items was used to collect data, and the data collected were analysed using descriptive statistics and Pearson Product Moment Correlation. The study found a significant relationship between the methods of teaching business studies and students' academic performance. Moreover, there was also a significant relationship between the quality/quantity of manpower and students' academic performance. This study recommends teachers to attend in-service training, workshops, and seminars to update their knowledge on the new curriculum being designed. Additionally, the state government should engage the services of more business educators in the state as a matter of urgency.

## **Key Words:**

Perception of Business Educators; Curriculum Implementation and Junior Secondary Schools

## **INTRODUCTION**

In Nigeria, business education was introduced along with 6-3-3-4 system of education and became one of the compulsory subjects offered at the junior secondary. Business studies are an academic subject within the business education program that helps students be exposed to business practices. The course is designed to introduce students to the foundational knowledge of the principles and practices of business. Federal Ministry of Education (2016) stated that the introduction of the new junior secondary school (JSS) curriculum was to guarantee development, self-reliance and professionalism among secondary school leavers in the nearest future. Uwaifo and Uwaifo (2016) noted that the new curriculum was developed by the Nigeria Educational Research and Development Council (NERDC) (2009) to ensure a gradual phasing out of the current curriculum. Uzodinma (2016) viewed that the need for a new curriculum was a question that Nigeria needed not to go far to get the answer. According to Uzodinma (2016) the standard of education in the country had gone down. For Nigerian to be empowered economically, they should be given the necessary training for skills and for this to be done, the curriculum should be effectively defined and implemented.

A curriculum is a vehicle through which education is attained. As presently implemented, the secondary school curriculum appears to be far from achieving the goals of the secondary

educational system; this is so because the contents were adequately defined, but the implementation calls for question (Muhammed, 2015). The investigation gathered by Buba (2016) opined that students' potentials are not correctly channelled as schools lack basic instructional materials and infrastructural facilities necessary for effective curriculum implementation. Furthermore, there are inadequate specialist teachers, and where available they focus more on the theoretical aspect and leaving out the practical component (Buba, 2016). This situation calls for determining the effective business studies implementation of the new junior secondary school curriculum. Obi and Obiorah in Muhammed (2015) observed that the business studies given in Nigeria today do not seem to match with the current curriculum development. Njukwu (2018) argued that the success or failure of implementation depends on the internal workings of each organisation and the relationship among organisations at different levels of the implementation process. Thus, there are many indices associated with curriculum implementation, and these have a direct impact on business studies curriculum implementation and student's academic performance. These include:

1. Inputs: manpower, funding, infrastructure e.g. computer laboratory, typing pool, instructional material.
2. Delivery: planning/preparation, process, interpretation, motivation, and methodology among others.

Teaching methods are the teacher's approaches to create situations in which learning experiences can freely be pass to the students. Some of these methods used by business studies teachers according to Guga and Bawa (2018) include Demonstration Method, Discussion Method, Problem Solving Method, Field Trip Method, Discovery Method, and Lecture Method. Still, few were the common methods adopted by business educator in the teaching and learning process. The staffing is one of the major problems facing business educators as observed by Atueyi in Niles (2016), who stated that about 65.6% of teachers teaching business studies in junior secondary schools are not business educators. To qualify as a Business Educator, a teacher needs to have at least, Nigerian Certificate in Education (Business Education), while having a Bachelor degree in Business Education will be an added advantage. Any additional qualifications can put the beneficiary on the leadership track in business education where one will finally have to acquire a Doctoral degree in Business Education. However, it is worthy of note for individuals to understand that one can be referred to as a business educator only when one has a basic knowledge of all the three options (programme areas) of the Business Teacher Education Programme namely Accounting, Distribution and Office Education. One should be able to teach any of the courses at least, at the elementary stage. Anything short of that will reduce the individual concern to a "*Business Teacher*" not a "*Business Educator*" (Aliyu in Muhammed, 2015). Muhammed (2015) further observed that those students who were taught by business educator attained a better academic performance in business studies.

Academic attainment is an important parameter used in measuring students' success or failure in a particular subject in school. Success, in an educational institution, is measured by academic performance. The poor performance of secondary school students has become a common concern of parents, legislators, teachers, counselors and psychologist. The performance of students in any academic task has always been of special interest to educators' parents and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail. The major obstacle to the development of education in Adamawa State is the consistently poor academic performance of students' in Senior School Certificate Examination (SSCE), National Examinations Council (NECO), Joint Matriculation Examination (JAMB) and Junior Secondary School Certificate Examination (JSSCE) (Muhammed, 2015).

The problem of poor academic performance is so great that it has become necessary for many students to pass the required courses for admission into senior secondary schools and tertiary institutions at once (Ajayi and Ogunyemi, 2019). Government, teachers, parents, students and guardians are complaining about this situation. Mass failure of students in external examinations has been attributed to a number of factors which include teachers' factors (poor teaching method, low qualification, lack of teaching experience, poor salaries and allowances, inadequate supervision, organisational climate (open and close), and students' factors (poor ability of students, underage, unwillingness to learn, negative peer groups influence etc.).

Based on observation by the researcher during Junior Secondary School Certificate Examinations (JSSCE) and National Examinations Council (NECO) (JSSCE) of 2015/2016 academic session in Adamawa State, the students left the capital city to the rural areas, where a large scale of examination malpractice took place unchecked. The researcher observed the academic session records of 2016/2017, and found that more than 68.6% of students who took their examination in village centres came out with good passes. Basically, this is why most federal and private schools conduct entrance examination to flush out unwanted students. It is not surprising that teachers in senior secondary schools complain of students with good results who cannot defend their grades. However, this is not encouraging, and it could not be unconnected with weaknesses on the part of the methods used as well as the qualities of teachers in business studies curriculum implementation. Also, Atueyi (2018) highlighted staffing problems; even where there are teachers, most of them are not capable of delivering effectively for all the components of the subject.

However, Wahid et al. (2019) and Kwairanga (2017) stated that one of the major problems in the implementation of business studies curriculum is obtaining teachers who are qualified in teaching all its components as a subject. All these constitute the problems that prompted the researcher to carry out this study to identify possible solutions using empirical evidence. The specific purposes were to: -

1. Determine the relationship between the methods of teaching business studies and students' academic performance in junior secondary schools in Adamawa State.
2. Determine the relationship between the quality of manpower and students' academic performance in junior secondary schools in Adamawa State.

In line with the specific purposes and research questions, the following null hypotheses were formulated and tested.

**H<sub>1</sub>** There is a significant relationship between the methods of teaching business studies and students' academic performance in junior secondary schools in Adamawa State.

**H<sub>2</sub>** There is a significant relationship between the quality of manpower and students' academic performance in junior secondary schools in Adamawa State.

## **METHODOLOGY**

The descriptive co-relational study design was used for the study, as it is the appropriate research technique to employ for a study of this nature. The co-relational studies research measures the relationship between two or more variables (Obeka, 2017). The study population was 506 junior secondary schools, 260 business studies teachers and 144,627 students in 2017/2018 academic session in Adamawa State who are the target of the study. Correspondingly, the sample size for the study was 15 schools, three from each Educational Zones in order to facilitate data collection.

There was no sample for teachers as the whole population was considered. A total of 384 students were sampled randomly from five Zones and JSS III.

The main instrument for data collection for this study was 25 structured questionnaire items for both teachers and students, and the student appraisal record of academic performance was collected and used for the year 2015/2016 and 2016/2017 academic session. The test-retest method was used to establish the reliability of the instrument; the scores from the two groups were correlated using Pearson Product Moment Correlation (r), and the result of the analysis showed the correlation coefficient of the instrument at 0.88. Thus, the instrument was considered reliable for gathering data as Olayiwola (2016) suggested that a reliable test will have a high-reliability coefficient close to positive one. The researcher visited the 15 schools, three schools from each of the five Zones for the study and administers the approved research instrument at their respective premises. A total of 260 questionnaires were administered to teachers and 384 to students, and no zone was given more copies of the questionnaire to answer than the number sampled.

The students' results for the year 2015/2016 and 2016/2017 session were collected, the various scores for the courses offered to the students were used to get their academic performances. The respondents' demographic information was analysed using appropriate statistical procedures in terms of frequencies, percentages, and the two research questions using mean. The two hypotheses were tested using Pearson Product Moment Correlation (PPMC) to determine the significance of rejecting the null hypotheses at a 0.05 level of significance. It is chosen because of the large sample size and the co-relational nature of the study. Jen (2017) stated that the PPMC statistics report is used to test the relationship between independent and depended variables. In the questionnaire, the items were based on a 4-point Likert scale, and weighed on the following scale: - Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point (4+3+2+1) = 10.  $10/4 = 2.50$  which is the cut off point for decision.

## RESULTS

### Descriptive analysis

Data related to the research questions were analysed by using mean. The results are presented in Table 1 and 2. Table 1 revealed the respondents' mean rating of the relationship between the methods of teaching business studies and students' academic performance in junior secondary schools in Adamawa State. The response of item one to fifteen produced the grand mean of 2.59, which weighted agreed and standard deviation stood at 1.17.

**Table 1: Methods of teaching and students' academic performance in business studies**

S/N	Items/Statements: Methods of Teaching Business Studies	– X	Std. Dev.	Remarks
		<b>2.50</b>		
1	The lesson is made practical and real to life in role-playing method of teaching.	2.95	1.03	Agreed
2	Teachers use simple to complex approach in teaching business studies.	1.88	1.45	Disagreed
3	Demonstration method improves students' academic performances.	3.37	0.97	Agreed
4	The problem-solving method improves students' academic performances.	3.27	0.99	Agreed
5	Lecture method is effective in teaching business studies.	1.89	1.25	Disagreed

6	Students always complain about methods used in teaching business studies in your school.	3.20	1.00	Agreed
7	Students are always given the opportunity to go for a study trip.	1.66	1.38	Disagreed
8	Students' responded to the teacher when study trip method was employ.	3.11	1.11	Agreed
9	Graduates of business studies are not capable of using the modern office equipment based on skills acquired in business studies in your school.	3.27	0.98	Agreed
10	The knowledge acquired by JSS students serves as a foundation for the study of advanced business subjects in your school.	2.39	1.04	Disagreed
11	Students were always given assignments in your school.	3.28	0.79	Agreed
12	Teachers encourage students that give correct answers in your school.	2.40	1.12	Disagreed
13	Teachers always guide their students to copy their notes in your school.	1.40	1.68	Disagreed
14	Teachers collect students' notes and mark in your school.	1.59	1.74	Disagreed
15	In your school students attend their extension classes.	3.12	1.13	Agreed
	<b>Grand Mean</b>	<b>2.59</b>	<b>1.17</b>	<b>Agreed</b>

Table 2 showed respondents' mean rating of the relationship between the quality of manpower and students' academic performances at junior secondary schools in Adamawa state. The responses of item number sixteen to twenty-five revealed the grand mean of 2.40, which weighted agreed and standard deviation stood at 1.23.

**Table 2: Quality of manpower and students academic performance in business studies**

S/N	Items/Statements: Qualities of Manpower for the Effective Implementation of Business Studies Subject	– X	Std. Dev.	Remarks
		<b>2.50</b>		
16	Most of the teachers, teaching business studies have a minimum qualification of NCE.	2.66	1.17	Agreed
17	Teachers create a good rapport with students to enhance their academic performances.	1.30	1.01	Disagreed
18	A teacher is required to teach more than two subjects in your school.	2.70	1.23	Agreed
19	Teaching experience influences students' academic performances.	2.38	1.98	Agreed
20	Training and retraining does not improve students' academic performances	1.62	1.48	Disagreed
21	Classes are conducted at the right time in your school.	2.22	1.31	Disagreed
22	Mastering of subject matter influence students' academic performances.	2.38	1.24	Agreed
23	Good communication skills by teachers influence students' academic performances.	2.60	1.00	Agreed
24	Teachers are not being given the training and retraining opportunity needed in updating their knowledge.	3.56	0.99	Agreed
25	Teachers' interest in teaching in teaching profession influences students' academic performances.	2.56	0.91	Agreed
	<b>Grand Mean</b>	<b>2.40</b>	<b>1.23</b>	<b>Disagreed</b>

### Hypotheses testing

The hypotheses were tested at 0.05 level of significance. The result of the hypothesis testing can be seen in Table 3.

**H<sub>1</sub>** There is a significant relationship between the methods of teaching business studies and students' academic performance in junior secondary schools in Adamawa State.

**Table 3: Pearson product-moment correlation result for  $H_1$** 

Variables	N	DF	$\bar{X}$	SD	r = Cal.	r - Critical	Sig. (2-tailed)
Method of Teaching	568	566	2.59	1.17	.533*	.195	.041
Students' Academic Performance	384	382					

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 revealed the outcome of the test of  $H_1$ , where the degree of freedom of 566 and 382, the mean was 2.59 and the standard deviation stood at 1.17. On the other hand, the r=calculated value was .533\* while the r-critical value was .195. The  $p$ -value of .041 is less than 0.05 level which indicated a significant relationship between the methods of teaching and students' academic performance. This result implies that the hypothesis that stated there is no significant relationship between the methods of teaching business studies and students' academic performance at junior secondary school in Adamawa State, is hereby rejected.

$H_2$  There is a significant relationship between the quality of manpower and students' academic performance at junior secondary school in Adamawa State.

**Table 4: Pearson product-moment correlation result for  $H_2$** 

Variables	N	DF	$\bar{X}$	SD	r = Cal.	r - Critical	Sig. (2-tailed)
Method of Teaching	568	566	2.40	1.23	.518*	.195	.038
Students' Academic Performance	384	382					

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the result of the test of  $H_2$ , which shows the degree of freedom of 566 and 382, the mean was 2.40 and the standard deviation stood at 1.23. In addition to above, the r=calculated value was .518\* while the r-critical value was .195. The  $p$ -value of .038 is less than 0.05 level which indicates a significant relationship between the quality of manpower and students' academic performance. This result implies that the hypothesis that stated there is no significant relationship between the quality of manpower and students' academic performance at junior secondary school in Adamawa State, is thereby rejected.

## DISCUSSION

Concerning research question one and  $H_1$ , findings revealed that a significant relationship exists in the choice of teaching method adopted by teachers in teaching and learning of business studies and students' academic performance. The study discovered that despite the numerous methods of teaching, some teachers adopted one method of teaching to teach all the components of business studies. Some teacher uses the lecture method to teach bookkeeping components of business studies. This result is in line with Kwairanga (2018), who stated that one of the major problems of teaching business studies is obtaining teachers who are qualified in teaching all its components as a subject. Yusuf (2018) opined that the use of demonstration method in teaching the practical aspect of the business studies curriculum. The study discovered that students who were taught using a combination of different methods understood better and did well academically. Aliyu (2016) supported that using a variety of teaching methods makes students perform positively. Thus, the students' academic performance will improve if

appropriate teaching methods are adopted by business educators in teaching and learning of business studies in JSS in Adamawa State.

For research question two and  $H_2$ , findings revealed that despite the enormous benefits accrued from business studies curriculum implementation, a vast majority of business studies teachers are not business educators. Even the few available ones are poorly equipped in terms of its practical components. In support of this assertion, Niles (2016) stated that about 65.6% of Nigerian business studies teachers are not business educators. The quality of input determines the quality of output. Students who were taught business studies by business educators performed better academically. School students where there are enough business educators pass both internal and external examinations with good grades. Also, Atueyi in Niles (2016) highlighted staffing problems; even where there are teachers, most of them cannot deliver effectively for all the course components. Where the numbers of business educators are enough, some are not up-to-date with the current curriculum development. Obi and Obiorah in Muhammed (2015) stated that the business studies given in Nigeria today do not seem to match with the current curriculum development. This situation had, as well, contributed to the poor curriculum implementation and students' academic performance in Business Studies in JSS in Adamawa State.

## CONCLUSION

Findings from research question one and the test of  $H_1$  revealed that business studies teachers had not given their students the opportunity to go for study trip, which is one of the most effective teaching methods. This result implies that students' inability to apply the knowledge, skills and competencies in business, to a large extent, will have a negative impact on student's academic performance as shown in their school overall result sheets. Academic success depends on students' ability to gather the right knowledge and skills at the right time. Business studies enable its graduate to become self-reliant. However, graduates are not capable of using modern office equipment based on the skills acquired in school. The lack of capability affects student's academic performance in Business Studies in JSS in Adamawa State psychologically.

Findings from research question two and  $H_2$  revealed that there are not enough qualified business studies teachers in most of the schools in the state. The ratio of teachers to a student is 1:556, which negatively impacts teaching and students pursuing their dreams. These factors contribute terribly to the poor academic performance of students. The few available business educators were not given the opportunity to train and retrain to update their knowledge to equip them. It was discovered that most of the teachers teaching business studies are not business educators. The few available business educators go into teaching as a stepping stone for better job offers and, all these affect the students' academic performance. Based on the students' overall results, the school where business educators were teaching business studies performed better in their internal and external examinations even when they are few in numbers compared to business studies teachers in JSS in Adamawa State.

For that reason, the state government should hasten efforts and engage the services of more business educators in the state as a matter of urgency and necessity. The ratio of teachers to students is 1:556, which has a negative impact on the students' academic performance and should be reduced. On a different note, teachers should be sent for in-service training, workshops, and seminars to update their knowledge on the new curriculum being designed and how to operate the various machines/equipment used in modern offices. The stakeholders in education at all levels of government, private individuals, and corporate bodies should also provide funds to schools to purchase adequate quantity of instructional materials and modern machines/equipment, used in

teaching and learning of business studies. The teachers should be improvising better instructional materials. Finally, more funds should be made available to the education sector to acquire and maintain the few available facilities such as class room, staff rooms, libraries and laboratories.

## **REFERENCES**

- Ajayi K, & Ogunyemi B.O. (2019) The relationship between instructional resources and socio economic status in selected population of high school. *Dissertation Abstract International*, 25 (2), 22-23.
- Aliyu, M.M. (2016). Perception of business educators on business education programme in meeting objectives of needs. *Business Education Journal*, 4(1), 34-42.
- Atueyi, N.C. (2018). Integrating information technology into business education. *Business Education Journal*, 3(4), 177-179.
- Buba, M.B. (2016). *Factors influencing students' performance in Wawason Open University: does previous educational level, age group and course load matter* accessed from [www1.open.edu.com/elt/23/2.htm](http://www1.open.edu.com/elt/23/2.htm) on 15/8/2019.
- Federal Ministry of Education, (2016). *Curriculum of junior secondary school*, Lagos: NERD Press.
- Guga A. & Bawa M. R. (2018). *Curriculum innovation and implementation: Kareem and Guga Publishers, Zaria.*
- Jen, S.U. (2017). *Fundamentals of Research Methodology: 3rd Edition* Yola Nigeria: Paraclete Publishers
- Kwairanga, H.B. (2017). Method of teaching of business studies, *Dougerei Journal*, 2(2), 34-44.
- Kwairanga, H.B. (2018). Perception of factors that influence students towards business studies. *European Journal of Educational Studies*, 3(2), 232- 235.
- Muhammed, M. B. (2015). *Assessment of business studies curriculum implementation on students' academic performance in junior secondary schools in Adamawa State, Nigeria.* An unpublished M.Ed degree thesis submitted to the School of Postgraduate, ABU-Zaria, Kaduna: Nigeria.
- Nigerian Educational Research and Development Council, (2009). *The 9-year Basic Education Curriculum at a glance*. Lagos: NERDC Press.
- Njukwu, C.U. (2018). Conflicts and confictions in curriculum innovations in secretarial studies programme. *Business Education Journal*, 3(4), 81-90.
- Niles, D. W. (2016). Wisconsin brain drain study. productive knowledge. *Journal of Education for Business*, 79(3), 134-141.
- Obeka S.S. (2017) *Panacea of science education research*. ABU Press Limited Zaria: Kaduna State, Nigeria.
- Ohiwerei, F.O. (2019). Job prospect for business educator's university graduates in Nigeria. *Current Research Journal of Social Sciences*, 1(3), 70-73.

- Olayiwola, A.O. (2016). *Procedures in educational research*. Kaduna: Hanijam Publications.
- Uwaifo V.O. & Uwaifo, I.U. (2016). Training technology and vocational education. *International NGO Journal*, 1(3), 70-73.
- Uzodinma, M.U. (2016). *Can Nigerian effectively implement her curriculum content?* Owerri: Uzor Press Ltd.
- Wahid, H. A., Rahman, R. A., Mustaffa, W. S. W., Rahman, R. S. A. R. A., & Samsudin, N. (2019). Social entrepreneurship aspiration: Enhancing the social entrepreneurial interest among Malaysian university students. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 1142–115
- Yusuf, H.O. (2018). *Fundamentals of curriculum and instruction*. Kaduna: Joyce Graphic Printers & Publishers.