

Level of Implementation of Business Studies Curriculum in Junior Secondary Schools in Enugu State

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0535>

Received: 01 September 2025; Accepted: 07 September 2025; Published: 10 October 2025

ABSTRACT

The study examined the level of implementation of Business Studies curriculum in junior secondary schools in Enugu State. Three research objectives guided the study. The study employed an evaluation research design. The population of the study comprised eight hundred and seventy (870) public and private secondary schools in the seventeen (17) local government area in Enugu State out of which sixty (60) were used as the sample size for the study. The instrument for data collection was a checklist stipulating the criterion/standard of correspondence of the Business Studies contents, instructional facilities and materials in public and private schools in Enugu State to the specifications of the core curriculum. The data collected were analyzed using frequencies, ratios and percentages for research questions while the hypotheses were tested using Chi-square test of goodness-of-fit at 0.05 level of significance. The results showed that there is appreciable level of implementation of the contents of Business Studies taught in JSS schools in Enugu State with the specifications of the core Business Studies curriculum; that most of the facilities and instructional materials for teaching Business Studies in Enugu State Secondary Schools are inadequate. Based on the findings, the study recommended among others, that more facilities and instructional materials should be provided for Business studies at the Junior secondary schools in Enugu State for a seamless implementation of the core curriculum. The study has implications for monitoring the provision of facilities and resource materials to facilitate the implementation of the Business Studies curriculum in both public and private secondary schools to ensure uniformity in standard.

Keywords: Business Studies, Curriculum Implementation, Core Contents, Teaching Facilities and Instructional Materials

INTRODUCTION

The term curriculum refers to the lessons and academic contents taught in a school or in a specific course or program (Dessler, 2021). Curriculum is everything that students learn and everything teachers teach in the school. Curriculum could also be referred to the knowledge and skills students are expected to acquire learning objectives they are expected to meet; the units and they are exposed to; the assignments and projects given to students; the books, materials, videos, presentations and readings used in a course; and the tests, assessments and other methods used to evaluate student learning (Daresh & Playko, 2019). Curriculum is a crucial component of any educational process that addresses questions such as what students should learn and be able to learn, why, how and how well. Every curriculum after its design and development is put into use through teaching and learning processes; referred to as implementation (Syomwene, 2017).

Curriculum implementation is rather a complex process whose success requires various conditions and pre-requisites. The school is the setting where curriculum implementation takes place with the teachers as the agents, learners as the consumers of the curriculum and the educational managers as the supervisors and leaders (Burgess, 2018). All these stakeholders work together to achieve sustainable development. Education for sustainable development is geared to the needs of the people and the country. The new junior Secondary School curriculum structure developed by Nigeria Education Research and Development Council (NERDC, 2018) and approved by the National Council on Education (NCE) has interrelated subjects organized into four clear groups

of Science and Mathematics, Business Studies, Humanities and Technology. This is a major reform in the right direction towards achieving the National Education goals.

The introduction of Business Studies into the Junior Secondary Education Curriculum is equally a welcome innovation in the Nigerian Education System. The restructuring of the senior secondary curriculum is no doubt aimed at meeting emerging educational needs and global competitiveness as well as ensuring that entrepreneurship and technical subjects are properly embedded in the curriculum. This will go a long way to ensuring national socio-economic growth and sustainable development. The restructuring of the junior secondary education curriculum is therefore a giant step towards achieving a strong and self-reliant nation with great and dynamic economy and full of opportunities for her citizens (Federal Republic of Nigeria (FME, 2018).

Business Studies is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Amoor, 2020). It prepares beneficiaries for gainful employment and sustainable livelihood and generally seen as education for and about business. It is an education that provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavor. Hence, education about business prepares students to function intelligently as consumers and citizens in a business economy (Orogwu, 2018). Amoor (2020) however noted that Business Studies plays a significant role in the economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge to others and handle sophisticated office technologies and information systems. Since the primary goal of Business Studies is to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work, it can then be opined that Business Studies is an impetus and sine qua non to national transformation because economic development usually engenders national transformation (Caiado & Madeira, 2018). Hence the need to ensure quality implementation of the Business Studies curriculum.

A central resource in quality curriculum implementation is the evaluation of the course content, adequacy of school facilities, adequately trained teachers, use of required instructional material and methods as well as adoption of appropriate evaluation techniques. An effective school must develop a clear vision, that articulates what the school would like to achieve in future (Lezotte, 2019). Goals on the other hand specify what exactly must be done so that the school mission and vision can be attained and are statements that describe the expected outcomes and the results aimed at. Effective goals should be precise, measurable, realistic and time bound and well stated. They should provide a means of assessing the effectiveness and performance of the school (Syomwene, 2017). Evaluating the implementation of the contents of Business Studies curriculum in secondary schools is essential for ensuring that educational objectives are met and that students acquire relevant skills for the workforce. Regrettably, evidence-based study by Akanbi and Adebisi (2022) revealed significant gaps between curriculum expectations and actual classroom practices. Many educators lack the necessary training and resources to effectively deliver the contents of the curriculum, leading to a disconnect between theoretical knowledge and practical application (Ogunyemi, 2021). Moreover, the rapid evolution of the business environment necessitates curriculum updates to reflect contemporary practices and technologies. A static curriculum according to Ojo (2023), may fail to prepare students adequately for the demands of modern economies, resulting in a workforce that is ill-equipped to meet emerging challenges. Evaluating the level of implementation of the contents of Business Studies curriculum will also provide insights into pedagogical effectiveness and resource allocation, fostering accountability among stakeholders, guide necessary reforms and improve educational quality (Adedoyin, 2023).

Quality curriculum implementation requires adequate and relevant resources and facilities as Bishop (2018) observed that they are tools for the job of curriculum implementation. Daresh and Playko (2019) contended that effective leaders do not allow lack of resources to interfere with their school goals and they expend energy to assure that they are available to enable the instructional program of the school proceed unabated. While lack of resources and facilities frustrate teachers and diminishes their motivation, the availability of resources empowers teachers and other employees (McShane, 2019). Evaluating the correspondence of instructional facilities for the implementation of the Business Studies curriculum is essential to ensure alignment with the core curriculum and contemporary educational standards. Instructional facilities such as classrooms, technology, and resources, significantly influence teaching efficacy and students learning outcomes (Hattie, 2020). Current research

emphasizes that well-equipped and appropriately designed learning environments enhance student engagement and facilitate the acquisition of practical skills essential in Business Studies (Gomez & McCulloch, 2021). Moreover, the evolving nature of Business Studies necessitates that instructional facilities incorporate modern technologies and collaborative spaces that reflect real-world business environments (Miller, 2023). This alignment not only supports the Curricular goals but also prepares students for the challenges of the global economy. Furthermore, regular evaluation ensures that resources are utilized effectively, addressing gaps in facilities that may hinder curriculum delivery (Smith, 2023). In essence, aligning instructional facilities with the provisions of the core Business Studies curriculum will foster an enriching educational experience, promote active learning, and equip students with relevant business and entrepreneurial skills, thereby enhancing their readiness for future business endeavours.

Instructional materials are those items which include but not limited to the followings; gadgets, consumables and media to mention but few; things that could aid in the teaching and learning processes. They help to enhance teaching and learning and thereby captivating students' attention for learning (Adiele, 2015). Esene and Okoro (2018) 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 instructional materials on ground should be enough to support the effective implementation of the junior secondary school Business studies curriculum. Effective teaching and learning depend on the teaching methods and techniques employed by the teacher. Teachers require an effective and motivated teaching method which makes students want to learn more and be interested in learning. It has been the feeling of many Education Commissions that teacher centered methods of instruction need to give way to child centered methods of teaching to improve performance. Teachers may adopt different teaching strategies and may choose to start the course at different points and the decision rests with the classroom teacher (Burns, 2019). Evaluating the correspondence of instructional materials used in secondary schools across Nigeria (Enugu state inclusive), with the specifications of the National Core Curriculum for Business Studies is crucial for several reasons. Firstly, alignment with the curriculum ensures that the materials meet the educational standards set by the Federal Ministry of Education, which is vital for fostering a cohesive learning environment (Ogunyemi, 2020). Regrettably, most secondary schools in Enugu State falls short of embracing the requisite instructional materials in tandem with the stipulations of the core curriculum as observed by the researcher. Ogunyemi (2020) posits that alignment of instructional materials of schools to the specifications of the national core curriculum supports the development of relevant skills and competencies among students, preparing them for the workforce or future education. Secondly, the rapid changes in the business environment necessitates regular updates to instructional materials to reflect current trends and practices. According to Adeyemi (2021), outdated materials can lead to gaps in knowledge and skills, disadvantaging students in a competitive job market. Furthermore, evaluating these materials promotes inclusivity and accessibility, ensuring that all students, regardless of their backgrounds, have equal opportunities to learn (Okonkwo, 2022). Lastly, critical evaluation fosters continuous improvement in educational practices, allowing educators to identify strengths and weaknesses in instructional materials use in schools (Nwafor & Nwankwo, 2023). This process ultimately enhances the quality of education and student outcomes in Nigeria's secondary schools; Enugu State inclusive, thereby aligning with global educational best-practices.

Regrettably, poor achievement of students in Basic Education Certification Examination (BECE) also known as Junior Secondary School Certification Examination (JSSCE) as reported by the Post Primary School Management Board (PPSMB), Enugu State between 2020 - 2024, and subsequent poor enrolment of students in Business studies at the senior school level are serious issues of great concern to the Education Ministries and the country at large. This consistent poor achievement of students in this vital subject could be attributed to poor implementation of the curriculum in terms of quality content coverage by the teachers, availability of instructional facilities and materials as well as teaching personnel in line with the specifications of the national core curriculum of Business Studies.

Although most teachers of Business Studies generally have good academic and professional qualifications, they may lack a thorough subject matter background for some concepts of the Business Studies curriculum. This may affect their competency in implementing some vital contents of the core curriculum; incidentally for all-round quality development of the learners. More so, the pre-service teachers' education does not expose teachers to all aspects of the Business Studies curriculum. Most teachers have been trained in one or two subjects related to Business Studies and cannot comfortably handle five subjects grouped as one (Oyesiku, 2017). The opportunities

for professional development are also limited in Enugu State, mainly because of financial constraints; as such consistent changes in the curriculum may be require to review the teacher preparedness in its implementation.

Ultimately, when Business Studies teachers lack in-depth knowledge of some vital concepts in Business Studies in addition to poor state of instructional facilities and materials, the likely result will be poor understanding on the part of the students, leading to poor achievement in the subject. Whether this is applicable in Enugu State, is subject to empirical research. For instance, having implemented the Business studies for over ten years with its challenges, it is necessary for an evaluation of its level of classroom implementation to be carried out to discover the problem faced by students and teachers in the curriculum process. The effectiveness of the curriculum in the classroom teaching will determine the level to which the curriculum is achieving its stated objectives. Thus, this study is timely, as it verified the level of implementation of the Business studies curriculum in secondary schools in Enugu State in tandem with the specifications of the national Business Studies core curriculum.

Research Questions

1. To what level does the contents of Business Studies taught in Junior Secondary Schools in Enugu State correspond with the specifications of Business Studies core curriculum?
2. To what level does the teaching facilities in use in junior secondary schools in Enugu State corresponds with the specifications of the national Business Studies core curriculum?
3. To what level does the instructional materials in use in junior secondary schools in Enugu State corresponds with the specifications of the national Business Studies core curriculum?

Hypotheses

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

HO₁: There is no significant difference on the level to which the Business Studies contents implemented in junior secondary schools in Enugu State correspond with the specifications of the national Business Studies core curriculum based on school ownership.

HO₂: There is no significant difference on the level to which teaching facilities in junior secondary schools in Enugu State correspond with the specifications of the national Business Studies core curriculum based on school ownership.

HO₃: There is no significant difference on the level to which available instructional materials in junior secondary schools in Enugu State correspond with the specifications of the national Business Studies core curriculum based on school ownership.

METHODOLOGY

This study employed evaluation research design. Specifically, the researcher used the Context, Input, Process and Product (CIPP) evaluation model. The CIPP model is used to evaluate the quality of educational programmes in schools and is designed to help evaluators and stakeholders during assessment at the beginning and at the end of the assessment (Stufflebeam and Coryn, 2018). The CIPP is utilized in this study to evaluate the level to which the implementation of Business Studies in junior secondary school schools in Enugu State in terms of, content coverage, available instructional facilities, and available instructional materials, corresponds with the specifications of the national core curriculum of Business Studies. The study population comprised 298 public and 572 private secondary schools in the 17 local government areas in Enugu State out of which sixty (60) – 30 public and 30 privates, was used as sample size. Business Studies Curriculum Implementation Checklist was used for data collection. The checklist captured the level of adequacy based on the benchmark/standard criterion for each item as specified by the Federal Ministry of Education. Data was analyzed using frequencies, ratios and percentages for research questions and Chi-Square test of goodness-of-fit to test the hypotheses at 0.05 level of significance. The minimum benchmark provided by the Federal Ministry of Education for adequacy was one hundred percent. The level of percentage of correspondence (C) for instructional facilities, instructional materials and teaching personnel is "100% and the percentage of non-correspondence (NC) is below 100%. While the

percentage of correspondence for contents taught are as follows: 75% - 100% (Very High Correspondence - VHC), 60% - 74% (High correspondence – HC), 40% - 59% (Low correspondence – LC), and 0% - 39% (Very Low Correspondence – VLC). This was determined dividing the number of contents taught with the number specified in the core curriculum, multiplied by 100%.

RESULTS

Research Question 1

Table 1: Level of correspondence of the contents of Business Studies implemented in junior secondary schools in Enugu State with the specifications of the core Business Studies curriculum.

The researcher collected data for this research from the core curriculum of the Federal Ministry of Education and the scheme of work issued by the Enugu State Secondary Education Board for Business Studies. The contents specified in the core curriculum were matched with the contents taught in Enugu state secondary schools. Using the data from the core curriculum and scheme of work for Business Studies in Enugu State the percentage correspondence were computed as shown on Table 1.

TOPICS	Contents Specified in Core Curriculum	Contents taught in Enugu State schools	Percentage Correspondence	Decision
JSS I				
Introduction to Business Studies	3	2	67%	HC
The Office	1	1	100%	VHC
Office Staff	2	1	50%	LC
Right Attitude to work	2	1	50%	LC
The departments in office organization	2	1	50%	LC
Introduction to Commerce	2	2	100%	VHC
Division of Commerce	1	1	100%	VHC
Production	2	1	50%	LC
Factors of Production	1	1	100%	VHC
Types of Occupation	1	1	100%	VHC
Honesty in Business	7	4	57%	LC
Ethics in Sourcing chemicals	2	1	50%	LC
Importance of Entrepreneurship	1	1	100%	VHC
Forms of Business Organization	1	1	100%	VHC
Entrepreneurship	3	2	67%	HC
Consumer, Market and Society	4	3	75%	HC
Need for monitoring and control of chemicals	3	2	67%	HC
Introduction to Book Keeping	4	4	100%	VHC
Source Documents	3	2	67%	HC
Journal	1	1	100%	VHC
Double Entry Book Keeping	8	5	63%	HC
Introduction to Keyboarding	1	1	100%	VHC
Parts of a Computer Keyboard	2	2	100%	VHC
Care of the Computer	2	1	50%	LC
Correct Keyboarding techniques	2	1	50%	LC
Home Row Keys	2	2	100%	VHC
Alphanumeric Keys	1	1	100%	VHC
Basic Service Keys	1	1	100%	VHC
Correct Spacing and punctuation keys	1	1	100%	VHC

JSS II				
The reception Office	5	3	60%	HC
Office Correspondence	1	1	100%	VHC
Office Documents	3	2	67%	HC
Trade	4	2	50%	LC
Market	6	4	67%	HC
Distribution	7	5	71%	HC
Bank Service	1	1	100%	VHC
Insurance	3	2	67%	HC
Personal Qualities of Entrepreneur	1	1	100%	VHC
Business Opportunities	2	1	50%	LC
Consumer rights	3	2	67%	HC
Responsibilities of a consumer	2	1	50%	LC
Shopping Tips	6	4	67%	HC
Book keeping Ethics	2	1	50%	LC
Ledger entries	3	2	67%	HC
Petty Cashbook	5	3	60%	HC
Cashbook	4	2	50%	LC
Printers' correction sign	1	1	100%	VHC
Special development and Accuracy skills	4	2	50%	LC
Techniques development in keyboarding	3	2	67%	HC
Paragraphing	1	1	100%	VHC
Page setup	1	1	100%	VHC
Memorandum/e-mail	2	1	50%	LC
JSS III				
Office procedures	6	3	50%	LC
Office Equipment	2	2	100%	VHC
Advertising	2	1	50%	LC
Transportation	4	2	50%	LC
Communication	3	1	50%	LC
Setting simple business goals	1	1	100%	VHC
Simple single business plan	2	2	100%	VHC
Consumer protection agencies	1	1	100%	VHC
How to make complaints	9	5	56%	LC
How to make redress	3	2	67%	HC
Personal finance	8	5	63%	HC
Forms of trial balance	1	1	100%	VHC
Trial balance	4	2	50%	LC
Trading, profit and loss account	4	2	50%	LC
Balance sheet	3	1	33%	LC
Business letters	2	2	100%	VHC
Simple tabulation	5	4	80%	VHC

Source: Researcher's Field Work, 2025

Summary of results on Table 1 indicates that there is reasonable correspondence of the contents of Business Studies taught in junior secondary schools in Enugu State with the specifications of the core Business Studies curriculum. As shown on the Table non correspondence was observed in about twenty-three out of about seventy

content areas of the core curriculum.

Research Question 2

The inventory of the actual number of facilities available in the sampled schools were used to answer this research question. This was guided by the benchmark of the Federal Ministry of Education with respect to use of facilities for Business Studies at the Junior Secondary level. The number of facilities available and number of users was obtained directly from the school inventory and other statutory records.

Table 2: Level to which the teaching facilities in use in junior secondary schools in Enugu State corresponds with the specifications of the core Business Studies curriculum

Instructional Facilities Specified	Facilities to users Specification	N0. of Facilities Available	N0. ofUsers inSchools	Percentage Correspondence	Decision
Computer Room	1 per Sch	13	60	22%	NC
Computer desk and chairs	1:1	364	49,472	1%	NC
Computers	1:5	364	49,472	1%	NC
Photocopiers	1 Per Sch	11	60	18%	NC
Filing cabinet	5 Per School	132	300	44%	NC
Stapling machine	5 Per School	276	300	92%	NC
Perforator	5 Per School	264	300	88%	NC
Guillotine	5 Per School	37	300	12%	NC
Stop watches	1:45	128	49,472	12%	NC
Tape recorder	1:45	48	49,472	5%	NC
Alarm clock	1:45	166	49,472	15%	NC
Bulletin board	1 Per Sch	56	60	93%	NC
Adding/listing machine	1 Per School	66	60	110%	C
Punch (with single and double holes	5 Per school	218	300	73%	NC
Incoming register	1 Per school	60	60	100%	C
Dispatch book	1 Per school	60	60	100%	C
Visitors book	1 Per School	60	60	100%	C
Telephone message pad	1 Per School	41	60	68%	NC
Request form booklet	1 Per School	60	60	100%	C
Store record book	1 Per School	36	60	60%	NC
Postage book	1 Per School	24	60	40%	NC
Chalkboard	1:45	1064	49,472	98%	NC
File jackets	1:1	49472	49,472	100%	C
Photocopying paper	1:1	-	49,472	-	-
File tag	1:1	49472	49,472	100%	C
Booklets of ruled edge sheets	1:1	49472	49,472	100%	C
Analysis sheets for trial balancing	1:1	45442	49,472	91%	NC
Business document specimen	1:45	1027	49,472	94%	NC

Source: Researcher's Field Work, 2025

Research Question 3

The Inventory of the actual number of instructional materials available in the sampled schools were also used to

answer this research question. The benchmark of the Federal Ministry of Education with respect to use of facilities for Business Studies at the Junior Secondary level was the guide. The number of instructional materials available and number of users was obtained directly from the school inventory and other school statutory records.

Table 3: The level to which the instructional materials in use in junior secondary schools in Enugu State corresponds with the specifications of the core Business Studies curriculum

	Materials	Specifications	No of Users	Number Available	Ratio	% Correspondence	Remark
1	Charts	01:45	49,472	844	01:59	77%	NC
2	Diagrams of various Business Enterprise	01:45	49,472	799	0.08472	73%	NC
3	Photographs of people doing different jobs in Business	01:45	49,472	965	01:51	88%	NC
4	Charts and Diagrams of Offices	01:45	49,472	1099	01:45	100%	C
5	Pictures	01:45	49,472	1136	01:43	103%	C
6	Magazines showing offices	01:45	49,472	1099	0.10764	100%	C
7	Charts and Diagrams of Clerical Staffs on duty	01:45	49,472	645	0.09514	59%	NC
8	Audio-visual aids	01:45	49,472	421	0.12361	38%	NC
9	Guest Talks	1 per school	60	-	-	-	
10	Relevant Books & Publications	01:45	49,472	849	01:58	78%	NC
11	Radio/TV Programs	01:45	49,472	-	-	-	-
12	Charts/CDs and DVD	01:45	49,472	762	0.08681	69%	NC
13	Video Clips	01:45	49,472	322	0.14861	29%	NC
14	Photographs of different departments in an organization	01:45	49,472	983	01:50	90%	NC
15	Photographs of banks, transports and traders	01:45	49,472	1080	01:46	98%	NC
16	Charts showing diagrams of commerce	01:45	49,472	1043	01:47	96%	NC
17	Photographs showing trains, ship, lorry, airplanes, warehouse	01:45	49,472	1099	01:45	100%	NC
18	Advertisement Slogans on cardboards from magazines, newspapers and bill boards	01:45	49,472	822	0.08333	75%	NC
19	Charts showing types and factors of production	01:45	49,472	620	0.09722	56%	NC
20	Charts and Photographs of different occupation	01:45	49,472	1027	01:48	94%	NC
21	Clips on Consumer and Society	01:45	49,472	22	1.60347	2%	NC
22	Posters	01:45	49,472	1095	01:45	100%	C
23	Samples of Receipts & invoices	01:45	49,472	1097	01:45	100%	C
24	Adding machines	01:01	49,472	66	0.5625	0.13%	NC
25	Calculators	01:01	49,472	23512	01:02	100%	C

26	Specimen Source Documents	01:45	49,472	1005	01:49	92%	NC
27	Books of Original Entry	01:45	49,472	976	01:51	88%	NC
28	Chalkboard	01:45	49,472	1102	01:45	100%	C
29	Exercise books	01:01	49,472	49472	01:01	100%	C
30	Ruler	01:01	49,472	49472	01:01	100%	C
31	Pencil	01:01	49,472	49472	01:01	100%	C
32	Journal	01:01	49,472	49,472	01:01	100%	C
33	Ledger Accounts	01:01	49,472	49,472	01:01	100%	C
34	Sample Business Transactions	01:45	49,472	1063	01:47	96%	NC
35	Typewriters	01:05	49,472	103	0.375	1.04%	NC
36	Workbook of adopted textbooks	01:01	49,472	49472	01:01	100%	C
37	Sample visitors Book, Telephone pad and request form	1 Per School	60	60	01:01	100%	C
38	Dummy Telephone	01:45	49,472	1099	01:45	100%	Adequate
39	Chart of appropriately dressed receptionist	01:45	49,472	671	0.09306	61%	NC
40	Specimens of Sales and Purchase Documents	01:45	49,472	1091	01:45	100%	C
41	Specimen of correspondence records	01:45	49,472	1048	01:47	96%	NC
42	Charts and Pictures on distribution	01:45	49,472	866	01:57	79%	NC
43	Charts and Pictures where chemicals were wrongly handled	01:45	49,472	42	0.79028	4%	NC
44	Video clips of regulatory agencies	01:45	49,472	11	3.16458	1%	NC
45	Newspaper cuttings of agents of distribution	01:45	49,472	66	0.5625	6%	NC
46	Saving Books/Cheques	01:45	49,472	1091	01:45	100%	Adequate
47	Specimen Documents from Insurance companies	01:45	49,472	1091	01:45	100%	Adequate
48	Flash Cards	01:45	49,472	51	0.71528	5%	NC
49	Classroom corner shops	01:45	49,472	0	01:00	0%	NC
50	Petty Cash Book	01:45	49,472	1092	01:45	100%	C
51	Specimen Bills (PHCN, NITEL)	01:45	49,472	1092	01:45	100%	C
52	Maps	01:45	49,472	1091	01:45	100%	C
53	Photographs showing transportation, modes	01:45	49,472	753	0.0875	68%	NC

Source: Researcher's Field Work, 2025

Result of data analysis summarized on Table 3 shows that most of the instructional materials are not adequate for teaching Business Studies in Enugu State at the Junior Secondary level.

HYPOTHESES

H₀₁: Data collected for public and private schools with respect to implementation of the contents of the Core

Business Studies curriculum in junior secondary schools in Enugu state were subjected to Chi square test of goodness-of-fit. Summary of result is shown on Table 4.

Table 4: Chi-Square test of significance on the level to which the Business Studies contents implemented in junior secondary schools in Enugu State corresponds with the specifications of the national Business Studies core curriculum based on school ownership

TOPICS	Content distribution for school categories		X ² cal	Alpha	X ² -crit	Inference
	Public	Private				
JSS 1						
Introduction to Business Studies	3 (3)	2 (1)	6.74	0.05	90.53	Uphold HO ₁
The Office	1 (1)	1 (1)				
Office Staff	2 (2)	2 (2)				
Right Attitude to work	2 (2)	2 (2)				
The departments in office organization	2 (2)	2 (2)				
Introduction to Commerce	2 (2)	2 (2)				
Division of Commerce	1 (1)	1 (1)				
Production	2 (2)	2 (2)				
Factors of Production	1 (1)	1 (1)				
Types of Occupation	1 (1)	1 (1)				
Honesty in Business	7 (7)	7 (7)				
Ethics in Sourcing chemicals	2 (2)	2 (2)				
Importance of Entrepreneurship	1 (1)	1 (1)				
Forms of Business Organization	1 (1)	1 (1)				
Entrepreneurship	3 (3)	3 (3)				
Consumer, Market and Society	4 (4)	3 (2)				
Need for monitoring and control of chemicals	3 (3)	3 (3)				
Introduction to Book Keeping	4 (4)	4 (4)				
Source Documents	3 (3)	3 (3)				
Journal	1 (1)	1 (1)				
Double Entry Book Keeping	8 (8)	6 (4)				
Introduction to Keyboarding	1 (1)	1 (1)				
Parts of a Computer Keyboard	2 (2)	2 (2)				
Care of the Computer	2 (2)	2 (2)				
Correct Keyboarding techniques	2 (2)	2 (2)				
Home Row Keys	2 (2)	2 (2)				
Alphanumeric Keys	1 (1)	1 (1)				
Basic Service Keys	1 (1)	1 (1)				
Correct Spacing and punctuation keys	1 (1)	1 (1)				
JSS II						
The reception Office	5 (4)	5 (4)				
Office Correspondence	1 (1)	1 (1)				
Office Documents	3 (3)	3 (3)				
Trade	4 (4)	4 (4)				

Market	6 (6)	5 (4)				
Distribution	7 (6)	7 (6)				
Bank Service	1 (1)	1 (1)				
Insurance	3 (3)	3 (3)				
Personal Qualities of Entrepreneur	1 (1)	1 (1)				
Business Opportunities	2 (2)	2 (2)				
Consumer rights	3 (3)	2 (3)				
Responsibilities of a consumer	2 (2)	2 (2)				
Shopping Tips	6 (6)	6 (6)				
Book keeping Ethics	2 (2)	2 (2)				
Ledger entries	3 (3)	3 (3)				
Petty Cashbook	5 (5)	5 (5)				
Cashbook	4 (4)	4 (4)				
Printers' correction sign	1 (1)	1 (1)				
Special development and Accuracy skills	4 (4)	4 (4)				
Techniques development in keyboarding	3 (3)	3 (3)				
Paragraphing	1 (1)	1 (1)				
Page setup	1 (1)	1 (1)				
Memorandum/e-mail	2 (2)	2 (2)				
JSS III						
Office procedures	6 (4)	6 (4)				
Office Equipment	2 (2)	2 (2)				
Advertising	2 (2)	2 (2)				
Transportation	4 (4)	4 (4)				
Communication	3 (3)	3 (3)				
Setting simple business goals	1 (1)	1 (1)				
Simple single business plan	2 (2)	2 (2)				
Consumer protection agencies	1 (1)	1 (1)				
How to make complaints	9 (7)	9 (5)				
How to make redress	3 (3)	3 (3)				
Personal finance	8 (8)	8 (8)				
Forms of trial balance	1 (1)	1 (1)				
Trial balance	4 (4)	4 (4)				
Trading, profit and loss account	4 (4)	4 (4)				
Balance sheet	3 (3)	3 (3)				
Business letters	2 (2)	2 (2)				
Simple tabulation	5 (5)	5 (5)				

Source: Researcher's Field Work (2025).

As shown on Table 4, the Chi Square calculated value (6.74) is less than the Chi-square critical value (90.53) at an alpha level of 0.05. The researchers concludes that the extent of correspondence of the contents of Business Studies taught in JSS schools in Enugu State with the specifications of the core Business Studies curriculum does not depend significantly on school ownership.

H₀₂: Data collected for public and private schools on the level to which teaching facilities in junior secondary

schools in Enugu State corresponds with the specifications of the core Business Studies curriculum were subjected to Chi square test of goodness-of-fit. Summary of result is shown on Table 5.

Table 5: Chi-Square test of significance on the level to which teaching facilities for teaching Business Studies in junior secondary schools in Enugu State corresponds with the specifications of the benchmark of the core curriculum based on school ownership

Facilities	Facility Distribution for School categories		X ² cal	Alpha	X ² -crit	Inference
	Public	Private				
Computer Room	4 (30)	9 (30)				
Computer desk and chairs	246 (41516)	118 (7956)				
Computers	246 (8303)	118 (1591)				
Photocopiers	4 (30)	7 (30)				
Filing cabinet	91 (150)	41 (150)				
Stapling machine	189 (150)	87 (150)				
Perforator	190 (150)	74 (150)	322.43	0.05	43.77	Reject HO
Guillotine	26 (150)	11 (150)				
Stop watches	84 (923)	15044 (177)				
Tape recorder	34 (923)	14 (177)				
Alarm clock	109 (923)	57 (177)				
Bulletin board	36 (30)	20 (30)				
Adding/listing machine	47 (30)	19 (30)				
Punch (with single and double holes	164 (150)	54 (150)				
Incoming register	38 (30)	22 (30)				
Dispatch book	30 (30)	30 (30)				
Visitors book	30 (30)	30 (30)				
Telephone message pad	30 (30)	30 (30)				
Request form booklet	30 (30)	30 (30)				
Store record book	30 (30)	30 (30)				
Postage book	30 (30)	30 (30)				
Chalkboard	708 (923)	356 (177)				
File jackets	41516 (41516)	7956 (7956)				
Photocopying paper	41516 (41516)	7956 (7956)				
File tag	41516 (41516)	7956 (7956)				
Booklets of ruled edge sheets	41516 (41516)	7956 (7956)				
Analysis sheets for trial balancing	41516 (41516)	7956 (7956)				
Business document specimen	41516 (923)	7956 (177)				

Source: Researcher's Field Work (2025).

As shown on Table 5, the Chi Square calculated value (322.43) is greater than the Chi-square critical value (43.77) at an alpha level of 0.05. the researchers therefore, concludes that the level to which instructional facilities for Business Studies in junior secondary schools in Enugu State corresponds with the specifications of the national core curriculum depend significantly on school ownership.

H₀₃: Data collected for public and private schools with respect on the level to which instructional materials in junior secondary schools in Enugu State corresponds with the specifications of the national Business Studies

core curriculum were subjected to Chi square test of goodness-of-fit.

Table 6: Chi-Square test of significance on the level to which instructional materials in junior secondary schools in Enugu State corresponds with the specifications of the core Business Studies curriculum based on school ownership.

Facilities	Facility Distribution for School categories		X ² cal	Alpha	X ² -crit	Inference
	Public	Private				
Computer Room	4 (30)	9 (30)				
Computer desk and chairs	246 (41516)	118 (7956)				
Computers	246 (8303)	118 (1591)				
Photocopiers	4 (30)	7 (30)				
Filing cabinet	91 (150)	41 (150)				
Stapling machine	189 (150)	87 (150)				
Perforator	190 (150)	74 (150)	322.43	0.05	43.77	Reject HO
Guillotine	26 (150)	11 (150)				
Stop watches	84 (923)	15044 (177)				
Tape recorder	34 (923)	14 (177)				
Alarm clock	109 (923)	57 (177)				
Bulletin board	36 (30)	20 (30)				
Adding/listing machine	47 (30)	19 (30)				
Punch (with single and double holes	164 (150)	54 (150)				
Incoming register	38 (30)	22 (30)				
Dispatch book	30 (30)	30 (30)				
Visitors book	30 (30)	30 (30)				
Telephone message pad	30 (30)	30 (30)				
Request form booklet	30 (30)	30 (30)				
Store record book	30 (30)	30 (30)				
Postage book	30 (30)	30 (30)				
Chalkboard	708 (923)	356 (177)				
File jackets	41516 (41516)	7956 (7956)				
Photocopying paper	41516 (41516)	7956 (7956)				
File tag	41516 (41516)	7956 (7956)				
Booklets of ruled edge sheets	41516 (41516)	7956 (7956)				
Analysis sheets for trial balancing	41516 (41516)	7956 (7956)				
Business document specimen	41516 (923)	7956 (177)				

Source: Researcher's Field Work (2024)

Table 6 shows that the Chi Square calculated value (461.56) is greater than the Chi-square critical value (73.31)

at an alpha level of 0.05. Based on the decision rule the researcher rejects the null hypothesis and concludes that the level to which available instructional materials for Business Studies in junior secondary schools in Enugu State corresponds with the specifications of the core curriculum depend significantly on school ownership

DISCUSSIONS

Summary of results on Table 1 indicates that there is appreciable correspondence of the contents of Business Studies taught in junior secondary schools in Enugu State with the specifications of the core Business Studies

curriculum. As shown on the Table 1, non-correspondence was observed only in about twenty-three out of seventy content areas of the core curriculum. Results summarized on Table 1 shows that in more than 67% of the content areas, there are correspondence with the specifications of the core curriculum. This scenario is applicable to both public and private secondary schools in Enugu State. The finding is further buttressed with statistical evidence showing that there was no significant difference in the level to which contents of Business Studies taught in both public and private secondary schools in Enugu State. Although individual schools are allowed to implement the curriculum, it must be understood that these schools (both public and private) are supervised by the ministry of Education. It is also understood that the ministry of Education moderates the diary/scheme of work which were drawn from the core curriculum. The finding aligns with the Context and Inputs components of the CIPP framework which pays attention to evaluating how the curriculum content to be implemented is instrumental in achieving set out goals of teaching and learning; which in this case, is the objectives of the Business Studies programme. This finding corroborates that of Ezenwafor and Olaniyi (2020) with respect to implementation of core curriculum. According to them, non-adherence to core curriculum by both public and private schools can occur only in situations where the Ministry of Education fails in their duty of effective monitoring and supervision. According to Kirk & Jones (2018), the role of the principals is to facilitate the implementation of the various learning programmes aimed at improving the learning situation as teachers whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore need to provide this support to teachers as they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. A good principal devotes himself to supervise the teaching-learning process in his school. As the supervisor, he/she is the one who oversees the activities of teachers and other workers of the school system to ensure that they conform to the generally acceptable principles and practices of education.

Results on Table 2 indicates that most of the facilities for teaching Business Studies in Enugu State Secondary Schools are inadequate. Out of the thirty facilities indicated in the core curriculum of Business Studies for Junior Secondary, only eight were found to be adequate in Enugu State Secondary Schools. This represents just 27% of the facilities required by the core curriculum. The only items that are adequate are merely inconsequential ones like adding/listing machines, incoming register, dispatch book, visitors' book, request form booklet; file jackets, booklets of ruled edge sheet and chalkboard. Summary of result reveals non correspondents of most of the specified facilities with the benchmark of the core Business Studies curriculum of the Federal Ministry of Education. In addition, there was significant difference in the instructional facilities available for the implementation of Business Studies curriculum in public and private secondary schools. This implies that school ownership plays vital role in determining the state of instructional facilities for curriculum implementation in secondary schools in Enugu State. This finding is supported by the Input component of the CIPP framework which states that the materials and facilities for effective programme implementation must be sufficiently provided to actualize the programmes' objectives.

According to Holsinger, Jacobs and Migimu (2022), failures in the implementation of core curriculum stem from non-provision of facilities. As shown on Table 2, core facilities like computer room and computers and classroom blocks are never adequate in most schools. Incidentally, this trend cuts across both public and private secondary schools. According to Ostenderf (2021), the physical characteristics of the school have variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates.

Summary of result on Table 3 also reveals non correspondence of many of the specified instructional materials with the specifications of the Business studies core curriculum. As shown on Table 3, many of the specified instructional materials for teaching Business studies are very inadequate. This scenario applies to both public and private secondary schools in Enugu State. More so, public. Equally, there was significant difference in the instructional materials available for the implementation of Business Studies curriculum in public and private secondary schools. This implies that school ownership plays crucial role in determining the state of instructional materials for curriculum implementation in secondary schools in Enugu State. as specified in the Process component of the CIPP framework that stresses the need for adequate provision and utilization of necessary instructional materials that will aid effective attainment of a programme's objectives. Furthermore, this finding

atones with that of Jehl and Skirt (2021) that revealed that paucity of instructional material is endemic in most secondary schools and contributes significantly to failures in curriculum implementation. They recommended that government and donor agencies should place premium on provision of instructional resources to schools for effective teaching and learning. The curriculum development process takes a global view of the new trends, strategies and practices and embrace indigenous heritage and thoughts that could fit in the local and national situations. It is important that teachers and teacher-educators need to use a variety of teaching methods and techniques in order to cater for the range of learning needs taking into account the available local resources and methods that promote active learners' participation and interaction. In addition, Onah (2016) added that they ought to use materials that encourage learners to reflect, think and do, rather than reproduce from rote learning. In this regard, Learner-Centered Approach in the teaching and learning processes need to be fully utilized.

CONCLUSION

The study concluded that there is near content correspondences in with the specification of the core curriculum and the scheme of work of the Enugu State junior secondary Education for business studies. A number of required facilities and equipment for Business studies in junior secondary schools in Enugu State are below the benchmark specified in the core curriculum. Furthermore, many instructional materials for business studies in junior secondary schools in Enugu State are also below the benchmark specified in the core curriculum. While the chalk – talk approach is the most predominant strategy for teaching Business Studies in secondary schools in Enugu State, programmed instruction is not often employed. The study also revealed that while there is significant uniformity in contents taught, instructional strategies and there are significant variations in the input aspects of the core curriculum for the public and private schools which contradicts the provisions of the CIPP model that requires the contexts, inputs and process of a programme to be viable in achieving the stated objectives of the programme.

RECOMMENDATIONS

The following recommendations were made in line with the findings of this study and the implications drawn:

1. More facilities and equipment should be provided for Business studies at the junior secondary schools in Enugu State for a seamless implementation of the core curriculum.
2. Government of all levels should beef up the quantity of instructional materials for Business studies to ensure that the minimum standard specified in the core curriculum is adhered to.
3. The government of all levels should employ more Business Studies teachers for effective curriculum teaching.
4. The government of all levels should train teachers on how to diversify both instructional strategies and evaluation techniques.
5. The Enugu State Ministry of Education should also supervise private schools to ensure compliance with the demands of the core curriculum.

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