Secondary School Teachers' Difficulties In Implementing Business Studies Curriculum In Osun Central Senatorial District

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Abstract
This study investigated the difficulties encountered by secondary school teachers in implementing the Business Studies Curriculum in Osun Central Senatorial District. Three (3) research questions were formulated to guide this study, and the study population consisted of all Business Studies teachers handling Business Studies at the third year of Junior Secondary Schools in Osun Central Senatorial District. Classroom observation and semi-structured interview were used as data-gathering instruments to elicit information from the sample. The validation of the interview questions in this research was done by three experts, two from the field of Curriculum Studies and an experienced Business Studies teacher. A qualitative approach involving thematic analysis was used to inductively analyze interview accounts, which is also referred to as an interview case. All recorded interviews were transcribed. The study revealed that scarcity of learning and instructional materials, students' indiscipline, teachers' professional development, unmotivated students, classroom learning environment, and teachers' knowledge of the Business Studies Curriculum were the problems encountered during the implementation of the Business Studies Curriculum. In addition, one (1) topic was included; two (2) topics were omitted, while one (1) topic was modified. Therefore, it was recommended that learning and Instructional materials should be provided for effective teaching and learning of Business Studies.

Keywords: Difficulties Encountered, Secondary School, Teachers', Business Studies, Curriculum.

Introduction

Unemployment is a very serious problem facing the nation as a whole. Decades of economic stagnation and poverty have driven a large percentage of young school leavers to crime and violence. In the view of Ogwunte (2015), these school leavers are unemployed because they seem to lack the necessary skills for paid or self-employment. In a bid to reduce unemployment, the federal government introduced a new curriculum in the senior secondary school with effect from 2011 academic year. The goals of the new Business Studies Curriculum are geared towards wealth creation, entrepreneurship development and skills acquisition training for self-employment.

The philosophy of the new Business Studies Curriculum is summarized by Oduselu, (2011) as follows: "every secondary education graduate should have been well prepared for higher education as well as capture relevant functional vocational skills needed for poverty eradication, job creation and wealth generation, and in the process strengthen further the foundation for ethical moral and civic values acquired at the basic education level. Experts have discussed the issue of curriculum implementation identified as the major setback for attaining goals of education (Obanya, 2014).

Curriculum implementation entails putting into practice the official prescribed course of study, syllabus and subjects. This involves helping the learner acquire knowledge or experience. The learner is the central figure in the curriculum implementation process. Viewed from this perspective, Esene (2015) opined that curriculum implementation refers to the stage when the curriculum itself, as an educational programme, is put into effect. In the view of Babafemi (2007), Curriculum implementation is the interaction between the learner and those who are charged to deliver it. It requires teachers to shift from current programmes which they are familiar with to the new or modified programmes.

There is no meaningful teaching and learning without adequate resource materials e.g. white boards, flip charts, simulator, models etc. The availability and quality of resource materials and the availability of appropriate facilities and personnel such as teachers, administrative and technical staff have great influence on curriculum implementation. The National Council on Education (NCE), in 2005 mandated the Nigeria Educational Research Development Council (NERDC) to produce a new business studies curriculum which is an improvement of the old Senior Secondary Education Curriculum (SSEC) (NERDC, 2008). Under the present structure, the curriculum has been designed to cover the following new courses: financial accounting, store management, office practice, insurance and commerce.

Since the implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process are indisputable. For the teacher to be able to translate curriculum intention into reality, it is imperative that the teacher understands the curriculum document or syllabus well in order to implement it effectively. The importance of teachers in curriculum implementation cannot be over emphasized. Most times, teachers are not involved during policy formulation, its centralized and top-down nature which is expected to influence teacher's action, that is, policy formulation is done by the federal government without carrying the teachers along even though they are expected to implement this curriculum. Considering the above, there is need for dialogue because centralized curriculum may be a cause of less motivation by the teachers.

The expansion of the new Business Studies programme has added additional workload on the business teachers as well as Business Studies students. Problems assumed to constitute an impediment against effective implementation of the New Business Studies Curriculum include, inadequate goals of the new curriculum, inability of business teachers to use appropriate teaching methods and poor preparation of business teachers in terms of possessing academic and professional qualifications to meet current demands. All these problems accounted for the reason why this study is conducted.

Based on the highlighted variables, the study would be carried out to uncover secondary school teachers' difficulties in the implementation of Business Studies Curriculum in Osun State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the difficulties encountered by secondary school teachers in implementing the Business Studies Curriculum in Osun Central Senatorial District.

Specifically, this study intends to:

(1) Identify the difficulties encountered by secondary school teachers in the implementation of the Business Studies Curriculum in Osun State.
(2) Identify the portion of the Business Studies Curriculum that teachers deliberately include, omit, and modify in the course of implementing the curriculum in Osun State.
(3) Examine the forms of intervention teachers require for the successful implementation of the Business Studies Curriculum in Osun State.

Research Questions

The following research questions were answered by this study:

(1) What difficulties do teachers experience in implementing the Business Studies Curriculum?
(2) What portion of the Business Studies Curriculum do teachers deliberately include, omit and modify in the course of implementing the curriculum?
(3) What forms of intervention do the teachers require for the successful implementation of the Business Studies Curriculum?

Methodology

A qualitative research method was used to conduct this study and all Business Studies teachers handling Business Studies at the third year of Junior Secondary Schools in Osun Central Senatorial District constitute the population for the study. Fifteen (15) Junior Secondary Schools and Thirty (30) Business Studies Teachers in Osun Central Senatorial District served as the study sample. This senatorial district was selected based on convenience (sampling techniques) considering the exploratory nature of the study. A semi-structured follow-up interviews consisting of 14 open-ended questions aimed to generate in-depth profiles of teachers' view of curriculum implementation difficulties as regards Business Studies was employed in this study. Semi-structured interview and content analysis were employed as data collection instruments. A qualitative approach involving thematic analysis was used to inductively analyze with interview account which is also referred to as interview cases, and all recorded interviews were transcribed. The interview case was subjected to two rounds of inductive coding and categorization, each order is expected to reread the transcribed interview and applying inductive coding on it. In the second round, the coders are expected to refine the initial themes identified at the first round by engaging in discussion until a consensus is reached.

Results

Research question one:

What difficulties do teachers experience in implementing the Business Studies Curriculum?

In answering research question one, teachers were interviewed and the results of their interviewed are presented in table 1 below:

Table 1: Difficulties experience by teachers in implementing the Business Studies Curriculum

S/N	*Meaning Unit*	Code	Category	Theme
1	"…in my school, there are no more textbooks to consult for effective teaching of business studies…" Teacher D	Scarcity of learning and instructional materials	School related problem	General challenges

2	"…time spent in attending to students' misbehaviour during the lesson affected me in covering the expected topic for the week…" Teacher A	Students Indiscipline	Students' related problem	Specific challenges
3	"…Federal Ministry of Education and State Teaching Service Commission (TESCOM) do not organize workshops, training or conferences whereby there is an interact action with experienced colleagues so as to help me teach business studies topics that are difficult effectively..." Teacher E	Inadequate teachers professional development	Government's related problem	General challenges
4	"…students that come to class are not ready to learn and they are most time absent minded. That is, they don't listen while the class is ongoing…" Teacher B	Un-motivated Students	Students' related problem	Specific challenges
5	"…in this school, the chairs and lockers are not in good condition and not properly repaired, chairs and lockers are not enough for the students in the class and the classroom is overcrowded, in which the students most cases have to sit on the floor during the class…" Teacher C	Unconducive classroom learning environment	School s' related problem	Specific challenges
6	"… I have difficulties in interpreting the Business Studies curriculum, sometimes I teach topics that are supposed to be taught in third term, in the first term of the session..." Teacher F	Teachers' knowledge of the Business Study Curriculum.	Teachers' related problem	Specific challenges

Above table shows the difficulties that teachers' experience in implementing the Business studies curriculum. It shows that Business Studies teachers encounter various problems in their effort to implement Business Studies Curriculum. There problems ranges from scarcity of learning and instructional materials, students indiscipline, inadequate teachers professional development, un-motivated students, unconducive classroom learning environment to teachers knowledge of the Business Studies Curriculum. Some of these problems are teachers related, school related, students related and government related problem.

Research Question 2: What portion of the Business Studies Curriculum do teachers deliberately included, omitted and modified in the course of implementing Business Studies Curriculum?
Teachers were observed during the lesson, and their lesson notes were subjected to documentary analysis that has to do with what topics they have included, omitted and modified. The results of the interview and evidences from documentary analysis are shown in Table 2 below.

Table 2: Topics Business Studies Curriculum teachers deliberately included, omitted and modify in the course of implementing Business Studies Curriculum

S/N	Teachers Practices During Curriculum Implementation	Topics	Teachers Frequency	Reason for Inclusion, Omission and Modification

1.	Topic Inclusion	i. Terms associated with the ledger and double entry	3 teachers which are equivalent to 20% of the teachers interviewed in this sampling included this particular topic.	It will help the students have the background knowledge of accounting before moving to the senior class.
2.	Topic Omission	ii. Shorthand iii. Typewriting	8 teachers which are equivalent to 53.33% of the teachers interviewed in this sampling omitted these 2 topics.	The teacher has no adequate knowledge of these 3 topics. Also in the recent computer age, shorthand and typewriting have been advanced with the use of computer and other electronics devices.
3.	Topic Modification	iv. Method of Buying	4 teachers which are equivalent to 26.67% of the teachers interviewed in this sampling included this particular topic.	The instructional materials that are supposed to be used are money and pictorial instructional materials. However, the teacher used audio-visual clip of 5 minutes which shows a completed buying and selling in market area.

Table 2 above shows topic included, omitted and modified in course of implementing Business Study Curriculum by the teachers. As shown in table 2, 1 topic was included, 2 topics were omitted and finally, 1 topic was modified.

RESEARCH QUESTION 3: What forms of intervention do the teachers require for successful implementation of Business Studies Curriculum?

Teachers' responses during the interview reveal the form of intervention they needed as presented in Table 3.

Table 3: Forms of intervention needed by teachers for successful implementation of Business Studies Curriculum

S/N	Teachers' Responses	Category
1	"… access to various textbooks, learning and instructional materials provided by the government and the school authority is important for achieving successful implementation of Business Studies Curriculum…" Teacher D "…Construction of Educational research centre, library should be renovated and equipped with more textbooks and computer with internet facilities which the students can easily access…" Teacher F	Provision of learning and instructional materials
2	"…Such disobedient students should be appropriately dealt with according to their age group in order to desist from social-maladjustment…" Teacher A	Students' discipline
3	"…The government at the federal level (Ministry of Education) should organize a compulsory seminar/workshop for business studies teachers on a quarterly basis in a year…" Teacher B "…Teaching Service Commissions (TESCOM) should adequately train both the newly employed business studies	Teachers Professional Development

	teachers and the existing ones, who will meet those that have retired and more experienced one in the field…" Teacher C	
4	"…eradicating the uninterested & unmotivated students behaviour by the teachers can be done in understanding what the students are interested in…" Teacher F "…teachers can help the students in achieving their objectives by encouraging them and involve their parent in there child educational issue…" Teacher E	Students' motivation
5	"…Provision of chairs and lockers that are in good conditions to the classrooms by the government will assists and go a long way…"Teacher B "…40 students to 1 teacher in a classroom should be strictly adhered to, and government should build more classrooms, this will reduce the overcrowded ones…" Teacher A	Classroom condition
6	"…Government should employ qualified business studies teachers who have graduated from business studies or related courses and organize training on curriculum for them…" Teacher B	Teacher's knowledge of the Business Study Curriculum.

Table 3 above shows the teachers' perception on the solutions to the problem encountered during the implementation of Business Study Curriculum.

From the interview, some Business Studies teachers suggested interventions that teachers required for successful implementation of business studies curriculum which include; having access to various textbooks, learning and instructional materials provided by the government and the school authority, construction of Educational research centre and library should be renovated and equipped with more textbooks and computer with internet facilities which the students can easily access. Many teachers talked about teachers' professional development, that Government should compulsory seminars/workshops for business studies teachers on a quarterly basis in a year, because some of them have not attended any seminar or training for last 10years. While others make suggestions on provision of chairs and lockers that are in good conditions to the classrooms by the government. Also, the policy of 40 students to 1 teacher in a classroom should be strictly adhered to, and government should build more classrooms that will reduce the overcrowded ones.

Discussion

The findings regarding difficulties that teachers' encountered during implementing Business Studies Curriculum based on research question one are: Scarcity of learning and instructional materials is a major and general challenge facing all teachers interviewed during the course of this research. Most of the teachers stated that there are no textbooks for both the students and the teachers in the school library. Some also identified that instructional materials which will aid effective teaching of Business Study Curriculum are not readily available. In most time student do not have access to see the physical instructional materials while teaching them. Two of the teachers interviewed complained that the textbook which they use in teaching Business Study in there school is just one which is shared by two of them in that school. An inadequate teaching aid was mentioned by some teachers; a respondent said that "the school is a government day school and there is shortage of funds to buy a lot of teaching aids for Business Studies". Teaching aids are very important when teaching because they help the students to understand the content properly, but as was found out most of the government schools do not have teaching aids for business studies, the teachers are left to use textbooks only for teaching. This greatly affects the students' performance in the subject. Inadequate textbook is another difficulty noted by the teachers, it was identified by

the teachers interviewed. one of the teachers said that “textbook is a challenge as the number of students taking the subject keeps increasing and some of the textbooks get lost in previous years”. The schools have a challenge as far as funds are concerned and therefore, the little funds that are available may not be enough to buy enough textbooks for the students. One of the teachers and principals said that “the schools have financial problems because even most of the parents who take their students to the government secondary schools are low-income earners, therefore, even paying the little fees they are required to pay is a challenge.

The lack of concentration as a result of students’ indiscipline in the classroom, a noisy environment and a lack of interest of students towards Business studies as a subject, the physical environment of the school affects the teachers' and students' learning of Business studies. Effective teaching and learning of Business studies, like other subjects, is affected by the conditions at school. Noise-induced disruption from the students and time spent in organizing the classroom by the teachers, out of the 40 minutes to teach a period, will affect the ability to cover the expected topic for the week and the Curriculum at large. The effect of a noisy environment provokes louder speech and the continuity of this context may harm the understanding of the subject. Students may tend to be affected if the class environment is crowded and noisy, which is not fulfilled with teaching Business studies. Thus the interaction between the environmental factor and the personal characteristics of the students does exhibit significant effects on the students.

Training and re-training of teachers, organization of seminars and workshops, is another vital complaint from all teachers interviewed during this research. Most teachers claim that the last training, workshops, conferences or seminars organized by the Federal Ministry of Education or the State Teaching Services Commission (TESCOM) they attended was in the last 8 years. Some even claim that they have not attended anyone since they have been employed into the government school. Attending a workshop or training, as the case may will allow the teachers to interact with their colleagues and share experience on how to teach difficult topics in the Business Study Curriculum.

Un-motivated student is another issue facing the effective implementation of Business Studies Curriculum in the school. The rate at which the educational system is collapsing nowadays is highly questionable. Most students come to the class just for coming sake, they are not ready to learn any longer, they are absent minded in the classroom, what has been taught at the previous class cannot be remembered by the students. This un-motivated student has a negative impact on the effective implementation of Business Study Curriculum. Students‟ interest and motivation with their attitudes towards business studies subject is a great challenge facing teachers at junior secondary schools.

Regarding difficulty that involves physical facilities, Business studies teachers indicated that there are no conducive classrooms meant for Business studies. Therefore, one of the teachers said that “classrooms are challenges due to few physical facilities to the extent of making a make shift class to cater for block lessons and due to lack of enough desks and chairs, and the available ones are damaged and not properly repaired. Students keep on moving with chairs from one class to the other and most time some sit in the floor, some even sit at the window while some sit outside the classroom when the class is overcrowded. There are no enough classrooms and there is no computer room that can be used to teach the computer related lessons. Such lessons are taught in any available room or even outside. Inadequate physical facilities therefore have been a challenge in the implementation of Business studies curriculum especially in government secondary schools which do not have enough physical facilities because they are not well established.

The teachers’ knowledge of Business Studies Curriculum is another challenge facing the implementation of the curriculum. A teacher interviewed stated that “I have difficulties in interpreting the Business Studies curriculum, sometimes I teach topics that are supposed to be taught in third term, in the first term of the session...”. There are other challenges faced by Business

Studies teachers concerning government polices relating to teaching and learning such as present education goals, the need to maintain Worldwide Knowledge Sharing Platform standards and rigorous performance assessments. To test this, respondents were asked whether they fully understood the Nigerian educational system's curricular goals. These include the need for academic subjects to be taught in such a way that they are related to the world of work and the need to use hands-on experiences in teaching, as well as involving people from industry and the community in order to instill, in students work related values and attitudes. Some of the respondents said that they fully understood curricular goals because they were oriented on these and that these goals are emphasized in school meetings and workshops. On other side, some claimed that they had not received any orientation on them.

Furthermore, based on research question two, from the interview, the teachers included; Terms associated with the ledger and double entry, teachers also omitted Shorthand and Typewriting, while the teachers also modified method of buying, in teaching Business Studies as a subject in junior secondary schools.

Finally, from the interview based on research question three, Some Business Studies teachers suggested intervention that teachers required for successful implementation of Business Studies which include; proximity of schools to market, computer centre and typing pool which will help in better understanding of the subject and self assessment, School should provide adequate teaching and learning instructional materials for Bushiness Studies which include; textbooks, computers with internet facilities, adequate instructional facilities, physical structure such as building of Educational research center and renovations of the existing school library should be made available in the right quality and quantity by the state and federal governments. Adequate teachers that are necessary for the successful implementation which was earlier emphasized by Okoro and Iyeke (2004) as strategies for enhancing the quality of teaching and learning in Business Studies should be provided by the state and Federal Governments. The teachers also revealed the relevance of qualified teachers, adequate teachers and sponsoring teachers to attend workshops and seminars to update their skills which was consistent with earlier studies of Amaewhule and Okwuanaso (2014). Anadi (2017) and Osu (1988) emphasized that the strength of an educational system depends largely on the quality of its teachers. Adopting small group method of instruction, individualized method of instruction, demonstration method, problem solving method and discussion method can make Business Studies functional in the Universal Basic Education programme.

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