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Instructional Delivery and Curriculum Implementation of Business Studies in Private Secondary Schools in Ilorin South Local Government Area, Kwara State

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Abstract

This study examined the relationship between teachers' instructional delivery and curriculum implementation in Private Secondary Schools in Ilorin South Local Government Area, Kwara State. A descriptive research design was adopted for the study and its population comprised 4,510 students, 4,702 secondary school teachers and 70 principals across the private secondary schools in Ilorin South Local Government Area. A sample of 150 students, 7 principals in private secondary schools in Ilorin South were randomly selected using Krejcie and Morgan (1970) sample determination table. A checklist and questionnaire was designed and used to gather information from participants. The items on the checklist was used to gather information on the availability of instructional resources available for the business studies programme while the questionnaire aimed at enquiring about the assessment of instructional delivery and implementation of the business studies curriculum. The instruments were given to experts to determine if its contents are suitable to illicit information from the participants. All suggestions made was incorporated in the final draft before administration. Data collected were subjected to statistical analysis with two (2) research questions raised. A checklist was used to answer research question one while research question 2 was answered using descriptive statistics of mean and standard deviation. The main hypothesis raised was tested using inferential statistics of Pearson product-moment correlation at 0.05 level of significance. The average mean for the research question 2 revealed that the instructional delivery of teacher is high but the use of instructional materials to support teaching is on the average. One of the findings of this study revealed that few of the required resources for teaching business studies were available while necessary materials required are not within the reach of the teachers, and further hinders the delivery of business studies practical. Based on this findings therefore, this study recommends that where the required teaching resources are not available, the teacher should improvise based on clear understanding of the resources recommended.

Keywords: Instructional Resources, Lesson Presentation, Communication Skills, Subject Matter, Curriculum Implementation, Business Studies.

Introduction

There is no gainsaying that education and its benefit cut across social, economic, scientific, technological, political and religious development; hence, any

nation with little or poor regards to education will have difficulty in developing all sectors of the economy. In fact, all aspects of a nation's development is centred on education. However, the sustainability of a nation's economic growth and development is specifically anchored on the effective implementation of pre-vocational education. In Nigeria, the important role of pre-vocational studies which is a developmental strategy for empowering a skilled-oriented workforce for rapid industrialization, technological progress and national development is well documented in the policy document (Afeti & Stephen, 2014). Substantial efforts has been made by different policies in making sure that what students learn from school is related to the needs of the society.

The Federal Government of Nigeria, (2014) in the National Policy of Education which established the 6-3-3-4 system of education states that after the first tier of secondary education which has 3 years of junior secondary and 3 years of senior secondary, school leavers should acquire necessary skills to make them employable after the first tier. In Nigerian secondary schools, business studies which is a pre-vocational study is expected to expose the students to general knowledge and have basic ideas about business. Its components which includes shorthand, typewriting, office practice, commerce, accounting and marketing are practical based subject that is designed to equip students with the necessary skills that would enable them to participate meaningfully in business activities in future (Ohiwerei, 2015).

No doubt, teachers remain the most important of all stakeholders in education as the execution and effective implementation of the curriculum for goal achievement and overall national development lies on them. The rationale for stressing the importance of teachers may not be unconnected with the fact that teachers are tasked with the basic responsibility of guiding the learners to acquire all necessary information. According to Ivowi (2009), curriculum for any level of education requires the teacher as a chief substance in the decision making. They are generally regarded as an essential component in the teaching and learning process due to their indispensable roles they play in the overall achievement of goals. Specifically, they are the closest to learners among those concerned with curriculum implementation. Meanwhile, a well planned programme may likely fail at the stage of implementation if necessary resources that could facilitate the achievement of goals are not readily available for utilization and instructional delivery. Azuka and Kurume (2015) submits that the success or failure of any classroom interaction depends to a large extent the availability and functionality of instructional materials, the readiness of the teacher and curriculum, thus, successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional resources.

In schools, teachers perform many functions and play different roles. They are responsible for handling many situations and which are usually different from one another. When it comes to handling classroom situations, they use their own pedagogical skills, some of which may be suitable for the particular subject matter and some may not. Therefore, competency of teachers on instructional delivery will help them to handle different classroom situations in an optimal way. Research conducted by Kennedy (2011) on evaluation of the implementation of business education programme in colleges of education in Nigeria reveals a significant relationship between implementation of business education curriculum contents and adequate curriculum content coverage with qualifications of teachers and provision of adequate fund by the government. However, the study suggest that adequate provisions should be provided in terms of building spacious classrooms for students and instructional materials and

facilities needed for proper implementation of the programme.

In the same vein, similar studies conducted outside Nigeria on implementation of curriculum content reveals inadequacy of resources for effective implementation. For instance, a study of Wanza (2012) on implementation of business studies curriculum in public secondary schools in Machakos district, Kenya reveals that teachers were inadequate for effective implementation of the curriculum and recommends the need for in-service training for teachers of business studies to equip them with necessary knowledge for the implementation of new curriculum. Meanwhile, Kwesiga (2002) asserts that students performance is influenced by the quality and quantity of facilities the school offers.

However, effective instruction is the key terms in curriculum implementation. To instruct any lesson effectively, a teacher must play multiple roles such as leader, manager, counselor, parent, friend and more in the classroom. Instructional delivery requires the activity to plan teaching and learning programmes, implement teaching and learning process, assess the process and learning outcomes, and develop classroom management (Danarwaati 2016, Widodo, 2016, Gunawa, 2014). The importance of importance of instructional resources in any teaching and learning process cannot be overemphasized. This is due to the fact that such materials enhance, facilitate and make teaching and learning easy, lively and concrete. An effective teacher is one who uses the relevant teaching material for easy transmission of knowledge. Ofoegbu (2003) describe instructional resources as material use to supplement the normal learning process of listening, seeing and writing and as well help promote teaching learning activities. Aliyu (2001) is of the view that any school that desires to offer business education programme must include in it programme a thorough training in use of instructional materials.

Students depend on their teachers to provide them with guidance, instruction and feedback throughout the learning process. When a teacher fails to disseminate the instructions to students effectively, students' concentration level drops and they eventually loose grasp of the subject matter. Teachers must therefore develop effective communication skills to be able to carry their students along during instruction. It is appropriate to use clear, concise, accurate, polite and correct expression with the students to transmit the teachers' intentions to the students to enhance their performance in school (Najafi & Rahmazade, 2013). Expression of words clearly and eloquently by teacher causes the students to listen with willingness and enthusiasm, sum up the facts, and think to solve the problem without any tension. Supporting this, Majasan (2015) stressed that a teacher is expected to have initiative, patience, sympathy, flexibility, foresight, intellectual curiosity and keenness in other to meet the classroom demand and produce well integrated individuals capable of playing significant roles in school and society.

Research Problem

One of the major concern of this study relates to the need to ensure the presence of qualified business studies teacher who will deliver instructions in classrooms to the best of their ability. A careful examination of the nation's colleges of education seems to show that schools are struggling with limited resources, outdated instructional facilities, insufficient specialist, theory-based teaching (Sajjad, 2012; John, 2012; Ochuko, 2013) The classrooms are overcrowded with little or no relevant and adequate facilities, and

personnel in short supply. This unwholesome situation of education in Nigeria has subsequently brought a growing concern about the quality and quantity of trained teachers and facilities in our schools. It is on this basis that this study carried out the research to access the instructional delivery of teachers and curriculum implementation in private schools in Ilorin South Local Government Area, kwara state.

Purpose of the Study

The purpose of this study was to examine the instructional delivery of business studies teachers on curriculum implementation in Ilorin South Local Government private secondary schools.

Significance of the Study

This study will provide useful information to students, teachers, school administrators, educational technologist, policy makers and researchers on how to improve the efficiency of teachers in terms of instructional delivery in business studies and know areas where the implementation of curriculum is lacking and improve on it in subsequent review.

Research Questions

RQ1: What are the available instructional resources for teaching business studies in private secondary schools in Ilorin South Local Government, Kwara State?

RQ2: What is the level of teachers' instructional delivery of business studies teachers in Ilorin South Local Government private schools?

Research Hypothesis

H₀: There is no significant relationship between teachers' instructional competencies and curriculum implementation in Ilorin South Local Government private schools?

Methodology

The research design for this study was the survey type. The choice of this design was influenced by the desire to study a target population of students of business studies in private secondary schools in Ilorin South Local Government Area, Kwara State. Prior investigation from the Ministry of Education revealed that there are 70 principals and 4,702 teachers teaching in private secondary schools and 4,510 students as at 2021. It is on this basis that this study draw up a target population of business studies teachers in private secondary school to elicit information on the research study. The sample of this study was selected based on Krejcie and Morgan's 1970 sample table. Simple random sampling technique was used selects even schools administrators and 150 students across the private secondary schools in Ilorin South Local Government Area secondary schools. The technique was found suitable as it will give all targeted respondents in the population equal chance to participate in the study. A checklist and questionnaire was designed and used to gather information from participants. The items on the checklist was used to gather information on the availability of instructional resources available for the business studies programme while the questionnaire aimed at enquiring about the assessment of instructional delivery and implementation of the business studies

curriculum. The instruments were given to experts to determine if its contents are suitable to illicit information from the participants. All suggestion made was incorporated in the final draft before administration. A reliability index of .76 was obtained and acceptable for this study using cronbach alpha. With the help of research assistance, all distributed instruments were returned for analysis using SPSS 23.

Data Analysis and Results

The result of the study are presented in Table 1-3 below

Research Question 1: What are the available instructional resources in for Business studies programmes in private schools?

Table 1: Available instructional resources for business studies in school

Variables	Status
Computers	1
Typewriters	2
Shorthand Dictionary	2
Library Resources	1
Tape Recorders	2
Instructional Text	1
Translator	2
Manuscripts	1
Equipment and supplies	2
File Cabinets	2
Photocopier	2

NB: 1 Available, 2 Not Available

Business studies being a practical subject, is such that relevant aspects of the immediate business environment are particularly useful in teaching and understanding various business concepts. From this study, it is revealed that practical aspects of business studies may not be done in schools, as necessary resources like typewriters, shorthand dictionary, tape recorders, translators, photocopier, file cabinets and other equipment and supplies are not available for student use. Thomas (2009) in a research study on the appraisal of implementation of business studies curriculum found that lack of instructional facilities and workshop for practical work among others as the problems affecting Business studies curriculum implementation. In this regard, school administrators should ensure that where the required teaching resources are not available, the teacher should improvise based on clear understanding of the resources recommended.

Research Question 2: What is the level of instructional delivery of Business Studies teachers in private schools?

S/N	Variables	X	SD	Decision
1.	Use of Instructional Materials	2.56	.55	Average
2.	Mastery of Subject Matter	3.71	.49	High
3.	Introduction of Lesson	3.13	.53	High
4.	Presentation of Lesson	3.71	.49	High
5.	Evaluation of Lesson	3.57	.51	High
6.	Conclusion of Lesson	3.43	.53	High
7.	Communication Skill	3.32	.49	High
	Grand Mean	3.34	.61	High

The data in table 2 above show that all components of instructional delivery of business studies have average mean rating ranging from 2.29 - 3.71. This means that the extent of implementation for each item is high. This table further confirm the overall average mean of 3.34 which indicates that business studies curriculum is implemented at high extent at private schools, Ilorin. The components of instructional delivery by teachers which include mastery of subject matter, introduction of lesson, presentation of

lesson, evaluation of lesson, conclusion of lesson and communication skills is well utilized and considered high. In this regard, teachers who have detailed understanding of their subject matter promotes students learning outcome. However, the use of instructional materials by teachers is on the average. This findings is in agreement with the submission of Ochuko (2013) who reveals that modern instructional materials are not extensively utilized in teaching business education in colleges of education due to many challenges which include shortage of qualified staff, lack of required facilities and infrastructure in colleges of education. Another findings of Moses (2014) on the assessment of adequacy and utilization of instructional resources for Business Education Programme at colleges of education in Edo and Delta States reveals that physical facilities such as typing pool, shorthand studio, model office were grossly inadequate.

Research Hypothesis: There is no significant relationship between instructional delivery and curriculum implementation of business studies in Kwara State private schools.

Table 3: Correlational analysis of instructional delivery and implementation of business studies curriculum

Variable	N	X	SD	Df	R-Value	P-value	Decision
teachers' instructional delivery	7	3.21	.16	155	0.556	0.012	H ₀ Rejected
Implementation of Business Studies Curriculum	150	3.31	1.11				

As shown in table 3, the calculated r-value is .556 while the p-value of .012 is less than the significant value of .05, the hypothesis which states that there is no significant relationship between teachers' instructional delivery and implementation of business studies curriculum in private secondary schools was rejected. This implies that there was a significant relationship between teachers' instructional delivery and implementation of business studies curriculum in private schools. This is in agreement with the findings of Osuala (2005) that the level of teachers' instructional delivery would determine the level of conformance to the curriculum standard.

Discussion of Findings

Although organization visible climate of the classroom which comprise of classroom arrangement, classroom extent and classroom supervision have not been given consideration in this study, notable variables that make up a good teacher in terms of the command of a broad set of pedagogical skills, mastery of subject content, and interpersonal skills as it affects students learning have been considered. The findings of this study reveal that teacher-centered pedagogy is the dominant method of instruction while the practical pedagogy are sparingly used. Teachers of business studies are concerned with completing business studies syllabus at the expense of imparting entrepreneurial skills during instruction in school. It shows that teachers transfer knowledge of their subject matter through good communication, and were able to marshal a broad array of techniques to meet students learning demands with average learning resources within their reach. Also, findings of this study reveals that even though teachers make use of available resources at their disposal, instructional resources available are limited in schools. It was discovered that typewriters, photocopier, tape

recorder, file cabinet, equipment and supplies, shorthand dictionary among others were not available. This may hinder their teaching and learning process in terms of instructional resources that will supplement their teaching in the classroom.

Conclusion

As applied to all subjects designed for school curriculum, business studies is practically oriented and thus requires the presence of competent teachers. The end product of education is to achieve objective of enhancing students' academic performance, however, students' performance may not be achieved if the curriculum standard does not match the implementation. Presence of instructional materials and its utilization will go in long way in making students achieve the aim of education. Also, teachers acquainted with series of methodologies, knowledge of subject matter, communication skills and interest in their job contribute significantly to students attention in classroom, make students understand more and influence their academic performance. On the other hand, students whose teachers lack these attributes do not perform well.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The necessary resources required in school to supplement instructional delivery should be provided and made accessible to students for their utilization.
2. Although the level of instructional delivery in terms of pedagogical delivery is high, the instructional resources should be made available for teachers utilization.
3. In case where the required resources are far fetched, the teacher should improvise based on clear understanding of the resources recommended.
4. School administration should ensure they provide necessary instructional support to teachers in the course of delivery of instructions in the class to facilitate the implementation of business studies curriculum in school.

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