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# CHALLENGES FACING CURRICULUM IMPLEMENTATION OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION, DELTA STATE.

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## ABSTRACT

*The study focused on the challenges facing curriculum implementation of business education programme at the Colleges of Education, Delta State. Five research questions and two hypotheses will guide the study. The population of the study consisted of students and lecturers in business education schools in three colleges of education in Delta State. Proportionate sampling technique was used to select the sample of the study. Structured questionnaire was used for data collection. The instrument was validated by three experts. Test-retest method aided by Pearson Product Moment Correlation was used to determine the reliability of the instrument. The instruments were administered by the researchers and research assistants. Responses to the research question was analysed using mean rating, standard deviation while the hypotheses was analysed using t-test of independent sample at 0.05 level of significant. Finding shows that; inadequate instructional facilities, inadequate funding, inadequate supply of technical manpower and qualify staff, technological advancement and large class of business education students are the challenges facing the implementation of business education programme at the colleges of education, Delta State. It was recommended that adequate instructional facilities such as; ICT facilities, well equipped computer laboratory, e-learning facilities, projector, audio visual facilities and library materials should be provided for business education programme by the authorities of college of education as stipulated by the NCCE standards amongst others.*

**Keywords:** Curriculum, Curriculum Implementation, and Business Education

## Introduction

Education is seen as a systematic training and instruction designed to transmit knowledge and develop skills in individuals. Education is a process of changing the behaviour of individuals in the desire direction. The important of education cannot be overlooked and no nation can develop above the level of its educational system. This is why no nation can play with the educational development of its citizens. In general education is a tool for social change and overall development of the society.

Business Education is a programme of study which consists of two parts: Office education which is vocational programme for office careers through initial refresher and upgrading of education; and general business education which is a programme that provides students with information and competencies which are needed by all in managing personal business affairs and in using the services of business (Osuala, 2014). Business education covers a wide area of economic activities in any society; hence Eni (2018) observed that business education represents a broad and vast discipline that is included in all types of an individual-elementary, secondary, and post-secondary. Business education includes education for occupation, distribution and marketing occupation, accounting, business teaching administration and economic understanding. The objectives of business education programme in Nigeria today are such that if adequately implemented, will bring about the revolution of technological development, thereby having a significant and positive impact on the national economy. These objectives include; the training of manpower development particularly at professional levels who after graduation can be employed by industry or be self-employed, the training of NCE business educators who can teach business education subject at both junior and senior secondary level among others. Business education, either in the university or college of education affords its recipients teaching mastery in business subjects, necessary competencies in professional education, functional general education for life, skills to undertake research and additional learning experiences through in-service programmes. The establishment of many colleges of education has led to the development of business education across the country.

In order to regulate the activities and programmes of these colleges of education, the Federal Government in 1989 set up a commission called "National Commission for Colleges of Education" (NCCE) by act as a body to co-ordinate and supervise the activities of colleges of education in Nigeria. Its mandate includes the lay down of standards for all programmes of teacher's education, accreditation of certificates and academic awards and approval of guidelines of accreditation. The purpose is to reform the competency required by NCE graduates to meet the vision espoused by the National Policy on Education, to the effect that the NCE should become the minimum qualification for entry into the teaching profession in Nigeria. As well as to implement and achieve the objectives of business education at colleges of education, the Commission has stipulated the minimum standards of course offering and resource inputs that need to be available for the establishment and administration of business education programme at the NCR level. The NCCE (2020) classified resources in business

education into the following: Physical Facilities, this includes classrooms, staff offices, libraries, laboratories and studios. The Equipment and Supplies, this includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others. The Personnel, this includes the lecturers, instructors, technologists, and other support staff. In business education, instructional resources include the business educators (teachers), support staff (such as instructors, technologists), typing laboratories, shorthand studios, model offices, facilities such as classroom, library, as well as equipment such as computers, typewriters among others.

However, according to NCCE (2020), some of the minimum resources needed to run and administer a business education programme in the college of education are: a classroom that can conveniently accommodate thirty students with passage space, minimum of nine lecturers in the various subject areas and five support staff, well-furnished staff offices, library stocked with current and up-to-date books/journals, at least one typing laboratory, shorthand studio, and a model office, all having the necessary equipment such as good and functional computers, typewriters, stop watch, tape recorder/consoles, photocopier, file trays, file cabinets, adding and listing machines, punching machine and perforators among others. More also, in order to ensure that these minimum standards are maintained, the NCCE conducts a routine accreditation exercise of programmes run in the colleges of education. The major objective of accreditation programme according to National Board for Technical Education (2014) is to ensure that schools attain, sustain and ultimately exceed the minimum standards in curriculum, staffing, physical facilities and equipment. In the same vein, the Federal Republic of Nigeria in 2004 stated that as part of the Nigeria Certificate in Education (NCE) and at degree levels, teacher education programmes will be expanded to cater for the requirements of vocational, technical and commercial education. Recognizing the challenges in Nigeria educational system, the federal government has promised to implement the commission's recommendations by providing physical facilities and quality staff. Sub-section 74 states that teacher education will continue to recognize changes in methodology and curriculum, and teachers will be regularly exposed to innovations in their profession especially the area of Information and Communication Technology (ICT). In-service training will thus be developed as an integral part of continuing teacher education. Even with all of these commitments and the programme they have led to, however, little has been achieved as the goal for which these moderate preparations were made has not been met due to poor implementation strategies (Osami, 2013).

Several reasons have been given to explain the state of affairs of the challenges of successful implementation of business education curriculum at NCE level. Some of these, according to Ojo (2012), include haphazard planning, inadequate supply of technical manpower, poor administration and implementation strategies, and absence of guidance and counselling facilities. In addition to that, James (2016) and Ughamadu (2016) were also of the opinion that the major problems to successfully implement a given

curriculum could be trace to inexperience teacher, inadequate instructional facilities, teacher's approach to instruction, school environment, large classes, the learner themselves, rigid curriculum, lack of funds, inadequate infrastructure and training equipment, globalization, information technology, economic challenges and social challenges. This has however made it impossible for the curriculum not to meet the objectives for which it was designed for. Availability and adequacy of instructional resources promote effective teaching and learning activities in schools while their inadequacy and/or unavailability may affect the academic performance of the learner negatively. The success of any system is a function of the available resources to run the system. Business education programme as a system can only be effectively implemented with adequate educational resources. Inadequate workforce supply has, for a long time been recognized as a major factor militating against the successful and effective implementation of Business Education programmes at both secondary and tertiary levels of education in Nigeria. Students may choose to take business education courses for a variety of reasons, such as learning about business, updating technology skills, and exploring career options. No matter what their reasons are, it is necessary for the business educators to provide those students with the skills to become productive and active members of the society. When the required resources are not there, it stands as a challenge to acquiring Business Education skills.

## Statement of the Problem

The result of ineffective implementation of Business Education Programme has been the production of half-bake graduates of NCE business education, and setting back the objectives and goals of NCE business education. This situation calls for proper identification of the challenges that inhibit the effective implementation of the programmes through an analysis of the shortcomings that have plagued the objectives of the programme since its inception. This study therefore seeks to investigate the challenges facing the effective implementation of business education programmes at the colleges of education Delta State.

## Purpose of the Study

The purpose of the study is to analyze the challenges facing curriculum implementation of business education programme at the colleges of education, Delta State. Specifically, the study seeks to analyse whether:

1. Inadequate instructional facilities affect curriculum implementation of business education programme;
2. Inadequate supply of technical manpower and qualified teaching staff affect curriculum implementation of business education programme;
3. Technological advancement affects curriculum implementation of business education programme;

## Research Questions

The following research questions were raised.

1. To what extent does inadequate instructional facility affect curriculum implementation of business education programme?

2. To what extent does inadequate supply of technical manpower and qualified staff affect curriculum implementation of business Education programme?
3. To what extent does technological advancement affect curriculum implementation of business education programme?

**Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significant.

**$HO_1$:** There is no significant difference between the mean responses of students and lecturers on the challenges facing the implementation of business education curriculum.

**$HO_2$:** There is no significant difference between the mean responses of Lecturers at Federal College of Education and State Colleges of Education on the challenges facing the implementation of business education curriculum.

**Theoretical Framework**

The theoretical framework of this study therefore, is based on the CIPP evaluation model and the reinforcement theory of motivation. The CIPP evaluation model is necessary for this study because it assesses how well the programme is been implemented in terms of course offering, teaching methods, teachers performance (quality and quantity) and interpersonal relationship as required by NCCE established standard.

**The CIPP Evaluation Model**

CIPP is an acronym for context, input, process and product. CIPP model is a programme evaluation model which was developed by Stufflebean 1966. CIPP is an evaluation of context, input, process and product in judging a programmes value. The CIPP framework was developed as a means of linking evaluation with programme decision making. It aims to provide an analytic and rational basis for programme decision making based on a cycle of planning, structuring, implementing and reviewing and revising decision.

**Relevance of CIPP Evaluation Model to the Study**

The CIPP evaluation model is relevant to this study as it identifies and describes such evaluation parameters and the extent of implementation of the course of programme. It assesses how well the programme is been implemented in terms of course offering, teaching methods, teachers performance (quality and quantity) and interpersonal relationship as required by NCCE established standard. It is at this stage that revealed if the programme is run with enough or adequate instructional facilities and equipment.

**Reinforcement Theory of Motivation**

Reinforcement theory of motivation was proposed by B.F skinner and his associates. Reinforcement theory is an important explanation of how people learn behaviour. It is often applied to organizational settings in the context of a behavioural modification program. Its principles continue to offer important insights into individual learning and motivation.

**Relevance of the Theory to the Study**

Reinforcement theory of motivation explains in detail how an individual learns behaviour. Teaching and learning especially in business education cannot be effective if the desired and necessary resources are not provided in

the school. Business education programme requires adequate personnel, facilities, equipment, funding for effective skills acquisition and development.

## Conceptual Framework

### Business Education

A lot has been written by scholars on the concept of business education and many scholars have severally defined business education in different ways. Aliyu (2016) defined business education as education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for the efficiency of the economic system. Also, Anao (2016) defined business education as the sum total of the knowledge, skills and attitude that are required for the successful promotion and administering of business enterprise. Anayaduba (2013) and Nwosu (2019) defined business education as "as education of the individual for business and about business." The emphasis in all these definitions of business education is the exposure of the individual to acquire knowledge, skills and appropriate attitudes relevant and adequate for employment in specific business occupation.

### Curriculum

The term curriculum has been with several meanings and a number of different definitions of it have been proposed and there has been no universally acceptable definition of it. Madike (2018) noted that not only has the definition of curriculum undergone marked changes during the 20$^{th}$ century, but contemporary curriculum scholars are far from agreement as to how the term should be defined. Some contemporary curriculum researchers, writers and educators have been using the term curriculum as if it means precisely the same thing as syllabus, teaching units, scheme of work, course outline, course descriptions etc.

The varying or changing conception of the term curriculum has its root in the changing nature of knowledge, changing conception of the learner and of the learning process and the widening expectation of the functions of the school within the society (Tanner and Tanner 1975). In addition, the way educators and experts defined curriculum is a function of their conception of curriculum in the light of emergent developments and variations in their socio-philosophical orientations. At several points in its history, the term not only defined an identifiable course or plan of study in an educational context, it also referred to the corollary body of scholars engaged in that course work. As such, curriculum refers to both an individual and collective learning experience. The national demography of education has shifted, and the curriculum in higher education has responded to and reflected the changing political, socio-economic, and cultural dynamism. In the curriculum literature, we also have terms like hidden curriculum, official curriculum, actual curriculum, formal curriculum and informal curriculum etc.

### Curriculum Implementation

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. Curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation

process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. According to Ugharnadu (2016) Curriculum implementation refers to the stage when the curriculum itself, as an educational programme, is put into effect.

**Effect of Curriculum Implementation on Business Education**

Alexander (2013) carried out a study on "effective implementation of business education curriculum in universities in Delta State". The study was guided by two research questions and two hypotheses. The instrument for the study was a structure questionnaire. Descriptive statistics was used to analyze the data collected. Mean and standard deviation were used to analyze the items which answered the research questions while z-test was used to test the hypotheses at alpha level of 0.05 Significance. In the analysis of data it was revealed that there was no effective implementation of business education curriculum in the universities in delta state as result of inadequate funding, facilities and equipment and lack of counselling service for business education students has been the sources of problem that bedevil the system. The hypotheses indicate that there is no significant difference between the responses of the students and the lecturers on the problems affecting the effective implementation of business education curriculum.

Morka (2013) conducted a study on "the problems associated with the implementation of business education curriculum in secondary schools: a case study of Ika South Local Government Area of Delta State". The study was guided by five research questions and four hypotheses. The instrument of the study was questionnaires. The respondents are students and teachers of business education department. The information collected for the study was analyzed using percentage ratings for both the research questions: The analysis revealed that: acute shortage of relevant textbooks, inadequate facilities and equipment, lack of qualified and experience teachers, inadequate classroom and lack of professional administrators are the problems to effective implementation of business education curriculum in secondary schools in Delta State. The study amongst other thing recommend that: government should provide much fund for the purchase of equipment and facilities as well as constructing more classrooms for students. Also, Lilly and Efajemue (2011), carried out a study on "problems of vocational teacher education in Rivers State of Nigeria". The purpose of the study was to identify problems facing vocational teacher education programme at NCE and University levels in the State. Two research questions and one hypothesis was formulated to guide the study. The population of the study is vocational students of tertiary level in the State. Sample of 288 was derived from NCE students and post NCE students in proportion of 150 and 138 respectively in two tertiary institutions in the state. Structured questionnaire was used to collect data. Percentage rating was used to analyze the data from the research questions at a significant point of 50% while chi-square was used to test the hypothesis at alpha level

of 0.05 Significance. From the analysis it was revealed that lack of participatory framework, poor planning, lack of capacity, lack of political will, status quo, dilapidated classroom/infrastructures, poorly prepared students, low enrolment, outdated laboratory equipment, lack of training materials, unserious students, poor image of TVE and ineffective SIWES are all the problems of vocational teacher education in Rivers State. The hypothesis also revealed that there is no significance difference between the NCE students and Post NCE students on their perceptual agreement and disagreement of the problems of vocational teacher education. This study is related to the current study as it deals with the problems of vocational teachers' education at both NCE and degree level.

## Research Method

The descriptive survey design was employed for the study. This method is suitable because sample representative of the population were used. The representatives have the parameters with the entire population. The population of the study comprised of all business education lectures and students of the Colleges of Education (State and Federal) in Delta State. The table below shows the schools and population.

| S/N | Names of Schools | Total Number Students | Total Number Lecturers |
|---|---|---|---|
| 1 | Federal College of Education (Technical) Asaba | 138 | 73 |
| 2 | College of Education, Warri | 228 | 23 |
| 3 | College of Physical and Health Education, Mosoga | 169 | 8 |
| | **Total** | **535** | **104** |

The sample size was 359 that is, 286 students and 73 lecturers comprising 50% and 70% of the population respectively. The sample was selected using proportionate sampling technique from each institution. That is 50% of the population of students and 70% of the population of lecturers from each of the three schools under study.

The research instruments that was used for data collection is a structured questionnaire. It was divided into two parts. Part 1contained personal information of the respondents; part 2 contained statement items meant to be answered by the respondents. The respondents required to rate each item on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and strongly disagree (1). The instrument was validated by three experts in the field of Business Education from Federal college of Education (Technical),Asaba, Delta state. These experts were given the initial copies of the questionnaire as well as the purpose, research questions and hypotheses to critically examine the adequacy of the items and the weighing of the responses. Their comments, suggestions and criticisms made independently by the experts helped the researchers to modify and produce the final draft of the instrument.

A test-retest method was used to determine the reliability of the instrument. The Pearson product moment correlation was used to determine the reliability coefficient. The questionnaire was administered to the respondents by researchers. The questionnaire was collected the same day upon completion. It was necessary in order to

minimize losses of the instrument. The research questions were analysed using mean (x) and standard deviation. Any mean rating of item that is equal or above 2.50 was regarded as agreed while below 2.50 was regarded as disagreed. The hypotheses were tested using the t-test of independent sample at 0.05 level of significance. If the calculated value is less than the table value, null hypotheses was accepted and if the calculated value is higher than the table value, null hypotheses was rejected.

**Analysis of Data**

**Research Question One:** To what extent does inadequate instructional facility affect curriculum implementation of business education programme?

**Table 1:** Analysis of Responses to Information on the Effect of Inadequate Instructional Facilities on Curriculum Implementation of Business Education Programme

| S/N | STATEMENT | X | SD | Remark |
|---|---|---|---|---|
| 1 | There is no projector in my school. | 3.51 | .57 | Agree |
| 2 | There is inadequate provision of ICT instructional facilities in my school. | 3.52 | .50 | Agree |
| 3 | There is absence department in my school of library facilities in business school. | 3.42 | .50 | Agree |
| 4 | E-learning facilities in my school are not adequately provided in proportion with the students' population. | 3.53 | .50 | Agree |
| 5 | My school is not adequately provided with computer laboratory facilities | 3.49 | .50 | Agree |
| 6 | There is absence of internet facilities in my school. | 3.49 | .53 | Agree |
| 7 | There is no audio visual material in my school for the teaching of business education subjects. | 3.45 | .51 | Agree |
| 8 | There is no audio material (radio) in my school. | 3.53 | .50 | Agree |
| 9 | Lack of motion picture instructional facilities affect business education programme implementation my school | 3.46 | .58 | Agree |
| 10 | There is no film strip in my school. | 3.56 | .50 | Agree |
| | **Cluster** | **3.49** | **.49** | **Agree** |

The table above shows the mean distribution for the responses to research question one. The mean ranging from 3.42 to 3.56, while the standard deviation ranges from .50 to .59. The mean values show that the respondents agree with the 10 items of the effect of inadequate instructional facilities on curriculum implementation of business education programme. The relative low values of the standard deviations show high degree of agreement among the respondents. The cluster mean of 3.49, shows that the respondents are of the opinion that inadequate instructional facilities affect negatively the implementation of business education programme.

**Research Question Two:** To what extent does inadequate supply of technical manpower and qualified staff affect curriculum implementation of business Education programme?

**Table 2:** Analysis of Responses to Information on the Effect of Inadequate supply of Technical Manpower and qualified staff on Curriculum Implementation of Business Education Programme

| S/N | STATEMENT | X | SD | Remark |
|---|---|---|---|---|
| 11 | Lack of staff development and training can affect teaching and learning of business education. | 3.27 | .48 | Agree |
| 12 | Lack of service personnel has effects on the implementation of business education programme. | 3.40 | .51 | Agree |
| 13 | Most business education lecturers do not possesses the requisite ICT competency skills in your school. | 3.40 | .50 | Agree |
| 14 | Lack of staff development and training has made most business lecturers to be obsolete in skills. | 3.53 | .50 | Agree |
| 15 | Inadequate number of teaching staff has effects on the implementation of business education programme. | 3.52 | .50 | Agree |
| 16 | Uncommitted and incompetent business educators recruited to teach business education students are very common in my school. | 3.47 | .50 | Agree |
| 17 | Lecture's years of experience can promote my learning experiences in business education subjects. | 3.49 | .50 | Agree |
| 18 | Lack of commitment and discipline of business education lecturers affects the implementation of business education programme | 3.50 | .50 | Agree |
| 19 | Lack of in-service training and poor condition of service can affect curriculum implementation of business education. | 3.84 | .37 | Agree |
| 20 | Lack of professional and experienced lecturers is a challenge that affects business education programme implementation in my school | 3.73 | .44 | Agree |
| | **Cluster** | 3.51 | .41 | Agree |

The table above shows the mean distribution for the responses to research question three. The mean ranging from 3.27 to 3.84, while the standard deviation ranges from .37 to .5 1. The mean values show that the respondents agree with the 10 items of the effect of inadequate supply of technical manpower and qualified staffs on curriculum implementation of business education programme. The relative low values of the standard deviations show high degree of agreement among the respondents. The cluster mean of 3.51, shows that the respondents are of the opinion that inadequate supply of technical manpower and qualified staffs affect negatively the implementation of business education programme.

**Research Question Three:** To what extent does technological advancement affect curriculum implementation of business education programme?

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**Table 3:** Analysis of Responses to Information on the Effect of Technological Advancement on Curriculum Implementation of Business Education Programme

| S/N | STATEMENT | X | SD | Remark |
|---|---|---|---|---|
| 21 | Information technology advancement made learning to be more meaningful. | 3.27 | .44 | Agree |
| 22 | I am not well exposed to the use of current information technology in the teaching of business education course. | 3.51 | .50 | Agree |
| 23 | Current information technology advancement is highly supportive in the teaching and learning of business education. | 3.51 | .50 | Agree |
| 24 | Global business concept has, not be fully integrated into business education curriculum | 3.57 | .50 | Agree |
| 25 | Due to increasing interaction from more accessible global telecommunication networks, the nature of teaching and learning business education subjects has change. | 3.47 | .50 | Agree |
| 26 | Lack of information and communication technology (ICT) skills by business education lecturers have effects on the implementation of business education programme | 3.48 | .50 | Agree |
| 27 | Internet/ICT facilities needed for teaching and learning of global market concept is not provided in my school. | 3.61 | .49 | Agree |
| 28 | Lack of related modern instructional materials for teaching global market concept affects the implementation of business education programme. | 3.82 | .39 | Agree |
| 29 | Lack of basic knowledge in ICT affects the teaching of basic global market concept. | 3.50 | .50 | Agree |
| 30 | Changes in the global market have not been practically reflected in business education programme. | 3.44 | .50 | Agree |
| | **Cluster** | **3.52** | **.426** | **Agree** |

The table above shows the mean distribution for the responses to research question three. The mean ranging from 3.27 to 3.82, while the standard deviation ranges from .39 to .50. The mean values show that the respondents agree with the 10 items of the effect of technological advancement on curriculum implementation of business education programme. The relative low values of the standard deviations show high degree of agreement among the respondents. The cluster mean of 3.52, shows that the respondents are of the opinion that technological advancement affect negatively the implementation of business education programme.

**Test of Hypotheses**

**Hypothesis 1:** There is no significant difference between the mean responses of students and lecturers on the challenges facing the implementation of business education curriculum.

Data collected to address hypothesis are as summarized in table 4.

**Table 4:** t-test for Hypothesis 1

| Variable | Status | N | Mean | SD | Df | t-value | p-value | decision |
|---|---|---|---|---|---|---|---|---|
| Challenges of Curriculum Implementation | Students | 382 | 3.45 | .435 | | | | |
| | Lecturers | 44 | 3.47 | .342 | 424 | -.156 | .876 | NS |

NS: Not Significant

The table shows that the t-value at a df 424 is -.156, while the possibility (p) value is .876. Testing at alpha level of .05, the t-value is not significant since the p-value is greater than the alpha value. The null hypothesis is retained; hence there is no significant difference between the mean responses of Students and Lecturers on the challenges facing the implementation of business education curriculum.

**Hypothesis 2:** There is no significant difference between the mean responses of Lecturers at Federal College of Education and State Colleges of Education on the challenges facing the implementation of business education curriculum.

Data collected to address hypothesis are as summarized in table 5.

**Table 5:** t-test for Hypothesis 1

| Variable | Status | N | Mean | SD | df | t-value | p-value | decision |
|---|---|---|---|---|---|---|---|---|
| Challenges of Curriculum Implementation | Federal Lecturers | 18 | 3.47 | .342 | | | | |
| | State Lecturers | 26 | 3.47 | .331 | 42 | -.002 | .998 | NS |

NS: Not Significant

The table shows that the t-value at a df = 42 is -.002, while the possibility (p) value is .998. Testing at alpha level of .05, the t-value is not significant since the p-value is greater than the alpha value. The null hypothesis is retained; hence there is no significant difference between the mean responses of Lecturers at Federal College of Education and State Colleges of Education on the challenges facing the implementation of business education curriculum.

## Discussion of Findings

The study aimed at analyzing the challenges facing the implementation of business education programme at the colleges of education, Delta State. The data analysis revealed many challenges facing the implementation of business education programme in the colleges of education, Delta State.

The result of the analysis of research question one shows that inadequate instructional facilities is one of the challenges facing the implementation of business education programme at the colleges of education Delta State. This finding is synonymous with the study of Puyate (2008), Lilly and Efajemue (2011) and Bandele and Faremi (2012). They maintain that adequate instructional facilities affect the implementation of vocational

teacher s education. This constraint not just applied to only higher institution but also to secondary school Instructional facilities needed for implementing business education programme includes: audio visual aid, ICT facilities, computer laboratory, typewriter laboratory, c-learning facilities; motion film strip, projector, library facilities etc. the importance of these facilities as earlier mention in the teaching-learning process cannot be over emphasized. They provide useful guide for both the students and lecturers in the implementation process. Supporting this finding Owoeye and Yara (2011) said that, the smooth running of an educational system depends largely on the availability and adequacy of instructional facilities and equipment put in place. When they are in short supply implementation will be deterred. Their effort should be made by all the colleges to provide adequate instructional facilities for effective and successful implementation of business education programme.

The analysis of research question two revealed that inadequate supply of technical manpower and qualified staff is a challenge facing the implementation of business education programme at the colleges of education Delta State. This is show in the responses of the respondents to the ten items which have a cluster mean of 3.51, highly above the acceptance region of 2.50. The inadequacy of supply of technical manpower and qualified staff is express in terms of professional qualification and experiences in service, quantity and availability of teaching staff, poor condition of service, lack of commitment and discipline among business education lecturers, lack of service personnel and the engagement of teaching staff with less professional qualification. This finding is conform to the study of Omoruyi and Ogbe (2011), and Morka (2013), they identify that lack of qualified teaching staff as one of the challenges facing the implementation of business education programme in higher institutions in Nigeria. Supporting opinion, Okoli (2010) argued that there are interlopers who are not business education trained teachers but deployed to teach specialized course in business education. As finding have indicated the implication of this inadequate and unqualified teaching staff always lies heavily on the students as they are turned out half-baked and ill-equipped. However, as new ideas accumulate in business and industry, business educators have to fully embrace advance ICT and their curriculum be enriched.

Furthermore, the result of the finding of research question three revealed that technological advancement is a challenge facing the implementation of business education curriculum at college of education, Delta State. The respondents agreed to the ten items relating to the variables effect on business education curriculum implementation. The extent to this agreement was shown in the cluster mean of 3.52 which is highly above the acceptance level of 2.50. This is also in agreement with the study of Okeke (2003) who posited that the greatest challenge that faces the implementation of business education curriculum in the progress and innovations offered by technological developments since mid-1990s. Globally, the nature of learning and teaching is changing rapidly due to increasing interaction from more accessible global telecommunication networks driven by internet. Therefore

business educators need to update their skills and knowledge of handling this ICT courses.

The two hypotheses which were tested at 0.05 were retained. That is to say that there is no significant differences in the perception of both students and lecturers and same to lecturers in state colleges of education and federal college of education regarding the challenges facing the implementation of business education programme. Their agreement were unanimous, that is, what one school is facing as a challenge also occur in other schools.

**Summary of Findings**

The purpose of the study is to the challenges facing the implementation of business education programme at the colleges of education Delta State. The findings of the study are summarized as follows:

Inadequate instructional facilities are a challenge facing the implementation of business education programme at the colleges of education Delta State. Instructional facilities such as ICT facilities, well equipped computer laboratory, e-learning facilities, projector, audio visual facilities and library materials are according to the finding not adequate. The study revealed that inadequate supply of technical manpower and qualifies staff a challenge facing the implementation of business education programme at colleges of education Delta State. The study discovered that technological advancement in the area of information and communication technology (ICT), e-learning facilities, and global market concept technology as a challenge facing the implementation of business education programme, at colleges of education, Delta State. The opinion of the respondents was the same. Hence the two hypotheses which state that: there is no significant relationship between students and lecturers response and between lecturers of state colleges of education and Federal College of education was retail.

**Conclusion**

Based on the findings of this study, there exist strong challenges facing the implementation of business education curriculum at the colleges of education, Delta State. This is clearly seen in the analysis of the results. The analysis shows that; inadequate instructional facilities, inadequate funding, inadequate supply of technical manpower and qualify staff, technological advancement and large class of business education students are the challenges facing the implementation of business education programme at the colleges of education, Delta State. On the basis of these findings therefore, it could be concluded that students of business education in these colleges of education are learning without the necessary and required resources and facilities for teaching and learning, and this may have affected the preparation and performance of the students over the years. Thus, these colleges are operating below the NCCE regulated standards.

**Recommendations**

Based on the findings of the study, the following recommendations were made to enhance the effective implementation of business education programme at the colleges of education Delta State.

1. Adequate instructional facilities such as; ICT facilities, well equipped computer laboratory, e-learning facilities, projector, audio visual facilities and library materials should

be provided for business education programme by the authorities of college of education as stipulated by the NCCE standards.

2. Adequate qualified lecturers and service personnel should be made available for business education by the management of colleges of education in relation to NCCE standards. Staff development and re-training should be constantly and regularly organized for the lecturers teaching in business education department to enrich them with the skills involved in teaching and use of business education facilities and equipment.
3. Efforts should be made by relevant authorities to provide adequate lecturers and other facilities and equipment to ensure quality of business education programmes.

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