



CURRICULUM IMPLEMENTATION FRAMEWORK FOR QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN KWARA STATE

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Abstract

Curriculum is a written document that includes predetermined content intended to be taught to students to help them achieve their academic objectives. However, a great question facing our educational system is how the curriculum is being implemented. It is as a result of this, that this study was conducted to assess the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State. To facilitate the conduct of the study, two specific purposes, research questions were raised and answered while two research hypotheses were formulated and tested at 0.05 level of significant. Descriptive survey research design was used to carry out this study. The study population comprised 1,068 made up of 52 teachers and 1,016 NCE III students of business education from six colleges of education in Kwara State. All business education teachers 52 was used. Simple random technique was used to select a sample size of 203 NCE III students. A 50 item questionnaire tagged Curriculum Implementation Framework of Business Education Questionnaire (CIFBEQ) with a 4-point rating scales was the instrument used for the data collection. The instrument went through face and content validation by three experts. The reliability of the instrument was ensured using the Cronbach Coefficient Alpha and the result yielded a reliability coefficient of 0.77. The data collected were analyzed using Mean and Standard Deviation for the research questions. The null hypotheses were tested using independent samples t-test and One-way Analysis of Variance at 0.05 level of significance. The results revealed that the level of teachers' quality was high (mean= 3.41, SD= 0.57) and the available facilities were adequate (mean= 2.51, SD= 0.93) in curriculum implementation framework for quality assurance. The study further revealed that there was significant difference between the mean ratings of male and female students regarding the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education based on gender and their years of experience ($t_{196} = 28.83, P > 0.05$) and ($F_{4,245} = 440.179; P > 0.05$) respectively. Based on the findings,, it was recommended among others that managements of colleges of education should employ only qualified business educators to teach business education courses to ensure effective business education curriculum implementation. Similarly, stakeholders in Business Education programme should help to provide appropriate physical facilities and funds for effective implementation of business education curriculum.

Keywords: Curriculum Implementation Framework, Quality Assurance, Business Education and College Of Education

Introduction

Education remains the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country. It constitutes the largest enterprise/industry in Nigeria. The fact remains that quality education does not just occur miraculously but can be achieved through continuous improvement efforts by the stakeholders in the education enterprise. That is why the government should continue to ensure that funds, school facilities, instructional materials, teaching personnel and a beneficial learning environment are made available for the sector in Kwara State. Education is, thus, the act of educating people and enhancing their physical and mental capabilities through a well planning curriculum.



A curriculum is a written document that includes predetermined content intended to be taught to students in order to help them achieve their academic objectives. In his definition of curriculum, Udesen (2016) stated that it is planned and guided learning experiences and learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' willful growth in personal-social competence. It is worrisome to note, however, that curriculum change has a poor record of implementation in Nigeria. It is a truism that implementing a curriculum is not a smooth-sailing journey. This is perhaps because curriculum implementation is a very complex process (Guro & Weber, 2010). Countries worldwide have experienced changes to their curriculum and this has had an intense impact on the way in which it has been conceptualized and implemented (Horsthemke, Siyakwazi, Walton, & Wolhuter, 2013).

Utomo (2013) viewed curriculum implementation as the technique, processes or means of extending contents of what is planned to learners. The extent to which the curriculum is implemented depends on the competence of the teachers (implementers) as well as the adequacies of facilities to which students are exposed to in the classroom. Specifically, there is no denying that effective implementation of business education curriculum depends on the quality of the teachers and their ability to effectively manipulate, operate and use the equipment that are available for teaching the students. The implemented curriculum is the translation of curricula intentions into reality in classrooms, laboratories, workshops, playgrounds and other settings for learning without losing sight of the provisions in the National Policy on Education (FGN, 2013). Hence, in curriculum implementation, the principal actors are teachers, while learners participate in learning process. In other words, the business education teacher duty is to bring learners into face-to-face encounter with classroom learning activities.

Quality control in education strives to foresee issues and guarantees that the system's outputs meet the required standards. An institution can ensure that the standard and quality of its educational offerings are upheld and improved upon through a continual process. Quality assurance, according to Okereke (2014), is the systematic management and assessment technique used by tertiary institutions to monitor performance in comparison to objectives, ensure the production of high-quality outputs, and promote quality improvement. Igborgbor (2012) maintained that quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society.

With regards to Business education curriculum, the National Commission for Colleges of Education (NCCE) reviews existing or develops new programmes from time to time. The goal of reviewing existing or designing a new programme is to ensure that it meets existing emerging challenges in a discipline. As pointed by Ekpenyong (2012), changes in national goals either, culturally, politically or technologically usually influence changes in the context and direction of every curriculum. Business education curriculum, therefore, has to do with the goals, contents, learning experiences, implementation and evaluation of the outcome of a learning programme. In other words, Business Education curriculum is dynamic in nature and it should match with the trend in technological innovation of contemporary society.

Perhaps this explains why a single document called an NCCE-curriculum implementation framework is used to direct the implementation of particular components of the learning plan. By systematically organizing and controlling content (rules, processes, and concepts), it supports the curriculum's coherence (IBE-UNESCO, 2017). The framework for implementing the curriculum comprises specific criteria for the curriculum's content and assessment, as well as for teacher credentials, educational resources and learning materials, management, and evaluation. The learning objectives for what students should know and be able to do at each grade level and in each topic are specifically defined by content standards (NCCE, 2020). However, some educators have questioned the creation of national content standards since it constricts the educational experience to what will be assessed rather than emphasizing what is crucial (IBE-UNESCO, 2013).

Decisions regarding the curriculum must incorporate those with actual teaching experience. According to Carl (2015), a lot of curricular efforts failed because curriculum creators underestimated the significance of implementation. Once the design and distribution are accomplished, it is unwise to think that the effort is done. The true success is determined by how practicable it is on a day-to-day basis. Therefore, it is crucial for curriculum designers to make a solid plan for the implementation stage. Carl (2015) emphasized the need of curriculum evaluation and knowledge distribution. Due to their active participation in the social construction of reality, learners here become the center of learning.

The federal, state, and local governments of Nigeria are all jointly responsible for the country's educational system. The creation of education policy, quality control, and other aspects of the regulation of the educational system are all key responsibilities of the Federal Ministry of Education. But it seems that the federal government is primarily focused on tertiary education, which includes colleges of education,



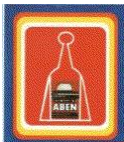
polytechnics, universities, and other such institutions (Federal Republic of Nigeria, 2013). Specifically, by addressing the educational needs of their immediate environment, focusing on universal academics, cultures, scholarships, research, and international acceptability, as well as responding promptly and appropriately to local needs and demands, Nigerian colleges of education contribute to national development. A flexible program that may be customized to the pressing needs of the elementary and junior secondary schools is typically requested from institutions of education. For instance, Business Education Programme was originally designed to offer students the opportunity to develop the desired abilities, skills, and understanding needed to take advantages of vocational opportunities available in the world of work (Akpomi & Kayii, 2020). The business education programme stated goals are to be carried out in a way that allows students to select one area of specialization.

In the framework for implementing the curriculum, the colleges of education managements either public or private have a mandate that must be strictly adhered to (NPE, 2013). A mandate is a formal instruction or delegation of power to a representative to carry out a certain duty (Hornby, 2015). This power, which is enshrined in a government instrument, necessitates some level of obedience. In this approach, the importance of teachers is also made clear since, while having a curriculum is one thing, having qualified teachers who can implement it in a variety of subjects especially business subjects is quite another. The teacher standards, which are a quantifiable and public declaration of the quality and professionalism regarding the necessary knowledge, abilities, and attitudes of teachers, serve as the foundation upon which the quality of instructors is determined in this context. The cornerstone and aim of the curricula at colleges of education should be the Teacher Standards. In order to ensure that teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively; teachers have professional skills to plan for and assess effective learning; and teachers ensure and maintain conducive learning environments, NCCE (2020) developed Teacher Standards. Teachers Standards aid lecturers in their planning by defining clear and measurable learning objectives. The development of output-focused learning opportunities that foster the knowledge, skills, and attitudes necessary for an effective teacher is guided by teacher standards.

In their contribution, Unal and Unal, (2012) stated that experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies in implementation of a curriculum. In other words, a curriculum is at the mercy of the teacher who interprets it in classrooms. Classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). This is clear from Shalem (2010) argument that outstanding teachers are the most valuable resource in a system of education, but that teachers are also required to carry out responsibilities that conflict with the organization of systematic learning, which is their primary responsibility. The degree to which students have met their academic performance goals is primarily dependent on how well teachers carry out their teaching duties. But ineffective teaching-learning processes are hampered by outdated educational infrastructure and a dearth of teaching resources.

Similarly, the quality of facilities affects both the wellbeing of teachers and students as well as educational outcomes (Kehinde & Mamman, 2020). The importance of training facilities in the lives of graduates of business education is becoming increasingly recognized. The equipment and facilities in schools aid in the teaching and learning process. According to the NCE Minimum Standard (2020), the Business Education Programme in Colleges of Education must have at least the following facilities and equipment: classrooms, laboratories and equipment, libraries, hostel, furniture, staff offices and quarters, and playground put in place to create an environment in which implementation can take place. Moses (2014) argued that by implication, instructional resources have a favourable relationship with educational effectiveness, student academic success, and post-secondary capacities. However, due to the poor state of education in Nigeria, there is now growing worry regarding the number and calibre of qualified teachers as well as the amenities in colleges of education. The public's criticism of Nigeria's educational system is growing, and professionals in education and related sectors are stepping up their efforts to improve the quality of instruction at all levels, which adds to the workload of the teachers.

Besides, one basic concept in education today is the issue of gender. Gender denotes differences in sex, that is, male and female and how this differences influence this study. According to Mukoro (2014), gender is a term that describes social contrition of female and male individually, and can be viewed as more than biological classification between male and female. However, College of education either public or private plays a key role in the economic and social development of any nation. In today's life-long learning framework, college of education provides not only high level skilled manpower necessary for every market but also the training essential for teachers, doctors, nurses, civil servants, engineers, scientists and other personnel. It is these trained individuals that help to develop every sector of the economy and make



important decisions which affect the entire society. Based on the highlighted variables, this study is being carried out to assess the curriculum implementation framework for quality assurance in business education programme in colleges of education.

Statement of the Problem

Researchers observations, curriculum implementation framework for quality assurance in business education programme still faces serious problem in the areas of under-funding, lack of qualified teachers, non-availability of instructional materials, inadequate classrooms, and non-utilization of teaching and learning facilities, and also shows that some NCE business education graduates cannot speak good English or even write a letter, amongst others. Oladunjoye (2015) asserted that the products of a deficient curriculum cannot function effectively and efficiently in today's consistent technological changes in the work environment. From the foregoing, it became apparent that there is a dire need to assess the curriculum implementation framework in order to standardize the way option courses are operated, It is as result of this, that this study was conducted to assess the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State.

Research Questions

the following research questions guided the study.

1. What is the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State?
2. How adequate are the facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State?

Research Hypotheses

, the following null hypotheses were tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean ratings of male and female respondents on the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in Colleges of Education.

Ho2: There is no significant difference between the mean ratings of respondents from public and private colleges of education on the adequacy of facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education.

Methodology

Descriptive survey research design was used to carry out this study. The study population was 1,068 made up of 52 teachers and 1,016 NCE III students of business education from six colleges of education in Kwara State. All business education teachers 52 was used. Simple random technique was used to select a sample size of 203 NCE III students. A 50 item questionnaire tagged Curriculum Implementation Framework of Business Education Questionnaire (CIFBEQ) with a 4-point rating scales was the instrument used for the data collection. The instrument went through face and content validation by three experts; two Senior Lecturer from Department of Business and Entrepreneurship Education, Kwara State University, Malete and one Senior Lecturer from Department of Measurement and Evaluation, University of Ilorin. The reliability of the instrument was ensured using the Cronbach Coefficient Alpha and the result yielded a reliability coefficient of 0.77. The data collected were analyzed using Mean and Standard Deviation for the research questions. The null hypotheses were tested using independent samples t-test at 0.05 level of significance.

Decision Rule: The researchers distributed 255 copies of the questionnaire to the business education teachers and students in Kwara state colleges of education out of which 250 copies were successfully retrieved giving 98.04% return rate, while five copies were not returned giving 1.96% mortality rate. For the test of null hypotheses, if the observed probability value is equal to or less than the fixed value 0.05, the null hypotheses was rejected and if the observed probability value is greater than the fixed value 0.05, the null hypotheses was not rejected.

Results

Analyses of data to answer the research questions are presented in Tables 1 to 2 as follows:

Research Question 1: What is the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education?



Table 1: Mean and standard deviation of responses on the level of teacher quality in curriculum implementation framework for quality assurance

S/N	Item Statements	\bar{X}	SD	Remark
1.	In the college, business education teachers has the academic qualifications that influence students' performance and professional preparation.	3.57	0.56	Very High Level
2.	Business education teachers communicate effectively.	3.59	0.53	Very High Level
3.	Teachers in business education exhibit professional knowledge and competency regarding how learners learn and how to teach effectively.	3.44	0.58	High Level
4.	Business education teachers have professional skills to plan a lesson for and assess effective learning.	3.48	0.55	High Level
5.	In the college, business education teachers ensure and maintain conducive learning environments.	3.36	0.56	High Level
6.	Teachers in business education have strong control over the class through the application of classroom management techniques.	3.15	0.73	High Level
7.	In the department, teachers give guidance to the students by having an understanding of interests, abilities, educational and vocational plan of the students.	3.54	0.56	Very High Level
8.	Business education teachers demonstrate professionalism to supervise work habits and behaviorso as to maintain order and discipline in the classroom.	3.38	0.53	High Level
9.	Teachersorganize Co-curricular activities in business education department.	3.27	0.56	High Level
10.	Business education teachers simplify the course content to the understanding of the business education students.	3.36	0.58	High Level
Weighted average		3.41	0.57	High Level

All the 10 items have standard deviation ranging from 0.53 to 0.73. This means that the responses of the students are not widespread as they are close to the mean. Table 1 shows a calculated weighted average mean and standard deviation of 3.41 and 0.57, which indicates that all the items show high level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education.

Research Question 2: How adequate are the facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education?

Table 2: Mean and standard deviation of responses on the adequacy of facilities for curriculum implementation framework for quality assurance

S/N	Item Statements	\bar{X}	SD	Remark
11.	Classrooms/Lecture Theatres.	3.15	0.68	Adequate
12.	Model Office.	2.47	1.09	Not Adequate
13.	Lecturers' Offices.	3.05	0.68	Adequate
14.	Departmental Library.	2.25	1.10	Not Adequate
15.	ICT Laboratory.	2.23	1.16	Not Adequate
16.	Accounting laboratory.	2.00	1.02	Not Adequate
17.	Departmental studios.	1.85	1.07	Not Adequate
18.	Typing pool.	2.94	0.85	Adequate
19.	Computers.	2.48	1.18	Not Adequate
20.	Manual/Electric Typewriters.	2.67	0.90	Adequate
Weighted average		2.51	0.93	Adequate



All the 10 items have standard deviation ranging from 0.68 to 1.18. This means that the responses of the teachers and students are not wide spread as they are close to the mean. Table 2 shows a calculated weighted average mean and standard deviation of 2.51 and 0.93, which indicate that all the constructs on facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education are adequate. This implies that the adequate facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education are adequate.

Test of Hypotheses

The two null hypotheses of the study were tested using Independent Samples t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Table 3 to 4 as follows:

H₀₁: There is no significant difference between the mean ratings of male and female respondents on the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in Colleges of Education.

Table 3: Summary of t-test of the difference between the mean ratings of male and female respondents regarding the level of teacher quality in curriculum implementation framework for quality assurance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	74	3.89	0.19	28.83	196	0.03	Rejected
Female	124	2.97	0.30				

Source: Field survey, 2023 P<0.05

The Table 3 reveals that there is a significant difference between the mean ratings of male and female students regarding the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education ($t_{196} = 28.83, P<0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female student respondents regarding the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education was rejected. This implies that male and female student respondents differ significantly in their responses regarding the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education. Their responses shows that male student respondents rated the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education higher than the female student respondents (mean difference = 0.92).

H₀₂: There is no significant difference between the mean ratings of respondents from public and private colleges of education on the adequacy of facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education.

Table 4: Summary of t-test of the difference between the mean ratings of respondents from public and private colleges of education regarding the adequacy of facilities for curriculum implementation framework for quality assurance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Private	74	3.68	0.34	24.15	248	0.07	Not Rejected
Public	176	2.01	0.55				

Source: Field survey, 2023 P>0.05

Data in Table 4 reveal that there is no significant difference between the mean ratings of respondents from public and private colleges of education regarding the adequacy of facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education was not rejected. This implies that private and public colleges of education teachers and students differ significantly in their responses regarding the adequacy of facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education. Their responses shows that private colleges of education respondents rated adequate of facilities for



curriculum implementation framework for quality assurance in business education programme in colleges of education higher than the public colleges of education respondents (mean difference = 1.67).

Discussion of findings

The research assessed the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara state, Nigeria. In order to achieve this purpose, two research questions and research hypotheses were raised. Based on the result of the data analysis and test of hypotheses, the following findings were made:

The findings revealed that both the male and female business education students are rated high level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education. The findings further revealed that there was significant difference between ratings of male and female students regarding the level of teacher quality in curriculum implementation framework for quality assurance in business education programme in colleges of education. This finding agreed with Shalem (2010) who argued that outstanding teachers are the most valuable resource in a system of education, but that teachers are also required to carry out responsibilities that conflict with the organization of systematic learning, which is their primary responsibility. The degree to which students have met their academic performance goals is primarily dependent on how well teachers carry out their teaching duties.

The findings revealed that facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education are adequate. The findings further reveals that there was no significant difference in the mean ratings of respondents from public and private colleges of education regarding the adequacy of facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education. This finding is in line with Mamman (2020) who reveals that there is a growing awareness of the important role training facilities can play in the life of business education graduates.

Conclusion

Based on the findings of the study, it was concluded that business education curriculum in colleges of education is fairly well implemented as stipulated in the National Commission for Colleges of Education (NCCE) curriculum implementation framework. This is based on the variables examined in this study. This means that if these variables examined in this study (teacher quality and adequate facilities) are given proper consideration by the stakeholders, the goals of Business Education programme will be fully achieved. The implication of this is that the graduates of the programme would be self-reliant and job creators rather than job seekers. This will in turn lead to economic growth and consequently national development.

Recommendations

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

1. Management of colleges of education should employ only qualified business educators to teach business education programme so as to aid effective implementation of business education curriculum.
2. Stakeholders in Business Education programme should help to provide appropriate physical facilities and funds for effective implementation of business education curriculum.

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