



## CHALLENGES FACING CURRICULUM INNOVATION IN BUSINESS EDUCATION PROGRAMMES IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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### Abstract

*This study examined some challenges facing curriculum innovation in business education programme in tertiary institutions in Anambra State. Two research questions were formulated to guide the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study consisted of 91 business educators from four public tertiary institutions in Anambra State offering business education programme. A 20 items structured questionnaire titled "QCFCI" was used for data collection. Data collected were analyzed using mean and standard deviation for research question and t-test for hypotheses. Some findings of the study revealed that the respondents disagreed that there are enough human resources in Anambra State public tertiary institutions for curriculum innovations and also disagreed that instructional facilities and physical facilities does not affect curriculum innovations in business education programme. The test of hypotheses revealed that type of institution and gender of the business educators did not have a significant influence on their mean ratings of the variables covered. Based on the findings, it was recommended among others that Federal and State government should grant business education department the permission to recruit more qualified and enough human resources, provide instructional and physical facilities to enable them effectively engage in teaching business education courses in the tertiary institutions.*

**Keywords:** Curriculum Innovation, Business Education Programme, Tertiary Institutions.

### Introduction

The current technological changes in the business world have necessitated for curriculum innovation in business education programme to match up with the current trends in the modern offices. One of the major challenges facing business education programme in Nigeria especially at the tertiary institution level is curriculum innovations. Curriculum describe comprehensively the goals and objectives of a particular course of study, organization of the course content area, and evaluation of students' academic achievement in that particular course of study. Efanimajor and Okolocha (2020) defined curriculum as the means through which the laid down educational philosophy of a nation is translated into concrete reality. It also contains prescribed courses of studies which student must learn in order to reach a certain level of education. This implies that curriculum is the various activities and experiences organized for the learner to enable him develop all his potentialities. Ementa and Alonta (2021) noted that in school and colleges, curriculum is the heart of any educational endeavour as it determines what and how educational content should be taught. Gulsah and Berna (2021) described curriculum as the constitution of education system which defines the individual to be raised in the society. They further explained that, curricular decisions offer important clues that will affect the entire teaching and learning process. In line with this, Okagbare in Ementa and Alonta (2021) emphasizes that curriculum is the tool that guides the content of education system. Hence, curriculum is a vital instrument of any educational reform and policies that directs how knowledge and skills will be impacted to the learner. They further maintained that functional education can only be attained through formal education, in which curriculum serves as a pivot to which goals and objectives of education can be achieved. In line with this, Olatoye, et al. (2020) noted that business education curriculum at the tertiary institution level is structured such that all students offer the same set of courses such as fundamentals of business education, Business mathematics, Introduction to Accounting,



Elements of business, Principles of marketing, Shorthand, Consumer Education, Office Management etc, in their first and second year so that they can be exposed to the introductory parts of all specialized aspects.

In line with this, Ezeonwurie (2021) described business education as an integral part of vocational education which is the education for self-reliance and employability. She further maintained that business education prepares beneficiaries for gainful employment and sustainable livelihood. Chiadika, et al. (2014) is of the view that business education programme equips its recipient with the necessary business skills as it encompasses the knowledge, attitudes and skills needed by all persons in order to effectively manage their personal business, economic system and be gainfully employed. The acquisition of skills, competencies and knowledge as imbedded in business education help to address unemployment and its attendant vices, increase productivity and accelerate the development of the nation. Okoye and Onwuna (2023) maintained that business education programme is viewed as a key component of Nigerian government initiatives to create jobs for youths. In line with this, Chima-Uduma and Igwe (2020) affirmed that in order to provide the youths with skills to launch new business, the business education training programme should combine general education with entrepreneurship courses. Business education emphasises on practical skills and equips students with knowledge and abilities to find work anywhere in the world or create business upon graduation. Oluwalola (2021) observed that business education contributes immensely to economic development as graduate possess ability to impact others and raise effective administrators as well as business men and women. The business education curriculum is still facing several challenges in trying to reflect the perceived value and importance of developing adequate skilled human resources facilities, physical facilities, modern office equipment and ICT literacy needed in all business education students to match up with current trends in office occupation. However, there is urgent need for curriculum innovation in business education programme at the tertiary institution level.

Innovation means a new idea, method, or device, or one can simply explain innovation to mean introduction of something new. Okekeocha and Akpulue (2021) noted that innovation means creating new value and/or capturing value in a new way. They further explained that an innovation is an idea that has been transformed in practical reality. They noted that a good school environment provides both teachers and students with the opportunity for innovations through Information and Communication Technology (ICT) technological innovations, scientific discoveries among others which ultimately contribute to the development of any nation. Okekeocha and Akpulue further maintained that innovations are inseparable with education because education brings about innovations. Olatoye, et al. (2020) affirmed that despite the importance and contribution of business education to the nation so far, it was observed that the programme is being handled with a "lassaire faire" and "non-challant" attitude. Edokpolor and Egberi in Olatoye, et al. (2020) noted that such attitude has always deprived business education from adequate provision of funds, qualified manpower, modern facilities, quality curriculum and proper attention. In line with this, Olatoye et al (2020) further maintained that research has shown that inadequate funding seems to be the greatest challenge of the programme as it has led to manpower problem. Majority of higher institutions employ few lecturers due to the fact that they aren't financially buoyant as they are even struggling to pay the salaries of the few ones that they employed. Manpower problem has caused one person to be performing the function of two or three people. Inadequate funding has prevented higher institutions from updating their facilities from time to time. Modern facilities such as Laptops seems to be absent in their departmental laboratories as one can only find typewriters in some institutions. Few available equipment and facilities in majority of the institutions aren't functioning efficiently as well as obsolete. Most of the institutions are using obsolete curriculum. Curriculum they have been using for more than two decades are still in use without review. The implication of this is that business education graduates may not be able to perform excellently as expected in the labour market since the obsolete curriculum has prevented them from being exposed to the essential knowledge and proper acquisition of current skills needed in the present era This is the main reason why it became necessary to examine the challenges facing curriculum innovations in business education programmes in tertiary institutions and to propose possible solutions to these.

### **Statement of the Problem**

In recent times, business education seems not to be meeting up to its objective and goal of training graduates that will become self-reliant and equip with skills needed to operate in modern day offices upon graduation. This may be attributed to curriculum contents of business education programme which appears to be obsolete. This calls for urgent need for curriculum review and total innovation of business education programme. Many business education professionals and curriculum planners have tried in one way or the other to ensure that business education programme achieve its objectives of equipping its graduates with the necessary skills required in the 21<sup>st</sup> century modern offices, but to no avail due to some enormous



challenges facing business education curriculum. This was evidently proved by the study of Okoye and Onyeagba (2021) which stated that the curricular of business education in most tertiary institutions do not seem to satisfy the current entrepreneurial demands. Umezulike and Anozie (2021) noted that business education is a skill-based programme and therefore needs to be effectively implemented in order to meet its stated goals. The problem of this study, therefore, is that business education graduates are not employed due to a lack of skills required in modern-day business.

### Research Question

The following research questions guided the study:

1. What are the human resources challenges facing curriculum innovation in business education programme?
2. What are the instructional and physical facilities challenges facing curriculum innovation in business education programme?

### Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant difference in the mean responses of male and female business education lecturers regarding the human resources challenges facing curriculum innovation in business education programme in Anambra State's public tertiary institutions.

**H<sub>02</sub>:** There is no significant difference in the mean responses of business educators in universities and those in colleges of education regarding the instructional and physical facilities challenges facing curriculum innovations in business education programme in Anambra State's public tertiary institutions.

### Methodology

The study adopted descriptive survey research design. This research design was considered suitable for this study because it is aimed at investigating the challenges facing curriculum innovation in business education programme. The study was carried out in the four public tertiary institutions in Anambra State. The population of the study comprised 91 business educators from four public tertiary institutions in Anambra State offering business education. They include, Nnamdi Azikiwe University, Awka (UNIZIK), Chukwuemeka Odumuegwu Ojukwu University, Igbariam (COOU), Federal College of Education Technical, Umunze (FCET), and Nwafor Oriuzor College of Education, Nsugbe (NOCEN). The instrument titled "Question on Challenges Facing Curriculum Innovation" (QCFCI) was developed and used to gather data from the respondents and was validated by three research experts from Chukwuemeka Odumuegwu Ojukwu University, Igbariam (COOU). The instruments consist of 20 items which aimed at answering the two research questions used in this study. Out of 91 copies of the questionnaire distributed, 87 were correctly filled and returned giving a percentage return of rate of 96%. Therefore, the 87 copies correctly filled and returned were used for data analysis. Data collected from the respondents were analyzed using statistical mean and standard deviation to answer the research questions, and t-test was used to test the null hypothesis at 0.05 level of significance.

**Decision rule:** Mean ratings from 2.50 - 4.50 is regarded as agree while mean ratings below 2.50 is regarded as disagree for the test of hypotheses, the null hypotheses was accepted where the P-value is greater than the significant level; otherwise, the null hypotheses was rejected.

### Results:

#### Research question 1:

What are the human resources challenges facing curriculum innovation in business education programme?

Table 1: Respondents Mean Ratings on the Human Resources Challenges Facing Curriculum Innovation in Business Education Programme.

S/N	Items Statement	X <sub>̄</sub>	SD	REMARKS
1	Business education programme lacks enough lecturers in my institution.	3.50	1.77	Agree
2	There are no enough workshop attendants in business education computer laboratories.	3.55	2.51	Agree



3	All business educators are not members of professional business education body (ABEN).	4.25	2.01	Agree
4	There is no secretary in business education department in my institution.	3.68	2.39	Agree
5	Business education department in my institution has no office messenger.	3.61	2.51	Agree
6	Minimum qualification of business educators in my institution are master's degree holders.	4.48	1.88	Agree
7	Majority of business educators in my institution are not computer literate.	3.54	2.62	Agree
8	All business educators in my institution do not engage in retraining programmes to keep themselves up to date on current trends in business education programme.	3.56	2.51	Agree
Grand Mean		3.77		Agree

Data in table 1 reveal that the respondents agree on all the items from 1 to 8 with the mean scores ranging from 3.50 to 4.48 with grand mean score of 3.77. It indicates that the respondent agree that there are human resources challenge facing business education programme in Anambra State public tertiary institutions. This could be as a result of inadequate funding from government to support the tertiary institutions in the recruitment of qualified lecturers into business education programme for effective curriculum development, implementation, and innovation. The standard deviations for all the items are within the same range showing that the respondents are not distance away from one another in their ratings.

**Research Question 2:**

What are the instructional and physical facilities that affect curriculum innovation in business education programme?

Table 2: Respondents Mean Ratings on the Instructional and Physical Facilities that Affect Curriculum Innovation in Business Education Programme.

S/N	Items Statement	X	SD	Remarks
9	Lacks of whiteboards in business education department affect teaching and learning.	3.38	22.42	Agree
10	There are no enough computers in business education department in my institution.	4.22	2.01	Agree
11	Lack of enough internet facilities in business education department in my institution affect business education department.	3.84	2.38	Agree
12	Business education in my institution has no computer laboratory.	2.95	3.22	Agree
13	There is no enough furniture in business education department in my institution for teaching and learning.	3.12	3.88	Agree
14	Lack of projector affect paper presentations in business education department in my institution.	3.77	2.38	Agree
15	There are no enough offices for business education lecturers in my institution.	2.58	3.58	Agree
16	There is no digital software for only business education research.	4.32	2.00	Agree
17	There are not enough textbooks for all business education courses in my institution.	2.16	4.06	Disagree
18	There are inadequate office equipment's like, photocopying machine, printers, word processor, calculator, etc in my institution.	4.36	1.89	Agree
19	There is no model office in business education department in my institution.	4.25	2.01	Agree
20	There is no digital library for business education students in my institution.	3.68	2.50	Agree
Grand mean		3.55		Agree



Data in table 2 reveal that the respondents agree on items 9, 10, 11, 12, 13, 14, 15, 16, 18, 19 and 20 with mean scores ranging from 2.58 to 4.36. But disagree on item 17 with mean score of 2.16. The grand mean score of 3.55. It shows that the respondents agree that instructional and physical facilities challenges affect curriculum innovation in business education programme. This could be as a result of poor tertiary institution funding, lack of modern teaching facilities to enhance curriculum innovation, lack of qualified business educators and poor motivation of available ones. Standard deviations for all the items are with the same range showing that the respondents are not distance away from one another in their ratings.

### Testing of Null Hypotheses

#### Hypotheses 1:

There is no significant difference in the mean responses of male and female business education lecturers regarding the human resources challenges facing curriculum innovations in business education programme in Anambra State's public tertiary institutions.

Table 3: Summary of t-test analysis of business education lecturers on human resources challenges facing curriculum innovations in business education programme.

Gender	N	X	SD	DF	T-Value	P-Value	Decision
Male	49	3.56	0.69	85	0.36	0.72	Accepted
Female	38	4.00	0.67				

Data in table 3 show that t-value of 0.36 at 85 degrees of freedom with a P-value of 0.75 is greater than the criterion value of 0.05 (P-value = 0.72 > 0.05). This means that there is no significant difference in the mean responses of male and female business education lecturers on the human resources challenges facing curriculum innovation in business education programme in Anambra State public tertiary institutions. Therefore, the null hypothesis was accepted.

#### Hypotheses 2:

There is no significant difference in the mean responses of business educators in the universities and those in colleges of education on the instructional and physical facilities challenges facing curriculum innovation in business education programme in Anambra State public tertiary institutions.

Table 4: Summary of t-test analysis of business educators on the instructional and physical facilities challenges facing curriculum innovations in business education programme.

Type of Institution	N	X	SD	DF	T-value	P-Value	Decision
Colleges of Education	19	2.49	0.80	85	0.31	0.76	Accepted
Universities	68	2.47	0.89				

Table 4 shows that the t-value of 0.31 with 85 degrees of freedom has a P-value of 0.76 which is greater than the criterion value of 0.05 (P-value = 0.76 > 0.05). This means that there is no significant difference in the mean responses of the business educators in universities and those in colleges of education on the instructional and physical facilities challenges facing curriculum innovation in business education programme in Anambra State public tertiary institutions.

### Discussion of Findings

The findings of the study in 1 revealed that business educators agree that human resources challenges affect curriculum innovation in business education programme. The findings from the respondents disclosed that out of 8 items inscribed on the questionnaire in table 1 on the human resources challenges facing business education programme, the business educators agreed that all the 8 items are the human resource challenges that affect curriculum innovation in business education programme. Similarly, findings of the study in table 2 revealed that business educators agree that instructional and physical facilities affect curriculum innovation in business education programme. This findings from the respondents disclosed that out 12 items inscribed on the questionnaire on instructional and physical facilities challenges facing business education programme, the business educators agree that 11 out 12 items inscribed on the questionnaire are the physical and instructional facilities challenges that affects curriculum innovation in business education programme, and disagree that 1 out of the 12 items is not part of the challenge that affect curriculum innovation in business education programme. The findings of the



study could be attributed to many factors affecting curriculum innovation in business education programme. These factors could be inadequate funding from government to support tertiary institutions, lack of teaching and research facilities, lack of motivation of business educators and poor attitude of lecturers towards teaching business education courses.

The finding of this study substantiates that of Umezulike and Anozie (2021), which disclosed that some business education lecturers possess inadequate Information and Communication Technology (ICT) expertise which affects instructional delivery. Umezulike and Anozie further observed that the inability of business education lecturers to use adequate instructional strategies (models) and projects methods alongside other strategies do not encourage originality at work. Similarly, Oluwalola (2021) observed that business education contributes immensely to economic development as graduates possess the ability to impact other people and raise effective administrations as well as business men and women which curriculum innovation will reveal. Obi (2018) observed that many schools are unable to teach business education courses effectively due to inadequate business education teachers and equipment.

Similarly, Rotua in Umezulike and Anozie (2021) reported that business education lecturers who supposed to render a helping hand in the production of good quality business education graduates neglect their duties which affect the progress of national development. Rotua observed no interest for business education lecturers, who see their lecturing duty as the second chance duty. These approaches to inculcate knowledge, skills in students had failed instead they continue to make it harder in national educational system. The test of hypotheses in table 3 showed that there is no significant difference in the mean responses of male and female business educators on the human resources challenges facing business education programme in public tertiary institution in Anambra State. Similarly, in table 4 test of hypotheses also showed that there is no significant difference in the mean responses of business educators in universities, and those in the Colleges of education on the instructional and physical facilities that affects curriculum innovations in public tertiary institutions Anambra State. This concurs with that of Madu (2022) which revealed that the poor performance of students in business education is due to non-utilization of instructional materials in the classroom.

### **Conclusion**

Based on the findings of this study, it is evident that curriculum innovation in business education programmes in public tertiary institutions in Anambra State, Nigeria, is faced with significant challenges. The consensus among business educators on the human resources and instructional/physical facilities challenges affecting curriculum innovation underscores the need for urgent attention to address these challenges. The lack of adequate, teaching and research facilities, motivation among business educators, and poor attitude of lecturers towards teaching business education courses are major obstacles to curriculum innovation.

Moreover, the findings highlight the importance of providing modern teaching and research facilities, including ICT equipment and software, to enhance instructional delivery. The inability of business education lecturers to use adequate instructional strategies and projects methods, alongside other strategies, hinders originality and creativity in students. The neglect of duties by most business education lecturers, who see their lecturing duty as a second chance, has failed to inculcate knowledge and skills in students, making it harder in the national educational system. Therefore, to address these challenges, policymakers, business educators and stakeholders must collaborate to address these challenges and improve curriculum innovation. By doing so, business education programmes can produce graduates who drive economic development and national growth, preparing them for the challenges of the 21<sup>st</sup> century.

### **Recommendations**

Professional association like (ABEN), international organizations such as (UNESCO), and government agencies like the (Ministry of Education), and private organisation like (consulting firms) should provide regular training and development programmes for business educators. Encouraging them to pursue higher Based on the findings of this study, the following recommendations were made:

1. degrees and certifications, while also improving their working conditions, addressing inadequate staffing and fostering a collaborative work environment.
2. Government agencies such as the Ministry of Education, institutions of higher learning, and private organizations should provide modern teaching and research facilities, including ICT equipment. They should also ensure adequate maintenance and upgrades of these facilities, develop effective strategies for managing them, and encourage technology-enhanced learning environments.



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