EVALUATION OF BUSINESS STUDIES CURRICULUM IMPLEMENTATION USING CONTEXT, INPUT, PROCESS AND PRODUCT MODEL IN UPPER BASIC SCHOOLS IN ZAMFARA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIAIN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER DEGREE IN CURRICULUM

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DECLARATION

I declare that the work in this dissertation entitled **EVALUATION OF BUSINESS STUDIES CURRICULUM IMPLEMENTATION USING CONTEXT, INPUT, PROCESS AND PRODUCTMODEL IN UPPER BASICSCHOOLS IN ZAMFARA STATE, NIGERIA**has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this dissertation was previously presented for the award of degree or diploma at this or any other institution

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IDRIS Karima   Date

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CERTIFICATION

This dissertation entitled **EVALUATION OF BUSINESS STUDIES CURRICULUM IMPLEMENTATION USING CONTEXT, INPUT, PROCESS AND PRODUCTMODEL IN UPPER BASICSCHOOLS IN ZAMFARA STATE, NIGERIA**by IDRIS Karima meets the regulation governing the award of the degree of Master Degree (M. Ed) of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents Mr. Noah Ejigbo and Mrs Esther Ejigbo and my husband AlhajiIdrisAbubakarSadiq, my jewels Aisha, Ibrahim,Yusuf and Sulaiman.

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ABSTRACT

The study evaluated business studies curriculum implementation using context, input, process and product model in government Upper Basic schools in Zamfara State, Nigeria. The study had five objectives, among which were to determine the extent to which business studies curriculum meets the educational needs of students in Government Junior Secondary schools in Zamfara State, Nigeria, determine the extent to which Government Junior Secondary Schools had needed manpower for the implementation of business studies curriculum. Based on the objectives, five research questions and five null hypotheses were raised. Descriptive survey research design was used for the study. The population for the study was 5460 comprising of 417 business studies teachers and 5043 Upper BasicIII students in public Upper Basic schools in Zamfara State. The sample of the study stood at 38 teachers and 462 students. The instrument for the data collection was a 4-points rating scale structured questionnaire. The instrument was developed by the researcher and validated by experts and pilot tested in Zamfara state. Data collected were analyzed using Cronbach's alpha method and a reliability coefficient of 0.84 was obtained. The researcher,assisted by 5 research assistants collected the data using direct approach. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while inferential statistics of Chi-square was employed in the test of research hypotheses at significance level of 0.05. The study revealed that the curriculum content of business studies in Zamfara State was rich enough but the problem of manpower, education facilities and pedagogical approach adopted hampered the realization of the aims and objectives of the subject as stipulated in the National Policy on Education. It was therefore concluded the rich curriculum content of business studies will not be fully implemented as long as there is problem of manpower, education facilities and pedagogical approaches in Upper Basic schools in Zamfara State. It was recommended among others that, Zamfara State government should employ more teachers, provide needed instructional materials for effective implementation of business studies curriculum in Zamfara State.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Business Studies is one of the pre-vocational educational subjects in Upper Basicschools in Nigeria. The subject was grown out of a curriculumto carter for junior secondary school students who could not cope well with higher order thinking skills such as analyzing, synthesizing and evaluating problems. Business studies like many other subjects, has been defined in numerous ways by different scholars depending on situations and purposes. Some experts defined it from the way it is practiced in the field, while others define it from the angle it is taught in schools and colleges. Business studies can be defined as a specialized area of study that provides the learner with knowledge, understanding, skills and attitudes necessary for managing their own lives, further their education and be efficient in their work. Adamu (2010) defined business studies as a programme designed to provide students with the basic processes of educational training; decision making; the philosophy, theory, and psychology of management; practical applications that prepare learners for self reliance and provide a learning foundation for a wide range of careers such as clerks, business proprietors, typists, receptionists and store keepers.

The central focus of business studies is to teach students the wellbeing of people within the context of their personal, family, community and work roles. According to Adamu and Sani(2017), the objectives of business studies at secondary school level is to: - train students for job skills and career opportunities for self-reliance; develop positive human relationship and ability to work with people from diverse socio-economic background and educate students on future home making and the way of being an intelligent consumer. According to Federal Republic of Nigeria (FRN) (2012)business studies curriculum is designed to: provide students with knowledge and practical skills for application in the

process of everyday life within the home and community; ensure that students are capable of wise decision-making in areas related to the management of their personal resources; develop in students competence in making wise consumer decisions; and develop interest in the vocational aspects of the subject.

To achieve the mentioned objectives, these, the curriculum of the subject was prepared towards integrating relevant skills with diversity in considerations to enable the school leavers gain job and enhance their performance in the fieldwork. The restructure of the curriculum was to develop vocational Trades/Entrepreneurship skills among students. According to Obioma (2010) the curriculum is structured to preparestudents for senior secondary school level and equip them with relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. Adamu and Sani (2016) reported that the introduction of business studies curriculum in secondary schools is to meet the global requirements of providing youths with requisite skills for self reliance to contribute positively to nation's socio-economic and political development.

Despite the introduction of business studies in junior secondary schools almost 30 years ago, the persistent increase of unemployment among the school leavers is increasing. Empirical evidences from Adamu and Mukthar (2018) and National Bureau of Statistics (2017) and Adamu(2014) indicated that the rate of unemployment is increasing in the country. What could be the cause of increase in the rate of unemployment in the country? Kabir and Adamu (2019) reported that, if there is problem in realization of the aims and objectives of any educational programme, the first place to be investigated should be the curriculum. Rossi, Lipsey and Freeman (2004) maintained that periodic evaluation in education helps in identifying areas for improvement and ultimately help one realize one's goals more efficiently.

Curriculum evaluation is the process of finding out the extent to which the learning experiences in relation to the content that have been developed and organized produces the desired result. According to Carter (2018) evaluation is carefully collecting information about a programme or some aspects of a programmeon extent to which the learning experiences in relation to the content that have been developed and organized are tailored towards the realization of goals and objectives.In education, evaluation is geared towards obtaining valuable information from different source such as aims and objectives of the programme, content of the programme, pedagogical approach, instructional facilities, human resources and output in the labour market. This is in line with Kabir and Adamu (2019) who opined that curriculum evaluation is a necessary and important aspect of any national education system. Curriculum evaluation provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation for the achievement of any educational goals and objectives.

There are many models for programme evaluation, however CIPP model is the most popular model for programme evaluation (Fitzpatrick, Sanders &Worthen, 2011; Zhang, Zeller, Griffith, Metcalf, Williams, Shea&Misulis, 2011). CIPP means Context, Input, Process and Product (CIPP) model is a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organisations, and evaluation systems. According to Stufflebeam andShinkfield (2007) the context assesses the extent to which curriculum meets the educational goal, input assesses the extent to which curriculum meets the context, process assesses the extent to which inputs meets both the educational and developmental needs while the product assesses the extent to which the process meets the educational and developmental needs. This explained why Mertens and Wilson (2012) reported that CIPP model is a holistic evaluation of educational programme or course in line

with the aims and objectives. Considering the global recognition of the Stufflebeam CIPP model, the reseracher empirically evaluated the business studies curriculum in Zamfara state.

1.2   Statement of the Problem

The rate of increase in the unemployment in Nigeria is alarming and threatens the peaceful co-existing of the inhabitants. The situation prompted the Federal Government to introduce pre-vocational and vocational subjects in the curriculum of Upper Basicschools. It was hoped that the initiation will provide school leavers with basic skills for self reliance. But from general observation there is doubt on the achievement of the desired aims and objectives of the initiation, unemployment among school leavers in the country is worrisome. Youth unemployment rate appear to be on the increase.

It is obvious that the curriculum content of business studies aimed at providing school leavers with employable skills after graduation, however, the problem of unemployment especially among the school leavers continuous to rise and can be attributed to many factors such as disconnection between the curriculum content and the societal needs. The theoretical approach emphasized in the curriculum of trade subjects in secondary schools is not providing students with requisite skills for self employment. The situation urged the researcher to carry out this study.

1.3   Objectives of the Study

The main objective of the study wasto evaluate business studies curriculum implementation using context, input, process and product model in government Upper Basicschools in Zamfara State, Nigeria. Specific objectives were to determine: -

1. the extent to which business studies curriculum meets the educational needs of students in Government Upper Basicschoolsin ZamfaraState, Nigeria.

2. the extent to which Government Upper Basics schoolshave needed manpower for the implementation of business studies curriculum in ZamfaraState, Nigeria.

3. the extent to which Government Upper Basicschoolshave needed instructional materials for the implementation of business studies curriculum in ZamfaraState.

4. the extent to which the pedagogical approaches used for teaching business studies was appropriatefor the realization of its objectives in Government Upper Basicschoolsin ZamfaraState, Nigeria.

5. the extent to which business studies provides Upper Basicschool students with the needed skills, competencies and knowledge at stipulated the National Policy on Education in Nigeriain Zamfara State?

1.4   Research Questions

In line with the specific objectives, the following research questions were posed.

1. To what extent does business studies curriculum meet the educational needs of students in Government Upper Basicschoolsin Government Junior Secondary schools in ZamfaraState, Nigeria?

2. To what extent do Government Upper Basicschoolshave needed manpower for the implementation of business studies curriculum in ZamfaraState, Nigeria?

3. To what extent do Government Upper Basicschoolshave needed instructional materials for implementing business studies curriculum in ZamfaraState?

4. To what extent did the pedagogical approach used for teaching business studies appropriatefor   realizing   the   objectives   of   Government   Upper   BasicschoolsinZamfaraState, Nigeria?

5. To what extent does business studies provide Upper Basicschool students with the needed skills, competencies and knowledge at stipulated in the National Policy on Education of Nigeria.

1.5   Research Hypotheses

The following null hypotheses were raised and to be tested at 0.05 level of significance.

$H0_1$:   There is no significant difference between the mean responses of teachers and students on the extent to which business studies curriculum meets the educational needs of students in Government Upper Basicschoolsin ZamfaraState, Nigeria.

$H0_2$:   There is no significant difference between the mean responses of teachers and students on the extent to which Government Upper Basicschoolshave needed manpower for the implementation of business studies curriculum in ZamfaraState, Nigeria.

$H0_3$:   There is no significant difference between the mean responses of teachers and students on the extent to which Government Upper Basicschoolshave needed instructional materials for the implementation of business studies curriculum in ZamfaraState.

$H0_4$:   There is no significant difference between the mean responses of teachers and students on the extent to which the pedagogical approaches used for teaching business studies are appropriate for realization of its objectives in Government Upper Basicschools inZamfaraState, Nigeria.

$H0_5$:   There is no significant difference between the mean responses of teachers and students on the extent to which business studies provides Upper Basicschoolsstudents with the needed skills, competencies and knowledge at stipulated by the National Policy on Education in Nigeriain Zamfara.

1.6 Significance of the Study

In view of the position of Business studies to the economic development family and nation at large, the study will be of significance to Business studies teachers, students, curriculum planners, government, society and future researchers

The outcome of this study will provide business studies teachers in upper Basic Schools with appropriate knowledge of instructions and strategies that will enhance teaching and learning in the class. This will help to develop in students the requisite skills needed from school leavers in home economics. In addition, the findings of this study are expected to yield relevant data that will strengthen, sustain and expand the knowledge of Business studies teachers that would enhance their teaching skills in schools. It is also believed that the teachers would be able to detect some of the problems militating against the achievements of some aims, goals and objectives of business studies programmes.

Through the outcome of the study, Business studies curriculum planners will understand the need to develop a workablecurriculum that can be implemented easily. This would help to provide students with vital skills needed for entrepreneurship and employment opportunity. Besides, the results of this study will help the curriculum planners in collecting usable and reliable data required to support advocacy by various interest groups for a better and practical education system that will meet the needs of National Policy on Education that hammer on entrepreneurship. In the same vein, it is believed that business studies curriculum planners will benefit from the study in such a way that when engaged in further review of the curriculum, other interest groups will be contacted and made to play their role. It is also expected that business studies students would benefit from the study when they find it necessary to consult in the course of their studies.

Through this study, the Zamfara state government will be aware of the areas of needs of secondary schools in terms of facilities and equipment required for proper implementation of

Business studies curriculum in secondary schools. This will enable the government to provide these facilities and equipment which will help to improve students' acquisition of the skills in new Business studies curriculum in secondary school. In addition, the government will also find it useful because it will show the areas where it has to come in, such as training and retraining of teachers and provision of necessary structures, resources and materials that will aid effective teaching and learning process in the business studies curriculum. Likewise, through this study, it is expected that government will further realize that the subject is not just a mere addition to the existing school curriculum but one that is crucial for the attainment of the much needed values in order to attain national development.

It is hoped that this research work would assist in providing new and continuing scholars in Business studies with the resources to investigate new concepts, strategies, and methodologies to use in a dynamic and creative learning environment. In addition, it is hoped that it will serve as an insight to researchers who might consult it in process of carrying out similar research work in the near future. To school administration, it is believed that they will further realize the important role business studies is expected to play on the life of the learners. Also, the study would provide other researchers with some reliable instruments, action procedures, experimental findings, and references needed for future research.

Furthermore, the findings and recommendations of this study will contribute to the understanding of the nature, objectives, scope of business studies curriculum as one of the solution to unemployment problem in ZamfaraState. By implication, the recommendations will help in realizing the objectives of business studies which will go a long way to address the problem of unemployment in ZamfaraState. Finally the study will provide additional literature that could enrich the existing literatures in the area of the implementation of business studies curriculum.

1.7   Scope of the Study

The research work will be on evaluation of business studies curriculum implementation using CIPP model in government Upper Basic schools in Zamfara state, Nigeria. The variable of the study were curriculum contents, qualified teachers, instructional materials and evaluation guides.The study concentrated on public Upper Basic schools offering Business studies ZamfaraState.   This decision was to enable the researcher concentrate on the schools offering Business studies and have facilities and manpower needed for curriculum implementation. The researcher further delimited the work to Upper Basic III students. The adoption of this decision was borne out of the need to use students that had relevant level of business studies training, and also had requisite skills needed from Business studies students.

CHAPTER TWO

REVIEW OF RELATED LITERATED

2.1   Introduction

This chapter reviewed related literature. The chapter specifically reviewed literature under the following sub-headings:

2.2   TheoriticalFramework

The study anchored on evaluation model frameworkdeveloped by Stufflebeam(1983). The evaluation model was used as a framework to systematically guide the study on evaluation of business studies in Upper Basic schools in Zamfara state and provide feedback for decision making and improvement on the needs of business studies. The framework is made up of four components of the Context, Input, Process, and Product (CIPP) evaluation model. In the model, Context is the goals and objectives of the programme. Inputs are the human and material resources needed for programmeimplementation. Process refers to

practical implementation of programme and Product refers to the quality of students learning

and its usefulness for the individual and for society.

The CIPP model attachesimportance to process evaluation because it looks into all the

strategies and components of evaluation and seeks the answers to these questions. Harrison

(2013) emphasizes that the CIPP model enables evaluators to intervene the evaluation process

when needed, both before and during the program and it also gives the possibility of

evaluation for only one component. The choice of model is based on the report of

Nicholas(2005) who asserted that a survey by American Society for Training and

Development members found that the CIPP model was preferred over other evaluation

models. Beside this, the framework is widely accepted for evaluation of numerous academic

programmes. For instance Kabir (2019) used to model to evaluate mandatory

entrepreneurship education in Federal Universities in North-west Nigeria. Nicholas (2005)

recommended the use of model to evaluate reading instruction. Considering that Business

studies is aimed at providing students with requisite knowledge, skills and attitude needed for

self-employment, the model is considered appropriate for this study. The impetus for the

choice of this theoretical framework is that it provides the basis and guide used in raising the

objectives of the study.

2.2 Conceptual Framework

2.2.1 Concept of Curriculum

Curriculum is cluttered by an array of definitions of the concept. It is defined as

prescribed course of studies, which students must learn in order to reach a certain level of

education. Coles (2003), defined curriculum as the sum of all the activities, experiences and

learning opportunities that institution(s) and teacher(s) have responsibility for either

deliberately or by default to make learning take place. Edward, Christine, and Bentley (2013)

,defined curriculum as the means and materials that students interacts with for the purpose of

achieving identified educational outcomes. Jeffs and Smith (2010), argued that the notion of curriculum provides a central dividing line between formal and informal education. In education, curriculum included the formal and the informal education; overt and the covert; recognized and overlooked; intentional and the unintentional actions that take place in school. Garba (2014), defined curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed.

Mkpa (2017), defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. The definitions therefore suggested that curriculum implementation is a concerted effort of end-users of the curriculum for the purpose of achieving the desired goals. Nwanne (2006), refers to curriculum as a structural series of instructional learning experiences and the instrument by which educational institutions seek to translate the hope of the society into concrete reality. Okoro (2010), defined curriculum as a planned and guided learning experiences or outcomes formulated through a systematic reconstructions of knowledge and experiences under the control of the school.

Business studies curriculum is part of the continuous process of planning and development, that involves selection of learning experiences calculated to help in the attainment of goals and objectives of the programme. In Nigeria, home economic curriculum at secondary school level is designed to encourage students to achieve their spiritual, intellectual and social potential and understand the relevance of learning in their daily lives. The assertion above recommends curriculum to be a written document which is planned and must be guided by the teacher. Curriculum is all the learning experiences which are planned and funded by the school whether carried out in groups or individuals inside or outside the school.

2.2.2   Concept of Curriculum Evaluation

Concept of curriculum evaluation used to be very fundamental such as the basis of evaluation, its functions, the objects of evaluation, the variables to be investigated, criteria used, audiences served, the evaluation process, methods of inquiry, the qualification of evaluator and the standards for judgment of merit (Mkpa, 2015). Cousins (2003) defined curriculum evaluation as the systematically appraising and measuring the appropriateness and effectiveness of learning experiences at a particular level. Evaluation is a bigger concept than measurement. It is fundamentally concerned with deciding the value or the worth wholeness of a learning process as well as the effectiveness with which it is being carried out (Bhavard, 2010). Curriculum evaluation reviews, monitors and reports on the quality of education to respective stakeholders. Stakeholders   such as the public, educators, students and government are the concerned parties effected by the decision made on a curriculum. Evaluation of curriculum is done to evaluate the system rather than an individual child. Context standard indicates what one wants the students to know and what one want them to be able to do (Solomon, 2009).

Curriculum evaluation can be defined as the process of measuring and judging the extent to which the planned courses, programmes, learning activities and opportunities as expressed in the formal curriculum actually produce the expected results. Bhavard (2010), defined curriculum evaluation as the process of studying the merit or worth of some aspect, or the whole of a curriculum. Curriculum evaluation is made with the new needs, criteria and demands from stakeholders based on countries experiences, the curriculum evaluation leads to new curriculum development, preparing students with new skills, 21st century skills based on future needs (Malaysian Ministry of Education, 2015). According to Grades (2019), curriculum evaluation is the process of determining the value of the curriculum and appropriateness. The author added that, curriculum evaluation can help one take objective

decisions on development and implementation of curriculum. Curriculum evaluation will let one know whether the goals and tasks that one has set are actually being achieved or not.

2.3   An Overview of CIPP Evaluation Model

The CIPP (Context, Input, Process and Product) model was developed in 1983 by Stufflebeam. The model basically provides systematic process of looking at many different aspects of the curriculum evaluation process. The purpose of the model is to help raters who evaluate school programs, course of instruction, and curricula design, covering four different dimensions: context, input, process, and product, and the ultimate goal is not "prove but to improve" (Stufflebeam, 2003). Yogesh and Sunil (2015), opined that Stufflebeam CIPP model can be used to to assess various aspects of school. The author added that basically this needs asking series of questions about four elements that is context, input, process and product of the model assess the kind of knowledge, skills, attitudes, habits that curriculum supposed to students.

In the model, the context is the first components of the evaluation. The context is concerned with identifying target population's needs, defining problems, setting objectives, identifying resources, and putting criteria for assessing outcomes (Stufflebeam&Shinkfield, 2007). Zhang et al (2012), opined that context is mainly based on finding an answer to the question, "What needs to be done?" according to the authors, context evaluation is the base of evaluation. It represents the general framework of any evaluation model that includes the cultural, political, economic, and educational philosophy of the surrounding environment. Its role lies in verifying the definition of the educational objectives and their appropriateness to students' needs.

The second stage of the evaluation is the input, input is concern all the plans, strategies, and budgets of approaches chosen for implementation. Stufflebeam (2003:32), states that input "aid evaluation users to design improvement efforts, develop defensible

funding proposals, detail action plans, record the alternative plans that were considered, and record the basis for choosing one approach over the others". According to Karatas and Fer (2009), inputs are concerned with providing information about the potential and resources of the body, which will implement the curriculum, review similar literature and curricula, consult specialists. Furthermore, input has to do with the alternative strategies for implementation and evaluating them in terms of cost, utility, timeline, and possible obstacles and identifying plans that might be more appropriate to the needs of the design of the curriculum implementation methods. It serves decision making and conducting workshops and seminars.

The third stage of the evaluation model is process. Yogesh and Sunil (2015), said it is concerned with process includes how the school is running the programmes. Implementation is a crucial phase in which the inputs are utilized in appropriate way to achieve the desired product. The authors argued that evaluators when assess school processes, they will gain information about what is actually occurring in the school. Stufflebeam (2003), reported that evaluators need to predict, assess, observe defects in the plan or its implementation, and then give feedback on how to execute improvement in the action plan. With regard to educational curricula, it means using different methods to reveal how to apply and implement the curriculum to detect feasibility of plans for implementation and execution. It corresponds to the role of structural evaluation of the curriculum in collecting information and data on the progress of the educational process to provide feedback, which will help in detecting of deficiencies while implementing the curriculum. This would improve the operational plans developed by the curriculum planners, and in the interpretation of the results, and identifying the reason behind a specific result (Al-Qararaa, Al-Qaisi, & Al-Rofai, 2011).

The last component ofStufflebeam CIPP model is product which means to measure the intended and unintended learning outcomes. This factor helps to identify whether the

student and beneficiary needs have been met and to what extent. It also assists in discovering the intended and unintended side effect, and to render decision as whether to continue, stop, or make an improvement plan (Stufflebeam, 2003). According to Attieh (2008), evaluation of curricula outputs means the collection and analysis of the provisions related to the success of the curriculum and its intended and unintended effects and positive and negative outcomes. The output calendar corresponds to the final evaluation of the curriculum, and aims to determine the extent to which the purpose and objectives of the methodology is achieved. This is linked to context, inputs, and processes, when measuring and interpreting outputs to serve as a review of decisions and determine the effectiveness of the methodology.

2.4   Need for Curriculum Evaluation

The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. The author added that the fulfilling the diverse objectives of diagnosis, certification and accountability requires different kinds of assessment instruments and strategies selected to achieve specific purposes depends of curriculum evaluation. A curriculumevaluation provides a realistic set of goals and suggested techniques to assist student s at all ability levels. When decisions are made about changes in content, teachers can provide feedback based on   their direct interaction with students. A teacher could use curriculum evaluation to improve his teaching. A school may use curriculum evaluation to appraise the quality of the teaching staff. Principals may use curriculum evaluation to provide information to help them make decisions (Kabir, 2019).

Evaluation is a central element in the overall success of a programme. It is indispensable in determining the achievability of objective. Education is a medium for transferring knowledge, skills, attitude, morale and values to the students. The curriculum of Business studies should lead to attainment of societal expectations and needs. To determine

attainment level requires evaluation. Storey (2000), stated that evaluation needs to reflect the diversity in the objectives that enterprise education programmes can seek to achieve.

However, little attention has been dedicated to how to measure the overall effectiveness of Business studies programmes for individuals and society.There are no standardized methods for assessing the results of Business studies programmes for individuals and society. Likewise, assessing the efficiency of a programme is somewhere difficult to measure (Fayolle,2018).

Fayolle (2018), suggested the possibility for researchers to apply the model of Donald Kirkpatrick (1959), to the evaluation of entrepreneurship training. In this model, four levels can be identified in the evaluation work:

(i) Reaction: reactions of participants at the end of the program;

(ii) Learning: to what extent the learning objectives (knowledge, know-how, etc...) were satisfied;

(iii) Behavior: to what extent the training has it resulted in behavioral changes, specific behaviors;

(iv) Results: monitoring the cost / benefit for the individual, firm or corporation.

Fundamentally, the goal of evaluation must be to answer questions of selection, adoption, support and worth of educational materials and activities. It helps in identifying the necessary improvements to be made in content, teaching methods, learning experiences, educational facilities, staff-selection and development of educational objectives (Bharvad, 2010). In the present study, CIPP model of evaluation has been considered suitable based on the aims and stake holders that may influence the programme.

Program objectives that provide guidance for achieving the program's purposes can be classified into three main groups:

(i) Evaluation for development: aimed to improve institutional performance,

(ii) Evaluation for accountability: aimed to provide information to decision makers, and

(iii) Evaluation for knowledge: aimed to generate understanding and explanation.

Thus, the distinguishing characteristic of evaluation is its focus on the value of programs (UNICEF, 2008). The organisation stated further that the role of evaluation is understood as an opportunity for organisational and individual learning, to improve performance and accountability for results, and build capacity for understanding why some programmes and initiatives work, and why others do not. Despite encouraging Business studies for the purpose of equipping the future workforce with skills required many studies have identified the importance of Business studies.

Scholars like Gabadeen and Raimi (2012),and Gibb (2016),stated that most Business studies programs present different objectives. These may be specific and immediately measurable objectives as well as more general and complex ones. The authors stated that through the identification of various objectives of Business studies, one might have a deeper understanding of educational needs as well as a more weighted choice of evaluative criteria and pedagogical techniques. The approach used for evaluation should be valid for a measurable outcome. Gabadeen and Raimi (2012),observed that there is little evaluation of Business studies programmes and almost no statistical evidence, outside of some output indicators that may or may not be the right measures. They explained further that evaluation should assess the overall initiative of Business studies. Entrepreneurial education should be assessing the organization that promotes the entrepreneurial initiative, the resources, the quality, effectiveness and impact of the programme, the methodology of the course and the services offered to the student.

The need assessment of Business studies is important in determining its relevance.Gibb (2016),had observed that it is the needs that determine the programme goals and objectives.

For the programme to serve its beneficiaries, it should address their intellectual, emotional, social and psychological needs. Apart from accountability, needs assessment allows for programme evaluation. Identification of needs of beneficiaries and environment are important when conducting needs assessment of a programme as both have influence upon, or directly affect, each other (Gibb, 2016). Evaluation determines what the programme achieves. It also provides a basis for identifying critical gaps in service delivery, and for planning programme changes

Evaluation is seen as part of learning process. According to Pickford and Brown (2006), the end results of learning should be considered first, after which the content and the aims of learning should be taken from these end results. Given the complexity in defining Business studies and the difficulty in understanding its effectiveness, assessing the students learning outcomes is important to shaping the extent to which inculcation of entrepreneurial skills and attributes, attitude, knowledge, as well as ability to think innovatively and creatively and to take risk have been developed in the classroom. Vesper and Gartner (2015), stated that the fundamental purpose of Business studies is to familiarize students with the economic aspects of life in a world where there is growing economic interdependence and social integration skills of the individuals. All this must be completed with an objective evaluation process, as evaluation is an organic component of the learning process. From the foregoing, it can be understood that evaluating a programme depends on its objective and beneficiaries, and the evaluator should be able to identify why he is measuring, what indicator he should use and how the measurement should be done in order to achieve successful outcome.

Governing agencies may use curriculum evaluation for accountability and control purposes. There is no doubt that a pupil or parent would approach curriculum evaluation differently from any of the groups. The purposes of the   evaluation would also dictate the

types of evaluation used. During the early stages of curriculum development, formative evaluation helps the curriculum developer to determine the effectiveness of new procedures and identify areas where revision is needed. When the curriculum has been fully developed, summative evaluation makes it possible to determine the effectiveness in meeting the instructional objectives. Kabir and Adamu (2019), reported that curriculum evaluation happens in order to decide whether to accept, change, or eliminate various aspects of a curriculum. The overall goal according to the authors is to determine the extent curriculum is meeting the desired objectives. This implies that the evaluators know what to expect prior to the evaluation and are looking for these predetermined results.

2.5   Concept of Business Studies

The formal school system curriculum in Nigeria, as provided for by the Federal Government in its National Policy on Education (1998), revised in 2004 and 2012, offers business studies which comprises of shorthand, typewriting, commerce, office practice and book keeping. It is a compulsory subject at the Junior Secondary School level of Education. It is a prevocational subject which is expected to expose the students to general business knowledge and to have basic ideas about business. Its components are shorthand, typewriting, office practice, commerce and bookkeeping. Students at this level are not being trained for a profession, rather are trained to acquire skills for semi-skilled jobs if perhaps they cannot proceed to the next level ofeducation. Consortium for Entrepreneurship Education. (NEE, 2003), sees business studies as that part of the curriculum which enables the students to make informal decisions in the everyday business of living, which contributes to the students understanding of the world of business, and also which encourages a positive attribute to enterprise and develops appropriate skill in that field.

Osuala (2005), defined business education as that part of the field of education which deals with business experience for both- specialized occupational uses and for general uses.

Amachi (2008), maintained that business studies equip students with knowledge and skills that will help them find a job after schooling or create their own employment.Sutherland and Banick (2005), see business studies as the acquisition and application of the unique set of knowledge and skills used in commercial and industrial organizations. Olian (2004), noted that Business studies is about proactive and in-depth analytical skills in the various disciplines.Business studies generally involve theoretical, and perhaps also practical, course work on how to manage a company, construct a business model and generally run a business. They may also involve the study of accounting, entrepreneurship, finance, marketing and/or supply chain management. However, business studies form a means of laying foundation for national, technological, economical advancement and for higher education (FRN, 2014).

2.5.1 Aims and Objectives of Business Studies

Business studies form a means of laying foundation for national, technological, economical advancement and for higher education (FRN, 2014).Thesubject is gear towards equipping its recipients with personal skills, consumer skills, and knowledge for clerical and managerial. The author added that the needs to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers. Atakpa (2004), reported that business studies is vocational and professional preparation for career in business. Ehisiemen (2005), and Aliyu (2006), maintained that, business studies is a comprehensive, practical and skill subjects that equips students with knowledge and skills that will help them to find a job after schooling or create their own employment.

According to Shuga (2010), the fundamental purpose for introducing business studies in secondary schoolscurriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, postsecondary

education or training, and daily life. Adamu(2011), added that the goals of the business studies curriculum are to enable students to:

1. gain an understanding of business concepts through the study of subjects such as commerce, shorthand, office practice, book keeping and typewriting;

2. develop the skills, including critical thinking skills, and strategies required for self employment;

3. apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels;

4. develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy;

5. make connections that will help students take advantage of potential postsecondary educational, work, and business opportunities.

The main objectives of business studies and other related subjects according to instill in the students a pattern of thinking,develop attitudes and values before such habits become unchangeable, since it has become a psychological fact that after few years of one's life, ways of reasoning, behaviours (Khan et al., 2010), analysis and economic decisions somehow follow a fixed pattern. In the field of business studies as in other aspect of education, teaching effectiveness makes learning not only meaningful but interesting and applicable to work and environmental demands.

The benefit of business studies has presently assumed a universal dimension. As a result education policy makers find ways of incorporating it into the school curricula especially in the higher education sector. This will hopefully encourage them to become job-creators instead of job-seekers once they leave the educational system. Yakubu(2016), maintained that realizing the benefits of business studies put forward four (4) major objectives for advancing business studies globally. These are: highlight and raise awareness of the benefit of business studies; consolidate existing knowledge and good practices in business studies which will yield positive results; provide recommendations to governments,

academia, the private sector and other actors for business studies and launch a process in which the recommendations can be discussed on the global, regional, national and local levels and be implemented with the involvement of key stakeholders. Also, Okebukola (2009) re-emphasized that students should be given opportunities in school to learn the rudiments of business studies so that they will truly appreciate the benefits of business studies whether in school or after school.

The objectives of business studies, which include be the following;

1. To encourage in students develop interest and a positive attitude towards, the business world and to enable them to acquire a knowledge and an understanding of commercial activities and to provide an introduction to the structures and functions of business institution and their inter-relationship.
2. To develop in student the skills of communication, use of technology and recordings of information and transactions.
3. To enable the student to apply oral and written communication skills to business activities and to develop the vocabulary necessary for further progress in the business world.
4. To enable the student to develop skill in numeracy, neatness and accuracy in respect of recording of transactions, summarizing these and interpreting the
5. To develop the skill of accurate keyboarding
6. To develop in student an understanding of the new information technologies and as far as possible, to enable them to establish a practical and useful skill in the use of computer and office technology.
7. To enable student to integrate knowledge and skills in a practical and useful way and in particular in applying them to realistic business/personal situation.
8. To encourage students to apply business knowledge and skills to the commercial aspects of their own lives and that of their households.

There are three main sources of demand for business studies education (Jack &Audretsch, 2014): governments, students and business-world. The first source is governmental, driven by the shift towards a post-Fordist economy. Through business studies, governments aim at developing an entrepreneurial culture oriented to job creation: as Storey (2004), pointed out that, most of the new jobs arise from entrepreneurial small firms rather than from large corporations. The second source of demand is that of students. Young (2017), suggests that there are two sets of reasons why students may want to study business studies: first, they may

want to start up their own business; second, they may wish to acquire knowledge which will be helpful in their careers in larger organizations.

The third source is the business-world itself, both large and small firms. On one hand, there seems to be a general shortage of managerial skills in SMEs. On the other hand, within large companies there is a need for managers who are oriented to the development of new business initiatives to ensure a continuous renewal (Gibb, 2016).The academic world is called to meet the expectations of these three groups of stakeholders (Mitra&Matlay, 2000). Many colleges and universities in Nigeria and other countries now offer courses in business studies (Vesper and Gartner, 2001) and in some cases these led to majors or degrees in business studies, both at undergraduate or graduate level. Entrepreneurial behaviour has become important and there is a need for better entrepreneurial skills and abilities when dealing with current challenges and an uncertain future. Business studies education is vital in ensuring development and enhancing economic growth. Hence the Presidential Committee on the Introduction and Implementation of Business studies as one of the pre-vocational subjects in junior secondary schools promote entrepreneurship by means of the following strategies: curriculum review; promotion of the development and sustenance of business studies centres and centres of excellence; promotion of science, technology and innovation by providing incentives for students and teachers; sensitization, advocacy and mobilization of support for business studies education; programme focus; and funding (Mkpa, 2017). Nigeria is not the only country that is trying to find solutions to unemployment through integration of business studies into the curriculum of secondary schools. To address the issues of massive graduate unemployment, China has adopted policy initiatives to put emphasis on business studies education and have since launched pilot programme in their nine prestigious institutions.

Adamu and Udoh (2012), revealed in the study conducted on entrepreneurial learning and mentoring, that entrepreneurs believe that the underpinning knowledge gained in taking

part in business studies courses has been critical when faced with "real life" incidents and is of the view that this enabled them to reflect on the incidents and internalize any learning that took place. Thus, theoretical knowledge gained in business studies courses enhanced the ability to dissect, reflect, learn and act on critical incidents.Ladzani and Van Vuuren (2002), observed that, business studies education plays a pivotal role in supporting small businesses and they recommend that business studies education should be seen as one of the basic requirements of starting and managing a business. Kroon, De-Klerk and Dippenaar (2003), support the notion of a lifelong business studies education model to put the skills and experience required to pursue an business studies career in perspective Furthermore, Henry, Hill and Leitch (2005), indicated that through the study of business studies, entrepreneurs will be able to benefit from learning an innovative approach to problem solving, adapt more readily to change, become more self-reliant and develop their creativity.

According to Birley and Westhead (2004), the importance of business studies is to help: to find solutions to problems or needs; to accept and respond to changes; to adjust to an increasingly global, competitive economy (aspects of tradition and the past may be left behind; to find new ways to solve social problems; to improve performance; to stimulate new business and the economy (new jobs and employment opportunities; to inspire and enhance opportunities for women, youth, elderly, minority groups; move to an information society where the strategic resources are information, knowledge and creativity; to help workers shift to a service industry base from manufacturing and industrial base; and to help reduce the number of failed business ventures. Business studies according to Yakubu(2017), is structured to offer functional education for the youth that will enable them to be self-employed and self-reliant; provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; serve as a catalyst for economic growth and development; offer junior secondary school graduates with

adequate training in risk management, to make certain bearing feasible; reduce high rate of poverty; create employment generation; reduction in rural-urban migration; provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses; inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on and to create smooth transition from traditional to a modern industrial economy.

According to Cotton, O'Gorman and Stampfi (2000),Business Studies will help graduates to acquire increased understanding of business studies, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. Thus, the objectives of business studies education as succinctly presented by the European Union (2002), include: "raising students' awareness of self employment as a career option (the message being that you can become not only an employee, but also an employer); promoting the development of personal qualities that are relevant to business studies, such as creativity, risk taking and responsibility; and providing the technical and business skills that are needed in order to start a new venture". From the foregoing it can be deduced that exposure of university students to business studies will ginger- up entrepreneurial drive in students and if properly packaged, can be a significant factor in chronic unemployment reduction among graduate. Bassey and Archibong (2005), maintained that the goal of business studies education is intended to empower our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture, if they are unable to secure jobs in the public sector. It is a reorientation from job seekers to job creators. The study of Dana (2007), reported that business studies provides

(i)   meaningful education for the youths which can make them self reliant and subsequently encourage them to derive profit, and be self-independent after graduation;

(ii)   small and medium size companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centre;

(iii)   graduates with the training and support necessary to help them establish career in small business centre;

(iv)   graduates with the training in skills that will make them meet the manpower needs of the society;

(v)   graduates with enough training in risk management to make uncertainty bearing possible and easy and;

(vi)   graduates with enough training that will make them creative and innovative in identifying new Business Opportunities. All these attributes constitute a viable platform for economic development in any society.

Stacy (2006), maintained that business studies connotes the skill to monitor the business environment, identify opportunities, assume economic risk and initiate change based on current realities. The intention of Business studies in junior secondary schools in the words of Ikeme (2007), is that the concept works and has both human and business values. Students developed and trained in business studies are not just more productive and effective, but they are far better people on their own and at places of work. Isaacs, Visser, Friedrich and Brijlal (2007), refer to the Consortium for Business studies Education that emphasize that business studies education is a lifelong process and consists of five stages, namely basics, competency awareness, creative applications, start-up and growth.. According to this model, all young people should be exposed to business studies education in a lifelong process. Nieuwenhuizen and Groenewald (2008), opined that the rationale for the inclusion of business studies curricula in universities is to stimulate students to have a high tendency to start their own business compared with those attending other business courses or not attending any courses. They maintain that business studies training is critical to venture success.

The United Nation Educational Scientific Cultural Organization (UNESCO) Report (2008) puts the following as the objectives of business studies education: to

(i)   raise the level of awareness among key stakeholders on business studies and enterprise creation as a viable and realistic option for career development;

(ii)   nurture and develop entrepreneurial characteristics an individual and encourage that individual to become an entrepreneur while acknowledging that not all graduates of entrepreneurial studies will become entrepreneurs;

(iii)   raise awareness that business studies education is not reading books or writing essays;

(iv)   develop strategy plans for activities at different levels targeting different players;

(v)   develop innovation in young people and to develop their skills to identify, create, initiate business and work opportunity of which owning an enterprise is just one example;

(vi)   give young people opportunities to develop skills;

(vii)   focus on the idea of creating an "Business studies culture" and not limiting business studies education to teaching of business skills and learning about setting one's own business; and empower students with the competencies and skills necessary to prepare them to respond to their life needs including running their own business, so that they become productive citizens.

In a related review, Akpomi (2009), opined that no country can as a matter of truth, move forward technologically, industrially and economically without developing strong private partner initiative in the creation of wealth, poverty reduction and employment generation, with required skills. These skills include managerial, comparative, communication, technical, human and special skills to cope with the challenges of the future. Business studies is vital to the sustainable advancement of any nation. According to Adamu, Adamu and Bashir (2012), entrepreneur education is a tremendous force that can have a big impact in growth, recovery, and societal progress by fuelling innovation, employment generation and social empowerment. Hence it is learning and training centres for the translation of dreams and ideas into successful ventures, it facilitates the identification, creation and utilization of non-existent saving, brings self fulfillment and alleviates and eradicates poverty. Fayolle (2018), postulated that, business studies education will help in avoiding many of the pitfalls awaiting the less well trained and vigilant contemporaries. It is believed that business studies education will promote graduates' dreams to engage in enterprises which will help to address the problem of unemployment in the country

2.5.2 Business Studies and National Development

The need of education in the developmental effort of any nation cannot be underestimated. The development of educational sector is sine-qua non for the development in all other sectors.   Adamuand Udoh(2012), asserted that development in any society is anchored primarily to education process. Education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu,2007). In the light of the above stated facts, various government and international agencies are making serious efforts in both developed and underdeveloped to optimally develop the education sector. Although, a number of achievements have been recorded in this regard, yet a lot of effort is needed to meet up with the ever increasing demands of the present and of course the future challenges.

In a related study, Adamu, Adamu and Bashir (2012), noted that if Nigeria wants to reach its full potential in terms of economic and social developments, it cannot afford to ignore the importance of its indigenous entrepreneurs and the contributions that they make to the country's economy. Entrepreneurship remains the gateway to sustainable wealth creation in Nigeria (Ogundele, 2000). In view of Matanmi and Awodun (2005), if Nigeria desire to move out of the disturbing high level of unemployment and ravaging level of poverty, adequate attention must be given to the growth of entrepreneurship. They concluded that Nigeria still remain in the doldrums because of the combination of ignorance, low capacity building and lack of encouragement of entrepreneurship. The successful contribution of entrepreneurship to poverty alleviation and economic development in Lagos State depends on entrepreneurship training and orientation. Entrepreneurship, according to Ogundele (2000), is the process of emergence behaviour and performance of entrepreneur.

Entrepreneurship education is a structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. Entrepreneurial orientation is the development of entrepreneurial skills, effective and efficient application of the skills in management of business to create a significant difference from other business, recognizing the skill and allowing it to function effectively. This enables youths to be engaging in economic activities so as to divert their attention from negative vices such as crimes, militancy and so on.

Okebukola (2011) noted that without Business studies, there is no vision 20-2020. Its functional role according to Adamu and Sani(2018), is wealth creation. Persons engaged in entrepreneurship, either on their own efforts or inside an organization pursue opportunities without regard to resources under their control. Also, Enaohwo (2009), emphasizes the need for youth entrepreneurial empowerment to harness their potentials and intellectual creativity. This is because its potency is capable of lowering poverty level and elevating living standards and the quality of life of Nigerians. Hence entrepreneurship is not just skill acquisition for acquisition sake. It is an acquisition of skills and ideas for the sake of creating employment for ones-self and also for others. It also includes the development based on creativity. Entrepreneurship leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn helps in developing the nation. It also reduces poverty rate with visible increment of employment rate among the youths. However, entrepreneurship requires training. Practically then entrepreneurship does the following:

2.5.3 Business studies Practical Applications for Students

Training in entrepreneurship has been used by nations like Germany to set up unique engineering-oriented business programmes in the university where their potential engineers

are encouraged to seek out ideas and subsequently develop the promising ones from invention phase to commercialization. Similarly, entrepreneurship programmes developed in some universities have graduated into business schools. For example, a nation like Norway has used entrepreneurship to inculcate innovation spirit, deliberately targeted at the youths. These examples are in line with the assertion of Dana (2007), which states that entrepreneurship education will enable potential entrepreneurs and create avenues for people to: manage innovations; manage entrepreneurial process; and develop their potentials as managers of creativity in given fields.

2.5.4 Business studies and Job Opportunities in Nigeria

Entrepreneurship has become a sensitive topic in academic, policy, public and private circles. There is a growing recognition that entrepreneurship education is the driving force in economic growth and development in both established and emerging economies. Madumere-Obike (2008), stated that entrepreneurship is the process of inculcating in individuals, the abilities that are necessary for them to be self-reliant through formal education. Similarly, Zimmer (2000), maintained that Business studies enable an individual to have entrepreneur intention and creates a new business in the face of risk and certainly assembling the necessary resources to capitalize on them. The Consortium for entrepreneurship education (2003), defines Business studies as one that seeks the prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. The role of entrepreneurship is so critical today to understanding and succeeding in the contemporary global economy. This is line with the federal government directive aimed at producing graduates that would become self-employed and employers of labour.

2.5.5   Methods of Teaching Business studies

There are many teaching methods which the teacher can implore to deliver his teaching. These include; lecture methods, class teaching method, project methods, questioning methods, individual group and pupils activities, assignment method, demonstration method. Project method, Class teaching method, Questioning and problem method, Assignment method, Individual, Group and pupil Activities, Lecture method.

a.   Project Method:

It is common to hear people saying that they have this project to execute at a particular period of time. At times we hear of abandon project or that students are writing projects. The question one may want to ask is what does the term project means. It simply means planned activities or idea to be carried out by an individual or a group of persons. It is a special assignment set out plan of activities to be carried out, having in mind particular goal to be achieved (Brown, 2012).

b.   Class Teaching Method

Very similar to the lecture method except for that the number of students involved is smaller. It is commonly practice in secondary schools. It's advantage include saving time by teaching the whole class at the same time. The pupil interaction fosters spirit of cooperation and healthy competition (Brown, 2012).

c.   Questioning and Problem Method

Generally, questions help to reveal the minds of both the teachers and students on particular issues. When students ask questions, he exposes his ignorance or level of understanding and teacher is then able to assist him or her. When a teacher asks question he seeks t ample the knowledge of students and then assess whether or not the set out objectives of the lesson are been achieved. The question can either be from the students to the teacher or vise versa (Brown, 2012).

d.   Individual, Group and Pupil Activities

The teaching and learning process generally involves two groups of people that is, the teacher on one hand the learner on the other hand. For the success of the process, both the teachers and students have roles to perform. The teachers activities are to ensure that the desire knowledge, skills, attitudes are transferred to the learner. The student's activities are those that can be carried out by some individuals in groups or by the entire class (Brown, 2012).

e.   Lecture Method

This involves a teacher and a larger group of students at the same time. The teacher comes to the class with his facts and dishes them out. The students are largely passive listeners. This method is also referred to as teacher-centred-method. It's common in the higher institutions of learning such as colleges of education, polytechnics and universities.Brown (2012), said lecture method does not provide students with enough opportunity to practice their skills. Therefore Business studies teachers should not adopt this method in secondary schools since Business studies involves critical thinking and skills.

2.5.6   Educational Objectives and the value for using Instructional Materials

The purpose of utilizing and maintaining instructional material in business studies is for a meaningful understanding and application of the topic taught to reach over all educational objectives. Brown (2012),argued that the school that desire to offer a modern business education programme must include as the programme a thorough training in the use of business appliances in which it intends to give instruction. Also, Olaitan (2003), pointed out that any efficient and effective programme in education uses in learning environment which is similar to where the learner eventually works using the same methods. Instructional materials or facilities in the teaching of sectarial skills and competencies and other business

education discipline cannot be over emphasized because such skills are practical in nature and must be taught practically so as to make effective permanent interacting teaching.

Osuala (2005), stated that one of the reasons why many teachers do not use available instruction materials in schools is that, they lack the necessary skills to operate them. A good teacher gives instructional techniques an undue place, they are effectively employed to supplement the personality and techniques and skills of the teacher to assist the learners assimilation. He also opined that in using instructional materials in vocational education, the aids or apparatus which a classroom teacher employs facilities his teaching for the achievement of the relevant. The environment which the materials are being displayed for the learners to imbibe should be a replica of the environment in which the mot subsequently work if desirable result are to be achieved. A teacher should review instructional materials and thoroughly understand them before they are used. In addition, all parts of the machine tools and materials to be used should be thoroughly checked. They should be in good condition before they are used. These will help to minimize errors and accidents. A classroom teacher must be ready for the use of an instructional material before he presents them for example, a class that want information on computer in order to process information on been ready for identification and demonstration in operating the computer. Teacher must help groups interpret what they see with charts slide, motion pictures etc during discussion and interpretation, the teacher should encourage the students or learners to ask question clear up understanding and draw conclusions.

2.5.7 The Importance of Instructional Facilities/Materials in Teaching Business Studies

The goal every teacher is to make his lesson presented in order to attain an instructional digestive. The purpose of utilizing and maintaining instructional materials in business studies is for a meaningful understanding and application of the topic taught to reach

overall educational objectives. Coles (2003), pointed out that any effective programme in education uses or teaching environmental which is similar to where the learners will eventually work using the same method. Therefore, business education programme should make good use of instructional materials. Osuala (2005), argued that school that desires to offer programme must include in that programme thorough training in the use of business applications. The usefulness of instructional material in teaching secretarial skills and other business education disciplines cannot be over emphasized, because to such skills are practical in nature and must be taught practically so as to make effective permanent and interesting teaching.

Superficially stated that, the fact that business studies are skills subjects that aim at equipping learners with competencies for employment on graduation stresses the need for ample use of relevant materials by teachers. Oyebola, Irefin and Olaposi (2015), recognized the fact that "next to the teacher, is importance in educational process actively in the teaching and learning and learning situation. New media taped instruction, new teaching machines and other relevant materials are employed in the teaching and learning process. Dana (2007), also observed that for instructional materials to be effective in the teaching process, they have to be up to -date. It will be detrimental to the interest of the students if the teacher clings to the use of traditional instructional materials alone without due consideration to modern and changing society. In the teaching of business studies care should be taken to consider up to - date instructional materials. The students should at least have a feel of contemporary instructional materials, because the business world is going and the society is dynamic.

2.6   Review of Related Empirical Studies

Empirical studies relating to the present study were conducted by scholars some of which are highlighted in this part of the study. Ofoha(2011), assessed the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria. The

descriptive survey research design was adopted for the study. The sample comprised 380 junior and senior secondary school [JSS and SSS] students and 120 teachers, selected from twelve secondary schools drawn across three states in Nigeria, one state from each of North Central, South East, and South West geopolitical zones of the country. Stratified random sampling technique was applied to select student-sample while purposive sampling was used for teacher-sample. The schools covered by the study comprised four categories: federal government school [FGS], state government school [SGS], high class private school [HCPS], and low class private school [LCPS]. The study utilized both quantitative and qualitative techniques in data collection and analysis with questionnaires and observation as main instruments. Results revealed that sampled students have learnt significant self-employable entrepreneurial skills in 6 out of 36 vocational areas. Also, their entrepreneurial capability was found low, as there were no significant production of marketable goods and services to show for their practical knowledge. The study recommends, amongst others, integration of entrepreneurship education in the teaching-learning process, as this will enable students to be motivated in identifying entrepreneurial opportunities.

The previous study assessed the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria while the current study is on evaluation of business studies at secondary school level. The similarity here is that skill-based is the key cardinal of business studies at secondary school in Nigeria, however, the area of coverage and the objectives of the study differed. The study was used as a guide in area of design and population.

Okolocha and Onyeneke (2013), conducted a study on Secondary School Principals' Perception of Business Studies Teachers' Teaching Effectiveness in Anambra State, Nigeria. A survey design was used for this study. A population of 261 public secondary school principals in Anambra State was used as sample for this study. Four research questions and

three null hypotheses guided the study. A structured questionnaire developed by the researchers was used to elicit responses. Means and standard deviations were used to answer research questions while z-test was used to test the hypotheses. The study revealed that business studies teachers were ineffective in adhering to some aspects of time management; classroom management and lesson note preparation and delivery for optimal achievement of instructional goals and improved students' academic achievements and consequently employability. It was recommended among others, that business studies teachers should endeavour to see time and class management as well as proper lesson note preparation as veritable tools for effective interaction, mastery and acquisition of requisite skills for employability especially now that students achievements at both internal and external examinations seem to be at its lowest ebb.

The study is similar to the current study in the sense the two studies are on the subject and conducted in the same country.However,the two studies had difference in the object, geographical area of the study and the target respondents.

Mohd and Wan (2014), conducted a study on the use of Stufflebeam Model (CIPP) in evaluating the perception of teachers on the implementation of inclusive education in Penang, Malaysia. The objective of this study was to measure the teachers' perception level on the effectiveness of Inclusive Education and to identify the main factor that contributes to the effectiveness of this Inclusive Education. The difference at the level of perception was tested on special education teachers and ordinary teachers and also on the difference in their demographical background. A total of 133 ordinary teachers and 37 special education teachers from Penang state are involved in this study. Research instrument was adapted from the instrument Contexts, Input, Process and Product introduced by Stufflebeam (CIPP). Questionnaire contains two sections that is section A regarding teacher's demography and section B involving factors that contribute to the perception of teacher toward the

effectiveness of Inclusive Education. The method that was used to analyze the data were descriptive analysis (total score, frequent, percentage). The research findings showed that the difference in level of perception occurred due to type of teachers but there was no significant difference between the gender of teachers.

Pulka, Rikwentishe and Ibrahim (2014), carried out a research titled An Evaluation of Students' Attitude towards Entrepreneurship Education in some Selected Universities in North East Nigeria. Descriptive survey research method was used for the study. Four objectives were stated to guide the researchers. Sample for the study was drawn from undergraduate students offering Entrepreneurship Education course from the Division of General Studies of the five Universities in North East geopolitical zone. Purposive sampling was used in selection of the universities, while simple random sampling was employed in selection of the respondents. The instrument for data collection was questionnaire. The structured questionnaire was based on Likert scales ranging from strongly agree to strongly disagree on four points. Four hundred questionnaires were distributed, but only three hundred and seventy five were successfully retrieved and analysed. SPSS version 16 was used for the analysis of the data. The results indicated that the students cognitive component of attitude was rated at 84.31%, affective at 83.34%, while behavioural component at 78.72%. The overall attitude was at 82.12%. The result signifies that students were holding strong favourable attitude towards entrepreneurship education. The study recommended that Nigerian universities should strive to inculcate sound and qualitative entrepreneurship education to their students. This would lead to development of favourable attitude. This study guided the current researcher in stating one of the objectives of the study and also referred to their study in the literature review. However, they believe that students hold strong favourable attitude towards entrepreneurship education cannot be generalized for the county as the focus of their study was on one geopolitical zone of the country.

The two research works were on evaluation and the cardinal objectives of the area of studies was on self reliance. However, while the previous one was on students' attitude towards entrepreneurship education the present one is one evaluation of business studies curriculum entirely. The present study gained in the area of empirical studies and research design.

Aloe, Alfred andJapie (2015), conducted a study on teaching problem-solving competency in Business Studies at secondary school level. The study aimed to determine whether the application of an extended curriculum with a strong focus on active learning in a business-simulated set-up will enhance this competency. The performance of a specific group of Grade 11 Business Studies learners in this study was measured, both before and after they had been exposed to such an extended curriculum in different experimental settings (intervention). Assessments were done qualitatively through observations and interviews, and quantitatively, by means of question-based scenarios. The findings revealed that the intervention enhanced learners' entrepreneurial competencies concerning problem recognition and problem-solving considerably. This also contributed to these learners' positive approach towards Business Studies. In this article, it is argued that practical exposure in a business-simulated set-up will not only result in enhanced entrepreneurial proficiency in school learners, but also contribute to an accelerated pace of economic growth and job creation in the country under focus.

The study is similar to present one in that, the subject area. In addition, the previous study was curriculum implementation which is one of the components of the curriculum evaluation. However, the previous study was on teaching problem-solving competency in Business Studies while the current one is on evaluation of the entire curriculum. In addition, the area of study differs.

Oyebola, Irefin and Olaposi (2015),conducted a research on Evaluation of Entrepreneurship education in selected Nigerian universities. Two research objectives were stated as a guide to the researchers. A survey method was used for the study. The population of the study was two hundred and seventy six (276) which comprised students, graduates and lecturers teaching Entrepreneurship in twelve (12) Federal, State and Private Universities in Nigeria. Survey method was used. Questionnaire was used to elicit data from the respondents. Data collected were analyzed using ANOVA. The results of ANOVA showed factors such as: relevance of entrepreneurship lectures; full knowledge of the entrepreneurship courses; adequacy of course duration and feasibility of the principles learned have significant and positive relationship with number of business opportunities identified by the graduates. There was no significant relationship between venture creation and content of entrepreneurship lectures given. They found out that venture creation requires some other factors besides entrepreneurship education. The researchers recommend that the Nigerian government still needs to do more in providing enabling environment and other factors that may be needed to translate the theoretical knowledge to practical venture creation. The study makes significant contribution to the present research. The present research made reference to the study in the literature. The researchers conducted a very good research, however, their study failed to state hypothesis used for the study likewise study was concentrated in geographical part of the country and therefore the results of their research cannot be generalized.

The two studies were on evaluation of self reliance subjects in Nigeria. However, unlike the present study which is at junior secondary school level, the previous one is at university level. The study provides materials used in literature review and guide in the design of the study.

Adamu and Sani (2016), carried out a study on perception of business studies teachers on relationship between curriculum of business studies in secondary schools and realization of

objectivesof National Policy on Education (6.3.3.4) in Kaduna. As a guide, two research questions and two null hypotheses were raised. Descriptive survey design was adopted for the study. The population of the study comprised 112 business studies teachers that attended Conference of the Association of Business Educators of Nigeria (ABEN), Kaduna state chapter, held at Arewa House in 2010. Structured questionnaire was used for data collection, personally distributed by the researcher. An index score of 50% was used to determine acceptance level. Pearson Product Moment Correlation Coefficient was used to test the two null hypotheses at the 0.05 level of significance. The findings of the study revealed among others that the curriculum content of business studies does not provide students with vocational skills for self reliant in Kaduna State. One of the recommendations postulated was that curriculum of business studies in secondary schools should be reviewed by making it relevant to the current and anticipated needs, problems and aspirations of the learners.

The study is similar to present one in that, it the subject and the target respondents are business studies teachers. However, the previous study was conducted at Kaduna and is on perception of business studies teachers on relationship between curriculum of business studies in secondary schools and realization of objectives while the current study is evaluation of business studies curriculuminZamfaraState.

Dewa, Dewa, Anak, and Gede (2017), carried out a study on CIPP evaluation model based on mobile phone in evaluating the use of blended learning platforms at vocational schools in Bali. To determine the highest level of effectiveness on each platform in terms of components of context, input, process, and product by using CIPP evaluation model based of mobile phone. Using this model, the education evaluator can to evaluate the use of the platforms for blended learning at vocational schools in Bali as a whole from the component of context, input, process and product that will be able to provide appropriate recommendations to determine the selection of a suitable platform used for blended learning

at vocational schools in Bali. Subjects in this study consisted of: managers of blended learning, students, and teachers. The method used in this study is an evaluative study, using the CIPP evaluation model. The results obtained in this study indicate that the highest level of effectiveness in the component of context amounted to 86.6% that used the Edmodo platform, the highest level of effectiveness in the component of input amounted to 87.2% that used the Edmodo platform, the highest level of effectiveness in the component of process amounted to 88.9% that used the Quipper School platform, and the highest level of effectiveness in the component of product amounted to 89.3% that used the Edmodo platform. The most suitable platforms used to support the implementation of blended learning at vocational schools in Bali is Edmodo Platform.

The similarities between the two studies are that all the studies were on evaluation and the two studies adopted CIPP model conceptual framework. However, unlike the present study which is on evaluation of business studies at Upper Basic school level, Nigeria, the previous study was on mobile phone in evaluating the use of blended learning platforms at vocational schools in Bali.

Shamsa, Munazza and Zahra (2018), conducted a study on Evaluation denotes the monitoring of progress towards desired goals and objectives. The purpose of this study was to evaluate educational quality at schools using Stufflebeam's CIPP evaluation model (1983). The population comprised the principal, heads of each wing and teachers of various branches of a Welfare School System in Rawalpindi. Data were collected through the CIPP evaluation checklist (2002), semi structured interviews, document analysis and observations. Data were analyzed via content and thematic analysis. Findings indicated that this group of welfare schools focused on quality education by using different means, such as advanced technology, effective communication, relevant courses as well as teaching and learning strategies; however, it was found that teachers focused more on theoretical work and rote learning,

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which put pressure on students and had a negative effect on their intellectual abilities. Moreover, there was lack of proper space, effective environment and the schools were situated in rented buildings

Hania (2019), carried out a study on evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model. The study utilized a mixed-method design, where teachers (N =420) had been randomly selected and surveyed, and school inspectors (N =15) had been interviewed. Furthermore, a content analysis had been carried out to analyze the curricula content based on CIPP model construction. Findings revealed that the objectives of the curricula were moderately correlated to the context. The input, process, and product also moderately contributed to the educational needs and to the Saudi community. However, the curricula failed to meet the kindergarten students' needs and community in providing multiple sources of knowledge, teaching competencies, and training opportunities. The study recommended the need to develop a kindergarten curriculum on the basis of children's educational needs and the community developmental needs. It suggests that future studies be conducted in various aspects of child education for preschool, continuous and comprehensive evaluation, and development of the kindergarten curriculum.

The similarities between the two studies are (i) all the studies were on evaluation and (ii) the two studies adopted CIPP model conceptual framework. However, unlike the present study which is on evaluation of business studies at secondary school level, Nigeria, the previous study was on evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model

Agbonlahor (2019), carried out a study on teacher factors influencing effective teaching of business studies in junior secondary schools in Oyo state, Nigeria. The study adopted descriptive research design of ex-post facto type. The population of the study comprised all the 44 business studies teachers in junior secondary schools in Oyo West LGA,

and the whole population was sampled. A questionnaire with 15 items which was duly validated by experts in the field was used. The internal consistency of the instrument was established using Cronbach Alpha and co-efficient of .82 was obtained. The investigation showed that lack of qualified personnel, lack of materials and instructional materials mostly affect the effective teaching of business studies. Also the investigation revealed the negative effects of inadequate funding by the government. Based on the findings it was recommended among others that every teacher of business education should be encouraged by giving them incentives, it may not be by money alone but invitation to conferences, workshops and scholarship awards should be given to people who want to continue their course in business studies

The study is similar to present one in area of the subject matter and the design used for the study. However, unlike the present study which is on evaluation of business studies curriculum, the previous study was on assessing factors influencing effective teaching of business studies in junior secondary schools in Oyo state, Nigeria

Kabir (2019), carried out a study on the efficacy of mandatory entrepreneurship education on university business students' skills acquisition for self-reliance in Nigeria. Two objectives, two research questions and two null hypotheses guided the researcher. A survey research design was used for the study. The researcher targeted 2 management staff, 2 lecturers and 61 final year students. Four rating scale structured questionnaire was used for data collection which was validated by experts. Mean and standard deviation were used to analyze the research questions while ANOVA was used to test the null hypothesis. The results of the findings of the study revealed that the extent general study entrepreneurship courses adequately prepared business students for skill acquisition for self-reliance was low. It was also observed from the study that the extent general study entrepreneurship course contents provided business students with skill for self-reliance was high. From the result of

the study, it was concluded that General study entrepreneurship education courses in these universities have not adequately prepared business students for self-reliance. Recommendations were made on ways to improve General study entrepreneurship education courses among which were that emphasis should be made more on skills such as creative thinking and business start-up.

2.7   Summary of Literature Reviewed

The study was guided by Stufflebeam CIPP evaluation model framework. The chapter was reviewed under 12 sub-headings. From the review, it was deduced the introduction of business studies at junior secondary school level is to provide students with desired skills needed for self reliance. Citations of experts shows that curriculum is the pivot in which the aims and objectives of the initiation depends on. Lastly, empirical studies show that curriculum evaluation will help to determine the extent to which the desired objectives are achieved. The researcher reviewed 9 related empirical studies, to the best of the researcher; there is no study that dwelled on evaluation of business studies curriculum in which the current study is trying the close the gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

The chapter presents method adopted in conducting the study. The chapter was discussed under the following sub-headings:Research Design; Population for the Study; Sample Size and Sampling Procedures; Instrument for Data Collection; Validity of the Instrument; Pilot Study; Reliability of the Instrument; Procedure for Data Collection; and Procedure for Data Analysis.

3.2   Research Design

The researcher adopted descriptive survey research design. The design involved collecting and analyzing data gathered for the decision taken. Kerlinger (2005), suggested that when a study involves a description of given state of affairs at a particular time through the use of a questionnaire for collection of data from a population based on the appropriate sampling techniques. Similar, Adamu and Sani(2013), recommended that descriptive survey design should be employed when a study when study involves the use of a questionnaire to seek the opinions of respondents. The design is considered suitable because it enabled the researcher to understand the social phenomenon from the participants' perspective.   It constitutes the most convenient way to obtain real facts and figures needed, in which the results of the analyses were used for decision taking and generalization.

3.3   Population for the Study

The population for the study is 5460 comprising 417 business studies teachers and 5043 JS III students in public Upper Basicschools in ZamfaraState. The targeted population of the study was cluster into the three senatorial zones in ZamfaraState as presented in Table 1.

Table 1: Population for the Study

S/N	Senatorial Zone	No. of Schools	No. of Teachers	No. of Students	Total
	Zamfara North	52	146	1488	1634
	Zamfara Central	45	113	1623	1736
	Zamfara West	67	158	1932	2090
	Total	**164**	**417**	**5043**	**5460**

Source: Ministry of Education 2018/2019 Academic Year.

3.4   Sample and Sampling Procedure

The sample of the study as suggested by Research Advisor (2006) should be 36 for the population of more than 5000 and less than 6000. This is in line with Douglass (2006) who suggested that sample size has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables. Due to obvious imbalance in the population of the study, the researcher will use proportionate sampling technique to determine the sample size of each of the cluster. The breakdown of the sample size is presented in Table 3.

Table 2: Sample for the Study

S/N	Senatorial Zone	No. of Schools	No. of Teachers	No. of Students	Total
	Zamfara North	14	14	90	104
	Zamfara Central	10	10	102	112
	Zamfara West	14	14	131	145
	Total	**38**	**38**	**323**	**361**

3.5   Instrumentation

Fourpoints rating scale structured questionnaire adapted fromHania(2019) wasused to generate data from respondents. The instrument is made up of sections "A" and "B" as seen in Appendix II. Section "A" sought for the status of the respondents. Section "B: consisted of 55 itemsused to collect data that answered the research questions and test of the null hypotheses. All the items were measured were measured in four steps of "Very High Extent" (VHE) 4, "High Extent" (HE 3, "Low Extent" (LE) 2, and "Very Low Extent (VLE)" (S.D) 1. Respondents were instructed to respond in accordance with their level of agreement on the statements contained in the instrument. In order to facilitate data analyses, judgment, and general conclusion, teachers and students responded to the same questionnaire items. The

distribution of the questionnaire items with respect to research questions and hypotheses is as presented in Appendix II.

3.5.1 Validity of the Instrument

The questionnaire items were validated using the researcher's supervisor and two other experts from faculty of education in Ahmadu Bello University, Zaria. Following the validation, the areas of difficulties, spellings, and ambiguities in the instrument will further refined and made easier for respondents' comprehension as observe.

3.5.2 Pilot Test

To establish the reliability of the instrument, twenty (20) copies of the questionnaire were administered in Upper BasicSchools Tsafe and KauraNamoda, ZamfaraState. The choice of these schools is because they are not part of the sample schools but they have common characteristics with selected schools with regard to temperature, learning environment, cultural values and norms. Data collected from the study were coded into Statistical Package of Social Science 21. The package was used to determine the reliability of the instrument.

3.5.3 Reliability of Research Instrument

Data collected were sought using Cronbach's alpha method. According to Adamu and Udoh(2012), Cronbach's alpha is a statistic used to measure the internal consistency of the questions in a questionnaire. Its value varies between zero and one. For this study, a reliabilitycoefficient obtained was 0.84. The instrument was found reliable as suggested by Tracy (2006) who maintained that, for a scale to be considered reliable, it should not be less than 0.65. Similarly, Adamu and Udoh (2012), opined that the minimum reliability coefficient of an instrument is 0.7.

3.6 Procedure for Data Collection

Letterof introduction was obtained from the office of Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria for permission to administer the questionnaire in their respective institutions. The researcher co-opted 5 trained research assistants who helped in the data collection.In each school, discussion was held with both the teachers and students that participatedin the study. Those who sought more explanations on some statements were given necessary attention. Face to face delivery method wasemployin the data collection. This method affordedthe researcher and his assistants, higher percentage return of properly completed questionnaires. In each school, two days was used for data collection. The exercise lasted for 8 weeks.

3.7 Procedure for Data Analysis

The data collected from the study were coded into Statistical Package for Social Science (SPSS) version 21. The package was used to run frequencies table and percentages which was used to determine the status of the respondents. Weighted mean scores, grand mean and standard deviation were used to answer the research questions. An interval scale was used as decision rule as seen in Table 3.

Table 3: Research Question decision Rule

S/no	Point	Remark	Abbreviation
1.	4	Very High Extent	VHE
2.	3	High Extent	HE
3.	2	Low Extent	LE
4.	1	Very Low Extent	VLE

Adopted from Shago (2018)

In testing of the Null hypotheses, the SPSS package was used to run Chi-square at 0.05 level of significance. In the analysis, when $P \geq \alpha$, the null hypothesis wasaccepted and when $P \leq \alpha$ null hypothesis was rejected.

RESULTS AND DISCUSSION

This chapter presents the results of data analyzed for the study. The presentation was organized according to the research questions answered and hypotheses tested.

4.1   Distribution of Data Collected Based on the Status of Respondents

The questionnaire distributed to business studies teachers was 38 (11%) copies and that of students stood at 323(89%) and all were completed and retrieved. The distribution of respondents based on their status is presented in Table 4.

Table 4: Distribution of the Data collected from the Respondents

S/no	Respondents	Questionnaire			
		Administered	**% Administered**	**Retrieved**	**% Retrieved**
1.	Teachers	38	11	38	11
2.	Students	323	89	323	89
	Total	**361**	**100**	**361**	**100**

4.2   Results of Research Questions

The results of questions are as present in Table 5 to Table 9.

4.2.1   Research Question One

To what extent does business studies curriculum meet the educational needs of students in Government Upper Basicschools in ZamfaraState, Nigeria?

This question was responded to using questionnaire items 1-14. To analyze the responses, mean and standard deviations were used and the summary is as shown in Table 5.

Table 5: Descriptive statistics used to determine the extent curriculum of business studies meet the educational needs in Government Upper Basicschools in Zamfara State, Nigeria

S/No	Statement	Mean	Std. Dev	Remark
1.	The extent to which business studies curriculum is clear written to achieve its vision and mission	2.56	0.67	HE
2.	The extent to which business studies curriculum defines the learning objectives of the subject	3.51	0.84	VHE
3.	The extent to which business studies Business studies curriculum is consistent with the vision, mission, and objectives of the subject	2.68	0.77	HE
4.	The extent to which business studies curriculum is geared towards training the learner to relate the theory to the application in a simplified manner	2.79	0.91	HE
5.	The objectives of the Business studies curriculum is concerned with the cognitive needs of students	2.67	0.83	HE
6.	The objectives of the Business studies curriculum focus on the emotional needs of students	2.78	0.84	HE
7.	The objectives of the Business studies curriculum is concerned with the physical needs of students	3.41	0.74	HE
8.	The objectives of the Business studies curriculum is concerned with the social needs of students	3.11	0.84	HE
9.	The extent which business studies curriculum is geared towards self-learning by arousing curiosity in students	3.24	0.74	HE
10.	The extent which business studies curriculum takes into account new electronic developments in learning	2.67	0.84	HE
11.	The extent which business studies curriculum focus on building a community-based knowledge	2.91	0.94	HE
12.	The extent which business studies curriculum addresses the need for students to work	2.76	0.58	HE
13.	The extent to which business studies curriculum provides a self-learning that stimulates self-reliance	3.13	0.83	HE
14.	The extent which business studies curriculum emphasize the consolidation of the identity of the community	2.75	0.56	HE
	Cummulative Mean	**2.92**		**HE**

The result of data collected in respect to research question one in Table 5 revealed the weighted mean responses ranged from 2.56 to 3.51. the weighted mean scores of 9 of the questionnaire items fall under the index score of low extent (LE) while the mean score of item 2 was found to be under the benchmark of very high extent (HE). The cumulative mean of2.92 obtained is higher than the benchmark mean of 2.5. This indicatedpositive extent to which the curriculum of business studies meets the educational needs of students in Government Upper Basicschools in ZamfaraState, Nigeria.

4.2.2 Research Question Two

To what extent do Government Upper Basicschoolshave needed manpower for the implementation of business studies curriculum in Zamfara state, Nigeria?

This question was responded to using questionnaire items 15-26. To analyze the responses, mean and standard deviations were used and the summary is as shown in Table 6.

Table 6: Descriptive statistics used to determine the extent schools have needed manpower for implementation of business studies curriculum in Government Upper Basicschools inZamfaraState, Nigeria

S/No	Statement	Mean	Std. Dev	Remark
15.	The extent which business studies have adequate teachers needed for implementation of business studies curriculum in our school	1.26	0.63	VLE
16.	The extent to which business studies have teaching staff that are needed for implementation of the curriculum	1.34	0.61	VLE
17.	The extent which school have active manpower for implementation of business studies curriculum in our schools	1.45	0.66	VLE
18.	The extent which business studies teachers are regular in class	2.56	0.56	HE
19.	The extent which business studies teachers in our school are encouraging students	2.56	0.63	HE
20.	The extent which our school have qualify Business studies trade subjects' instructors that can handle practical aspects of business studies in our school	1.43	0.61	VLE
21.	The extent which our business studies teachers cover the scheme	1.69	0.66	LE
22.	The extent which business studies our business studies teachers have knowledge and skills for effective teaching the subject	2.51	0.56	HE
23.	The extent which business studies teachers motivate students during instructional delivery	1.67	0.67	LE
24.	The extent which business studies business studies teachers are skillful in handling practical aspect of the subject	1.86	0.66	LE
25.	The extent which business studies teachers respond to students' questions in the class	1.83	0.71	LE
26.	The extent which our business studies stimulate students' interest towards engaging in entrepreneurship upon graduation	1.74	0.75	LE
	Cummulative mean	1.83		LE

The descriptive statistics used to answer research question two presented in Table 6 revealed the mean scores of 1.36 to 2.56. The weighted mean scores of items 18, 19 and 22 stood at 2.56, 2.56 and 2.51 respectively. The mean scores of 9 of the items were found to be under the index score of very low extent. The grand mean of 1.83 obtained suggested that the extent qualified schools have needed manpower for implementation of business studies curriculum in Government Upper Basicschools inZamfaraState, Nigeria is negatively inclined.

4.2.3   Research Question Three

To what extent do Government Upper Basicschools have needed instructional materials for implementing business studies curriculum in ZamfaraState?

This question was responded to using questionnaire items 27-38. To analyze the responses, mean and standard deviations were used and the summary is as shown in Table 7.

Table 7: Descriptive statistics used to determine the extent Government Upper Basicschools haveneeded Instructional materials for implementation of business studies curriculum in ZamfaraState, Nigeria

S/No	Statement	Mean	Std. Dev	Remark
27.	The extent which business studies have adequate textbooks in our schools	1.21	0.43	VLE
28.	The extent to which available business studies textbooks in our library are current	1.17	0.56	VLE
29.	The extent to which we have typing pool in our school	1.19	0.62	VLE
30.	The extent which we have typewriters in our schools for practical	1.26	0.61	VLE
31.	The extent which we have computer in our school for business studies practical	1.16	0.43	VLE
32.	The extent which we have adequate computers for the practical	1.10	0.51	VLE
33.	The extent which we have needed instructional aids for teaching business studies in our schools	1.01	0.76	VLE
34.	The extent which we have relevant instructional materials needed for teaching business studies	1.51	0.36	VLE
35.	The extent which we have printer for teaching business studies students practical in our computer rooms	1.11	0.57	VLE
36.	If yes, the extent to which the available printers are functional	1.06	0.46	VLE
37.	The extent which we have facilities and tools needed for teaching business studies in our school	1.12	0.61	VLE
38.	The extent which business studies teachers have access to any needed materials for teaching practical	1.15	0.62	VLE
	Cummulative mean	1.17		VLE

The result of items used in answering research question three revealed the weighted mean scores ranged 1.06 to 1.51 which were found to be under the benchmark of very low extend and low extent respectively. The grand mean score of 1.17 obtained suggested that the extent

instructional materials are provided for the implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState is negatively inclined.

4.2.4   Research Question Four

To what extent the pedagogical approach used for teaching business studies appropriate for realizing the objectives in Government Upper Basicschools in ZamfaraState, Nigeria?

This question was responded to using questionnaire items 39-47. To analyze the responses, mean and standard deviations were used and the summary is as shown in Table 8.

Table 8: Descriptive statistics of the suitability of pedagogical approach   used   for implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState, Nigeria

S/No	Statement	Mean	Std. Dev	Remark
39.	The extent teaching methods adopted by business studies teachers stimulate the interest of students in the subject	1.76	0.63	LE
40.	The extent which the methods of delivery used by teachers made business studies interesting to the students	1.59	0.61	LE
41.	The extent which the methods of teaching used by teachers in business studies increased student's self-confidence to start business	1.74	0.66	LE
42.	The extent which the methods of delivery used by teachers in business studies focused more on learner than teacher	3.16	0.56	HE
43.	The extent which the methods of teaching used focused on learning by doing	1.26	0.63	VLE
44.	The extent which business studies allowed students to interact directly with the problem and make their own contributions	1.33	0.61	VLE
45.	The extent which business studies teachers used experiential learning such as organizing visits to industries for students to gain more knowledge, skills and experience on certain topics in business studies	1.35	0.66	VLE
46.	The extent which video clips are used to serve as motivator to students to become entrepreneurs	1.18	0.56	VLE
47.	The extent which instructional strategy are used in the class conform with the learners need	3.15	0.67	HE
	Cummulative mean		**1.76**	**LE**

Table 8 showed the mean responses on items relating to pedagogical approaches used for

implementation of Business Studies curriculum. The lowest mean responses of the items used

to answer research question four was 1.18 and the highest stood at 3.16. The mean scores

were found to be under the index 2.5 measurement score of very low extent and high extent

respectively. The grand mean responses of 1.76 obtained suggested that, the extent of the appropriateness of the pedagogical approaches used is negatively inclined.

4.2.5 Research Question Five

To what extent does business studies provides Upper Basicschools students with the needed skills, competencies and knowledge at stipulated in the National Policy on Education in Nigeria in Zamfara State.

This question was responded to using questionnaire items 48-58. To analyze the responses, mean and standard deviations were used and the summary is as shown in Table 9.

Table 9: Descriptive statistics of the extent evaluation guides are business studies students learning outcome in Government Upper Basicschools in ZamfaraState, Nigeria

S/No	Statement	Mean	Std. Dev	Remark
48.	The extent which students acquire keyboarding skills	1.19	0.63	VLE
49.	The extent to which students acquire the needed speed in skills in keyboarding	1.11	0.61	VLE
50.	The extent to which students acquire skill on computer operation	1.07	0.66	VLE
51.	The extent to which students acquire competencies in computer operation	1.05	0.56	VLE
52.	The extent to which students acquire needed knowledge on business operation	1.34	0.67	VLE
53.	The extent to which students acquire accounting skills for clerical operation	1.58	0.66	LE
54.	The extent to which students acquire skills on secretarial duties	1.18	0.71	VLE
55.	The extent to which students acquire skills for self-reliance	1.21	0.75	VLE
56.	The extent to which students have skills on receptionist work	1.59	0.83	LE
57.	The extent to which students have knowledge to meet up with further educational challenges	2.52	0.59	HE

58.	The extent to which knowledge acquired in business studies will enable students develop interest in business related subjects	2.51	0.71	HE
	Grand mean	**1.49**		**VLE**

The analysis of the items used to answer research question five revealed the weighted mean scores ranged 1.05 to 2.52. The mean scores were found to be under the index score of low extent to high extent. The grand mean score stood at 1.49. The obtained grand mean score indicated that the extent to which business studies students in Government Upper BasicschoolsZamfara acquired the needed skills, competencies and knowledge at stipulated the National Policy on Education in Nigeriais negatively inclined.

4.3 Test of Hypotheses

All the hypotheses were tested using at 0.05 level of significance.

4.3.1 Hypothesis One

There is no significant difference between the mean responses of teachers and students on the extent to which business studies curriculum meets the educational needs of students in Government Upper Basicschools in Zamfara state, Nigeria. The hypothesis was tested at 0.05 level of significance.

Table 10: Chi-Square Tests of Research Hypothesis One

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.132[a]	3	.988
Likelihood Ratio	.134	3	.987
Linear-by-Linear Association	.003	1	.953
N of Valid Cases	372		

The probability of the chi-square test statistic (chi-square=.132[a]) at 0.0 5 level of significance. the degree of freedom of v. The p-value obtained stood at .988. The obtained p-value was found to be greater than the alpha level of significance of 0.05. The research

hypothesis which stated that no significant difference between the mean responses of teachers and that of students on the extent to which business studies curriculum meets the educational needs of studentsin Government Upper Basicschools in Zamfara state, Nigeria was therefore retained.

4.3.2   Hypothesis Two

There is no significant difference between the mean responses of teachers and students on the extent to which Government Upper Basicschoolshave needed manpower for the implementation of business studies curriculum in Zamfara state, Nigeria. The Chi-square statistics was used to test this hypothesis at 0.05 level of significance

Table 11: Chi-Square Tests of Research Hypothesis Two

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.596[a]	3	.897
Likelihood Ratio	.662	3	.882
Linear-by-Linear Association	.218	1	.641
N of Valid Cases	372		

Fieldwork, 2020

The result of test of research hypothesis two in Table 11 revealed the Chi square value of .596[a;,]p=.897 at degree of freedom of 3. The obtained X^2_{cal} of .897 obtained was found to be greater than 0.05 level of significance. The result suggested that, there was no significant difference between the mean opinions of teachers and that of students on the extent to which needed manpower are available for the implementation of business studies curriculum in Government Upper Basicschools on ZamfaraState, Nigeria. The hypothesis was therefore retained.

4.3.3   Hypothesis Three

There is no significant difference between the mean responses of teachers and students on the extent to which Government Upper Basicschoolshave needed instructional materials for the implementation of business studies curriculum in Zamfara state.The Chi-square statistics was used to test this hypothesis at 0.05 level of significance.

Table 12: Chi-Square Tests of Research Hypothesis Three

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	$.903^a$	3	.825
Likelihood Ratio	1.034	3	.793
Linear-by-Linear Association	.416	1	.519
N of Valid Cases	372		

Fieldwork, 2020

Table 12 reveals that the Pearson Chi-Square of 903 and the p-value obtained was .825 at degree of freedom of 3 at 0.05 levels of significance. The p-value obtained .825 was greater than 0.05 level of confidence. The null hypothesis was therefore withheld. This suggested that, no significant difference exist between the mean responses of teachers and that of students on the extent to which needed instructional materials are available for implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState.

4.3.4   Research Hypothesis Four

There is no significant difference between the mean responses of teachers and students on the extent to which the pedagogical approach used for teaching business studies is appropriate for realization of its objectives in Government Upper Basicschools inZamfara state, Nigeria. The Chi-square statistics was used to test this hypothesis at 0.05 level of significance

Table 13: Chi-Square Tests of Research Hypothesis Four

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.596[a]	3	.897
Likelihood Ratio	.662	3	.882
Linear-by-Linear Association	.218	1	.641
N of Valid Cases	372		

Fieldwork, 2020

The analysis presented in Table 13 revealed the Chi-square of .596 with the p-value of .897 at the degree of freedom of 3. The *p = .897*. The obtained p-value was found to be greater than the level of significant (.897>0.05). The obtained p-value indicated that, there was no significant difference between the mean responses of teachers and that of students on the appropriateness of pedagogical approach used in business studies students in Government Upper Basicschools in ZamfaraState. The null hypothesis was therefore retained.

4.3.5   Research Hypothesis Five

There is no significant difference between the mean responses of teachers and that of students on the extent to which evaluation guides are used to determine business studies students learning outcome in Government Upper Basicschoolson Zamfara state, Nigeria.

Table 14: Chi-Square Tests of Research Hypothesis Five

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.901[a]	3	.593
Likelihood Ratio	2.202	3	.532
Linear-by-Linear Association	1.267	1	.260
N of Valid Cases	372		

Fieldwork, 2020

The test of null hypothesis 5 presented in Table 14 disclosed the Chi-square value of 1.901with the p-value of .593 at the degree of freedom of 3. The p-value (.593) obtained was greater than the level of significance (0.05). The result suggested that, no significance difference exists between the mean responses of teachers and that of students on the extent to

which evaluation guides are used to determine business studies students learning outcome in Government Upper Basicschools on ZamfaraState, Nigeria. The null hypothesis was therefore retained.

4.4   Summary of the Finding

The summary of the findings is as follows:

1. The extent business studies curriculum meets the educational needs of students in Government Upper Basicschools in ZamfaraState, Nigeria was high. There was no significant difference between the mean responses of teachers and that of students.

2. The extent schools have needed manpower for implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState, Nigeria was low. No significant difference exits between the mean response of teachers and that of students

3. The extent instructional materials are provided for implementation of business studies curriculum in Government Upper Basicschools in Zamfara state were very low. No significant difference existed between the mean responses of teachers and that of students

4. Appropriate of the pedagogical approaches used for teaching Business Studies in Government Upper Basicschools in Zamfara state was low. No significant difference existed between the mean response of teachers and that of students.

5. Both teachers and students were of the opinion that the extent to which business studies students in Upper Basic schoolsin ZamfaraState acquired the needed skills, competencies and knowledge as stipulated.

4.5   Discussion of the Findings

The result of research question one and corresponding null hypothesis one indicated that both business studies teachers and students opined that the extent business studies curriculum meets the educational needs of students in Upper Basic schoolsin Zamfara state,

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Nigeria was high. The Finding of the study was found to be in line with the earlier submission of Ochu and Umunnagbu (2005) whose study reported that the curriculum of secondary school is suitable for developing the right caliber of middle level manpower for the economy. The study of Amadi, Orikpe and Osinem (2007), also reported that curriculum of basic education is suitable and appropriate all that remains would be an enabling environment for full expression of intended objectives. The result also agreed with that of Oyebola, Irefin and Olaposi (2015), who observed that there was significant relationship between venture creation and content of trade subjects in Nigeria. This also agreed with the study conducted by Adamu and Sani (2016), who opined that the curriculum of business studies at secondary school level was rich enough to meet the aims and objectives of the subject at junior secondary school level in Nigeria. However, contrary to the outcome of the study, the study conducted by Gabadeen and Raimi (2012), reported that, the curriculum for entrepreneurship education made available has not really achieved the policy thrust of the programme. Similarly, the study of Jacob (2015), revealed that the problem of unemployment especially among graduates was attributed to many factors such as disconnection between the curriculum content and the needs of the industries in Nigeria. The observed difference may be because the previous study was conducted at tertiary institutions.

The result of research question two and test of hypothesis two revealed that both teachers and students opined that the extent schools have e needed manpower for implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState, Nigeria was low. The outcome of the study agreed with the report ofKiadese (2011), who opined that under achievement are alarming, most especially in the prevocational subjects. Brown (2012) whose study disclosed that lack of needed manpower hampered the realization of trade subjects in the country. Similarly, Adamu, Adamu and Bashir (2012) reported that most schools have no needed manpower for equipping students with desired

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skills to identify business opportunities, creativity, innovation, business initiatives, business plan, entrepreneurial intentions, financial management, product marketing and business formation as hammered in the Nigeria by National Policy on Education.Chinonye and Akinbode (2014) noted that insufficient skilled manpower is a serious challenge to entrepreneurship education in Nigerian universities. Olorundare and Kayode (2014) also observed that inadequate trainers or little knowledge of entrepreneurship by universities' lecturers is a major challenge to university entrepreneurship education in Nigeria Reaffirming this statement Nwambam, Nnennaya and Nwankpu (2018) stated that teachers with requisite training are not adequate for the teaching of entrepreneurial studies in universities. Markus and Muhammad (2019) opined that another critical issue in implementing secondary education curriculum is the inadequacy of professionally qualified teachers. The authors maintained that most public secondary school had very few teachers in the areas.

The outcome of research question three and test of research hypothesis three suggested that the extent instructional materials were provided for the implementation of business studies curriculum in Government Upper Basicschools in Zamfara state was very low. The result of the study was found to be similar with that of Brown (2012), who highlighted lack of materials and equipment; inadequate facilities and equipment for teaching and learning in practical-related courses as some of the problems affecting teaching entrepreneurship subject in Nigeria. Gabadeen and Raimi (2012) also reported that absence of relevant text-books, ineffective teaching method, and inadequate tools for practical-oriented simulation exercises and funding are the problems of entrepreneurship education in Nigeria. Offorma, Egbe and Eze (2012). Their studies revealed that inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment. The study of Adamu and Sani (2018), also reported that lack of

adequate teaching facilities, materials and equipment as affected the realization of objectives of pre-vocational subjects in Nigeria.

The outcome of research hypothesis four and test of corresponding null hypothesis indicated that the extent to which the pedagogical adopted will yield to the realization of the objectives of business studies in Government Upper Basicschools in ZamfaraState was low.The outcome of the study agreed with that of Atakpa (2016), who stated that entrepreneurship education is not properly taught in our schools. In the same vein Agbonlahor (2016), affirms the capacity of teachers and instructors that teach entrepreneurship education in most schools have been fingered as a reason for the poor-quality delivery. So also, the study of Agbonlahor (2016).reported that current approach for teaching trade subjects in schools and colleges is not appropriate for provide students with the desire knowledge and skills on the subject. The author argued that the staff and students ratio in the classroom is one of the major factor affecting proper pedagogical approach. Amadi and Eze (2019), who stated that most schools in Nigeria do not have adequate and high-level manpower for effective teaching and learning of entrepreneurship education in the country. Markus and Muhammad (2019), also reported that, one of the major issues that affect implementation of secondary school curriculum is the inadequate instructional facilities in schools. The authors maintained that, what is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum.

The outcome of research questions five and test of corresponding null hypothesis shows that both teachers and students agreed that, the extent to which business studies students in Upper Basic schoolsZamfara acquired the needed skills, competencies and knowledge at stipulated the National Policy on Education in Nigeria was very low. The outcome of the study agreed with the report of Ikeoji and Agwubike (2006) whose study indicated that the vocational

education subjects taught at secondary school level in Nigeria have often not been able to meet up with the requirements of labour market. The study indicated that most students graduates without adequate skills for gainful employment. Similarly, the study of Onuekwusi and Okorie (2008), also showed that graduated of vocational education in Nigerian secondary school graduates without communications skills, critical thinking, problem solving and decision making, and knowledge needed by labour market. This was also found to be similar with the study of Okoroafo and Nwaeze (2013), whose study shows that implementation of the entrepreneurship education hinders the students from achieving the noble objectives for which the programmes were instituted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Summary

The study evaluated business studies curriculum implementation using Content, Input, Process and Product model in government Upper Basicschools in Zamfara State, Nigeria. The study had five objectives, five research questions and five null hypotheses. The study anchored on the theoretical framework of Stufflebeam's evaluation model (1983). The design adopted for the study was descriptive survey. The population for the study is 5460 comprising of 417 business studies teachers and 5043 Upper Basic schools III students in inZamfara state. The sample of the study stood at 31 teachers and 369 students. The instrument for the data collection was 4-pointrating scale structured questionnaire adapted from Hania (2019). The adapted instrument was validated by the researcher's supervisor and two other experts and pilot tested in Zamfar state. Data collected were sought using Cronbach's alpha method and a reliability coefficient of 0.84 was obtained. The researcher assisted by 5 trained research assistants collected the data using direct approach method. The data collected were analyzed using descriptive statistics to answer the research questions while inferential statistics of Chi-square was employed in the test of research hypotheses at at significance level of 0.05. The study disclosed that the extent to which: -

1. The curriculum content of business studies c meets the educational needs of students in Government Junior Secondary schools in Government Upper Basicschools in ZamfaraState, Nigeria was high.

2. Schools had needed manpower for implementation of business studies curriculum in Government Upper Basicschools in ZamfaraState, Nigeria was low.

3. Upper Basic schools had instructional materials for the implementation of business studies curriculum in ZamfaraState was very low.

4. the pedagogical approaches led to the realization of the objectives of business studies in Government Upper Basicschools in ZamfaraState was low.

5. extent to which business studies students in Government Upper Basic schools in Zamfara State acquired the needed skills, competencies and knowledge as stipulated the National Policy on Education in Nigeria was very low.

5.2   Conclusion

The study evaluated the business studies curriculum implementation using Stufflebeam's CIPP model in government Upper Basicschools in ZamfaraState, Nigeria. The outcome of the study indicated that the curriculum content of Business studies is very rich but the manpower needed, facilities and teaching methods hampered the attainment of the aims and objectives of the subject. To this end, the students graduated without acquiring the skills, knowledge and competencies as stipulated by the National Policy on Education. By implication, the laudable objectives of introduction of business studies will remain elusive as students graduate without requisite skills needed for self-reliance. Consequently, the mission of reducing unemployment in Nigeria through the introduction of pre-vocational subjects at junior secondary schools will not be achieved the situation remain unchanged

5.3   Recommendations

Based on the findings of the study, it is recommended that:

1. Business studies curriculum should be reviewed from time to time to enable it meet the educational needs of Upper Basicschool students as stipulated by the National Policy on Education in Nigerian

2. The ZamfaraState government should employ more teachers for effective implementation of business studies curriculum in Upper Basicschools   in Zamfara State

3. The state government and Parents Teachers Association should provide the needed instructional materials for implementing of business studies curriculum in Upper Basicschools in ZamfaraState.

4. Business studies teachers should undergo refresher training to acquire modern pedagogical approach that will help to improve teaching and learningUpper Basicschools in Zamfara State

5. The teaching and learning should be geared towards equipping the business studies students with skills, competencies and knowledge as stipulated in the National Policy on Education in Nigeria.

5.4 Limitations

The study had the following limitations

1. Only public schools were involved in the study; enhance the opinions o teachers and students in private schools were not considered in the study

2. The study only used quantitative approach, based on this, qualitative approach was not used to elicit details opinions of the respondents.

5.5 Suggestion for Further Studies

Based on the limitations of the study, the researcher recommended that:

1. Similar study should be conducted using private schools, this will give room for generalization of the result in the state

2. In addition, further study should use qualitative approach, this will enable the researcher get detail information needed from the respondents.

5.6 Contribution to Knowledge

A lot of research studies have been conducted locally and internationally on evaluation ofeducational programme, however none has been written locally on business

studies in ZamfaraState. Therefore, this study provides empirical evidences on the present position of business studies in the state which will allow the state government to take more measures that will improve the teaching and learning of the subject in order to achieve its objectives.

The study will also enable the state government know that the current situation of teaching and learning of business studies in ZamfaraState will not yield the desired objectives; hence the strategy will not address the problem of unemployment in the state if the situation remains the same. Lastly, the study contributes to the existing knowledge and growing the body of literature on the area.

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APPENDIX I

DETERMINING SAMPLE SIZE FOR RESEARCH, ACTIVITIES
ROBERT V. KREJCIE & DARYLE W. MORGAN

TABLE 1:   *Table for Determining Sample Size from a Given Population*

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Department of Educational Foundation
Ahmadu Bello University, Zaria
Zamfara state, Nigeria

Dear Sir/Ma,

REQUEST TO COMPLETE QESTIONNAIRE

I am a M. Ed student of the above named Department, conducting a research study on "**Evaluation of Business Studies Curriculum Using Stufflebeam's CIPP Model in Government Secondary Schools in Zamfara State, Nigeria**". Please, note that this questionnaire is designed to obtain data for the research work only and strictly for academic purpose. I kindly request you to complete the questionnaire as objectively as possible. All the information provided will be treated in confidentiality.
Thank you in anticipation for your support and cooperation.

Yours faithfully,

SECTION A:
Instruction: Please tick as appropriate in the boxes provided

Status

1. teacher   (   )
2. Student   (   )

SECTION B
Instructions: Kindly tick as appropriate in the boxes provided. Note that the responses are rated from four to one as follows:-

S/NO	Option	Points
1	Very High Extent (VHE)	4 points
2	High Extent (HE)	3 points
3	Low Extent (LE)	2 points
4	Very Low Extent (VLE)	1 point

S/No	Statement	VHE	HE	LE	VLE
	Adequacy of Business studies curriculum context on realization of its objectives				
1.	The extent to which business studies curriculum is clear written to achieve its vision and mission				
2.	The extent to which business studies curriculum defines the learning objectives of the subject				
3.	The extent to which business studies Business studies curriculum is consistent with the vision, mission, and objectives of the subject				
4.	The extent to which business studies curriculum is geared towards training the learner to relate the theory to the application in a simplified manner				
5.	The objectives of the Business studies curriculum is concerned with the cognitive needs of students				
6.	The objectives of the Business studies curriculum focus on the emotional needs of students				
7.	The objectives of the Business studies curriculum is concerned with the physical needs of students				
8.	The objectives of the Business studies curriculum is concerned with the social needs of students				
9.	The extent to which business studies curriculum is geared towards self-learning by arousing curiosity in students				
10	The extent to which business studies curriculum takes into account new electronic developments in learning				
11	The extent to which business studies curriculum focus on building a community-based knowledge				
12	The extent to which business studies curriculum addresses				

	the need for students to work				
13	The he extent which business studies curriculum provides a self-learning that stimulates self-reliance				
14	The extent to which business studies curriculum emphasize the consolidation of the identity of the community				
Business studies Input					
15	The he extent which business studies have adequate teachers needed for implementation of business studies curriculum in our school				
16	The extent to which business studies have teaching staff that needed for implementation of the curriculum				
17	The extent to which out school have active manpower for implementation of business studies curriculum in our schools				
18	The extent to which business studies teachers are regular in class				
19	The extent to which business studies teachers in our school are encouraging students				
20	The extent to which our school have qualify Business studies trade subjects' instructors that can handle practical aspects of business studies in our school				
21	The extent to which our business studies teachers cover the scheme				
22	The extent to which business studies our business studies teachers have knowledge and skills for effective teaching the subject				
23	The extent to which business studies teachers motivating motivates students during instructional delivery				
24	The extent to which business studies business studies teachers are skillful in handling practical of the subject				
25	The extent to which business studies teachers respond to students' questions in the class				
26	The extent to which our business studies hardly stimulate students' interest towards engaging in entrepreneurship upon graduation				
Business studies Processes.					
27	The extent to which business studies have adequate textbooks in our schools				
28	The extent to which available business studies textbooks in our library are current				
29	The extent to which we have typing pool in our school				
30	The extent to which we have typewriters in our schools for practical				
31	The extent to which we have computer in our school for business studies practical				
32	The extent to which we have adequate computers for the practical				
33	The extent to which we have needed instructional aids for				

	teaching business studies in our schools				
34	The extent to which we have relevant instructional materials needed for teaching business studies				
35	The extent to which we have printer for teaching business studies students practical in our computer room				
36	If yes, the extent to which the available printers are functional				
37	The extent to which we have facilities and tools needed for teaching business studies in our school				
38	The extent to which business studies teachers have access to any needed materials for teaching practical				
Business studies pedagogy approach					
39	The extent teaching method adopted by business studies teachers stimulate the interest of students in the subject				
40	The extent to which the method of delivery used by teachers made business studies interested to the students				
41	The extent to which the method of teaching used by teachers in business studies increased student's self-confidence to start business				
42	The extent to which the method of delivery used by teachers in business studies focused more on learner than teacher				
43	The extent to which the method of teaching used focused on learning by doing				
44	The extent to which business allowed students to interact directly with the problem and make their own contributions				
45	The extent to which business studies teachers used experiential learning such as organizing visits to industries for students to gain more knowledge, skills and experience on certain topics in business studies				
46	The extent to which videos clips are used to serve as motivator to students to become entrepreneurs				
47	The extent to which instructional strategy used in the class conform with the learners need				
	Business studies Products				
48	The extent to which we have periodic continuous assessment in business studies				
49	The extent to which our teachers give us our continuous assessment scripts after marking				
50	The extent to which our mistakes are corrected after continuous assessment test				
51	The extent to which marks obtained in the continuous assessment are also added to the final examination				
52	The extent to which actual mark obtained in the continuous assess is always reflected in the report card				
53	The extent to which students are expose to practical in business studies				
54	The extent to which to which outputs of the self-learning				

	Business studies instill values to students				
55	The extent to which we write end of the term examinations				
56	The extent to which end of the term examination in business studies is normally mark by our teacher				
57	The extent to which examination marked scripts is given to students				
58	The extent to which teaching and learning of business studies preserve the values of society on students				
59.	Topics of the self-learning Business studies curriculum are concerned with arousing curiosity in students				
60.	The Business studies curriculum takes into account new electronic developments in learning				
61.	The objectives of the self-learning Business studies curriculum for Basic educations are designed to build a community-based knowledge				
62.	The Business studies curriculum addresses the need for students to work				
63.	Provides a self-learning Business studies curriculum for primary-stage Business studies Business studies curriculum				
64.	The objectives of the self-learning Business studies curriculum emphasize the consolidation of the identity of the community				
Business studies curriculum and Input					
65.	Is interested in developing the students Business studies curriculum departments				
66.	The Business studies curriculum provides opportunities for the professional growth of teachers				
67.	The Business studies curriculum provides tools and materials suitable for learners activities				
68.	The Business studies curriculum provides an exciting and stimulating learning environment				
69.	The Business studies curriculum provides multiple sources of knowledge				
70.	The Business studies curriculum seeks to provide a secure physical environment				
71.	The Business studies curriculum provides a safe psychological environment				

72.	The Business studies curriculum is concerned with NAEYC standards related to students				
73.	The Business studies curriculum is consistent with the recent global trends in students				
74.	The Business studies curriculum defines the characteristics of special teacher				
75.	The Business studies curriculum adopts games in learning				
76.					
77.	A specific guide to the self-learning Business studies curriculum for students s is available				
78.	The Business studies curriculum is concerned with the establishment of standards for admission to students				
79.	The Business studies curriculum sets standards for evaluating learners growth				
Business studies Curricula and Processes.					
80.	Is interested in developing the Basic education Business studies curriculum departments				
81.	The Business studies curriculum provides opportunities for the professional growth of teachers				
82.	The Business studies curriculum provides tools and materials suitable for students 's activities				
83.	The Business studies curriculum provides an exciting and stimulating learning environment				
84.	The Business studies curriculum provides multiple sources of knowledge				
85.	The Business studies curriculum seeks to provide a secure physical environment				
86.	The Business studies curriculum provides a safe psychological environment				
87.	The Business studies curriculum is concerned with providing students with standards related to Basic education				
88.	The Business studies curriculum is consistent with the recent global trends in Basic education				
89.	The Business studies curriculum defines the				

	characteristics of special teacher				
90.	The Business studies curriculum adopts games in learning				
91.	A specific guide to the self-learning Business studies curriculum for Basic educations is available				
92.	The Business studies curriculum is concerned with the establishment of standards for admission to Basic education				
93.	The Business studies curriculum sets standards for evaluating students 's growth				
Appropriateness of pedagogy approach in teaching business studies					
94.	Effective selection of business studies teaching method by teachers stimulated students interest in business studies				
95.	The method of delivery used by teachers made business studies interested to the students				
96.	The methods of delivery used by teachers in business studies increased students self-confidence to start business				
97.	The method of delivery used by teachers in business studies focused more on learning than teaching				
98.	The method of delivery used by teachers in business studies focused on learning by doing				
99.	Teachers allowed students in business studies classes to interact directly with the problem and make their own contributions				
100.	Teachers used experiential learning such as organising visits to industries for students to gain more knowledge, skills and experience on certain topics in business studies				
101.	In business studies class, teachers used video clips of great entrepreneurs to serve as motivator to students to become entrepreneurs				
102.	Teachers were more comfortable using traditional teaching method in teaching business studies				
Business studies Curricula and Products					
103.	Learners show positive attitudes toward learning at school				
104.	The graduate has basic skills in academic learning, play, and art				
105.	The learners shows a good emotional intelligence				
106.	After the end of students , the learners are able to deal with life issues with skill				
107.	The outputs of the self-learning Business studies curriculum for students s help to increase learners				

	language outcomes				
108.	The outcomes of the self-learning Business studies curriculum contribute in helping learners to create good habits for everyday life				
109.	The outputs of the self-learning Business studies curriculum for students s include learning practices that instill in learners educational values				
110.	The learners are able to control themselves, and adjusts his feelings				
111.	The learners are very willing to go to school				
112.	The learners works independently and accepts work in the team				
113.	The learners has accounting skills in counting and arranging				
114.	The graduate has the skills of producing knowledge, observation, experimentation				
115.	The learners actively participates in preserving the values of society				

APPENDIX IV

SPSS OUTPUT

Your temporary usage period for IBM SPSS Statistics will expire in 5449 days.

FREQUENCIES VARIABLES=VAR00001
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Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.00
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[DataSet0]

Statistics

VAR00001

N	Valid	372
	Missing	0

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	27	7.3	7.3	7.3
	2.00	345	92.7	92.7	100.0
	Total	372	100.0	100.0	

```
CROSSTABS
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 /STATISTICS=CHISQ CC
 /CELLS=COUNT
 /COUNT ROUND CELL.
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Crosstabs

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=Respondents BY Outcome /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT /COUNT ROUND CELL.

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	Cells Available	524245

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Respondents * Outcome	372	100.0%	0	0.0%	372	100.0%

Respondents * Outcome Crosstabulation

Count

		Outcome				Total
		1.00	2.00	3.00	4.00	
Respondents	1.00	1	9	12	5	27
	2.00	16	117	143	69	345
Total		17	126	155	74	372

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.132[a]	3	.988
Likelihood Ratio	.134	3	.987
Linear-by-Linear Association	.003	1	.953
N of Valid Cases	372		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.23.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.019	.988
N of Valid Cases		372	

CROSSTABS
 /TABLES=Respondents BY VAR00003
 /FORMAT=AVALUE TABLES
 /STATISTICS=CHISQ CC
 /CELLS=COUNT
 /COUNT ROUND CELL.

Crosstabs

Notes

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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	372
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=Respondents BY VAR00003 /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Respondents * VAR00003	372	100.0%	0	0.0%	372	100.0%

Respondents * VAR00003 Crosstabulation

Count

		VAR00003				Total
		1.00	2.00	3.00	4.00	
Respondents	1.00	1	9	12	5	27
	2.00	24	121	135	65	345
Total		25	130	147	70	372

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.596[a]	3	.897
Likelihood Ratio	.662	3	.882
Linear-by-Linear Association	.218	1	.641
N of Valid Cases	372		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.81.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.040	.897
N of Valid Cases		372	

CROSSTABS
 /TABLES=Respondents BY VAR00004
 /FORMAT=AVALUE TABLES
 /STATISTICS=CHISQ CC
 /CELLS=COUNT
 /COUNT ROUND CELL.

Crosstabs

Notes

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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	372
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=Respondents BY VAR00004 /FORMAT=AVALUE TABLES /STATISTICS=CHISQ CC /CELLS=COUNT /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

| | Cases | | | | | |
| | Valid | | Missing | | Total | |
	N	Percent	N	Percent	N	Percent
Respondents * VAR00004	372	100.0%	0	0.0%	372	100.0%

Respondents * VAR00004 Crosstabulation

Count

| | | VAR00004 | | | | Total |
		1.00	2.00	3.00	4.00	
Respondents	1.00	1	9	12	5	27
	2.00	28	122	132	63	345
Total		29	131	144	68	372

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.903[a]	3	.825
Likelihood Ratio	1.034	3	.793
Linear-by-Linear Association	.416	1	.519
N of Valid Cases	372		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.10.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.049	.825
N of Valid Cases		372	

CROSSTABS
  /TABLES=Respondents BY VAR00005
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CC
  /CELLS=COUNT
  /COUNT ROUND CELL.
Crosstabs

Notes

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Comments		
Input	Active Dataset	DataSet0
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	372
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.

Syntax		CROSSTABS
		  /TABLES=Respondents BY VAR00005
		  /FORMAT=AVALUE TABLES
		  /STATISTICS=CHISQ CC
		  /CELLS=COUNT
		  /COUNT ROUND CELL.

Resources	Processor Time	00:00:00.03
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	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Respondents * VAR00005	372	100.0%	0	0.0%	372	100.0%

Respondents * VAR00005 Crosstabulation

Count

		VAR00005				
		1.00	2.00	3.00	4.00	Total
Respondents	1.00	1	9	12	5	27
	2.00	24	121	135	65	345
Total		25	130	147	70	372

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.596^a	3	.897
Likelihood Ratio	.662	3	.882
Linear-by-Linear Association	.218	1	.641
N of Valid Cases	372		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.81.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.040	.897
N of Valid Cases		372	

```
CROSSTABS
 /TABLES=Respondents BY VAR00006
 /FORMAT=AVALUE TABLES
 /STATISTICS=CHISQ CC
 /CELLS=COUNT
 /COUNT ROUND CELL.
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Crosstabs

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Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Respondents * VAR00006	372	100.0%	0	0.0%	372	100.0%

Respondents * VAR00006 Crosstabulation

Count

		VAR00006				Total
		1.00	2.00	3.00	4.00	
Respondents	1.00	1	9	12	5	27
	2.00	36	130	122	57	345
Total		37	139	134	62	372

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.901^a	3	.593
Likelihood Ratio	2.202	3	.532
Linear-by-Linear Association	1.267	1	.260
N of Valid Cases	372		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.69.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.071	.593
N of Valid Cases		372	

99