KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

PERCEIVED INFLUENCE OF BUSINESS EDUCATION CURRICULUM
IMPLEMENTATION ON STUDENTS' SKILL ACQUSITION
IN COLLEGES OF EDUCATION

Nafeesah Oiza SHUAIBU
18/27/MBE015

AUGUST, 2021

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M.Sc. THESIS SUBMITTED

BY

Nafeesah Oiza SHUAIBU
18/27/MBE015

In Partial Fulfilment of the Requirements for the Award of Masters of science M.Sc. (Ed.) in Business Education

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,
FACULTY OF EDUCATION,
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August, 2021

DECLARATION PAGE

I hereby declare that this thesis titled (Perceived Influence of Business Education Curriculum Implementation on Students' Skill Acquisition in Colleges of Education) is a record of my research. It has neither been presented nor accepted in any previous application for higher degree.
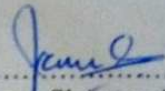

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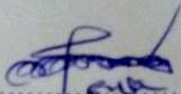
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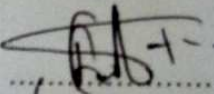
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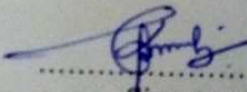
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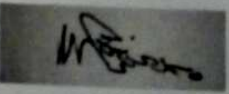
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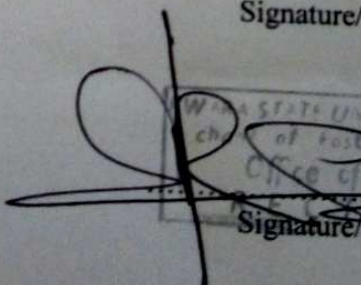
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DEDICATION

This thesis is specially dedicated to my husband, Prof. M. J. SHUAIBU of blessed memory.

ACKNOWLEDGEMENTS

My ultimate thanks go to Almighty God the giver of lives, for the grace and privilege he gave me to complete my programme.

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Abstract

The study investigated the perceived influence of Business Education curriculum implementation on students' skill acquisition in Colleges of Education in Kogi State. The study had four specific purposes, research questions and hypotheses. The study adopted descriptive survey design. The population of the study was 50 lecturers and 425 students from the three colleges of education in Kogi State that offer business education, making a total of 475 respondents. The total population was used because it was not too large to manage hence there was no sampling. The instrument used for data collection was tagged "PIBECISSA"- Perceived Influence of Business Education Curriculum Implementation on Students' Skill Acquisition with modified 5-point rating scale. The instrument was validated by three experts in Business and Entrepreneurship Education department, Kwara State University, Malete. A reliability co-efficient of 0.81 was achieved from the research variables using Cronbach Alpha statistical analysis after a pilot test was conducted using 20 final year business education students/lecturers (Kwara State College of Education, Ilorin) who did not form part of the main sample. The questionnaire was administered to 475 students/lecturers but 453 actually participated from the questionnaire retrieved. Mean and standard deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using independent samples t-test at 0.05 level of significance. The findings revealed that there was no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influences students' acquisition of Information and Communication Technology, team work, and self-management skills among business education students in colleges of education in Kogi State. However; there was a significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influences students' problem solving skills acquisition (t_{451} = 2.65; p<0.008). Sequel to the findings of this study, it was concluded among others, that business education curriculum implementation has positively influenced students' skill acquisition. Finally, based on the findings of this study it was therefore recommended among others, that business education curriculum should be strengthened by NCCE to broaden its problem-solving skills components and ensure its effectiveness in service delivery.

CHAPTER ONE
INTRODUCTION

Background to the Study

Education is a veritable means of developing individuals to become knowledgeable, skillful, experienced, resourceful and contributive towards the development of the society. Business education in Nigeria contributes significantly to national development and economic growth. It is aimed at providing recipients with the needed skills and competency for employment and self-reliance. Nigeria as a nation sees general skill acquisition as an instrument for economic development. However, the economic competitiveness of a country depends on the skills of its work force. The skills and competencies of its workforce, in turn, are dependent upon the quality of the country's education and training systems. Business education is perceived as one of the crucial elements for enhancing productivity while skills are personal attributes that help graduates to obtain employment and remain successful in their occupations.

Ogungboyega (2019) opined that employers expect graduates to have skills and personal attributes such as Information and Communication Technology (ICT) skills, teamwork skills, problem-solving and self-management abilities. She further stated that a graduate's job is not guaranteed unless skills and personal attributes acquired in education are successfully used on the job. Education remains the key to empowerment of the people and the nation as a whole (Olawolu & Kaegon, 2012). It is the means to empower the youth for real life, to function as productive members of the society, earn a living and contribute to societal progress. Okereke and Okorafor (2011) explained that any form of education that does not equip its beneficiaries with skills to be self-reliant is a faulty system of education.

Business education is a programme of study that prepares individuals with multiple skills to teach or work in industry and to equally set up a business as an entrepreneur and as well

employ others. Business education is an aspect of vocational education that continuously builds on the knowledge, skills, values and attitude learnt in all the phases of education. Nwabufo and Mamman (2015) defined business education as a fusion of pedagogical and entrepreneurial preparation. They maintained that business education involves the study of technology and related science and the acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life. In line with the above definition, it can be said that business education has been carefully designed to acquire basic skills, knowledge and capabilities to function, either as a business teacher or business executive and also provide information and competencies needed for managing businesses.

A curriculum is a document which describes the goals and objectives of a particular course of study, the subject matter or content, the learning experiences and the mode of evaluation. Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school (Ibitayo, 2011). Odunbunmi (2014) also described curriculum as the sum total of all the activities, experiences and learning opportunities that the institutions and teachers have responsibility for, either deliberately or by default to make learning take place. The author expatiated that curriculum includes the formal and the informal education, the overt and covert, the intentional and unintentional actions that take place in schools.

Okoro and Ursula (2012) defined business education curriculum as planned sequence of formal courses and other activities and learning experiences which students follow in an attempt to achieve particular educational objectives. It is expected that business education programme provides technological skills, teamwork skills, self-management skills and problem-solving skills

among others. The use of Information and Communication Technology (ICT) skills has made teaching and learning easier. ICT according to Umeano and Ifi (2019) include media typewriter, closed circuit T.V, word processor, video tape recorder, sound on paper system. These technologies are relatively new in Nigeria and may not be made available to schools in the curriculum implementation but are not new in advanced countries. In order for Nigerian children to become globally competitive, there is the need for all business education programmes in Colleges of Education to key into the use of ICT so as to impart skills in their learners.

Shada (2017) described teamwork skills as the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, that is, a group of interdependent individuals who work together towards a common goal. Saygili (2017) stated that a problem-solving skill is the ability to handle difficult or unexpected situations in the workplace as well as complex business challenges. Organisations rely on people who can assess both kinds of situations and calmly identify solutions. Gidado and Akaeze (2014) opined that self-management skills are those characteristics that help an employee to feel and be more productive in the workplace, communicate and interact efficiently with fellow workers, supervisors or even customers and improve time management. Good self-management skills require an individual to be a good decision maker and resist stress.

Business education curriculum is designed to educate students for skills acquisition and an understanding of the responsibilities necessary for success in the world of business (Yayock & Umar, 2013). Business education curriculum enables students to be educated in business related discipline. According to Chem (2010), the ultimate goal is not to design the best and ideal curriculum, but to put it into implementation. Odunbumi (2014) asserted that successful

implementation of a curriculum involves thoughtful planning and quality hard work at all levels. This includes putting in place factors that influence curriculum implementation in schools.

The business education programme to become relevant and functional, it must not only seek to achieve the goals and objectives of the general business education curriculum, but also seek to offer basic learning in the 21st century skills for employability in the global market (Aquah, 2014). Functional business education programmes (curriculum) would be beneficial to graduates if the knowledge, skills, values and attitude acquired can be applied to practical living by either creating jobs or being self-employed. It also enables employees to carry out assigned duties without needing further training by their employers (Esene, 2012 & Odei, 2014). Functional business education programme would manifest positively in the output, thus the graduates would be able to apply knowledge, skills acquired, values, and attitudes inculcated in them to practical usage (Esene, 2012).

Curriculum implementation is defined as the carrying out or putting into practice the prescribed course of study of Business Education curriculum. According to Maduewesi, Aboho and Okwuedi (2010), curriculum implementation is the translation of the curriculum document into action by the combined efforts of the school authority, the teachers and students. It may involve the funding agencies and monitoring agents. This process will help the learners to acquire knowledge and experiences. Curriculum implementation is the interaction between those who have invented the curriculum and those who are meant to put it into use. Putting the curriculum into operation requires an implementing agent. They further asserted that the teachers are the principal agents of curriculum implementation. They explained that implementation is the manner in which the teacher selects, decides and mixes the various aspects of knowledge contained in a curriculum document or syllabus. The teachers therefore are pivotal in the

curriculum implementation process as they translate curriculum intentions into reality. In short, curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to the students.

Skill is the ability and capacity acquired through deliberate systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions (technical skills), living ideas (cognitive), and interact with people (interpersonal skills). In other words, skill is the ability to use one's knowledge effectively and readily in execution or performance of a job. Skill, according to Nwokike, Ezeabii, & Jim (2018), is the ability to perform expertly well with dexterity and tact through what one has learnt and practiced in training. Skills are usually associated with particular occupational area. Business education teachers are saddled with the responsibilities of imparting skills and knowledge in their students in order to achieve the mandate of business education as designed by the relevant authorities such as Nigerian Educational Research and Development Council or National Commission for Colleges of Education (NCCE) and approved by the National Council on Education. Skills acquisition is a specific form of learning in contrast to cognitive learning and attitudinal formation. It is a programme that prepares individuals with multiple skills for work place and managerial functions.

The business education curriculum for colleges of education in Nigeria was designed with rich content by experts to help impart into the students the necessary skills and competencies, knowledge and creative ability required to be productive members of the society. However, experience of the researcher as a business education lecturer and interaction with owners of business organisations have pointed to the possibility of business education graduates

of not having desirable skills for starting, operating and managing their business enterprises. Many employers are known to have complained that some business education graduates do not have requisite skills and knowledge, not creative and innovative, lack good communication skills, lack ability to manage materials and finance, lack high level of interdependence and lack the ability to identify and solve problems, and lack collaborative practices in teamwork. This may be as a result of inadequate curriculum specification or poor curriculum implementation.

Based on observations raised, it is deduced by the researcher that there exists skill acquisition and competency gaps either in the curriculum of business education or its implementation which need to be closed. Obi and Mary (2018) stated that business education in Nigeria Tertiary Institution has not realized its vision of equipping graduates with employable skills as indicated in the level of rising unemployment. Therefore, the focus of the researcher is to assess and document perceived skills gap in the business education curriculum implementation in colleges of education in Nigeria. The outcome of the investigation can thereafter be used to enrich the business education curriculum in colleges of education and help to inculcate in the graduate the necessary skills and competencies. Ultimately, the graduates of business education should become better job creators, reduce unemployment and contribute positively to national development.

Statement of the Problem

The essence of acquiring a Nigeria Certificate in Education (NCE) in Business Education is to enable the graduands have gainful employment in private or public sector of the economy. NCE certificate in Business Education is also meant to equip the graduands with skills that would make them self-reliant. However, the researcher observed over a long period of time that majority of NCE Business Education graduates do not always have the requisite knowledge or

skills for gainful employment. This is why Chertavian (2014) submitted that, global trends in education have shown that students of various disciplines (including business education graduates) who do not acquire the pre-requisite skills that foster individual, community and national development cannot be fitted well into any field of human endeavours. Many of NCE Business Education graduates end up taking either menial jobs or jobs that are not related to their line of study. The researcher also observed that a large number of NCE Business Education graduates tend to opt for teaching appointment in private schools in Kogi State where emoluments do not commensurate with their certificates. The researcher believes that if the prescribed skills or competencies in the business education curriculum are fully acquired by the graduands, the question of unemployment and underemployment will not arise as they can become self-employed. The objectives of business education in providing sellable skills that reduces the rate of unemployment appears not to be fully realized. The researcher believes that poor implementation and inadequate curriculum specifications are responsible.

It is also observed that NCE business education graduates do not effectively demonstrate acquired skills to work together with colleagues towards a common goal; do not keep appropriate business records, poor in decision making are unable to handle difficult and unexpected situations in a work place; cannot resist stress and unable to use new technologies appropriately. Yakubu (2012) noted that many college graduates are not adequately prepared to fit into the productive sector of the economy as they cannot provide services that can generate income. The question, therefore arises, could these inadequacies be as a result of poor implementation of the business education curriculum among others? The alarming incidence of skill mismatch and the consequential decline in employment has become a key challenge to government, educational institutions and employers of labour at large. As claimed by Akpan and Udoh (2014), the major

reason for unemployment and the increase in social vices results from a lack of acquired marketable skills on the part of most NCE graduates. Based on the issues raised above, a study such as this is imperative to determine the perceived influence of Business Education curriculum implementation on students' skill acquisition in Colleges of Education in Kogi State, Nigeria.

Purpose of the Study

The major purpose of this study was to assess the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education. The specific purposes were to:

1. determine the influence of business education curriculum implementation on students' ICT skill acquisition in colleges of education;

2. examine the influence of business education curriculum implementation on students' team work skill acquisition in colleges of education;

3. ascertain the influence of business education curriculum implementation on students' self-management skill acquisition in colleges of education;

4. determine the influence of business education curriculum implementation on students' problem solving skill acquisition in colleges of education.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does business education curriculum implementation influence students' ICT skill acquisition in colleges of education?

2. What is the extent to which business education curriculum implementation influence students' team work skill acquisition in colleges of education?

3.   To what extent does business education curriculum implementation influence students'
      self-management skill acquisition in colleges of education?

4.   What is the extent of influence of business education curriculum implementation on
      students' problem solving skill acquisition in colleges of education?

Research Hypotheses

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

H_{01} There is no significant difference between the mean ratings of lecturers and students
      regarding the extent to which business education curriculum implementation has
      influenced students' in ICT skill acquisition.

H_{02} There is no significant difference between the mean ratings of lecturers and students
      regarding the extent to which business education curriculum implementation has
      influenced students' team work in skill acquisition.

H_{03} There is no significant difference between the mean ratings of lecturers and students
      regarding the extent to which business education curriculum implementation has
      influenced students' self-management in skill acquisition.

H_{04} There is no significant difference between the mean ratings of lecturers and students
      regarding the extent to which business education curriculum implementation has
      influenced students' in problem-solving skill acquisition

Significance of the Study

It is the expectation of the researcher that the findings of this study, if published, will be
of great benefit to various interest groups such as the government, school administrators,
lecturers, students and the society. It is expected that the findings of the study can help the

government through the NCCE to look into any lopsidedness in business education curriculum implementation in Colleges of Education. The government will fashion out appropriate guidelines to ensure holistic implementation of business education curriculum.

The findings will also be of benefit to school administrators as it will create awareness on the need for full implementation of the business education curriculum in Colleges of Education. The findings will also enable administrators to give attention to lecturers who are directly in-charge of disseminating knowledge and skills to the learners. The findings can be useful to the lecturers as the study will enable them to identify the skills in the business education curriculum which are not properly implemented. The findings of the researcher will help the lecturers to address areas of weaknesses in business education curriculum implementation. It will also be of immense benefits to business educators or lecturers in that they will be able to select and use the most appropriate strategies and materials in teaching, for effective skill acquisition in colleges of education.

The study can be of benefit to students because it will avail them the opportunity to be aware of the different skills required of them as stated in the business education curriculum, which otherwise may not have been known to them. It will create awareness for the students on the various skills embedded in business education curriculum that can enable them to commence their own business after graduation. This will improve the economy which will in turn help other youths to become employed thereby reducing the problem of unemployment. The study will be of benefit to the society as it will help employers of labour to become aware of the skills which a business education NCE graduate is expected to acquire. Consequently, it gives the society the opportunity to gainfully employ business education graduates thereby reducing unemployment and social vices in the society. Communities where businesses are located will benefit from the

employment opportunities that would be created. Through publications and seminars, the result of the study would be made available to business education NCE graduates and copies made available in each college of education library in Kogi State as reference point for scholars and researchers.

Scope of the Study

The study will focus on influence of business education curriculum implementation on students' skill acquisition in colleges of education in Kogi State. To measure students' skill acquisition, the following variables are considered: ICT skills, team work skills, self-management skills and problem-solving skills. The study was delimited to business education students and lecturers in Federal College of Education, Okene; Kogi State College of Education, Ankpa and Kogi State College of Education (Technical), Kabba. The study is also delimited to 300 level students (2019-2020) who are about to graduate from the programme. This is because at this level, students would have been exposed to the skills expected of them as contained in the Minimum Standard for Vocational and Technical Education (Business Education), FRN (2012)

Operational Definitions of Terms

Influence: Influence in this study was conceived as the perception of lecturers and students who are the stakeholders of Business Education programme.

Business Education Curriculum refers to the planned learning experience of business education programme, exposed to learners under the guidance and auspices of the Colleges of Education.

Curriculum Implementation refers to the carrying out of the instructions contained in the business education curriculum as espoused in the minimum standard of curriculum for Colleges of Education.

Skill acquisition refers to the employability skills that are gained or obtained to create and to get jobs, which helps employees to stay on the job and facilitate their performance. Some of such skills are ICT skills, teamwork skills, self-management skills and problem solving skills. Skill refers to individual ability or abilities to perform specific task or assignment successfully, which need basic training or knowledge.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literatures on the perceived influence of business education curriculum implementation on students' skill acquisition in Colleges of Education. This chapter would be discussed under the following sub-headings:

Theoretical Framework

Conceptual Framework

Business Education Curriculum in Colleges of Education

Business Education Curriculum implementation in Nigeria

Influence of Business Education Curriculum implementation in Nigeria

Stages of Curriculum implementation in Nigeria

Importance of Business Education Curriculum Implementation in Nigeria

Problem of Business Education Curriculum Implementation in Nigeria

Skill Acquisition in Business Education in Nigeria

    Skill Acquisition Process

    Skill Acquisition Model

Business Education Curriculum Implementation and ICT Skills Acquisition

Business Education Curriculum Implementation and Teamwork Skills Acquisition

Business Education Curriculum Implementation and Self-Management Skills Acquisition

Business Education Curriculum Implementation and Problem Solving Skills Acquisition

Review of Related Empirical Studies

Appraisal of Reviewed Literature

Theoretical Framework

The two theories that were adopted for this study include: Cognitive Development Theory was propounded by Jean Piaget in 1965, and skill acquisition theory was propounded by Crossman in 1955 respectively.

Cognitive Development Theory by Jean Piaget

The cognitive development theory was propounded by Piaget in 1965. The theory is also referred to as the cognitive constructivist theory. It is a comprehensive theory about human nature and development of human intelligence. Piaget believed that one's childhood plays a vital and active role in the person's developmental stages. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct and use it. Piaget believes cognitive development is a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly. Piaget also claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development. According to Jean Piaget the development of cognition can be broken into four stages. The four stages are complimentary. The lower stages lead to the attainment of higher stages. It is possible to accelerate the child through the four stages, but every child must experience each of the four stages.

The four stages of cognitive development are 0-2 years pre-verbal stage. In the pre-verbal stage, the child only needs to be sensitized to a few things, differentiates self from objects, recognizes self as object of action and begins to act intentionally, e.g pulls a string to set mobile

in motion or shake a rattle to make a noise. At this stage, the mother talks to the child quite often.

Pupils of 2-7 years pre operational stage: At this stage the child begins to pick words and colours regardless of shapes. They learn to use language and to represent objects by images and words. Their thinking is still egocentric.

Pupils of 7-11 years concrete operational stage: During this stage, the child begins to think logically about concrete events, understand the concept of conservation; the amount of liquid in a short, wide cup becomes more logical and organized, but still very concrete. The child begins to use inductive logic, or reasoning from specific information to a general principle. The child is at the elementary level of being able to jump and use bicycle. The child is still very concrete and literal in his thinking at this point in development, he becomes more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view situation. While thinking becomes more logical during the concrete operational stage, it can also be very rigid. The child at this stage of development, tends to struggle with abstracts and hypothetical concepts. The child begins to think logically about objects and events and classify them according to several features and can order them in series along a single dimension such as size. The child can achieve conservation of number mass at the age of 7 and weight at the age of 9.

Pupils of 12 years and above is the formal operational stage (adolescence and into young adult, roughly ages 12 to approximately 15-20). At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems. Intelligence is demonstrated through the logical use of symbols related to abstract concepts. This form of thought includes "assumption, that have no necessary relation to reality." At this point, the person is capable of hypothetical and deductive reasoning. Piaget stated that a hypothetico-deductive reasoning

becomes important during the formal operational stage. This type of thinking involves hypothetical "what-if" situation that are not always rooted in reality. At this, formal operational stage children tend to think very concretely and specifically in earlier stages and begin to consider possible outcomes and consequences of actions. Metacognition, the capacity for "thinking about thinking" that allows adolescents and adults to reason about their thought process and monitor them. Problem solving is demonstrated when children use trial and error to solve problems. The ability to systematically solve problems in a logical and methodical way emerges. While children in primary school years mostly used inductive reasoning, drawing general conclusion from personal experiences and specific fact, adolescent become capable of deductive reasoning, in which they draw specific conclusion from abstract concepts using logic.

Piaget has been extremely influential in developing teaching and learning. The implication of Piaget theory to this study is centered on man as a being; is made of dynamic forces which actively structure and re-structure man's experiences in an attempt to understand his environment and make meaning from it. This theory influences curriculum design, planning and implementation. This theory emphasizes the cognitive process as being crucial in learning "as human action is marked by quality of intelligence and the capacity to perceive and to create relationship".

This theory influences some curricular design, principally the broad field, activity and to an extent the core curriculum. This assertion stems from the emphasis on inter relationship between learning experience and learning environment as well as the leaner's prior knowledge on meaningful learning. In addition to this is the fact that what is learnt must be relevant to the learners' experiential background. The emphasis on the environment, socio-cultural and the learners' prior knowledge in learning in turn informs curriculum planning and implementation.

For instance, data and resources from the environment are utilized in curriculum planning and implementation. It is the utilization of these in planning that makes it valuable. Also at the level of implementation, learning experiences utilized must be relevant to the child's experiential background to facilitate the learning of content. Similarly, the structuring of curricular content and learning experiences to reflect the level of development of the target audience, achievement and the level of growth and development of the learners stems from the cognitive theory. The learner as an important index in curriculum planning and implementation stems from this theoretical position. This is why the learner's needs, interests, problems aspirations and how he learns must be reflected in all the major decisions. The level of implementation, different methods and resources are equally used to take care of differences among learners and provide enough opportunities for learners to interact. It also provides bridges to learners to ensure ease in meaningful learning. Therefore, this theory is relevant to this study because of its emphasis on the application of different methods and resources at the level of curriculum implementation so as to enable the learners explore the depth and breadth of the disciplines as well as acquiring the basic skills needed to be adequately prepared to face the world of work.

Skill Acquisition Theory

This theory focuses on skill practices that leads to perfection which is in line with the present study on skill acquisition. The skill acquisition theory was propounded by Crossman in the year 1959. He asserted that practice leads to performance improvement. He suggested that when faced with a new task, we have many strategies that can potentially be used. With practice of the task, we monitor the outcome and we produce as a result of various strategies used. With time we come to favour the more efficient strategies. These are used more often to speed up performance. The theory proposes that practice leads to more efficient procedures for performing

a task. Practice leads to the selection of the most efficient strategies among several. Crossman's theory provides an account of the power or law of learning. It is easier to find a faster and more efficient method early in practice to gain in performance at this stage.

The uniqueness and practicability of business education programme gives justification for the use of the theory since it holds the view that skill acquisition is task oriented and the goal of business education can only be achieved through demonstration of the dexterity of the acquired skills in today's work environment. This theory is relevant to the present study as it focuses on skill acquisition. Thus, after the acquisition of appropriate skills for self-reliance by Business Education students, it is expected of them to put into practice the skills they have acquired so as to get the desired results.

Conceptual Framework

For the purpose of this study the following concepts are involved:

Business Education: It is a branch of education that deals with the acquisition of knowledge, attitudes, understanding and skills for operation of businesses, as well as for personal use and self-reliance.

Curriculum Implementation: Is putting into practice the prescribed course of study as contained in the curriculum.

Skill Acquisition: These are the various learning outcomes which business education students are expected to have acquired through the course of the programme. Some of the skills include ICT skills, team work skills, self-management skills and programme solving skills.

Lecturers/Teachers: They are directly involved in the implementation of curriculum content to the learners. They play a major role in ensuring that what is contained in the curriculum is effectively disseminated to the learners/students.

Learners/Students: They are at the receiving end of the curriculum. Where curriculum design is fully implemented the recipients are the learners who are expected to become change person. Whatever skills that are imparted into them make them changed persons.

These concepts are represented in the diagram below:

Independent Variable (Input)   **Dependent Variable (Output)**

| Business education curriculum implementation |

| Skills acquisition |
| ▪ ICT skills |
| ▪ Teamwork skills |
| ▪ Self-management skill |
| ▪ Problem solving skills |

| Students who will become self-reliant |
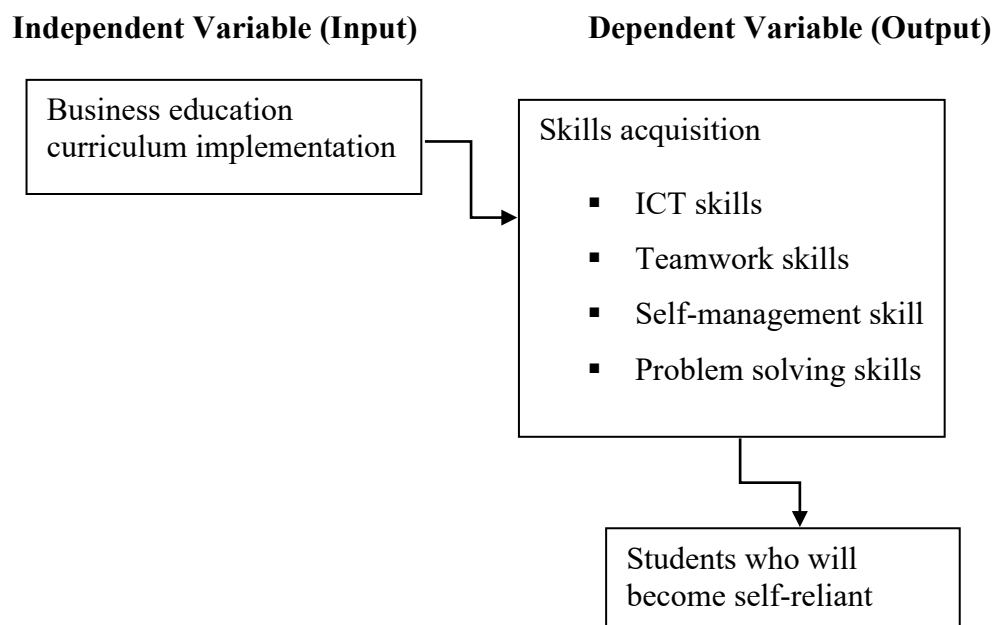
FIGURE 1: *Diagrammatical impression of the concept as explained above.*

Business Education Curriculum in Colleges of Education

Business education has no single acceptable definition, because new technologies have emerged making some definitions given decades ago obsolete; but the definitions of experts in the field revolve around knowledge, skills and competencies that will make individuals succeed in work place and business. Yusuf (2013) viewed business education as part of the field of education that deals with business experiences both for special occupational uses and for general uses. He further stated that, it deals with relationship, techniques, attitude and knowledge necessary for an individual to understand the social institutions of business and successfully adjust himself to it. The National Policy on Education (FRN 2014) defined business education as that aspect of education which deals with the acquisition of practical and applied skills as well as

basic scientific knowledge. It is a programme that deals with knowledge that makes the recipients job provider rather than job seekers. Akume (2012) defined Business Education as a programme designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by the society. This definition implies that business education is vocational in nature. Oluwafemi (2012) noted that business education is a recipe for poverty alleviation.

Omidiji and Ogwu (2019) opined that business education is that type of education which provides students with information and competencies needed for managing personal business and services of the business world. However, Nwabufo and Maman (2015) defined Business Education as a fusion of pedagogical and entrepreneurial preparation. They maintained that Business Education involves the study of technologies and related science, and the acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life. In line with the above definitions, it can be concluded that business education has been carefully designed to meet basic skills, knowledge and capabilities to function either as a business teacher, business executive or become self-reliant. Business education is seen as a tool for development. Supporting this assertion Yusuf (2013) noted that business education of recent has developed into more complex kind of learning which requires the knowledge of other subjects. It is more complete with increase in technology and computerized society; a professional business educator must equip himself with all forms of skills to be able to fit in the competitive business world. The importance of Business Education according to Association of Business Educators of Nigeria ABEN, (2017) Mandate are as follows:

Business education develops "life skills" for economic success: Business education helps to develop business knowledge, time management, organizational skills and goal-setting skills needed for economic success. The knowledge will be useful when taking important decisions on savings and investment, managing personal finances, making purchases, choosing an appropriate insurance, budgeting and filing tax returns. Provides Information and Communication Technology Skills: Business education imparts the word processing, spreadsheet, database management, digital and internet skills needed to gain or change employment, become self-employed and/or create jobs.

Business education broaden educational opportunities: Business education adds a new dimension to courses through hands-on experiences. It also opens new opportunities for higher education. Business education helps students to develop sellable skills and attitudes needed for career success: Business education helps to inculcate soft skills (ICT), problem-solving, critical thinking (self-management) and team work skills in students. It also helps students to develop good work habits and self-awareness. Business education helps learners to acquire global business knowledge: Nigeria more than ever before requires global business collaborations. Business education provides the knowledge required for success in international business. Encourages creativity and innovation in entrepreneurial thinking: Business education courses prepare students to work in small businesses and/or to set up their own businesses, think creatively in meeting business challenges and develop the requisite entrepreneurial attitudes. Allows students to explore career interest before tertiary institutions: Business education encourages students to explore career interest through the following courses: Keyboarding/Word Processing, Accounting, Economics and Commerce. The researcher believes that the above

stated benefits are actually attainable under the full implementation of business education curriculum.

The concept of curriculum has been looked at by various experts. Their definitions are dependent on their conception of the functions of schools and their interpretations of the changing needs of the society. The society is dynamic and the changes are integrated into the curricular of schools for effective dissemination of the required knowledge, skills, values and attitudes. The word curriculum is derived from the Latin word "*currus*" which means a 'run way" or running a course. It is a "course" of study in schools and colleges   This implies that the child starts running educationally, because the child has been exposed to informal curriculum before he/she arrives at the school. This is why curriculum is defined as the experiences of the child which the school uses in the process of educating the child. So the experiences can be harnessed by the school for effective implementation of the planned curriculum. A curriculum usually spells out the materials/resources required to enhance teaching and learning.

Curriculum can also be seen as a plan, blue print or road map applied in teaching and learning so as to bring about positive change in behavior of the learner. It is through curriculum that a society translates its hopes into concrete realities. Attah, Bessong and Ogbiji (2018) described curriculum as a document containing the subjects and subject matter to be taught by teachers and learned by students. The document includes the objectives, the methods, activities, resources and evaluation procedures appropriate for assessing the curriculum at the end of implementation. A curriculum is an embodiment of all knowledge, skills and attitudes which a nation, through her schools, imparts to her citizen. Curriculum also involves acquisition of skills needed to perform tasks and programmes for effective teaching and learning (Yusuf, 2012). In actual sense, a curriculum is an educational programme without which education could hardly be

organized. Education is said to be formalized because it is organized and goes with a programme of experiences under the guidance of the school. Any education that is not organized does not go with formal curriculum.

Informal education has no formal curriculum, according to Oduma (2016) curriculum is a process in learning which takes into account all human activities; be it political, economic and professional. According to him curriculum could also be considered as the deliberate systematic and planned attempts made by the school to change the behavior of the members of the society in which it is situated. So it must be flexible and have a constant evaluation process. Curriculum is also defined as a structured series of learning experiences intended for the education of the learners. There are three major classroom interactions: learner –teacher; learner – learner and learner – material resources. Learning experiences are embedded in courses taught to the learners in schools (Offorma, 2012). They are presented to the learners to create interactions and make the learners to participate actively in the class activities.

Curriculum has also been defined by Alao (2017) as the content and those processes designed to bring about learning of educational value. By this definition, curriculum is considered to include both what is to be taught and by what means it is to be taught. He further defines curriculum as the set or a sequence of potential experiences set up in the school for the purpose of disciplining the children and youth in group ways of thinking and acting. It is also the process and content designed to effect learning of educational values. The curriculum is now generally considered to be all the experiences that learners have under the guidance of the school. In view of this learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience under the auspices of the school, for the learners' continuous willful growth in personal and social competence. The National

Commission for Colleges of Education is charged with the responsibility of curriculum design for all colleges of education in Nigeria. National Commission for Colleges of Education (2012) stated that the philosophy of Nigeria certificate in Education (NCE) business education is to make the business educators understand the concept and philosophy of the National Policy on Education as regards business education in national development. Business education curriculum, like others, has tended to neglect emerging values relating to the new world order. The curriculum of any programme specifies what skills are to be taught. Business education curriculum specifies what should be taught, who should be enrolled, how business education objectives should be obtained, at what level should business education objectives be formulated and who should do the evaluation and for what purpose. A sound curriculum should enable business educator to acquire the skills necessary for entrepreneurship. This implies that curriculum is the foundation on which education is anchored.

According to Aguah (2014) philosophy of business education curriculum includes: to lay a foundation and /or build on the foundation at NCE level in the pedagogy education system; to equip the learner with saleable skill, that is, skills which will enable them to acquire, sustain and grow on the job; create jobs; be self-employed and be employers of labour, and become better and wiser consumers of goods and services; to prepare the individuals for higher studies in business education. In the same vein Babita and Barbara (2015) suggested that to increase that probability of people internalizing the values listed above, such values must be taught, it should not be assumed that they would somehow become known and internalized in some incidental way. The curriculum of business education should place a greater emphasis on the need for generic knowledge, skills and attitudes that are essential to the transfer of learning. The curriculum should provide avenue for the employers of labour to partner with the institutions for

the preparation of competent work force. It must provide experience for teachers and trainers in order to keep their knowledge and skills up-to-date. This implies that, the employers of labour and educational institutions should be partners in curriculum design and implementation. Relevant business education curriculum is a curriculum that endows its learners with appropriate knowledge, skills, and attitudes which will enable them to harness natural and human resources in order to improve the quality of life of individuals and the society. Ezeani (2012) suggested the following essential characteristics for business education curriculum:

Be comprehensive and varied in its offerings of choice for those preparing for employment and career in business.

Include the opportunity for all students to gain an understanding of the business world and consumer world.

Provide the opportunity for all students to learn those skills and business abilities, which they can use effectively in their personal lives.

Be built on a foundation of economic and work attitudes.

Be organized to permit each student to progress at his own rate.

Maximize the amount of attention to both preparations for the beginners and preparation for advancement in a career.

Maximize the amount of attention to be given to the development of desirable personal qualities, traits and attitudes in individual students.

Be able to meet the standard of modern business.

It is the opinion of the researcher that the above mentioned characteristics are embedded in the current Business Education Curriculum as contained in the NCCE minimum standard. The curriculum of business education, is a special area of instruction that deals directly with business

skills, business understanding, economic understanding, competencies, knowledge, attitude to understand and adjust to the social and economic situations. It is important to find out whether business education programme has capacity to give opportunities for its recipients to obtain the skills relevant to the modern world of work.

Business Education Curriculum Implementation

The implementation of curriculum, notwithstanding the type of such curriculum, is of utmost importance for the attainment of the purpose for which it is designed and the achievement of the predetermined aims and objectives. According to Alao (2017) curriculum implementation is the interaction of teachers, students and environment. Thus, it is what actually happens in the classroom and what people do to prepare and evaluate what happens in the classroom. Curriculum implementation is the interaction and reflection established by the actions taken by teachers, students and stakeholders. Oduma (2016) stated that curriculum implementation involves the teachers, the constructed syllabus, the teaching materials and the teaching environment as well as interaction with the learner. Thereafter the planned or intended experiences, skills, knowledge, ideas and attitudes enable the learner to function effectively in the society.

Afedia (2016) posited that curriculum implementation entails the arrangement of the preplanned curriculum through assessment of the facilities, resources and environment to ensure that the planned curriculum will be implemented without problem. Curriculum implementation is the putting into practice the prescribed course of study as contained in the curriculum. Amadi (2013) described curriculum implementation as the weaving together to the subject matter and method to produce desired learning activities which lead to the relevant outcomes. He believed that the main focus of implementation is the learner, while the most important person in the

curriculum implementation is the teacher. A well planned curriculum that is not well implemented is a waste of time, energy and resources. Business education curriculum implementers should in the first instance be aware of the goals of such curriculum so as to effectively plan for its implementation.

Amoor (2014) viewed business education curriculum implementation as an interpretation of the planned curriculum by business teacher, who is the implementer. After planning the curriculum, it is downloaded to the business teacher, who will then interpret it for execution. Curriculum implementation is the weaving together of the subject matter and method to produce desired learning activities which will lead to the relevant learning outcomes. It is believed that the main focus of implementation is the learners, while the most important person in curriculum implementation is the teacher. After the selection of the objectives, contents, methods, resources and evaluation procedures, the business teacher put into action his/her plans. The business teacher selects the activities and strategies he/she would use to execute the plan. All the activities engaged by the teacher and the learners for the attainment of the stated objectives are classified as implementation. During implementation, the teacher employs various pedagogical materials such as textual materials, pictures, objects, recorded cassettes, video and television, computer and internet facilities. He/she applies some strategies such as songs, drama, simulation, demonstration, questioning and excursion to ensure effective implementation of the plan. According to Offorma (2012) the main purpose of implementation is to promote learning such that the teacher engaged in some activities which focus on the attainment of the objectives of the curriculum. It is very important to guide the learners' behaviors during implementation so that the learners' interaction with the learning environment is purposeful and leads to acceptable change in behavior.

Factors Influencing Business Education Curriculum Implementation in Nigeria

Curriculum implementation is a collaborative effort that involves many people. Major stakeholders involved in curriculum implementation are the teachers, students and the school administrators (principals, head teachers and assistant principals). Others are the Federal Ministry of Education officials, curriculum developers, other academics, parents, political officials and ordinary citizens (Amoor, 2014). The implementation of business education curriculum entails a wide range of complex decisions to be made about a variety of issues such as selection of goals and learning experiences. According to Ray (2016) the following are some of the factors influencing curriculum implementation in Nigeria:

Teachers: They usually select what they want to teach the students and their choices may affect the whole curriculum. Thus, what is taught may be an alternative to the prescribed curriculum. Teachers may decide what to teach as opposed to what they really need to teach. Teachers are usually involved in constructing, planning and development of the curriculum so that they can implement and modify it for the benefit of the learners.

Learners: Although the teachers are the arbiters of the learning process, the learners actually hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the executed curriculum, that is, one that is actually implemented. The learners factor influences teachers in their selection of the learning experience. Hence there is the need to consider the diverse characteristics of learners in curriculum implementation. For example, home background and learners' ability can determine what is actually achieved in the classroom which is the ideal curriculum activity.

Resource Materials and Facilities: It is obvious that no meaningful teaching and learning can take place without adequate material resources and facilities. This factor significantly changes the whole picture of what happens in the class. The Ministry of Education has problems providing all necessary resources to all educational institutions in Nigeria. In some schools, students have to pay for their books and even supply their schools with necessary equipment. Therefore, the implementation of curriculum in such schools is impossible without providing necessary support for education. Rural areas especially suffer from the lack of resources such as classrooms, laboratories, workshop and libraries. The availability of these has a great influence on curriculum implementation.

Interest Groups: The interest groups include; parents and teachers, companies and private school proprietors. Such groups can play major role in the development and implementation of the school curriculum. These groups are usually holders of great financial resources and may influence the political structure of the economy. They can influence curriculum implementation in the following ways: provide schools with financial resources to purchase required materials, demand the inclusion of certain subjects in the curriculum and influence learners to reject courses they consider detrimental to the interest of the group.

The School Environment: If a school is located in a quiet and pleasant socioeconomic area, then the school may implement some extra-curricular activities that can be suitable for the people of that area. At the same time, if a school is situated in the best environment, then it is possible that the school may change the whole curriculum to support the interest of the environment. Thus, the school environment may decide if they need to follow the curriculum or not. Similarly, schools located in rich socio-economic environments and those that have adequate

human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor environments to do.

Culture and Ideology: Cultural differences are present in different parts of Nigeria and even exhibited in the same school. Nigerians respect culture to a great extent. Therefore, culture may influence various interesting decisions in implementing curriculum in Nigeria.

Instructional Supervision: Implementation of curriculum is not possible without supervisory functions. The head teacher does the supervision in the school through: deploying staff, allocating time to subjects taught in the school, providing teaching and learning materials and creating an atmosphere that is conducive for effective teaching and learning.

Evaluation: Examination changes the way you think about curriculum. Some teachers adopt their own methods of assessment, but these are meant to provide standards and equal opportunity for all educational institutions. The evaluation of curriculum is possible in many ways. It is advisable to consider every possible factor that can affect curriculum implementation in order to develop effective curriculum for students to be gainfully employed or become self-reliant.

In the view of the researcher, a business education teacher is expected to be proficient in all aspects of business education courses and learners' factors are often considered in curriculum implementation in Nigeria. However, the problems of implementation are: resources and materials are in short supply, support from interest group to business education programme in Nigeria is rare and employers of labour who are expected to be major stakeholders in this case would rather employ and re-train NCE business education graduates to suite their own needs.

Stages of Curriculum Implementation

Learning is supported and facilitated by interaction between the learner and the curriculum. According to Meyer, Rose and Gorden (2014) every successful curriculum implementation has to pass through four stages namely; planning stage, contents and methods selection stage, implementation/execution of the planned curriculum stage and evaluation and reporting stage.

Planning: The first stage is to identify the curriculum development team that will conduct the needs assessment and analysis. The team members are responsible for determining a number of techniques aimed at learning what is needed and by whom. They also describe the techniques of how to use the data from the result of the information gathered from the evaluation stage.

Contents and Methods Selection: This stage concentrates primarily on selecting the contents and methods to be used to achieve the intended outcomes, that is, what the learners will be able to do after participation in the specified activities. The contents (what will be taught) and the methods (how it will be taught) should preoccupy this stage. This includes stating the intended outcomes or objectives and selecting the appropriate contents that will make an impact on the lives of the learners and the community as well. At this point, the scope and sequence of the curriculum contents are also addressed. The next item is to identify appropriate experiential methods. During this phase, learning activities and experiences are developed to help students achieve appropriate intended outcomes.

Implementation/Execution of the Planned Curriculum: At this stage, the creation and production of curriculum materials begins. This process includes, suggestions for finding and evaluating existing materials, evaluation criteria and suggestions for producing curriculum materials. The next phase is that the curriculum is tested, revised and facilitators are recruited

and trained in order to effectively implement the new curriculum. During this stage, team members would discuss which type of strategies to use in order to successfully establish the curriculum.

Evaluation and Reporting: It includes the design of both formative and summative strategies. However, it is not only important to consider formative and summative assessments, but to keep the learner in mind and involve them in the process.

It is not clear the extent to which these key stages of curriculum implementation were undertaken in the course of implementing the NCCE minimum standard document.

Problems of Business Education Curriculum Implementation in Nigeria

Afangideh (2015) has observed that the implementation of business education curriculum in Nigeria is fraught with a lot of problems such as:

Curriculum Overload: There is curriculum over load in Colleges of Education. Curriculum overload occurs because of the high number of courses to be offered especially at N.C.E III second semester. He noted that the content of business education curricula in Colleges of Education is satisfactory though over loaded, and also laments that "the issue is not only the large amount of knowledge, skills, attitudes and values to be presented to the learners, but the availability of adequate time and resources for the implementation of these content areas. The non-coverage of the specified contents has left the learners to be half-baked as some teachers will rush to cover the contents, thereby treating the contents shabbily.

Inadequate Infrastructure and Learning Environment: Business education is also faced with the challenge of inadequate provision of infrastructural facilities. Most of the institutions offering business education have shortage of functional laboratories, libraries, resource rooms and entrepreneurial research centres. In the same vein Amoranti (2015) observed that the basic

infrastructural facilities have declined both in quality and quantity. Even where the facilities are available, they are not only in bad and non-functional state but also very obsolete.

Dearth of Instructional Materials: Over the years, business teachers have indicated that one of the greatest impediments of curriculum delivery is inadequacy of instructional materials. It is evident that no curriculum can be delivered effectively without due consideration of necessary equipment and materials.

Teacher Factor: This deals with the quantity and quality of teaching personnel. Curriculum implementation cannot be effectively carried out if the teacher variables such as skills and competence, availability, attitude, dedication and remuneration are less than adequate. No matter how lofty the educational goals are, how relevant the curriculum is, teachers are the determinants of effective curriculum implementation in the school – better teachers foster better learning. Therefore, most of the lecturers in business education programme in colleges of education are not business educators. As such it leads to production of half-baked graduates that are unproductive in the labour market as well as in places of work nor are they self-employed (Amoor, 2014).

Though the government of Nigeria has fixed considerable budget for faculty development of higher institutions throughout the country, the business education departments are still faced with shortage of highly qualified professional teachers (Nwabufo & Maman, 2015). Where there is inadequate provision of teaching personnel in terms of quality and quantity, the realization of the broad goals of business education will be difficult.

Learner Related Issues: In contemporary Nigeria, young learners seem to lack interest in learning as a result of the new wave of making-money-quick syndrome even with limited education. Hence they fail to attend lessons within the first few days of resumption of lectures

especially at the beginning of each semester at the tertiary level. The result is that the prescribed curriculum is not often covered before examinations, a situation that leads to poor performance. It also encourages examination malpractice, as learners engage in desperate efforts to make up fraudulently for their deficiencies. Learners also fail to bring along to school necessary study materials. Teacher have complained about the difficulty of teaching effectively when learners refuse to bring along to school necessary text books, exercise books and other related materials. This constitutes a hindrance to effective curriculum delivery.

Examination Malpractice: One of the major curriculum delivery issues is examination malpractice. In fact, it has eaten deep into the society and these days even parents perpetuate and abate it. Bawa and Guga (2013) contended that the number of candidates who engage in examination malpractice has continued to overwhelm examiners and because of poor implementation of curriculum in schools, arising from so many factors, the battle against examination malpractices is far from being over.

Inappropriate Teaching Methods: When inappropriate teaching methods are used for imparting knowledge, such teaching is ineffective. Bawa and Guga (2013) pointed out that the significant place of instructional method is ensuring effectiveness and efficiency in curriculum implementation process.

Poor Evaluation of Learning: A good evaluation focuses on the cognitive, affective and psychomotor behaviours. Evaluation data must be valid and reliable for them to be useful to the educational system. However, affective domain is hardly properly assessed by teachers. Afedia (2016) observed that quite often in stating objectives in lesson plans, teachers state affective objectives but in evaluating learning outcomes not much is done to reflect the emphasized

affective objectives. Teachers must be made to understand how to obtain evidence or data on affective outcomes as well as how to record the obtained evidence.

From these challenges it is clear that business education may not be able to meet the needs of industries or employers of labour genuinely. The effect of the above mentioned challenges is that skilled and competent graduates may not be produced. The high rate of unemployment and poverty in Nigeria today is partly due to poor implementation of business education curriculum amongst other reasons. This has necessitated the need for all stakeholders to collaborate and invest sufficient resources on curriculum implementation of business education.

Skill Acquisition in Business Education in Nigeria

Skill acquisition is a process of learning how to possess expertise knowledge about an occupation. The objective of skill acquisition is to bring the knowledge so acquired to maximum level of competency. Skill acquisition is a systematic and sequential development of skills that promote efficiency and effectiveness in the performance of specified jobs. Omidiji and Ogwu (2019) remarked that the acquisition of requisite skills is a means of increasing the productive manpower of any nation. Some of the needed skills in business education for effective use are the ICT skills, teamwork skills, self-management skills and problem solving skills.

Udo (2015) observed that due to poor curriculum implementation, the level of practical skills acquired by business education students compared with the demand in the labour market is nothing to talk about. He further claimed that this explains why most employers of labour in Nigeria and abroad believe that the graduates of business education are half-baked and unusable without further training.

The acquisition of skills is very important because when efficient and skillful hands are employed in any field of human endeavor, high productivity is usually achieved. Economically, maximum skills acquisition by business education graduates will help to enrich the Nigerian society and in this way make possible, sustainable development. Ekwue, Udemba and Ojuro (2019) opined that a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry. Nigeria as a nation will enjoy sustainable development if business education graduates in particular acquire maximum skills and competencies in their specialties.

Ezeani (2012) stated that skills are a person's fundamental, innate capacities but must be developed through training, practice and experience. Skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field (Kikechi, Owano, Ayodo & Ejakait 2013). The preparation of students for skill acquisition in order to be self-reliant is dependent on the acquisition of basic knowledge about employment opportunities, requirement and trends as well as the possession of marketable skills. According to Benson and Felix (2014) skills acquired by students would aid job creation, youth empowerment and poverty alleviation, which in turn has the capacity to solve various social problems. They maintained that students who acquire adequate work-skills have better options to become entrepreneurs after graduation. Similarly, Ezeani (2012) asserted that skill acquisition provides a platform for technological excellence in the face of globalization of the world economy. Ogundele, Oluwalola and Adegbemi (2011) opined that the skills acquired through business education programme would promote training in entrepreneurship as well as equip students with the requisite skills to establish and run small business of their own. The importance

of skill acquisition includes; self-employment, diverse job opportunities, employment generation, effective function and crime reduction (Okwuagbala, 2018).

Skill Acquisition Process

The emergence of new industries has given rise to demands for training and retraining in new skills in the existing and new occupational areas, so that people might fit into today's and tomorrow's world of work. Skill acquisition process in a developing country like Nigeria should be in three stages. These are theoretical, practical and exposure to challenges (Nwanaka & Amaehule, 2011). It is a well-known fact that class activities are theoretical in nature and theories are mostly general principles which apply to more than one situation. Practical on the other hand, may be by trial and error method and may involve doing something that is more physical and applied to more specific situation. NCE in Business education is theory based and the theoretical skills are applicable to more generalized situation. The graduates are handicapped in respect to practical skills. The combination of theoretical and practical skills must be acquired to certain minimum level.

An important factor in skill acquisition process is exposure to practical situations where these skills are displayed. In such case, the individual might face challenges. Challenges concretize the effects to acquire theoretical and practical skills. Challenges bring about rapid development. The Student Industrial Training Programme is a programme where they are exposed to practical steps in the right direction (Nwanaka & Amehule, 2011). They asserted that rapid development should be based on purposeful plans rather than chance. Only the plans which lead to rapid acquisition of relevant skills, bring about rapid development. Societies posed with challenges develop rapidly because it clears the way for the people with desire and urge to success, and to perform beyond the obvious limits from the assistance they receive dictates. Once

an economy has developed basic modern skills they would have been set rolling to achieve a minimum standard of living.

To achieve skill acquisition there is need to monitor all areas of curriculum implementation to ensure that effective linkages exist between attempts to develop theory and practical skill at various levels. Egba (2010) suggested that linkages be made between academic institutions and employers of labour. This could be made to enrich academic curriculum for students to utilize the great potential on academic institutions. It would also create an avenue for interaction among the various sectors in the economy such as the artisans, entrepreneurs, academicians, government and industries, in a way to enhance rapid skill acquisition and technological development in the country.
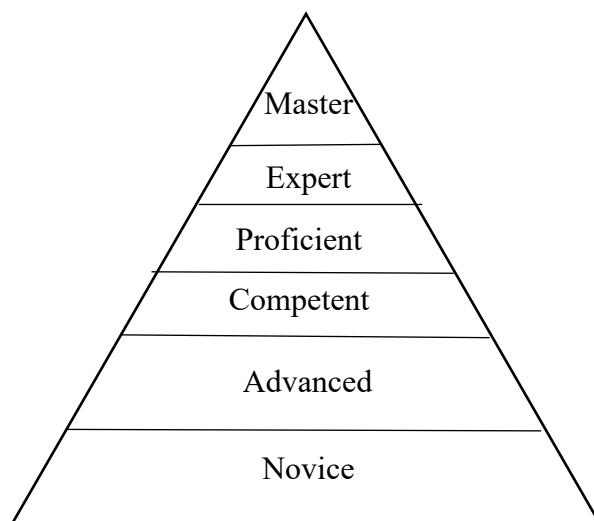
FIGURE 2: Modified Dreyfus and Dreyfus Model of Skill Acquisition
Source: Dreyfus and Dreyfus (2018)

The Dreyfus and Dreyfus Model of skill acquisition assumes that the longer one practices by following rules and procedures, he/she becomes more experienced and more competent in a job or task. The model can be used to assess the level of development of competencies and skills

of people who are learning something new. The modified Dreyfus and Dreyfus Model of Skill Acquisition cited in Dreyfus and Dreyfus (2018) postulates that when individuals acquire a skill through external instruction, they normally pass through five stages. The five stages of skill acquisition are:

Novice: At this stage, a person follows rules that are context free and feel no responsibility for anything other than following the rules. It is characterized by rigid adherence to rules and no discretional judgement.

Advanced Beginner: At this stage, the situational perception is still limited and all aspects of work are treated separately and given equal importance.

Competent: Competence develops when the number of rules becomes excessive or organizing principles need to be developed and information sorted by relevance. At this stage, the individual partially sees action as part of longer term goals and there is conscious and deliberate planning.

Proficient: Proficiency is shown in individuals who use intuition in decision making and develop their own rules to formulate plans. The individual has a holistic view of situation, rather than in terms of aspects and sees what is most important in a situation.

Expert: The individual no longer relies on rules and guidelines and has intuitive grasp of situation, based on that knowledge and vision of what is possible.

Master: The individual is at the peak of his/her career, formulates policies and guidelines for others to follow. At this stage he/she plans, coordinates and directs the affairs of the organization. Therefore, the progression is thus viewed as a gradual transition from rigid adherence to rule, to an intuitive mode of reasoning that relies heavily on deep tacit understanding.

Business Education Curriculum Implementation and ICT Skills

Skill acquisition is a programme that prepares individuals with multiple skills required in work place and managerial positions. Information and Communication Technology is seen as computer based tools which are utilized for the information needs of a particular organization, institution or individual. The particular individual who should use ICT in his/her teaching methodology is the business education teacher. Olorundare (2016) posited that ICT comprises different types of technologies which are utilized for processing, transmitting or communicating data and information. The implication of this position is that ICT skilled graduates will be produced if ICT is applied in the teaching and learning of business education programme.

Afedia (2016) opined that effective application of ICT driven instructional approach using the latest technology is vital for effective implementation of Business Education curriculum so as to produce graduates who are ICT compliant. Such graduates, on getting to the world of work, can be effective with the use of ICT. Therefore, every business education teacher needs adequate knowledge of how best to use ICT. ICT tools are indispensable in this modern age and its use in teaching and learning business education in Nigeria would produce skilled graduates that will effectively deliver in their respective places of employment. Adebayo (2016) observed that Business Schools have been under constant pressure to provide students the skills and experiences needed to effectively use emerging technologies. In the same vein, Vavian (2015) posited that technologies being used by business education graduates enable them to gain competitive advantage over graduates in other fields of educational pursuit. For graduates in the Nigeria Colleges of Education to have a competitive advantage in the global market, they must be equipped with global information not found in textbooks that were written in the medieval centuries, but on the internet where current research studies are daily reported.

Ugwuoge (2018) asserted that an effective education in the 21st century must provide a harmonious balance between academic education and practical skills development, including technical and vocational education. Such skills should go beyond keyboarding as a basic literacy skill to include composing, editing, enunciating, electronic handwriting, scanning, internet surfing, desktop publishing, binding, accounting, secretarial and marketing. The pursuit of these skills is consistent with one of the objectives of business education as documented in the National Policy on Education (FRN 2014), that is, to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment. The world presently is revolving around ICT. Little wonder then that the NCCE Minimum Standards (2012) in addition to core business education courses lay much emphasis on the acquisition of ICT and entrepreneurship skills. For business education to deliver on its mandate of self-reliance, these skills should not be scratched on the surface. Olorunfemi (2012) identified mandatory ICT skills to include basic knowledge of computers, proficiency in using productivity software, electronic communication skills, internet skills and ability to move files. At the core of curriculum implementation are the teachers, students and administrators. The teachers have to be skilled themselves in ICT. As the saying goes "*nemodatquad non habet",* meaning nobody gives what he/she does not have. Resource materials do not achieve any values on their own. Their usefulness depends on what the teacher and learner make out of it.

Business Education Curriculum Implementation and Teamwork Skill

Teamwork skills are the qualities and abilities that allow an individual to work effectively as part of a team with others during conversation, projects, meetings or other collaborations. Having teamwork skills is dependent on the ability to communicate well, actively listen and be responsible and honest. According to Shada (2017) teamwork is a crucial part of business as it is

often necessary for colleagues to work well together and trying their best in any circumstance. They cooperate using their individual skills and providing constructive feedback despite any personal conflict. The ability to simultaneously perform as an individual and together with colleagues or employees in effective teamwork is key to attaining growth, success and also promotes work place synergy. Educational institutions have embedded team-work skill into business education curriculum. The students have to practice the skills as well in their subject or through specific activities in classroom or outside classroom. Team work skills refer to a combination of knowledge, skills and personal characteristics that need to be applied and used by students in their daily lives.

Team work skill is highly prioritized and required in any job. For someone who masters these skills, he/she will not only be able to adapt to changes and developments in the work place but also able to face everyday life challenges. Andrea (2010) opined that team work skill helps worker to relate freely in an organization especially in the face of rapid technological changes. He further stated that teamwork skill is divided into four components which are: planning and decision-making skills engendering new ideas; supportive character; potential to build more interpersonal relationships and potential to solve problems through collaboration within a group and outside a group. In the business education implementation process, the lecturer should be creative in the use of instructional procedures which foster team work. Some teamwork projects can be implemented during the instruction so as to help the students develop team work skill.

Business Education Curriculum Implementation and Self-Management Skill

Self-management skill is the ability to effectively manage one's emotions, finance, time, thought and behaviour in different situations such as managing stress and delay in satisfaction. Management encompasses a very broad range of skills, qualities, attitudes and experience.

Inculcation of self-management skills is among the numerous skills to be acquired in business education. Gidado and Akaeze (2014) explained that business education graduates will be more self-reliant if the curriculum is well implemented as they would be able to effectively manage their human and material resources for the success of their own businesses. Self-management skills can also include some or all of the following: being able to analyse a situation; identify strengths, weaknesses, opportunities and threats; identifying resources and sources of support; managing your time; adopting attitudes that support aims and taking a solution-focused approach to uncertainty and confusion.

The implementation of business education curriculum will help towards developing proper managerial skills which will guide the graduates to seek for funds and apply the funds for investment opportunities and succeed. Self-management skills refer to steps, strategies and skills that business education graduates can use towards the achievement of goals (Gomez, 2017). He further claimed that self-management strategies help in as follows: restructuring the work/study environment; increasing self-motivation; being tactful and confident; maintaining high standards of professionalism and being honest and objective in facilitating behaviour that contributes to the achievement of performance standard. According to Liman (2011) self-management skills consist of self-observation and judgement, self-goal setting and confidence, social poise, judgement following systematic steps, considering one's inner voice and accepting responsibility for one's decision. For business education graduates to become gainfully employed or self-reliant, they need to be exposed to a fully implemented business education curriculum so as to activate their innate potentials and self-management skills.

Business Education Curriculum Implementation and Problem Solving Skills

Problem solving is the ability to solve problems and make decisions. Saygili (2017) stated that problem solving skill is the ability to handle difficult or unexpected situations in the work place as well as complex business challenges. Saygili further explained that in order to be effective at problem solving, one is likely to need some key skills which include: creativity, researchable skills, emotional intelligence, risk management and decision making skills. Students face a range of problems that must be solved using these skills. The elements of problem solving are understanding the problem, choosing the necessary information among the given choices and reaching the solution after performing the necessary operations. Saygili (2017) identified the stages of effective problem solving which include the following:

Problem identification: It is detecting and recognizing that there is a problem, identifying the nature of the problem and defining the problem.

Structuring the problem: It is careful observation, inspection, fact finding and developing a clear picture of the problem and having increased understanding of the problem.

Looking for possible solutions: It is generating possible courses of action by letting each person in the group express their views on possible solutions.

Making a decision: It is careful analysis of the different possible courses of action and then selecting the best solutions for implementation.

Implementation: It is accepting and carrying out the chosen course of action.

Monitoring/Seeking feedback: It is reviewing the outcomes of problem solving over a period of time and seeking feedback as to the success of the outcomes of the chosen solution.

Similarly, Emeasoba and Nwatarahi (2019) contended that problem solving skills involve identification of the problem, defining the main elements of the problem, examining the possible solutions, acting on resolving problem and looking for lesson to learn. These skills can effectively lead to efficiency in job performance in an organization. Gomez (2017) also explained that problem solving skills involve the ability to identify problems, look at them objectively, decide based on facts, develop practical and creative solutions and follow a process to solve them without being overwhelmed by them or being dependent on others to solve them. Even the difficult problems can be solved with the right mindset and working systematically towards a solution. In his contribution, Bejinaru (2018) contended that the role of problem-solving is to judge issues in a specific way in order to achieve the best possible option in a given context. Problem-solving skills are useful in a unique situation when a new problem occurs and must be evaluated and solved. The employees who master problem-solving skill easily develop series of task like: identification and understanding the connections between certain ideas; acknowledging the role and relevance of argument; building and evaluating argument; spotting mismatches and error of reasoning; approaching issues in a systematic and consistent manner and reflecting upon their own hypotheses, believes and values

Problem solving skill is necessary on every job. It is important that business education students develop the skills to resolve problem and have the personal resilience to meet the future challenges and pressure that comes in the world of work and their personal businesses. Problem solving skills requires a variety of both analytical and creative thinking skills which are used depending on the role in the organisation and the problems. Hence business education curriculum must be well structured and implemented so as to produce graduates who will add value to the society.

Review of Related Empirical Studies

During the course of this study the researcher reviewed various related literature and the following empirical studies:

Umoru and Shaibu (2018) conducted a study on teacher competencies and instructional strategies utilization for skill acquisition of business education students in Nigeria. The researchers formulated two purposes, research questions and hypotheses respectively. The population of the study consisted of 152 lecturers and instructors in the department of Office Technology and Management in the accredited Polytechnics offering the course in South Western Nigeria. The researchers made use of questionnaire for data collection. The data collected were analysed with the use of mean scores and standard deviations. Hypotheses were tested using independent t-test statistics at 0.05 level of significance. The findings revealed that teacher competencies and instructional strategies positively influenced Office Technology and Management students' skill acquisition to a great extent. It was therefore recommended that lecturers should be trained and retrained in order to keep them abreast and competent with the current trends in the curriculum and instruction of OTM courses for effective service delivery. The study is relevant to the present study in the following ways: the former study identified teachers' competencies and instructional strategies utilization for skill acquisition of business education students in Nigeria, while the present study seeks to identify the influence of business education curriculum implementation on students' skill acquisition. The two studies centred around business education students and skill acquisition. Without teachers' competencies and instructional strategies business education curriculum can never be properly implemented not to talk of achieving skill acquisition embedded in business education curriculum. The studies differ in the following ways: The former made use two research objectives, questions, and hypothesis

while the present study has four research objectives, questions, and hypotheses. The former had a population of one hundred and 52 (152) while the present has a population of 475.

Otum (2018) carried out a research on facility utilization and employability skills acquisition among undergraduates of business education in Cross River State, Nigeria. The researcher formulated six research objectives, research questions and hypotheses respectively. The population of the study was 800 final year Business Education undergraduates in public tertiary institution in Cross River State, with a sample size of 400 respondents. The researcher made use of questionnaire for data collection and simple multiple linear regression for data analysis. The finding reveled that infrastructural institutional library and ICT facility utilization influenced employability skill acquisition of Business Education undergraduates. The researcher recommended among others that Business Education curriculum developers should increase the time allocated to practical activities to ensure effective utilization of these available infrastructural facilities to improve employability skill development among students. This study and the present study focus on skill acquisition in business education. The former focused on facility utilization and employability skill acquisition while the present focuses on ICT skills, teamwork skills, self-management skills and problem-solving skill acquisition. The studies differ in the following ways; The former study made use of six research objectives, questions and hypothesis while the current has four research objectives, questions and hypothesis. The population of the former was 800 undergraduate students and the sample size of 400 respondents while the present work uses a population of 475 lecturers and students. The former study used simple multiple linear regression for data analysis while the current made use of independent t-test.

Ibrahim (2017) studied the influence of business education curriculum on entrepreneurial skill of colleges of education graduates in North Central Zone, Nigeria. Six specific objectives, research question, and null hypotheses each were raised. The population of the study was 144 Business Education graduates of 2005 to 2015 academic years. The researcher made use of questionnaire for data collection and regression for data analysis. The findings revealed that business education curriculum had no significant influence on customer management skill of graduates of Colleges of Education, and that Business Education curriculum also had no significant influence on innovative skills of graduates of Colleges of Education. The researcher recommended among others that Business Education curriculum should be strengthened by the NCCE to broaden its customer management skills as well as incorporate innovative skills components. The study is relevant because it examined the influence of business education curriculum on entrepreneurial skills while the present study examines the influence of business education curriculum implementation on students' skill acquisition. The former centered on human resource management skill, financial management skill, innovative and creative skills, customer-management skills of entrepreneur while the present centres on ICT skills, team work skills, self-management skills and problem-solving skills. The studies difer in the following ways; The former formulated six research objectives, questions and hypothesis while the present study formulated four research objectives, question and hypothesis. The study had a population of 144 graduates while the present study has a population of 475 lecturers and students. The former study adopted regression for data analysis while the present study makes use of independent t-test.

Oduma (2016) carried out a survey of employers' expectation of work competencies needed by business education graduates for gainful employment in organizations. The objective

of the study amongst others was to survey the employers' expectations of the general work competencies needed by business education graduates. Four research questions and hypotheses were formulated. A survey research design was adopted and the population of the study stood at 20 which was also used as the sample size. Structured questionnaire was used for data collection. The data collected were analyzed using mean and standard deviation. The result of the study amongst others was that most business education graduates lacked adequate competencies and skills to perform their tasks. The researcher recommended amongst others that business education programme and instruction should be adjusted to meet the present yearning of employers. The study is relevant to the present study as it is centered on work competencies needed by business education graduates for gainful employment while the present study centers on skill acquisition of business education (NCE) graduates. The two studies focus on skill acquisition. The studies differ in the following ways; The former formulated four research questions and hypothesis while the present study formulated four research objectives, questions and hypothesis. The former study adopted a population of 20 graduates while the present has a population of 475 lecturers and students. The statistical instrument used by the former was means and standard deviation while the present study applies t-test analysis.

Adamu (2014) carried out an assessment of business education curriculum content on university student acquisition of requisite skills for job opportunity in Nigeria. Six research questions and hypotheses each were formulated to guide the study. The entire 602 final year students from the nine federal universities across the country, offering business education as at 2011/2012 academic session formed the population and sample size. Mean and standard deviation were used to answer the research questions while simple regression was used to test the null hypotheses. The findings revealed, among others that Business Education curriculum

content in Nigeria Federal Universities had not provided students with essential skills required for their employability after graduation. In view of the findings the researcher recommended that Business Education curriculum needs an in-depth review that would enable the graduates respond to challenges in the labour market and work place. The research is relevant to the present work because it is based on business education curriculum contents on university students' acquisition of requisite skills for job opportunities in Nigeria, while the present study is based on NCE business education curriculum implementation on skill acquisition. The two studies worked on job skills of business education programme. The studies differ in the following ways; The former formulated six research questions and hypothesis while the current study has for research objectives, questions and hypothesis. The former work had a population of 602 students while the present study has a population of 475 lecturers and students. The statistical instrument used for the former study was simple regression while the present study uses t-test.

Ediagbonya and Oyadongba (2013) conducted a research titled survey on employability among post graduate students of Business Education in Edo State. Four research questions objectives, and three null hypotheses were raised. The population of the study stood at 130 students and a sample size of 60. The researcher made use of questionnaire for data collection while mean, standard deviation, percentage and frequencies were used for data analysis. The study revealed that Business Education post graduates' employability was a major concern for all stakeholders. This study is relevant to the present one as it sought to examine the employability of business education graduates while the present study seeks to examine the business education curriculum implementation on students' skill acquisition. Without proper implementation of business education curriculum, the skill would not be acquired by the student thereby impeding

their chances of employability. The studies differ in the following ways; The former adopted four research objectives, questions and three hypotheses while the current has four research objectives, questions and hypothesis. The former work had a population of 130 students while the current work has a population of 475 lecturers and students. The former adopted the use of mean, standard deviation and frequency for data analysis while the present work uses t-test analysis.

Ibrahim (2011) investigated into the relevance of students' industrial work experience scheme to Business Education programme in Colleges of Education in Nigeria. Four specific objectives, research question, and null hypotheses were raised respectively. A descriptive survey was adopted. The population of the study stood at 4,733 and the sample size was 422. Frequency distribution tables and percentages as well as Pearson Product Moment Correlation Co-efficient and t-test were used for data analysis. The findings revealed that there was a significant relationship between students' industrial work experience scheme and Business Education programme in Colleges of Education in Nigeria. The researcher recommended among others, that Colleges of Education and Industrial Training Fund should come together with the employer of labour to work out strategies for securing relevant placement for students on attachment as this will make the programme more meaningful. The study differs in the following ways; The former work used a population of 4733 students with a sample size of 422 students while the current study has a population of 475 lecturers and students. The former study adopted the use of Pearson product moment correlation and t-test while the currents study uses t-test analysis.

Appraisal of Reviewed Literatures

In this chapter, available literature materials were reviewed on business education curriculum implementation and skill acquisition such as ICT, Team-work, self-management and

problem solving skills some empirical studies were also reviewed. The cognitive theory by Piaget that was reviewed showed that the design and implementation of curriculum depends on human experiences as they interact with their environment. On the other hand, the skill acquisition theory by Crossman revealed that practice leads to perfection which applies to business education as a task oriented course. The missing gap this study is expected to fill is that it will expose the readers to the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education, Kogi State. The findings will show the relative perception of the lecturers and students on the acquired skills in NCE business education curriculum.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter describes the various methods and procedures which the researcher used to carry out the study. The chapter is organized under the sub-headings: design of the study, population of the study, sample and sampling techniques, research instrument, validation of the instrument, reliability of the instrument, pilot study, procedure for data collection, method of data analysis and decision rule.

Design of the Study

Descriptive survey research design was used in conducting the study. The design involved collecting and analyzing data gathered. The choice of the design was based on the opinion of Henry (2011) who posited that descriptive survey design provides a method of investigation to study, which describe and interpreted what exists at present. The design is suitable for this study because it involved the use of structured questionnaire to gather required data from respondents on perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education in Kogi State.

Population of the Study

The target population for this study comprised of all NCE three (2019/2020) students and their lecturers of colleges of education in Kogi state that offers business education. The total population for the study is 475. The breakdown of the population for the study is given in Table 1.

Table 1: Population of the Study

S/N	Colleges of Education	No. of Lecturers	No. of Students
1.	Federal College of Education, Okene	30	206
2.	Kogi State College of Education, Ankpa	13	76
3.	Kogi State College of Education (Technical), Kabba	7	143
	Total	**50**	**425**

Source: HODs' Records FCE OKene, Kogi State College of Education Ankpa and (Technical) Kabba-2019/2020

Sample and Sampling Technique

The entire population was used as sample for the study because the researcher considered the population not too large to manage. This is in line with Ibrahim (2017) who posited that if the population was manageable, it becomes synonymous with sample. Thus, there was no sampling.

Research Instrument

The instrument for data collection for this study was a self-structured questionnaire. The questionnaire was titled "Perceived Influence of Business Education Curriculum Implementation on Students' Skill Acquisition" (PIBECISSA). The questionnaire was structured to cover the problem areas as stated in the statement of problems. The questionnaire had two sections- A and B. Section A is designed to elicit response on the demographic variables of the respondents while section B is divided into four parts (A-D). Part A consisted of 10 question items on the extent to which business education curriculum implementation has influenced ICT skills required by final year students. Part B consisted of 10 question items on the extent to which business education curriculum implementation has influenced team work skills required by final year students. Part C consisted of 10 question items on the extent to which business education curriculum Implementation has influenced self-management skills required by final year students while Part D consisted of 10 question items on the extent of business education curriculum implementation

on problem solving skills required by final year students. The instrument consists of responses based on 5-point rating scale which are; Very High Extent (VHE) – 5points, High Extent (HE) – 4points, Moderate Extent (ME) –3points, Low Extent (LE)– 2points and Very Low Extent (VLE) –1point

Validation of the Instrument

The construct and content validity of the instrument were ascertained by three experts in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. It was scrutinized by language experts for language appropriateness and clarity. After vetting the instrument, it was submitted to the supervisors for further scrutiny, with respect to its fitness for the purpose of this research. This helps to a large extent in ensuring an effective research exercise. All their criticisms and suggestions were incorporate into the final draft of the instrument.

Pilot Study

The pilot study was conducted in order to identify the appropriateness of the instrument in measuring what it is expected to measure without the intended study having prior of the instrument. The instrument was administered on NCE three students of kwara state college of education Ilorin, kwara state. This was done in order to determine the reliability level of the instrument and also to ascertain the strengths and weaknesses of the research instrument. The study was conducted using 20 respondents who are similar to but not part of the main study. This is in line with Olaofe (2010) who stated that a pilot study is conducted with a small sample size of respondents similar but not the same as the ones that would be used in the study proper. A two-week period was used for pilot study.

Reliability of the Instrument

The reliability of the instrument was determined by statistical analysis of the data collected from the pilot study. The Cronbach's alpha method was used to determine the reliability of the instrument and the reliability coefficient of 0.81 was calculated. The reliability co-efficient was positive and high, therefore, the instrument was adjudged reliable and stable based on Nworgu's (2015) recommendation that reliability estimate of 0.80 and above is very high and the instrument for which it was calculated was reliable and stable.

Procedure for Data Collection

A letter of introduction was collected from the Head of Department, Business Education, Faculty of Education, Kwara State University Malete. A total number of 475 copies of the instrument was produced and were administered personally by the researcher with the help of three research assistance. Then proceeded to the selected schools and seek for permission from the Head of Department to administer the instrument. This gave room for explanations on difficult areas in the instrument. A total of 451 completed copies of the instrument were collected from the respondents immediately after its administration. This process was adopted to avoid delay that may be caused by going back to collect the instrument. Two weeks was used for data collection exercise.

Method of Data Analysis

The data generated for this study were analyzed statistically using simple percentage for the demographic variables of the respondents. Mean rating and standard deviation were used to answer the research questions, while independent samples t-test statistic was used to test the null hypotheses formulated at 0.05 level of significance.

Decision Rule

For the research question items with 4.50- 5.00 were regarded as Very High Extent; items with mean ratings of 3.50-3.49 were considered as High Extent; and those with 2.50-2.49 were considered as Moderate Extent; while items with means scores of 1.50- 2.49 were considered as Low Extent; items with the mean ratings of 1.00-1.49 were regarded as Very Low Extent.

For the hypotheses, if the observed significant value is less than or equal to 0.05 level of significance the null hypothesis was rejected. If otherwise the null hypothesis was retained.

Response Category	Ratings	Real Number Limits
Very High Extent (VH E)	5	4.50 – 5.00
High Extent (H E)	4	3.50 – 4.49
Moderate Extent (M E)	3	2.50 – 3.49
Low Extent (L E)	2	1.50 – 2.49
Very Low Extent (V L E)	1	1.00 – 1.49

CHAPTER FOUR
PRESENTATION AND ANALYSIS OF DATA

This research was conducted to assess the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education. This chapter deals with the presentation and analysis of research data and discussion of findings. A total of 475 copies of the questionnaires were distributed and 451 were retrieved representing 95% return rate. The breakdown of the retrieved copies of the questionnaire was 50 and 401 for lecturers and students respectively. The analyses were carried out under the following sub-headings:

Analysis of demographic data

Analyses of data to answer the Research Questions

Hypotheses Testing

Summary of Major Findings

Discussion of Findings

Analysis of Demographic Data

The demographic data for the study are analyzed in Table 2 as follows:

Table 2: Percentage Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Lecturers	50	11.0
Students	403	89.0
Total	**453**	**100.0**

Source: Field survey, 2020

Data in Table 2 show the percentage distribution of respondents based on their status. The Table reveals that there are 50 respondents representing 11% who are lecturers and 401 respondents representing 89% who are students. This implies that business education students are more in number than the lecturers, that responded to the questionnaire.

Analyses of Data to Answer the Research Questions

The research questions are analysed and presented in Tables 3 to 6 as follows:

Research Question 1: To what extent does Business Education curriculum implementation influence students' ICT skill acquisition in Colleges of Education?

Table 3: Business Education curriculum implementation influence on students' ICT skill acquisition

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Students learn how to use computers	3.35	0.97	Moderate Extent
2.	Students learn the use of Ms Excel	3.36	0.83	Moderate Extent
3.	Students can surf the web and navigate (internet)	3.29	0.62	Moderate Extent
4.	Students learn how to use Slideshare using Microsoft power point	3.30	0.80	Moderate Extent
5.	Students learn how to make simple designs, flyers, memos on the Microsoft	3.17	0.76	Moderate Extent
6.	Students learn how to use software that adopt to customer needs	3.16	0.87	Moderate Extent
7.	Students have the ability to create product awareness using internet	3.31	0.90	Moderate Extent
8.	Students learn how to use online, video conferencing using skype e-mail and scanner	3.40	0.72	Moderate Extent
9.	Students have the ability to use Microsoft spreadsheets software	3.23	0.83	Moderate Extent
10.	Students are taught Desktop publishing and binding	3.26	0.77	Moderate Extent
	Weighted average	**3.28**	**0.81**	**Moderate Extent**

Source: Field Survey, 2020

Data in Table 3 show the mean and standard deviation of responses on the extent to which business education curriculum implementation influence students' ICT skill acquisition. The Table reveals that respondents indicated that students learn how to use computers, Ms Excel and students can surf the web and navigate (internet) to a moderate extent. These are supported

by mean scores of 3.35, 3.36 and 3.29 respectively. The respondents also indicate that students learn how to use Slideshare to a moderate extent, using Microsoft power point and students learn how to make simple designs, flyers, memos on the Microsoft to a moderate extent as well they learn how to use software that adopt to customer needs to a moderate extent. These are supported by mean scores of 3.30, 3.17 and 3.16 respectively. In addition, the respondents indicate that students have the ability to create product awareness to a moderate extent using internet, learn how to use online, video conferencing using skype e-mail and scanner to a moderate extent and students have the ability to use Microsoft spreadsheets software to a moderate extent as well as students are taught Desktop publishing and binding to moderate extent. These are supported by mean scores of 3.31, 3.40, 3.23 and 3.26 respectively. All the 10 constructs have standard deviation ranging from 0.62 to 0.97. This means that their responses are not widely spread as they are close to the mean.

Overall, Table 3 has a grand calculated weighted average mean and standard deviation of 3.28 and 0.81which indicate that all the constructs influence students' ICT skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' ICT skill acquisition to a moderate extent in colleges of education (mean = 3.28, SD = 0.81)

Research Question 2: What is the extent to which business education curriculum implementation influence students' team work skill acquisition in colleges of education?

Table 4: **Business Education curriculum implementation influence on students' team work skill acquisition**

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Students learn how to lead a group of students	3.36	0.83	Moderate Extent
2.	Students have the ability to listen and respect other people's opinion	3.32	0.75	Moderate Extent
3.	Students have the ability to set up strategies to achieve group objective	3.11	0.99	Moderate Extent
4.	Students learn how to be innovative and creative	3.11	0.93	Moderate Extent
5.	Students have the ability to take decisions in line with the set objectives	3.50	0.67	High Extent
6.	Students learn how to take initiative and manage other people	3.49	0.60	Moderate Extent
7.	Students have the willingness to work with others and give assistance	3.40	0.81	Moderate Extent
8.	Students learn how to collaborate with others to solve problems	3.38	0.77	Moderate Extent
9.	Students learn how to express themselves freely in a group	3.56	0.70	High Extent
10.	Students learn how to co-ordinate human and material resources to achieve set goals.	3.51	0.57	High Extent
	Weighted average	**3.37**	**0.76**	**Moderate Extent**

Source: Field Survey, 2020

Data in Table 4 show the mean and standard deviation of responses on the extent to which business education curriculum implementation influence students' team work skill acquisition. The Table reveals that respondents indicate that students learn how to lead a group of students to a moderate extent, students have the ability to listen and respect other people's opinion to a moderate extent and students have the ability to set up strategies to achieve group objective to a moderate extent. These are supported by mean scores of 3.36, 3.32 and 3.11 respectively. Also, the respondents indicate that students learn how to be innovative, creative to a moderate extent, and they have ability to take decisions in line with the set objectives to a high

extent as well as students learn how to take initiative and manage other people to a moderate extent. These are supported by mean scores of 3.11, 3.50 and 3.49 respectively. In addition, the respondents indicate that students have the willingness to work with others and give assistance to a moderate extent, students learn how to collaborate with others to solve problems to a moderate extent and they learn how to express themselves freely in a group to a high extent as well as students learn how to co-ordinate human and material resources to achieve set goals to a high extent. These are supported by mean scores of 3.40, 3.38, 3.56 and 3.51 respectively. All the 10 constructs have standard deviation ranges from 0.57 to 0.99. This means that their responses are not widely spread as they are close to the mean.

Overall, Table 4 has a grand calculated weighted average mean and standard deviation of 3.37 and 0.76 respectively which indicate that all the constructs influence students' team work skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' team work skill acquisition to a moderate extent in colleges of education (mean = 3.37, SD = 0.76).

Research Question 3: To what extent does business education curriculum implementation influence students' self-management skill acquisition in colleges of education?

Table 5: **Business education curriculum implementation influence on students' self-management skill acquisition**

S/N	Item Statements	$\overline{\text{X}}$	SD	Remark
1.	Students learn how to manage stress	3.47	0.50	Moderate Extent
2.	Students learn how to manage time and finance	3.64	0.68	High Extent
3.	Students have the willingness to learn for the purpose of self-upgrading	3.33	0.83	Moderate Extent
4.	Students have the ability to exhibit honesty and objectivity	3.64	0.55	High Extent
5.	Students learn how to make sound decisions	3.41	0.78	Moderate Extent
6.	Students learn how to exhibit self-control and confidence	3.45	0.52	Moderate Extent
7.	Students learn to be prepared to work at anytime	3.74	0.60	High Extent
8.	Students learn to work without close supervision	3.17	0.92	Moderate Extent
9.	Students learn how to identify areas of strength and weaknesses	3.66	0.48	High Extent
10.	Students have the ability to identify opportunities when they exist	3.47	0.54	Moderate Extent
	Weighted average	**3.50**	**0.64**	**High Extent**

Source: Field Survey, 2020

Data in Table 5 show the mean and standard deviation of responses on the extent to which extent to which business education curriculum implementation influence students' self-management skill acquisition. The Table reveals that the respondents indicate that students learn how to manage stress to a moderate extent, but learn how to manage time and finance to a high extent and have the willingness to learn for the purpose of self-upgrading to a moderate extent. These are supported by mean scores of 3.47, 3.64 and 3.33 respectively. Also, the respondents indicate that students have the ability to exhibit honesty and objectivity to a high extent, students learn how to make sound decisions to a moderate extent and learn how to exhibit self-control and

confidence to a moderate extent. These are supported by mean scores of 3.64, 3.41 and 3.45 respectively. In addition, the respondents indicate that students learn to be prepared to work at any time to a high extent, learn to work without close supervision to a moderate extent and learn how to identify areas of strength and weaknesses to a high extent as well as have the ability to identify opportunities when they exist to a moderate extent. These are supported by mean scores of 3.74, 3.17, 3.66 and 3.47 respectively. All the 10 constructs have standard deviation ranging from 0.48 to 0.92. This means that their responses are not widely spread as they are close to the mean.

Overall, Table 5 has a grand calculated weighted average mean and standard deviation of 3.50 and 0.64 which indicate that all the constructs influence students' self-management skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' self-management skill acquisition to a high extent in colleges of education (mean = 3.50, SD = 0.64).

Research Question 4: What is the extent of influence of business education curriculum implementation on students' problem solving skill acquisition in colleges of education?

**Table 6: Business education curriculum implementation influence on students'
problem solving skill acquisition**

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Students learn how to identify problems	3.13	0.94	Moderate Extent
2.	Students learn how to understand and structure the problems	3.49	0.64	Moderate Extent
3.	Students have learnt how to be innovative in solving problems	3.36	0.94	Moderate Extent
4.	Students learn the ability to analyze a situation/problem	3.34	0.83	Moderate Extent
5.	Students learn how to gather resources to solve problems	3.27	0.63	Moderate Extent
6.	Students learn how to make quick decisions to solve problems	3.42	0.69	Moderate Extent
7.	Students learn how to use the necessary research skills in solving problems	3.20	0.74	Moderate Extent
8.	Students learn how to recognize one's emotion and that of others	3.14	0.87	Moderate Extent
9.	Students learn how to resolve practical problems in a team	3.37	0.85	Moderate Extent
10.	Students learn the ability to determine the technicalities in solving problems	3.42	0.65	Moderate Extent
	Weighted average	**3.31**	**0.78**	**Moderate Extent**

Source: Field Survey, 2020

Data in Table 6 show the mean and standard deviation of responses on the extent to which extent to which business education curriculum implementation influence students' problem solving skill acquisition. The Table reveals that the respondents indicate that students learn how to identify problems to a moderate extent, same way students learn how to understand and structure the problems to a moderate extent and students learn to be innovative in solving

problems to a moderate extent. These are supported by mean scores of 3.13, 3.49 and 3.36 respectively. Same way the respondents indicate that students learn the ability to analyze a situation/problem to a moderate extent and learn how to gather resources and make quick decision to solve problems to moderate. These are supported by mean scores of 3.34, 3.27 and 3.42 respectively. In addition, the respondents indicate that students learn how to use the necessary research skills in solving problems, recognize one's emotion and that of others, learn how to resolve practical problems in a team and learn the ability to determine the technicalities in solving problems, all to a moderate extent. These are supported by mean scores of 3.20, 3.14, 3.37 and 3.42 respectively. All the 10 constructs have standard deviation ranges from 0.63 to 0.94. This means that their responses are not widely spread as they are close to the mean.

Overall, Table 6 has a grand calculated weighted average mean and standard deviation of 3.31 and 0.78 which indicate that all the constructs influence students' problem solving skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' problem solving skill acquisition to a moderate extent in colleges of education (mean = 3.31, SD = 0.78).

Test of Hypotheses

The four null hypotheses of the study are tested using independent sample t-test. The null hypotheses are tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 7 to 10 as follows:

H_{01}: There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' ICT skill acquisition.

Table 7: Summary of t-test of the difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influenced students' ICT skill acquisition

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.21	0.41				
				1.27	451	0.205	
							Not Rejected
Students	403	3.29	0.42				

Source: Field survey, 2020 **P>0.05**

Data in Table 7 show that there are 50 lecturers and 403 students. The lecturers and students responses show that business education curriculum implementation influences students' ICT skill acquisition to a moderate extent ($\overline{X}$ = 3.21; SD = 0.41) and ($\overline{X}$ = 3.29; SD = 0.42). Their responses are close to the mean and the standard deviations very low. The Table reveals that there is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influence students' ICT skill acquisition (t_{451} = 1.27, p>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' ICT skill acquisition is not rejected. This implies that lecturers and students do not differ in their responses regarding extent to which business education curriculum implementation influence students' ICT skill acquisition. Though there is a slight difference between their mean responses with students having higher mean responses, but the difference is not statistically significant (mean difference = 0.08).

H_{02}: There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' team work skill acquisition.

Table 8: **Summary of t-test of the difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influenced students' team work skill acquisition**

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.36	0.21				
				2.16	451	0.061	
							Not Rejected
Students	403	3.39	0.43				

Source: **Field survey, 2020** **P>0.05**

Data in Table 8 reveal that there are 50 lecturers and 403 students. The lecturers and students responses show that business education curriculum implementation influences students' team work skill acquisition to moderate extent ($\overline{X}$ = 3.36; SD = 0.21) and ($\overline{X}$ = 3.39; SD = 0.43). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influenced students' team work skill acquisition (t_{451} = 2.16, p>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' team work skill acquisition is not rejected. This implies that lecturers and students differ in their responses regarding the extent to which business education curriculum implementation influence students' team work skill acquisition (mean difference = -0.03).

H_{03}: There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' self-management skill acquisition.

Table 9: Summary of t-test of the difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influenced students' self-management skill acquisition

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.43	0.20				
				3.27	451	0.111	
							Not Rejected
Students	403	3.52	0.41				

Source: Field survey, 2020   **P>0.05**

Data in Table 9 reveals that there are 50 lecturers and 403 students. The lecturers and students responses shows that business education curriculum implementation influences students' self-management skill acquisition to high extent ($\overline{X}$ = 3.43; SD = 0.20) and ($\overline{X}$ = 3.52; SD = 0.41). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' self-management skill acquisition (t_{451} = 3.27, p>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' self-management skill acquisition is not rejected. This implies that lecturers and students do not differ in their responses regarding the extent to which business education curriculum implementation influence students' self-management skill acquisition (mean difference = -0.09).

H_{04}:   There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' problem-solving skill acquisition.

Table 10: **Summary of t-test of the difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influenced students' problem-solving skill acquisition**

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.17	0.35				
				2.65	451	0.008	
							Rejected
Students	403	3.33	0.40				

Source: Field survey, 2020   **P<0.05**

Data in Table 10 reveal that there are 50 lecturers and 403 students. The lecturers and students responses shows that business education curriculum implementation influences students' problem solving skill acquisition to a moderate extent ($\overline{X}$ = 3.17; SD = 0.35) and ($\overline{X}$ = 3.33; SD = 0.40). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there is significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' problem-solving skill acquisition (t_{451} = 2.65, P<0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influence students' problem-solving skill acquisition is rejected. This implies that lecturers and students differ in their responses regarding the extent to which business education curriculum implementation influence students' problem-solving skill acquisition. Their responses show that students rated the extent of influence of curriculum implementation on students' problem-solving skill acquisition higher than the lecturers (mean difference = 0.16).

Summary of Findings

The following are the summary of findings of the study:

1. Business education lecturers and students perceived that Business Education curriculum implementation influences students' ICT skill acquisition to a moderate extent ($\overline{X}$ - 3.28). Moreover, there was no serious difference between the students' mean rating and that of the lecturers regarding the extent to which business education curriculum implementation influence students' ICT skill acquisition ($\overline{X}$ lecturers =1.27, P>0.05). This helps the researcher to retain the hypothesis.

2. Business education lecturers and students perceived that business education curriculum implementation influences students' team work skill acquisition to a moderate extent ($\overline{X}$=3.37). In addition, the lecturers' mean rating does not differ considerably from that of the students about how the Business Education curriculum implementation influences students' team work skill acquisition ($\overline{X}$ lecturers =2.16, P>0.05). To this effect, the hypothesis was retained.

3. Business education lecturers and students perceived that business education curriculum implementation influences students' self-management skill acquisition to a high extent($\overline{X}$=3.50). Also, the mean rating of both the lecturers and students regarding the extent to which business education implementation influence students' self-management skill acquisition does not differ seriously ($\overline{X}$ lecturers =3.27, P>0.05). Since there was insignificant difference between the mean rating, the hypothesis was retained.

4. Business Education lecturers and students perceived that Business Education curriculum implementation influences students' problem solving skill acquisition to a moderate extent ($\overline{X}$ - 3.31). in the same vein, there was significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' problem-solving skill acquisition

($\overline{X}$ lecturers =2.65, p<0.008). Since the mean rating differ seriously, the hypothesis was rejected.

Discussion of Findings

The study was conducted to assess the perceived influence of business education curriculum implementation on students' skill acquisition in three selected colleges of education in Kogi state, Nigeria. The discussion is based on the four research questions and the four null hypotheses presented in chapter one which were statistically analyzed in this chapter. The result of the analysis in Table 3 showed that business education lecturers and students perceived that business education curriculum implementation influences students' ICT skill acquisition to a moderate extent. In Table 7, the study revealed that there was no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' ICT skill acquisition (t_{451} = 1.27, p>0.05). The findings corroborate with that of Afedia (2016) who stated that effective application of ICT driven instructional approach using the latest technology is vital for effective implementation of business education curriculum so as to produce graduates who are ICT compliant. Such graduates, on getting to the world of work, can be effective with the use of ICT. This implies that with effective implementation of business education curriculum, the expected ICT skill acquisition by the students is enhanced.

The finding from Table 4 revealed that business education lecturers and students perceived that business education curriculum implementation influences students' team work skill acquisition to a moderate extent. Also, in Table 8, the study further revealed that there was no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influenced students' team work skill

acquisition (t_{451}=1.27, P>0.05). The findings agreed with Sheda (2017) who opined that work is crucial part of business as it is often necessary for colleagues to work well together and trying their best in any circumstance using their individuals' skills and providing constructive feedback despite any personal conflict. This is an indication that students' team work spirit is an integral part of learning strategy for business education students

In Table 5, it was found that business education lecturers and students perceived that business education curriculum implementation influences students' self-management skill acquisition to a high extent. This means that the implementation of business education curriculum contributes positively to students' self-management skill acquisition to high extent. The study also found in Table 9 that there was no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' self-management skill acquisition (t_{451}=3.27, p>0.05). This is in line with Gidado and Akaeze (2014) who stated that business education graduates will be more self-reliant if the curriculum is well implemented as they would be able to effectively manage their human and material resources for the success of their own businesses. The implication of this is the fact that business education graduates are expected to be equipped with self-management skill that will help them to fit into the world of work as well as being self-reliant.

In Table 6, the study also found that business education lecturers and students perceived that business education curriculum implementation influences students' problem solving skill acquisition to moderate extent. The study further reveals in Table 10 that there was a significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influence students' problem-solving skill

acquisition (t_{451}=2.65, p<0.008). These findings corroborate with the findings of Bejinaru (2018) who stated that a successful implementation of business education curriculum will produce graduates who can identify problem, define the main elements of the problem, examine the possible solutions, act on resolving problem and looking for lesson to learn and above all, add value to the society. This shows that this finding is not out of place because problem-solving skill is not an easy concept for lecturers to impart on the students.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the entire study and the conclusions drawn from the findings. In addition, it contained recommendations on the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education.

Summary

The study investigated the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education. This study was carried out to determine the perceived influence of business education curriculum implementation on students' ICT skill acquisition, and it also examined the perceived influence of business education curriculum implementation on students' team work skill acquisition in Colleges of Education in Kogi State. Moreover, it helps to ascertain the perceived influence of business education curriculum implementation on students' self-management skill acquisition in Colleges of Education and finally determined the perceived influence of business education curriculum implementation on students' problem solving skill acquisition in Colleges of Education. Four research questions and four null hypotheses were formulated and tested respectively in line with the purpose of the study. Literatures were reviewed on the study and descriptive survey was adopted to collect relevant data with the aid of self-designed questionnaire. The study made use of 50 business education lecturers and 425 students of colleges of education in Kogi State as its population.

A 5-point rating scale was adopted in the questionnaire to show the extent of agreement and disagreement of the respondents to the items provided. The data was statistically analyzed using mean and standard deviation to answer the research questions and independent t-test statistics was also used to test the null hypotheses at 0.05 level of significance.

Findings on the research questions revealed that business education lecturers and students held that business education curriculum implementation influenced students' ICT skill acquisition to a moderate extent, influenced students' team work skill acquisition to a moderate extent; influenced students' self-management skill acquisition to a high extent. Business education lecturers and students perceived that business education curriculum implementation influenced students' problem solving skill acquisition to a moderate extent. Findings from the hypotheses revealed that there was no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influenced students' ICT ($t_{351} = 1.269$, $p>0.05$), team work, self-management skills acquisition. There was a significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influence students' problem-solving skill acquisition ($t_{451} = 2.65$, $p<0.008$).

Conclusion

Based on findings of this study it is concluded that business education curriculum implementation has positively influenced students' skill acquisition. This implies that if the curriculum of business education is well implemented, students will acquire better skills and if otherwise it means business education programme will be turning out students who have not acquired skills and of course if students have not acquired skills they become half-baked, and non-productive.

Recommendations

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

1.   Business education curriculum planners should increase the time allocated to the use of ICT facilities in teaching and learning to ensure effective utilization of instructional and

infrastructural facilities so as to improve employability and acquired skills necessary for self-reliance.

2. The spirit of team-work should be incorporated in the learners by business education lecturers while teaching so as to bring a better knowledge in skills acquisition as much as possible. This can be done by using Students-Centered method of teaching.

3. The business education curriculum should be implemented by the teachers to its fullest in order to enhance the students' self-management skills acquisition.

4. Business education curriculum should be strengthened by the NCCE to broaden its problem-solving skills components and ensure its effectiveness in service delivery through concerted effort, teachers and education stakeholders to ensure that it is incorporated through the concerted effort of stakeholders such as government agencies and professional bodies should adopt a collaborative approach to ensure that business education curriculum is effectively implemented at the colleges of education.

Suggestions for further studies

The researcher suggests areas in which further studies could be carried out by other researchers based on the outcome of this study;

1. A study could be carried out to examine the perceived influence of business education curriculum implementation on students' skill acquisition in other states or geopolitical zones of the country so as to give room for comparison.

2. A similar study could be carried out to examine the influence of business education curriculum implementation on students using other skill acquisition variables.

Educational Implication

This study has implication on the current business education curriculum and its implementation. Presently business education curriculum does not capture the problem-solving skills. Therefore, the outcome of this research will gear up the curriculum designers to incorporate the problem-solving skills acquisition in the present business education curriculum. The expected skills to be acquired by the business education students have not been properly implemented in teaching and learning process. The outcome of this study will create awareness to the teachers to give the students more exposure on the availability and utilisation of the skills for self-reliance in a competitive e-world.

The study has implication on the professionalism of business education curriculum developers through proper design, effective supervision and implementation. Emphasis on education generally has shifted from cognitive and affective domains to psychomotor domain. The implication of this on curriculum design and implementation is the need to place more emphasis on skill acquisition which help to produce students that are well grounded not only in theory but also in practical.

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APPENDIX I

LETTER OF VALIDATION

Department of Business and Entrepreneurship Education,

Faculty of Education,

Kwara State University,

Malete.

Date:--------------------------------------

Dear Sir/Ma,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a Post-Graduate of the above named Institution currently undertaking an M.Sc. in Business Education. As a requirement for the award of the degree, I am writing an M.Sc. Thesis titled:

"PERCEIVED INFLUENCE OF BUSINESS EDUCATION CURRICULUM IMPLEMENTATION ON STUDENTS' SKILL ACQUISITION IN COLLEGES OF EDUCATION IN KOGI STATE".

I am hereby craving your indulgence to please help in validating the attached research instrument for collecting the data that will be used in completing the study.

Thanks in anticipation of your cooperation.

Yours faithfully

Nafeesat Oiza **SHUAIBU**

18/27/MBE015

APPENDIX II

LETTER OF VALIDATION

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION
FACULTY OF EDUCATION
KWARA STATE UNIVERSITY
MALETE

Date: _____

The Head,

Department of Business and Entrepreneurship Education,

Kwara State University,

Malete, Kwara State.

Sir,

EVIDENCE OF VALIDATION OF RESEARCH INSTRUMENT

This to certify that I _____ in the Department of Business and Entrepreneurship Education, Kwara State University, Malete duly validated the research instrument developed by Nafeesah Oiza SHUAIBU, an M.Sc. student of the Department who is current writing her M.Sc. Thesis titled:

"PERCEIVED INFLUENCE OF BUSINESS EDUCATION CURRICULUM IMPLEMENTATION ON STUDENTS' SKILL ACQUISITION IN COLLEGES OF EDUCATION IN KOGI STATE"

Ma, the instrument is approved as being valid for carrying out the study.

Thanks.

Yours faithfully

_____

LETTER OF VALIDATION

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION
FACULTY OF EDUCATION
KWARA STATE UNIVERSITY
MALETE

Date: _____

The Head,

Department of Business and Entrepreneurship Education,

Kwara State University,

Malete, Kwara State.

Sir,

EVIDENCE OF VALIDATION OF RESEARCH INSTRUMENT

This to certify that I _____ in the Department of Business and Entrepreneurship Education, Kwara State University, Malete duly validated the research instrument developed by Nafeesah Oiza SHUAIBU, an M.Sc. student of the Department who is current writing her M.Sc. Thesis titled:

"PERCEIVED INFLUENCE OF BUSINESS EDUCATION CURRICULUM IMPLEMENTATION ON STUDENTS' SKILL ACQUISITION IN COLLEGES OF EDUCATION IN KOGI STATE"

Ma, the instrument is approved as being valid for carrying out the study.

Thanks.

Yours faithfully

_____

APPENDIX III

Department of Business and Entrepreneurship Education,
Faculty of Education,
Kwara State University,
Malete.
30th March, 2020.

LETTER OF INTRODUCTION/SOLICITATION

Dear Respondent,

This questionnaire is specifically designed to collect relevant information on the research topic **"Perceived Influence of Business Education Curriculum Implementation on Students' skill Acquisition in Colleges of Education in Kogi State".** This is in partial fulfillment for the award of Masters of Science (M.Sc.) in Business Education. This research is aimed to proffer a solution to the problem of Skill Acquisition Competence gaps in Business Education Curriculum. This questionnaire is aimed at gathering information which will be held confidential and used for research purposes only.

Kindly provide honest response to the under listed questions ticking (√) the options that best represent your opinion.

Thank you for your cooperation.

Yours faithfully

Nafeesat Oiza **SHUAIBU**
 18/27/MBE015

APPENDIX III

RESEARCH QUESTIONNAIRE

INSTRUCTION

Please, tick (✓) the box that best suits your response in each of the items listed in the following sections.

SECTION A

Respondents' Demographic information

Status: Lecturer   ( )   Student   ( )

SECTION B

Please, tick (✓) the box that best suit your response in each of the items listed in the following sections.

The responses are as follows: Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE), Very low Extent (VLE)

Part A

Extent to which Business Education Curriculum Implementation influence student's ICT Skills acquisition?

S/NO	item statement	VHE	HE	ME	LE	VLE
1.	Students learn how to use computers					
2.	Students learn the use of Ms Excel					
3.	Students can surf the web and navigate (internet)					
4.	Students learn how to use Slide share using Microsoft power point					
5.	Students learn how to make simple designs, flyers, memos on the Microsoft					
6.	Students learn how to use software that adopt to customer needs					
7.	Students have the ability to create product					

	awareness using internet				
8.	Students learn how to use online, video conferencing using skype e-mail and scanner				
9.	Students have the ability to use Microsoft spreadsheets software				
10.	Students are taught Desktop publishing and binding				

Part B

Extent to which Business Education Curriculum Implementation influence students' team work skills acquisition

S/NO	Items Statement	VHE	HE	ME	LE	VLE
11.	Students learn how to lead a group of students					
12.	Students have the ability to listen and respect other people's opinion					
13.	Students have the ability to set up strategies to achieve group objective					
14.	Students learn how to be innovative and creative					
15.	Students have the ability to take decisions in line with the set objectives					
16.	Students learn how to take initiative and manage other people					
17.	Students have the willingness to work with others and give assistance					

18.	Students learn how to collaborate with others to solve problems					
19.	Students learn how to express themselves freely in a group					
20.	Students learn how to co-ordinate human and material resources to achieve set goals.					

Part C

Extent to which Business Education Curriculum implementation influence students' Self-management skills acquisition

S/NO	Item Statement	VHE	HE	ME	LE	VLE
21.	Students learn how to manage stress					
22.	Students learn how to manage time and finance					
23.	Students have the willingness to learn for the purpose of self-upgrading					
24.	Students have the ability to exhibit honesty and objectivity					
25.	Students learn how to make sound decisions					
26.	Students learn how to exhibit self-control and confidence					
27.	Students learn to be prepared to work at anytime					
28.	Students learn to work without close supervision					
29.	Students learn how to identify areas of strength and weaknesses					
30.	Students have the ability to identify opportunities when they exist					

Part D

Extent to which Business Education Curriculum implementation influence students' problem solving skills acquisition

S/NO	Item Statement	VHE	HE	ME	LE	VLE
31.	Students learn how to identify problems					
32.	Students learn how to understand and structure the problems					
33.	Students have learnt how to be innovative in solving problems					
34.	Students learn the ability to analyze a situation/problem					
35.	Students learn how to gather resources to solve problems					
36.	Students learn how to make quick decisions to solve problems					
37.	Students learn how to use the necessary research skills in solving problems					
38.	Students learn how to recognize one's emotion and that of others					
39.	Students learn how to resolve practical problems in a team					
40.	Students learn the ability to determine the technicalities in solving problems					

APPENDIX V

Result of reliability test using Cronbach alpha method

RELIABILITY

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24

Q25 Q26 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40

/SCALE ('ALL VARIABLE') ALL

/MODEL=ALPHA

STATISTICS=DESCRIPTIVE.

Reliability

(Dataset1) C:/User/SEGUN/Desktop/Mrs. Shuaibu Nofeesah/Mrs.Shuaibu.sav

Scale: ALL VARIABLES

Cass processing Summary

	N	%
Cases Valid	27	100.0
Excluded	0	.0
Total	27	100.0

    a.   list wise deletion bases on all variables in the procedure.

Reliability statistics

Cronbach's alpha	N of items
814	40

APPENDIX VI

Result of SPSS Output Data Analysis

T-Test

Notes

Output Created		04-NOV-2020 08:55:45
Input	Data	C:\Users\SEGUN\Desktop\Mrs Shuaib msc\latest\Mrs. Shuaibu.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	453
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Status(1 2) /MISSING=ANALYSIS /VARIABLES=Mean1 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.07

[DataSet1] C:\Users\SEGUN\Desktop\Mrs Shuaib msc\latest\Mrs. Shuaibu.sav

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
Mean1	Lecturers	50	3.2120	.40990	.05797
	Students	403	3.2921	.42225	.02103

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean1	Equal variances assumed	.857	.355	-1.269	451	.205	-.08006	.06311	-.20409	.04397
	Equal variances not assumed			-1.298	62.620	.199	-.08006	.06167	-.20330	.04319

```
T-TEST GROUPS=Status(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Mean2
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		04-NOV-2020 08:56:21
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	453
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Status(1 2) /MISSING=ANALYSIS /VARIABLES=Mean2 /CRITERIA=CI(.95).
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	Elapsed Time	00:00:00.19

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
Mean2	Lecturers	50	3.2560	.21205	.02999
	Students	403	3.3891	.42920	.02138

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	

Mean2	Equal variances assumed	28.426	.000	-2.159	451	.031	-.13308	.06165	-.25425	-.01192
	Equal variances not assumed			-3.614	108.070	.000	-.13308	.03683	-.20608	-.06008

```
T-TEST GROUPS=Status(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Mean3
  /CRITERIA=CI(.95).
```

T-Test

Notes

Output Created		04-NOV-2020 08:56:54
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	453
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Status(1 2) /MISSING=ANALYSIS /VARIABLES=Mean3 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.17

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
Mean3	Lecturers	50	3.3260	.20082	.02840
	Students	403	3.5176	.40863	.02036

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean3	Equal variances assumed	47.370	.000	-3.265	451	.001	-.19162	.05869	-.30696	-.07628
	Equal variances not assumed			-5.484	108.771	.000	-.19162	.03494	-.26087	-.12236

```
T-TEST GROUPS=Status(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Mean4
  /CRITERIA=CI(.95).
```

T-Test

Notes

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	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	453
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Status(1 2) /MISSING=ANALYSIS /VARIABLES=Mean4 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
Mean4	Lecturers	50	3.1740	.34689	.04906
	Students	403	3.3318	.40234	.02004

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Mean4	Equal variances assumed	9.427	.002	-2.652	451	.008	-.15776	.05948		-.27465	-.04087
	Equal variances not assumed			-2.977	66.496	.004	-.15776	.05299		-.26355	-.05197