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Level of Implementation of Business Studies Curriculum in Junior Secondary Schools in Enugu State

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Abstract

The study assessed the extent to which Business Studies curriculum is implemented in junior secondary schools in Enugu State. Three research objectives guided the study. The study employed an evaluation research design. The population of the study comprised eight hundred and seventy (870) public and private secondary schools in the seventeen (17) local government area in Enugu State out of which sixty (60) were used as the sample size for the study. To measure the teachers' level of utilization of instructional techniques and evaluation procedures, a total of 725 (i.e., 544 public and 181 private school) teachers in each class level (i.e., JSS1, JSS2 and JSS3) in the sampled schools were used. The instrument for data collection was a checklist stipulating the criterion/standard of correspondence of the Business Studies teaching personnel in public and private schools in Enugu State to the specifications of the core curriculum as well as Business Studies Instructional and Evaluation Procedure Questionnaire as stipulated in the national core curriculum, with reliability coefficient of 0.89. The data collected were analyzed using frequencies, ratios, percentages, mean and standard deviation for research questions while the

hypotheses were tested using Chi-square test of goodness-of-fit and t-test of independent mean at 0.05 level of significance. The results showed that teachers are inadequate for teaching Business Education in all the classes of junior secondary schools in Enugu State; implying non-compliance of teaching personnel to core curriculum specification; that indicates that programmed instructional approach is the least adopted instructional technique while the Talk and Chalk approach is most predominantly used method; while peer assessment techniques are not used at all in evaluating students of Business Studies at the junior secondary schools in Enugu State with take-home assignments predominantly used. Based on the findings, the study recommended among others, that more facilities and instructional materials should be provided for Business studies at the Junior secondary schools in Enugu State for a seamless implementation of the core curriculum. The study has implications for monitoring the provision of facilities and resource materials to facilitate the implementation of the Business Studies curriculum in both public and private secondary schools to ensure uniformity in standard.

Keywords: Business Studies, Curriculum Implementation, Teaching Personnel, Instructional Techniques, and Evaluation Procedures

Introduction

Lessons and academic materials taught in a school or in a particular course or program are referred to as the curriculum (Dessler, 2021). It includes everything that teachers and students' study in school. According to Daresh and Playko (2019) ^[7], curriculum can also refer to the knowledge and skills that students are expected to learn, the learning objectives that they are expected to meet, the units that they are exposed to, the assignments and projects that students are given, the books, materials, videos, presentations, and readings that are used in a course, and the tests, assessments, and other methods used to evaluate student learning. Curriculum is a crucial component of any educational process that addresses questions such as what students should learn and be able to learn, why, how and how well. Every curriculum after its design and development is put into use through teaching and learning processes; referred to as implementation (Syomwene, 2017) ^[23].

The process of implementing a curriculum is fairly complicated, and it requires a number of prerequisites and circumstances to be successful. The application of the curriculum occurs in the classroom, where instructors act as agents, students as curriculum consumers, and educational managers as leaders and supervisors (Burgess, 2018). To accomplish sustainable

development, all of these stakeholders collaborate. The needs of the nation and its citizens are the focus of education for sustainable development. Interrelated subjects are arranged into four distinct groups in the new junior secondary school curriculum structure, which was created by the Nigeria Education Research and Development Council (NERDC, 2018) and authorized by the National Council on Education (NCE). These groups are Science and Mathematics, Business Studies, Humanities, and Technology. This is a major reform in the right direction towards achieving the National Education goals.

Another positive development in the Nigerian educational system is the inclusion of business studies in the junior secondary curriculum. Undoubtedly, the goal of the senior secondary curriculum reorganization is to address new educational demands and global competitiveness while also making sure that technical and entrepreneurial disciplines are appropriately incorporated into the curriculum. This will significantly contribute to sustainable development and national socioeconomic growth. Therefore, reorganizing the junior secondary curriculum is a huge step toward building a strong, independent country with a thriving economy and plenty of chances for its people (Federal Republic of Nigeria, 2018).

The goal of business studies, a type of vocational education, is to prepare students for success in teaching, paid work, and self-employment (Amoor, 2020) ^[5]. Generally regarded as business education, it equips recipients for sustainable livelihoods and productive work. Knowledge and comprehension of the economic, financial, marketing, accounting, management, and other areas of business endeavors are imparted by this educational program. Therefore, business education equips students to act as citizens and customers in a business environment (Orogwu, 2018) ^[15]. However, Amoor (2020) ^[5] pointed out that business studies contributes significantly to economic development by equipping students with the knowledge and abilities necessary to effectively teach others and manage complex office and information technology. It can be argued that business studies is a catalyst and a prerequisite for national transformation since its main objective is to produce capable, skilled, and dynamic business instructors, office managers, and entrepreneurs who will successfully compete in the workforce. This is because economic development typically leads to national transformation (Caiado & Madeira, 2018) ^[6]. Thus, it is necessary to guarantee that the Business Studies program is implemented in a quality manner.

A cardinal focus in quality curriculum implementation is the availability of adequately trained teachers. UNICEF (2020) ^[24] advocated for quality in education based on the competence or training of teachers. Teachers' ought to possess a deep mastery of subject matter and pedagogy and their number in every school are expected to be adequate too depending on the student population. Seyfarth (2015) ^[20] lamented teachers' shortage in the educational institutions and posited that they are a recurring reality that most human resources administrators must face together with use of appropriate instructional materials. Evaluating the number of teaching personnel for the implementation of Business Studies curriculum in Nigeria is essential for because any curriculum depends on the quality and competence of its educators. According to the National Policy on Education (Federal Republic of Nigeria – FGN, 2014), teachers are

expected to be in good number, possess the necessary qualifications, knowledge and skills to implement the curriculum effectively. A critical assessment will help ensure that educators are not only qualified but are adequate in number and well-trained to adapt to the dynamic nature of Business Studies. Furthermore, the alignment of teaching personnel with the stipulations of the core curriculum is vital for achieving desired educational outcomes. Research by Adeyemi (2020) indicates that well-prepared teachers significantly enhance student engagement and learning outcomes. In Nigeria, where the education system faces challenges such as insufficient number of teachers, inadequate training and resource constraints, continuous evaluation can help identify gaps in teacher preparedness and inform targeted professional development initiatives (Adeyemi, 2020).

The evaluation of instructional techniques utilized by Business Studies teachers in secondary schools in Nigeria including Enugu State is critical for enhancing educational outcomes and ensuring alignment with the core Business Studies curriculum. According to FGN (2013), effective teaching methodologies are essential for fostering critical thinking and practical skills among students. Studies by Alabi (2021) and Okebukola (2020), emphasize the importance of diverse instructional strategies, including collaborative and peer learning, technology integration, and experiential learning, to engage students effectively. Furthermore, UNESCO (2021) report highlights that the effective implementation of the curriculum depends significantly on teachers' proficiency in employing various instructional techniques. Evaluating the level of these techniques' utilization can reveal gaps in pedagogical practices, allowing for targeted professional development (Okebukola, 2020). This assessment can also inform policymakers about the need for improved resource allocation and training programmes that enhance instructional quality.

Relatedly, evaluating teachers' use of evaluation procedures or techniques in the context of Business Studies curriculum in secondary schools is essential because the National Core Curriculum for Business Studies emphasizes the need for effective assessment methods that align with educational standards and learning outcomes (Federal Ministry of Education – FME, 2014) ^[10]. By critically assessing teachers' evaluation techniques, we can ensure that they are not only compliant with these standards but also capable of fostering critical thinking and real-world application among students (Ogunyemi & Ojo, 2021). Furthermore, the dynamic nature of Business Studies necessitates that evaluation methods are regularly scrutinized as well as level of compliance with the stipulations of the core curriculum to reflect contemporary business practices and technological advancements (Uche, 2022). This is essential because ineffective evaluation techniques may lead to gaps in students' understanding and application of business concepts, thereby undermining the curriculum's objectives. Additionally, the assessment process can significantly influence teaching methodologies and student engagement, making it imperative to examine utility of these techniques critically (Adeyemi, 2021). By doing so, stakeholders can identify best practices and areas for improvement, ultimately enhancing the quality of education and preparing students for the challenges of the business world.

Unfortunately, the Post Primary School Management Board (PPSMB), Enugu State, reports that between 2020 and 2024, students performed poorly on the Basic Education Certification Examination (BECE), also known as the Junior Secondary School Certification Examination (JSSCE). This, in turn, led to low student enrollment in business studies at the senior school level, which is a major concern for the nation's education ministries. Students' persistently low performance in this important subject may be due to inadequate curriculum implementation, including inadequate teacher coverage of the subject due to shortage of teaching staff who meet the requirements of the national core curriculum for business studies; as well as instructional techniques and evaluation procedures adopted by the teachers.

Even though the majority of business studies instructors possess strong academic and professional credentials, some of the concepts covered in the curriculum may not be fully understood by them. This could have an impact on their ability to apply some essential core curriculum knowledge, which is incidentally important for the learners' overall quality growth. Furthermore, not all facets of the Business Studies curriculum are taught to pre-service teachers. Five subjects grouped as one are too much for most teachers to handle because they were taught in only one or two business studies-related subjects (Oyesiku, 2017) ^[17].

The opportunities for professional development are also limited in Enugu State, mainly because of financial constraints; as such consistent changes in the curriculum may be required to review the teacher preparedness in its implementation.

In the end, poor comprehension on the part of the students, which results in poor achievement in the subject and poor reporting of students' performance, is likely to occur when Business Studies teachers who implement the core curriculum are insufficient and lack in-depth knowledge of some crucial Business Studies concepts in addition to poor utilization of instructional techniques and evaluation procedures. Empirical investigation will determine whether this holds true in Enugu State. For example, after implementing business studies for more than a decade with its obstacles, an assessment of its degree of classroom implementation is required to identify the issues that teachers and students confront during the curriculum process. The degree to which the curriculum is accomplishing its declared goals will depend on how well it is taught in the classroom. This study is therefore relevant since it confirmed the extent to which the business studies curriculum is being implemented in Enugu State secondary schools in accordance with the requirements of the national business studies core curriculum.

Research Questions

1. To what level does the numbers of teaching personnel for Business Studies in the various classes in junior secondary schools in Enugu State correspond with the specifications of the national Business Studies core curriculum?
2. To what level do Business Studies teachers in junior secondary schools in Enugu State utilize instructional techniques as specified in the national Business Studies core curriculum?
3. To what level do Business Studies teachers in junior

secondary schools in Enugu State utilize evaluation procedures as specified in the national Business Studies core curriculum?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

HO₁: There is no significant difference on the level to which the number of teaching personnel for Business Studies in the various classes in Enugu State corresponds with the specifications of the national Business Studies core curriculum based on school ownership.

HO₂: The level to which Business Studies teachers in junior secondary schools in Enugu State utilize instructional techniques as specified in the national Business Studies core curriculum do not differ significantly based on school ownership.

HO₃: The level to which Business Studies teachers in junior secondary schools in Enugu State utilize evaluation procedures as specified in the national Business Studies core curriculum do not differ significantly based on school ownership.

Methodology

This study employed evaluation research design. Specifically, the researcher used the Context, Input, Process and Product (CIPP) evaluation model. The CIPP model is used to evaluate the quality of educational programmes in schools and is designed to help evaluators and stakeholders during assessment at the beginning and at the end of the assessment (Stufflebeam and Coryn, 2018) ^[22]. The CIPP is utilized in this study to evaluate the level to which the implementation of Business Studies in junior secondary schools in Enugu State in terms of, content coverage, available instructional facilities, and available instructional materials, corresponds with the specifications of the national core curriculum of Business Studies. The study population comprised 298 public and 572 private secondary schools in the 17 local government areas in Enugu State out of which sixty (60) – 30 public and 30 private, was used as sample size. Business Studies Curriculum Implementation Checklist was used for data collection. The checklist captured the level of adequacy based on the benchmark/standard criterion for each item as specified by the Federal Ministry of Education. To measure the teachers' level of utilization of instructional techniques and evaluation procedures, a total of 725 (i.e., 544 public and 181 private school) teachers in each class level (i.e., JSS1, JSS2 and JSS3) in the sampled schools were used. Data was analyzed using frequencies, ratios, percentages, mean and standard deviation for research questions and Chi-Square test of goodness-of-fit and t-test of independence sample, to test the hypotheses at 0.05 level of significance. The minimum benchmark provided by the Federal Ministry of Education for adequacy was one hundred percent. A mean score between 3.1 – 4.0 implies that the technique and procedure is Very Often (VO) utilized. Mean score of 2.5 – 3.0, implies Often (O) utilized, mean score of 2.0 – 2.49, implies Rarely (R) utilized, while mean score of 0.1 – 1.9, implies Not utilized at all (NA).

Results

Research Question 1

Table 1: Level to which the number of teaching personnel for Business Studies in the various classes corresponds with the specifications of the core national Business Studies curriculum

Class Level	Specifications	No of Students	No of Teachers	Teacher-Students Ratio	Percentage of Correspondence	Decision
JSS 1	1:45	21538	273	1:79	57%	NC
JSS 2	1:45	17626	214	1:82	55%	NC
JSS 3	1:45	16741	238	1:70	64%	NC

Source: Researchers Field Work, 2025.

Teacher-students ratio as specified in the minimum benchmark of the Federal Ministry of Education was used as a guide for this research question. The actual number of teachers and number of students in the sampled schools were computed to determine the level of correspondence with the specifications of the core Business Studies curriculum at the Junior secondary school level. Result is

summarized in Table 1. As shown on Table 1, teachers are inadequate for teaching Business Education in all the classes of junior secondary schools in Enugu State; implying non-compliance of teaching personnel to core curriculum specification.

Research Question 2

Table 2: Level to which Business Studies teachers utilize instructional techniques as specified in the national Business Studies core curriculum

Class	Recommended Techniques	Ratings of utilization		Remark
		Mean	SD	
JSS 1	Chalk Talk Approach	3.83	0.52	VO
	Discovery Method	3.36	0.61	O
	Field Trip	3.28	0.64	O
	Laboratory Approach	1.83	0.79	NA
	Programmed Instructional Approach	1.39	0.82	NA
JSS 2	Chalk Talk Approach	3.81	0.42	VO
	Discovery Method	3.33	0.49	O
	Field Trip	2.25	0.73	NA
	Laboratory Approach	1.72	0.84	NA
	Programmed Instructional Approach	1.47	0.86	NA
JSS 3	Chalk Talk Approach	3.85	0.41	VO
	Discovery Method	3.37	0.52	O
	Field Trip	2.19	0.83	NA
	Laboratory Approach	2.25	0.83	NA
	Programmed Instructional Approach	1.21	0.85	NA

Source: Researchers Field Work, 2025.

The researcher used a structured questionnaire to collect data for this research question. Head-teachers at the Senior Secondary classes were used as research assistants for this study. The head-teachers were issued with the questionnaire for the various classes and given briefing on how to rate the teachers on a 4-point basis. Result of data analysis is

presented on Table 2. Result of data analysis summarized on Table 2 indicates that programmed instructional approach is the least adopted instructional technique while the Talk and Chalk approach is most predominantly used method.

Research Question 3

Table 3: Level to which teachers utilize evaluation procedures as specified in the national Business Studies core curriculum

Class	Recommended Techniques	Ratings of Utilization		Decision
		Mean	SD	
JSS 1	Use of Quizzes	2.35	0.71	NA
	Use of take-home assignments	3.51	0.48	VO
	Use of projects	2.13	0.82	NA
	Use of peer assessments	1.87	0.91	NA
JSS 2	Use of Quizzes	2.41	0.68	NA
	Use of take-home assignments	3.46	0.59	O
	Use of projects	2.27	0.68	NA
	Use of peer assessments	1.63	0.88	NA
JSS 3	Use of Quizzes	2.43	0.67	NA
	Use of take-home assignments	3.18	0.57	O
	Use of projects	2.38	0.67	NA
	Use of peer assessments	1.74	0.89	NA

Source: Researchers Field Work, 2025.

Questionnaire was also used for this research question. Summary of result is shown on Table 6. Result summarized on Table 3 reveals that peer assessment techniques are not used at all in evaluating students of Business Studies at the junior secondary schools in Enugu State while use of take-home assignments are predominant.

H₀₁: Data collected for public and private schools with respect to correspondents of teaching personnel with specifications of the core Business Studies curriculum in junior secondary schools in Enugu state were subjected to Chi square test of goodness-of-fit. Summary of result is shown on Table 4.

Table 4 shows that the Chi-Square calculated value (182.92)

Table 4: Chi-Square test of the significance on the level to which the number of teaching personnel for Business Studies in the various classes corresponds with the specifications of the core national Business Studies curriculum based on school ownership

Class Level	Category of schools		X ² cal	Alpha	X ² -crit	Inference
	Public	Private				
JSS 1	204 (303)	69 (148)	182.92	0.05	5.99	Reject H ₀
JSS 2	161 (245)	53 (127)				
JSS 3	179 (219)	59 (117)				

Source: Researcher's Field Work (2025).

Table 5: t-test of significance of difference in the instructional techniques employed by Business Studies teachers in public and private junior secondary schools in Enugu State

Class	Recommended Techniques	Teachers	N	Mean	SD	t. cal.	Df	P-value	Decision
JSS 1	Chalk Talk Approach	Public Private	204 69	3.39 3.42	0.49 0.50	0.34	271	0.53	Significant
	Discovery Method	Public Private	204 69	3.20 3.22	0.40 0.42	0.29	271	0.57	Significant
	Field Trip	Public Private	204 69	3.40 3.42	0.49 0.50	0.34	271	0.53	Significant
	Laboratory Approach	Public Private	204 69	3.40 3.42	0.49 0.50	0.34	271	0.53	Significant
	Programmed Instructional Approach	Public Private	204 69	3.30 3.32	0.46 0.47	0.31	271	0.55	Significant
JSS 2	Chalk Talk Approach	Public Private	161 53	3.39 3.40	0.49 0.50	0.02	212	0.97	Significant
	Discovery Method	Public Private	161 53	3.20 3.19	0.40 0.39	0.16	212	0.75	Significant
	Field Trip	Public Private	161 53	3.40 3.42	0.49 0.50	0.15	212	0.78	Significant
	Laboratory Approach	Public Private	161 53	3.39 3.39	0.49 0.49	0.02	212	0.97	Significant
	Programmed Instructional Approach	Public Private	161 53	3.29 3.30	0.45 0.46	0.05	212	0.92	Significant
JSS 3	Chalk Talk Approach	Public Private	179 59	3.40 3.41	0.49 0.50	0.14	236	0.79	Significant
	Discovery Method	Public Private	179 59	3.20 3.19	0.40 0.39	0.25	236	0.62	Significant
	Field Trip	Public Private	179 59	3.40 3.41	0.49 0.50	0.01	236	0.90	Significant
	Laboratory Approach	Public Private	179 59	3.40 3.41	0.49 0.50	0.14	236	0.79	Significant
	Programmed Instructional Approach	Public Private	179 59	3.30 3.31	0.46 0.46	0.05	236	0.92	Significant

Source: Researcher's Field Work (2025)

As shown on Table 5, the P-values are greater than the alpha level of 0.05. Based on the decision rule, the researcher rejects the null hypothesis and concludes that there is significant difference in the instructional techniques adopted by teachers in public and private schools for teaching Business Studies at the Junior Secondary school level.

is greater than the Chi-square critical value (5.99) at an alpha level of 0.05. Based on the decision rule the researcher rejects the null hypothesis and concludes that the level to which teaching personnel for Business Studies in junior secondary schools in Enugu State corresponds with the specifications of the core curriculum depend significantly on school ownership.

H₀₂: Data collected on instructional techniques adopted by the teachers in public and private junior secondary schools in Enugu State for teaching Business Studies were subjected to t-test of difference between means of independent samples at an alpha level of 0.05. Summary of result is presented on Table 5.

H₀₆: Data collected on evaluation procedures utilized by the teachers in public and private junior secondary schools in Enugu State for teaching Business Studies were also subjected to t-test of difference between means of independent samples at an alpha level of 0.05. Summary of result is presented on Table 6.

Table 6: t-test of significance of difference in the evaluation procedures utilized by Business Studies teachers in public and private JSS in Enugu State

Class	Recommended Techniques	Teachers	N	Mean	SD	t. cal.	Df	P-value	Decision
JSS 1	Use of Quizzes	Public Private	204 69	3.70 3.69	0.46 0.46	0.08	271	0.87	Significant
	Use of take-home assignments	Public Private	204 69	3.40 3.42	0.49 0.50	0.34	271	0.53	Significant
	Use of projects	Public Private	204 69	3.20 3.22	0.40 0.42	0.29	271	0.57	Significant
	Use of peer assessments	Public Private	204 69	3.30 3.30	0.46 0.46	0.01	271	0.99	Significant
JSS 2	Use of Quizzes	Public Private	161 53	3.70 3.69	0.46 0.46	0.05	212	0.92	Significant
	Use of take-home assignments	Public Private	161 53	3.40 3.40	0.49 0.49	0.02	212	0.97	Significant
	Use of projects	Public Private	161 53	3.20 3.19	0.40 0.39	0.16	212	0.75	Significant
	Use of peer assessments	Public Private	161 53	3.30 3.30	0.46 0.45	0.29	212	0.55	Significant
JSS 3	Use of Quizzes	Public Private	179 59	3.69 3.69	0.46 0.46	0.05	236	0.92	Significant
	Use of take-home assignments	Public Private	179 59	3.39 3.40	0.49 0.50	0.14	236	0.79	Significant
	Use of projects	Public Private	179 59	3.20 3.20	0.40 0.41	0.04	236	0.94	Significant
	Use of peer assessments	Public Private	179 59	3.30 3.29	0.46 0.46	0.19	236	0.69	Significant

Source: Researcher's Field Work (2025).

As shown on Table 6, the P-values are greater than the alpha value of 0.05. Based on the decision rule, the researcher rejects the null hypothesis and concludes that there is significant difference in the evaluation procedures utilized by teachers in public and private schools for teaching Business Studies at the Junior Secondary school level.

Discussions

As shown on Table 1 the teaching personnel for Business Studies in Enugu State Junior Secondary Schools is grossly inadequate compared with the specifications of the core curriculum for Business Studies at the Junior Secondary Schools. Additionally, public and private schools differed significantly in the teaching personnel available for the implementation of Business Studies curriculum in the secondary schools in Enugu State. This finding is consistent with the earlier findings of Kaidese (2019) which revealed the impact of poor funding and inadequate personnel on effective implementation of the core curriculum. Although they provided insights on effective strategies for effective implementation of core curriculum, they noted that such strategies can only be possible when government is committed to instructional resource provision. Gichuki (2017) ^[12] posit that Teacher's competence influences the quality of performance at the end of the course and professional qualification of teachers is regarded as a pre-requisite to effective curriculum implementation. The knowledge of subject matter is often crucial for teachers at every educational level and the planners need therefore to think of those who will implement the curriculum. They need to specify the qualities needed as a good teacher will transcend a mediocre curriculum, while a mediocre teacher will undermine the best –designed curriculum. Pratt (2019) ^[19] added that the success of any curriculum innovation is contingent upon the well-structured pre-service teacher education. Pre-service education prepares student teachers who are the future implementers of the curriculum

innovation by equipping them with the necessary academic and professional competence to be applied during implementation of the innovation. It is the role of the pre-service education to produce all round teachers equipped with a body of knowledge, attitudes and skills to enable them to correctly interpret the intended innovation.

Results of data analysis presented on Table 2 indicate that teachers apply more of the talk and chalk strategies during classroom instructions. More so, public and private secondary school teachers in Enugu State differed significantly in their use of instructional as specified in the core curriculum. Thus, implying that utility of instructional materials by Business Studies teachers in secondary schools in Enugu State, in tandem with the specifications of the core curriculum of Business Studies, is dependent on school ownership. The non diversification of instructional strategies has been an issue of great concern to researchers (Agog, 2020; Alao 2021) ^[3, 4]. According to Agogo (2020) ^[3], different topics require different strategy and that the failure in curriculum implementation stem from insistence on outdated teaching methods. This opinion was also shared by Alao (2021) ^[4] when he stressed that teachers should be exposed to in-service training on modern techniques for teaching Business Studies. Mannison (2019) added that interactive instructional strategies are one that rely heavily on discussion and sharing among participants. Under these strategies, students can learn from peers and teachers and at the same time, develop social skills and rational thinking. It can be organized into discussion method, debate and brain storming among others. Patrick (2019) ^[18] pointed out that interactive instructional strategies are very effective in the development of the students' critical and evaluating thinking ability. It has the potentials in the development of inquiry behavior in the learners, oral communication, thinking and listening skills, observational skills, interpersonal skills, intervention skills and abilities especially in learning life skills. He also observed that under these strategies, learning

is an interactive process and students need to be actively involved in tasks that are achievable, useful, relevant and challenging in order to respond positively to the ever-changing socio-economic system. These strategies also encourage the learners to develop research skills as they search for information for themselves, rather than remaining passive receivers of teachers' information.

Result summarized on Table 3 reveals that peer assessment techniques are rarely used in evaluating students of Business Studies at the junior secondary schools in Enugu State while use of take-home assignments is predominant. Incidentally this trend cuts across private and public junior secondary schools. Equally, teachers of public and private schools differed significantly on their level of utilization of evaluation procedure. Implying that the utility of various evaluation procedures is dependent on school ownership. This finding is in line with the findings of Achoke (2022) ^[1] and Dull (2020) ^[8]. According to Achoke (2022) ^[1] and Dull (2020) ^[8] most teachers adopt the conventional quiz and paper/pencil test in assessing students learning outcome while ignoring a number of innovative assessment techniques. It becomes imperative that principals' supervisory behavior must be adequately positioned for effectiveness and efficiency to influence teachers in their job tasks. This desired expectation in education could be achieved through effective supervision since it creates the awareness of sound education philosophies in teachers since the responsibility of ensuring that effective teaching and learning takes place with the instructional supervisors and by employing various strategies to enhance teachers' job tasks. The Federal Ministry of Education (2018:16) ^[11], stated that "to ensure quality control in the schools, it is necessary to have good teachers and supervisors". The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance to the laid down regulations. The Ministry of Education and the state Post Primary Education Board appoint principals to improve and maintain standard in our schools through their supervisory functions. The Board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching and learning activities.

Conclusion

The study concluded that teaching personnel for implementation of the core Business Studies curriculum in Enugu state is grossly inadequate. While the chalk – talk approach is the most predominant strategy for teaching Business Studies in secondary schools in Enugu State, programmed instruction is not often employed. Tests and quizzes are the predominant modes of evaluation at the junior secondary school Business Studies classes in Enugu State. The study also revealed that while there is significant uniformity in instructional strategies and evaluation techniques for public and private schools, there are significant variations in the input aspects of the core curriculum for the public and private schools.

Recommendations

The following recommendations were made in line with the findings of this study:

1. More facilities and equipment should be provided for Business Studies at the junior secondary schools in

Enugu State for a seamless implementation of the core curriculum.

2. Government at all levels should beef up the quantity of instructional materials for Business Studies to ensure that the minimum standard specified in the core curriculum is adhered to.
3. The government at all levels should employ more Business Studies teachers for effective curriculum teaching.
4. The government at all levels should train teachers on how to diversify both instructional strategies and evaluation techniques.
5. The Enugu State Ministry of Education should also supervise private schools to ensure compliance with the demands of the core curriculum.

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