Process Evaluation of Effectiveness of Indirect Instructional Strategies for Implementing the New Business Subject Curriculum in South-South, Nigeria

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ABSTRACT
This study evaluated the effectiveness of indirect instructional strategies for implementing the new business subjects’ curriculum in South-South, Nigeria, adopted the CIPP model of evaluation. Two research questions and a null hypothesis guided the study. A sample size of 1,329 public secondary school business subject teachers was drawn from population of 13,209. A self-made questionnaire containing 22 item-statements was the major instrument for data collection. The instrument was face validated and the reliability coefficient of the instrument was 0.89. Mean, standard deviation and simple percentage were used to answer research questions, while z-test inferential statistics was used to test the null hypothesis. The study concluded that teachers who teach business subjects mainly used the teacher-oriented methods and that, majority of teachers who teach business subjects are holders of bachelors of education and science degrees in business education. It was recommended among others, that students be taught with experimental and participatory approaches to enable them acquire the right skills, knowledge and attitude that are needed for self-employment.

Keywords: Process Evaluation, Business Subject, Curriculum Implementation, Indirect Instruction

INTRODUCTION
Business Subject is a programme of study designed to equip students with the needed practical business and vocational attitudes, understanding, knowledge, skills and values that will enable him or her to function effectively in the society. Graduates of business subjects programme are groomed to fit properly into the classroom to perform professionally such function as teaching or work in the industry or be self-reliant.

Ubulom (2006) Opined that business subject has been a part of the secondary school curriculum in Nigeria for over two decades yet there is no satisfactory evidence that the objectives of the programme are being achieved. Research evidence actually indicate that the subjects are not being effectively taught because students do not perform well in examinations neither do graduates of the programme secure employment easily because they are ill-equipped (Njoku, 1982 and Mbaezue, 1994). Attempting to account for the obvious ineffectiveness of the programme, Adeboye (2003), and Azuka (2003) identified...
poor quality of teachers as a major factor. Ayeduso (2003) asserted that effective teaching is concerned with instructional outcomes. The researcher maintained that effective learning outcome is determined by teachers’ technical (academic and professional) competence and personal competence among others. Classroom management, organization and presentation of materials, personal relationship, interest in the job, classroom presence, students’ participation evaluation of students’ performance were identified as indices of teaching effectiveness.

Akhere (2002) suggested that to enhance the quality of teaching and learning process in business education the issues of how the objectives could be achieved should be addressed. Nwosu (2002) recommended that business teachers are to ensure that students, at all levels of instruction, acquire the competencies that will prepare them to become effective and productive citizens. Competencies required by business teachers were identified to include positive attitude, harmonious relationship, and mastery of teaching subject, use of appropriate methodology and instructional materials as well as promotion of general image of the school. According to Ndinechi (2001), business teacher cannot hope to effectively train students for positions in business when they themselves have had insufficient training in modern business subjects.

Effective implementation of teaching-learning process of any educational programme in institution of learning for the realization of the educational objectives of any nation depends on adequate utilization of instructional facilities. In effect, one major requirement of the technical/vocational education programmes is that students should be trained with machines, tools, equipment and processes and in fact the replica of the work milieu of the eventual employment (Aromolaran, 2003).

According to Ile (2001), to ensure optimum teaching and learning delivery under the best of conditions, business education departments are expected to be adequately and efficiently be provided with requisite instructional facilities and equipment and where the requisite teaching and learning tools are non-existence or inadequate, effective instruction may not take place. The shortage or lack of these facilities in schools as Ile (2001) pointed out, means that students will not have ample opportunity to see and manipulate them in order to acquire the skills and knowledge. In fact, the success or failure of any classroom interaction especially in practical business skills depends to a great extent on the availability and functionality of instructional equipment and facilities (Azuka, 2003).

The innovations that have taken place in Education World Wide including Nigeria introduced the new business subject curriculum in the senior secondary school with effect from the 2011 academic year with five subjects which includes financial accounting, store management, office practice, insurance and commerce.

The goals of the new business subjects’ curriculum is geared towards wealth creation, entrepreneur development and skill acquisition training for self-employment (Oduselu, 2011). The new business subject curriculum expected to launch Nigeria to higher level in terms of vocational skill acquisition was formally launched and presented to the public in Abuja on Monday, 14th March, 2011 by the then Minister of Education. Many educationists have discussed the issue of effectiveness of indirect instructional strategies in teaching business subjects at secondary school level.

Indirect instructional strategies as defined by Ellis and Worthington (2005), involves teaching methods that are effective for fostering creative and development of individual skills and abilities. They observed that these strategies are also effective when seeking a high level of student’s involvement in observing, investigating, drawing inference from data and forming hypotheses. Indirect instruction is more student-oriented and can be used to complement the direct instruction methods (Chika, 2012). It encourages students to be more involved by observing, questioning, problem-solving, forming inference. This implies that students can explore their desire to learn. Again, in the opinion of Froyd (2007), opined that indirect instructional strategies are effective when thinking outcome, attitudes, value or personal outcomes are desired, as well as when process is as important as product with the focus on personalized understanding and lifelong learning capacity. Teachers prefer methods that make their work easier based on their beliefs, personal preferences and norms of their discipline (Arends, 2007). Although teachers have the discretion to choose methods for delivering lessons to their students, Chika (2012) observed that indirect instructional delivery is a powerful strategy for improving learning achievement in examinations and
application of knowledge and skills acquired. Chika (2012) stated further that indirect instructional methods engages student in the learning process for effective mastery of the subject matter and promote positive attitude towards the subject.

According to Curtin (2005), the teaching approaches adopted should make learning more learner-centered in order to promote imaginative, critical and creative skills in students resulting in better achievement of instructional objectives. This implies that indirect instructional strategies avail the student with participatory roles to lead discussion while the teacher becomes the facilitator. In this regard, teachers facilitate students discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials (Ahmad and Aziz, 2009). Also, Chang (2010) opined that indirect instruction takes advantages of student’s interest and curiosity, often encouraging them to generate alternative to solve problems.

In the use of indirect instruction, Adawo (2011), stated that the role of the teacher shift from lecturer/director to that of facilitator, supporter and resource person. The teacher arranges the learning environment and when appropriate, provides feedback to students while they conduct the inquiry. In the view of Froyd (2007) the standard features of indirect instructional strategies include collaborative learning, connecting new information to previous knowledge and critical thinking. The definitions and explanation given so far of the concept of indirect instructional strategy revealed that indirect instruction pedagogy is an interactive learning process within classroom that encourages students to be more involved. According to Arend (2007), indirect instructional strategy is most appropriate when: Thinking outcome is desired, attitude, value, or interpersonal outcomes are desired, process need is as important as product, students need to investigate or discover something in order to benefit from later instruction, there is more than one appropriate answer, the focus is personalized understanding and long term retention of concept, ego involvement and intrinsic motivation are desirable. Indirect pedagogy may also include the use of media and involvement of student in fieldwork activities (Chika, 2012). Furthermore business subject teachers using indirect instruction methods should allow for diverse learning styles among their students and encourage active involvement of all students while helping them to improve individual weakness (Curtin, 2005). Indirect instruction involve concepts like problem solving, case studies, reading for meaning, inquiry, reflective decision, concept formation, concept mapping, concept attainment and close procedure. Despite the advantage mentioned above, there are some disadvantages to the use of indirect instruction. Arends (2007) opined that indirect instruction is not very effective for elementary level students because teacher needs to be better prepared in handling questions and give proper instructions. In order to ensure that students acquire the right skills, attitudes, knowledge and competencies for self-employment and to perform effectively in the world of work for the 21st century, process evaluation of effectiveness of indirect instructional strategies becomes necessary. Process evaluation is composed of effective instructional delivery, staff development programme, teaching staff/qualification, teaching competence and administration used for effective implementation of the new business subjects programme. Also, Ukwuije (1983) viewed process evaluation as the application of formal systematic investigational techniques for data collection for the purpose of using such data to conceptualize, refine and determine the effectiveness or worth of a programme. It is done with a view to aiding decision making as to whether to continue, modify or terminate the programme. From the foregoing, it can be seen that the purpose of evaluation is to determine whether to improve, maintain or terminate a programme (Ubulom, 2006).

In a study conducted by Chang (2010) to investigate the effectiveness of direct instruction and indirect instruction pedagogical methods on the performance of students. The study found that indirect instructional methods were effective in influencing the perception of students towards science subjects. Students placed more values on active participation in-group discussions than attendance of lectures. Indirect instructional methods foster greater flexibility in teaching and stimulate intellectual engagement with teachers and among students. Many scholars have discussed the issue of curriculum implementation in Nigerian secondary schools.

Curriculum implementation entails putting into practice the official prescribed course of study, syllabus and subjects. This involves helping the learner acquire knowledge or experience. The learner is the central
figure in the curriculum implementation process, viewed from this perspective, Esene (2015) opined that curriculum implementation refers to the stage when the curriculum itself, as an educational programme, is put into effect. In the opinion of Babafemi (2007), curriculum implementation is the interaction between learner and those who are charged to deliver it. It requires the implementing agent to shift from current programme which they are familiar with to the new or modified programme. Putting the curriculum into operation requires the teacher to adopt the best mode of implementation for effective goal attainment.

Mode of curriculum implementation refers to the way and manner in which the new business subject curriculum is implemented. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intention into reality, it is imperative that the teacher understands the curriculum document well in order to implement it effectively. Implementation is said to take place when the teacher use a good teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experience, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function in the society.

The importance of teachers in curriculum implementation cannot be over emphasized. Most times teachers are involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these document into reality. Ajibola (2008) also pointed out that most of the teachers are not qualified to teach the subjects introduced in the curriculum. To buttress this fact, Adangor (2013) studied the relationship between availability of expert teachers and implementation of secondary school curriculum in Rivers State, Nigeria. The sample consisted of 150 secondary school business teachers who were randomly selected from the population of business teachers in the 23 local government areas of Rivers State. Adangor hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Rivers State, and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there was a significant relationship between the availability of subject teachers and implementation of secondary schools curriculum in Rivers State. Adangor concluded that quality and quantity of teachers in Rivers state secondary schools significantly affect the implementation of curriculum in schools especially, at the secondary school level.

The primary goal for teaching vocational and technical education is to teach students both practical and theoretical aspects of the subject matter but unfortunately, this is said not to be so in our school (Omo-Ojugo and Ohiwerei, 2008). Several authors have identified factors causing this problem to include the lack of adequate instructional materials and poor ineffective teaching method. Nwodo (2006) singled out the expository approach said to be the dominant teaching method commonly used for instruction in schools. The expository approach, according to Nwodo, is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk- and chalk while the student listen and write notes from the chalk-board. Nwodo described such teaching method as inadequate and limited that tends to negatively affect the learner’s views of practical concepts and associated methods. Mannison (2009) opined that unless urgent measures are taken to curb the problem, the poor attitude towards vocational and technical education in Nigeria educational system will continue to persist. However Ajibola (2008) stated that when teaching and learning is directed towards the needs of the child, there is an accompanying tendency to make sure that he fully understands the material he is being taught. The focus is no longer on how much a student can remember, but how he understands; what meaning he makes of his understanding; and whether he can apply the knowledge and meaning in real-world situations. Akuezuilo (2007) stated that the basic science and technology curriculum, including vocational and technical education is very practical in nature and should ideally be taught through methods that maximize the active participation of the learner but, lamented the lack of facilities in schools. Lack of specialist teacher, according to Akuezuilo, equally hinders the implementation of the curriculum. On the
factors that can be attributed to the cause of poor implementation of secondary school curriculum in Nigeria. Anyanwu (2000) tested a hypothesis which stated that there will be no significant relationship between teaching method and implementation of Nigeria secondary school curriculum. 150 participants were involved in the study and the Pearson product moment statistics was used to check if there is a significant relationship between the methods applied by teachers in the class and the consequent implementation of the school curriculum. The result indicated a positive relationship between teaching method and curriculum implementation. The implication of this result is that teachers as one of the main stakeholders of the school curriculum do not seem to promote the effective implementation of Nigeria secondary school curriculum, due to many factors ranging from lack of specialist teachers to lack of teaching materials and non-availability of equipments in the school.

No meaningful teaching and learning takes place without adequate resource materials e.g white boards, flip charts, simulator, models etc. The availability and quality of resource materials and the availability of appropriate facilities and personnel such as teachers, administrative and technical staff has a great influence on curriculum implementation. Confirming this assertion, Anyakogu (2002) conducted a study on the availability of school facilities and implementation of school curriculum. Anyakogu concluded that a relationship exist between the availability of school facilities and implementation of school curriculum. As stated by Anyakogu, without the availability of functional infrastructure in the schools, the skill-based curriculum will not be effectively implemented in Nigeria, and youth would lack skill acquisition and economic empowerment. This is because, youth lack the ability to carry out some meaningful work due to lack of acquisition of basic skills that promote effective work performance.

**Statement of the Problem**
The National Council on Education (NCE) has, in 2005 mandated the Nigeria Educational Research Development Council (NERDC) (2008) to produce a new business subject curriculum which is an improvement of the old Senior Secondary Education Curriculum (SSEC) (NERDC, 2008) Under the present structure, the curriculum has been designed to cover the following new courses such as financial accounting store management, office practice, insurance and commerce. By the expansion of the new business subject programme, this has added additional workload on the business teachers as well as business subject students. Problems assumed to constitute an impediment against effective implementation of the New business subject curriculum includes, inability of business teachers to use appropriate teaching methods and poor preparation of business teachers’ in terms of possessing academic and professional qualifications to meet current demands. All these problems accounted for the reason why this study is conducted.

**Purpose of the Study**
The study sought to assess the effectiveness of indirect instructional strategies for implementing the new business subject curriculum in South-South, Nigeria with emphasis on teaching methods adopted and academic and professional qualifications obtained by business subject teachers.

**Research questions**
The following research questions guided the study:
1. How effective do business subject teachers in South-South, Nigeria secondary schools consider indirect instructional strategies for teaching the new business subjects?
2. What are the academic and professional qualifications possessed by teachers who teach business subjects in South-South, Nigeria secondary schools?

**Hypothesis**
A single hypothesis was tested in this study at 0.05 significant level, which is:
There is no significant difference in the mean ratings of male and female business subject teachers in South-South Nigeria secondary schools regarding how effective they consider indirect instructional strategy for the teaching of new secondary school business subjects.
METHOD
The study adopted Process Evaluation component of CIPP model of evaluation developed by Stufflebeam (1971). The population for the study consists of 13,290 business subject teachers in South-South, Nigeria public secondary schools. A sample size of 1,329 business subject teachers was drawn randomly from the study population. Two research questions and one null hypothesis guided the study. The instrument for data collection was a structured questionnaire containing 22 item-statements. The consistency and reliability of the instrument was assured using the split half method to determine the degree of reliability which yielded a correlation co-efficient of 0.89. Data collected were analyzed using mean and standard deviation for research questions, and z-test for the test of hypothesis.

RESULTS
Research question 1
*How effective do business subject teachers in South-South, Nigeria secondary schools consider indirect instructional strategies for teaching the new business subjects?*

Table 1: Respondents’ Mean Rating on the effectiveness of indirect Instructional strategies for teaching the new business subjects

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items of indirect instructional strategies</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inquiry-based instructional method</td>
<td>4.59</td>
<td>2.00</td>
<td>Very effective</td>
</tr>
<tr>
<td>2.</td>
<td>Assignment or Dalton method</td>
<td>3.32</td>
<td>0.57</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>3.</td>
<td>Questioning technique method</td>
<td>3.42</td>
<td>1.55</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>4.</td>
<td>Read and practice method</td>
<td>4.66</td>
<td>2.01</td>
<td>Very effective</td>
</tr>
<tr>
<td>5.</td>
<td>Report back session method</td>
<td>3.11</td>
<td>1.49</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>6.</td>
<td>Direct questioning method</td>
<td>4.55</td>
<td>1.98</td>
<td>Very effective</td>
</tr>
<tr>
<td>7.</td>
<td>Concept learning method</td>
<td>3.14</td>
<td>1.50</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>8.</td>
<td>Self-evaluation method</td>
<td>4.57</td>
<td>1.99</td>
<td>Very effective</td>
</tr>
<tr>
<td>9.</td>
<td>Use of brochures method</td>
<td>3.16</td>
<td>1.50</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>10.</td>
<td>Flexible learning method</td>
<td>4.58</td>
<td>1.98</td>
<td>Very effective</td>
</tr>
<tr>
<td>11.</td>
<td>Close test method</td>
<td>4.56</td>
<td>2.95</td>
<td>Very effective</td>
</tr>
<tr>
<td>12.</td>
<td>Reference3 reading method</td>
<td>3.19</td>
<td>2.46</td>
<td>Fairly effective</td>
</tr>
<tr>
<td>13.</td>
<td>Term paper method</td>
<td>3.31</td>
<td>1.56</td>
<td>Fairly effective</td>
</tr>
</tbody>
</table>

**Aggregate X and SD**  
3.85 1.01 Effective

Data in Table 1 revealed that items 1,4,8, 10, and 11 have mean values of 4.59, 4.66, 4.57, 4.58, 4.56 and standard deviations of 2.00, 2.01, 1.49, 1.99 and 1.98, respectively. They were items of indirect instructional strategies that business subject teachers in South-South, Nigeria secondary schools considered very effective. On the other hand, items 2,3,5,7,9,12 and 13 have mean values of 3.32, 3.42, 3.11, 3.14, 3.16, 3.19, 3.31 and were considered to be fairly effective. However, no items of indirect instructional strategies were considered effective, ineffective and very ineffective. A grand mean of 3.85 and a standard deviation of 1.01 imply that indirect instructional strategies were considered effective.
Research Question 2
What are the academic and professional qualifications possessed by teachers who teach business subjects in South-South, Nigeria secondary schools?

Table 2: Academic and professional qualifications obtained by business subject teacher in south-south, Nigeria secondary schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Academic and professional qualification</th>
<th>No. of Teachers</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>M.Ed business Education</td>
<td>228</td>
<td>15.71</td>
</tr>
<tr>
<td>2.</td>
<td>MBA business administration with PGD</td>
<td>100</td>
<td>1.20</td>
</tr>
<tr>
<td>3.</td>
<td>MBA business administration without PGDE</td>
<td>100</td>
<td>1.20</td>
</tr>
<tr>
<td>4.</td>
<td>MSC computer science</td>
<td>100</td>
<td>1.20</td>
</tr>
<tr>
<td>5.</td>
<td>B.Ed/BSc education business</td>
<td>265</td>
<td>28.5</td>
</tr>
<tr>
<td>6.</td>
<td>BSc in business administration with PGDE</td>
<td>240</td>
<td>16.9</td>
</tr>
<tr>
<td>7.</td>
<td>BSc in computer science</td>
<td>60</td>
<td>6.28</td>
</tr>
<tr>
<td>8.</td>
<td>HND business administration with PGDE</td>
<td>96</td>
<td>13.59</td>
</tr>
<tr>
<td>9.</td>
<td>HND business administration with PGDE (Tech.Edu)</td>
<td>66</td>
<td>7.70</td>
</tr>
<tr>
<td>10.</td>
<td>NCE business education</td>
<td>67</td>
<td>8.60</td>
</tr>
<tr>
<td></td>
<td>Aggregate</td>
<td>1,329</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that out of the 1,329 subject teachers covered in the study, (see table 2), 228 (15.71) obtained M.Ed. degree in Business Education, 100 (1.20%) Possessed MBA Business Administration with PGDE, 100 respondents representing 1.20% obtained MBA Business Administration without PGDE, 100 (1.20%) acquired a degree in computer science, while 265 respondents denoting 28.5% had B.Ed/BSc Education in Business Education. 240 (16.9) possessed BSc in Business Administration with PGDE, 60 (5.28) acquired BSc in Computer Studies and 96 (13.59%) obtained HND in business administration with PGDE. Also, 66 respondents denoting 7.70% possessed HND Business Administration with PGDE in technical Education, while 67 (8.60) respondents acquired NCE, Business Education. From the above analysis, it does appear that majority of teachers who taught business subject are holders of B.Ed/BSc Education in Business Education. See Table 2 item 5 which recorded 265 (28.5%).

Hypothesis
There is no significant difference in the mean ratings of male and female business subject teachers in South-South Nigeria secondary schools regarding how effective they consider indirect instructional strategy for the teaching of new secondary school business subjects.

Table 3: z-test analysis of mean scores of male and female business subject teachers in their mean ratings on the teaching methods used in implementing the new business subject curriculum in Rivers State.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>α</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>267</td>
<td>0.60</td>
<td>0.77</td>
<td>1327</td>
<td>0.05</td>
<td>1.17</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>395</td>
<td>1.14</td>
<td>1.06</td>
<td>1327</td>
<td>0.05</td>
<td>1.17</td>
<td>1.96</td>
<td></td>
</tr>
</tbody>
</table>

N=1,329 Df = 1,327 p =0.05

N = number, X = mean, SD standard deviation, Df= degree of freedom, z-cal = z calculated, Z—crit = Z critical

Results in Table 2 indicate that male and female business subject teachers do not differ significantly in their mean ratings regarding the teaching methods used in implementing the new business subject curriculum in Rivers State. (z-crit = 1.96, z-cal = 1.17, DF = 1327, P = 0.05).
DISCUSSION
The purpose of the study was to evaluate the effectiveness of indirect instructional strategies for implementing the new business subject curriculum in South-South, Nigeria secondary schools. The study revealed that teachers who teach business subjects mainly used the teachers oriented methods that would not lead students to acquire the relevant skills. This finding was supported by the study of Ogwunte and Okolocha (2016) and Paul (2007), which noted that teachers teaching skill subjects should use the participating, and experiential methods in which students are actively engaged in learning by doing. Finally, the study revealed that majority of teachers who teach business subjects are holders of B.Ed/BSc in Education. The finding by Esene (2012), Umoru (2012) and Mabane (2002) suggested that for students to possess the right education and training resulting in vocational skills for self reliant and self-employment, teachers with the right academic and professional qualifications should be employed to teach business subjects in public secondary schools.

CONCLUSION
From the discussion, it was found that the goals of the new business subjects curriculum was well stated. This implies that experts in curriculum such as curriculum planners and theorist have done their work by developing adequate curriculum. Also, the discussion so far revealed that teachers who teach business subject mainly used the teacher-oriented methods and that majority of teachers who teach business subjects are holders of bachelors of education and science degree in business education. It is also clear that the role of the business teachers in curriculum implementation is very vital, based on this, some recommendations were proffered.

RECOMMENDATIONS
The following recommendations were made:
- Government should supply schools with adequate resource materials such as textbooks, teaching aids and other instructional materials such as classrooms, laboratories in order to enable teachers and learners to play their roles satisfactorily in the curriculum implementation process.
- Staff should be qualified and appropriately skilled in pedagogical as well as technical areas.
- Business subject students should be taught with indirect instructional strategies which involves student in fieldwork activities and participatory learning approaches to enable students acquire the right skills, knowledge and attitude that are needed for self-employment.
- There is need to adequately fund secondary schools to sustain curricular activities e.g. provision of books, journals and multimedia resources.
- There should be synergy between curriculum developers (Experts) and curriculum implementers (Business teachers) so as to bring about goal actualization.

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