ASSESSMENT OF CURRICULUM IMPLEMENTATION FRAMEWORK FOR QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION

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Abstract

This study assessed the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State. To facilitate the conduct of the study, three specific purposes, three research questions were developed and answered while three research hypotheses were formulated and tested. Survey research design was used to carry out this study. The population of the study consisted of 1068 business education teachers and NCE III business education students from six colleges of education in Kwara State. A sample of 255 respondents made up of 52 business education teachers were used and 203 NCE III business education students was randomly selected. A 50 items questionnaire tagged Curriculum Implementation Framework of Business Education Questionnaire (CIFBEQ) with 4-point rating scales was the instrument used for the data collection. The instrument went through face and content validation by three experts. The reliability of the instrument was ensured using the Cronbach's Coefficient Alpha and the result yielded a reliability coefficient of 0.77. The data collected were analyzed using mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. The null hypotheses were tested using independent samples t-test and One-way Analysis of Variance at 0.05 level of significance. Hypotheses one and two were tested using t-test while hypotheses three were tested using One-way ANOVA. Based on the findings and conclusion of the study, it was recommended among others that Association of Business Educators of Nigeria (ABEN) and Head of department should insist in employing only business education teachers who have received instructions on principles of education and teaching. It is only teachers who can train teachers and Available physical facilities should be properly maintained and those not adequate/available should be provided for Business Education programme by the authorities of colleges of education as stipulated by the NCCE standards.

Keywords: Curriculum Implementation Framework, Quality Assurance, Business Education, and College of Education.

Introduction

Education is the process of shaping a person through the teaching and learning process in order to attain or shape specific predetermined objectives in the person toward providing the person with knowledge, character, and skills. According to Offorma (2016), education is the act of educating people and enhancing their physical and mental capabilities. It is also a method of passing down culture in order to guarantee social control and the rational advancement of society. Offorma continued said that education should be used to foster the attitudes, skills, and behaviors that society views as desirable. The curriculum, a document produced by the government, contains certain procedures and educational activities geared toward reaching particular goals.

A curriculum is a written document that includes predetermined content intended to be taught to students in order to help them achieve their academic objectives. In the definition of curriculum, Udesen (2016) stated that it is planned and guided learning experiences and learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' willful growth in personal-social competence. It is worrisome to note, however, that curriculum change has a poor record of implementation in Nigeria. It is a truism that implementing a curriculum is not a smooth-sailing journey. This is perhaps because curriculum implementation is a very complex process (Guro& Weber, 2010). Countries worldwide have experienced changes to their curriculum and this has had an intense impact on the way in which it has been conceptualized and implemented (Horsthemke, Siyakwazi, Walton, &Wolhuter, 2013).

Olaitan in Utono (2013) viewed curriculum implementation as the technique, processes or means of extending contents of what is planned to learners. The extent to which the curriculum is implemented depends on the competence of the teachers (implementers) as well as the adequacies of facilities to which students are exposed to in the classroom. Specifically, there is no denying that effective implementation of business education curriculum depends on the quality of the teachers and their ability to

effectively manipulate, operate and use the equipment that are available for teaching the students. The implemented curriculum is the translation of curricula intentions into reality in classrooms, laboratories, workshops, playgrounds and other settings for learning without losing sight of the provisions in the National Policy on Education (FGN, 2013). Hence, in curriculum implementation, the principal actors are teachers, while learners participate in learning process. In other words, the business education teachers duty is to bring learners into face-to-face encounter with classroom learning activities.

Quality control in education strives to foresee issues and guarantees that the system's outputs meet the required standards. An institution can ensure that the standard and quality of its educational offerings are upheld and improved upon through a continual process. Quality assurance, according to Harman in Okereke (2014), is the systematic management and assessment technique used by tertiary institutions to monitor performance in comparison to objectives, ensure the production of high-quality outputs, and promote quality improvement. Igborgbor (2012) maintained that quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society.

With regards to Business education curriculum, the National Commission for Colleges of Education (NCCE) reviews existing or develops new programmes from time to time. The goal of reviewing existing or designing a new programme is to ensure that it meets existing emerging challenges in a discipline. As pointed by Ekpenyong (2012), changes in national goals either, culturally, politically or technologically usually influence changes in the context and direction of every curriculum. Business education curriculum, therefore, has to do with the goals, contents, learning experiences, implementation and evaluation of the outcome of a learning programme. In other words, Business Education curriculum is dynamic in nature and it should match with the trend in technological innovation of contemporary society.

Perhaps this explains why a single document called an NCCE-curriculum implementation framework is used to direct the implementation of particular components of the learning plan. By systematically organizing and controlling content (rules, processes, and concepts), it supports the curriculum's coherence (IBE-UNESCO,

2017). The framework for implementing the curriculum comprises specific criteria for the curriculum's content and assessment, as well as for teachers' credentials, educational resources and learning materials, management, and evaluation. The learning objectives for what students should know and be able to do at each grade level and in each topic are specifically defined by content standards (NCCE, 2020). However, some educators have questioned the creation of national content standards since it constricts the educational experience to what will be assessed rather than emphasizing what is crucial (IBE-UNESCO, 2013).

Decisions regarding the curriculum must incorporate those with actual teaching experience. According to Carl (2015), a lot of curricular efforts failed because curriculum creators underestimated the significance of implementation. Once the design and distribution are accomplished, it is unwise to think that the effort is done. The true success is determined by how practicable it is on a day-to-day basis. Therefore, it is crucial for curriculum designers to make a solid plan for the implementation stage. Carl emphasized the need of curriculum evaluation and knowledge distribution. Due to their active participation in the social construction of reality, learners here become the center of learning.

The federal, state, and local governments of Nigeria are all jointly responsible for the country's educational system. The creation of education policy, quality control, and other aspects of the regulation of the educational system are all key responsibilities of the Federal Ministry of Education. But it seems that the federal government is primarily focused on tertiary education, which includes colleges of education, polytechnics, universities, and other such institutions (Federal Republic of Nigeria, 2013). Specifically, by addressing the educational needs of their immediate environment, focusing on universal academics, cultures, scholarships, research, and international acceptability, as well as responding promptly and appropriately to local needs and demands, Nigerian colleges of education contribute to national development. A flexible program that may be customized to the pressing needs of the elementary and junior secondary schools is typically requested from institutions of education. For instance, Business Education Programme was originally designed to offer students the opportunity to develop the desired abilities, skills, and understanding needed to take advantages of vocational

opportunities available in the world of work (Akpomi&Kayii, 2020).

The business education program's stated goals are to be carried out in a way that allows students to select one or more areas of specialization. In the framework for implementing the curriculum, the colleges of education management have a mandate that must be strictly adhered to (NPE, 2013). A mandate is a formal instruction or delegation of power to a representative to carry out a certain duty (Hornby, 2015). This power, which is enshrined in a government instrument, necessitates some level of obedience. In this approach, the importance of instructors is also made clear since, while having a curriculum is one thing, having qualified teachers who can implement it in a variety of subjects—especially business subjects—is quite another. The teacher standards, which are a quantifiable and public declaration of the quality and professionalism regarding the necessary knowledge, abilities, and attitudes of teachers, serve as the foundation upon which the quality of instructors is determined in this context. The cornerstone and aim of the curricula at colleges of education should be the Teacher Standards.

In order to ensure that teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively; teachers have professional skills to plan for and assess effective learning; and teachers ensure and maintain conducive learning environments, NCCE (2020) developed Teacher Standards. Teachers Standards aid lecturers in their planning by defining clear and measurable learning objectives. The development of output-focused learning opportunities that foster the knowledge, skills, and attitudes necessary for an effective teacher is guided by teacher standards.

In their contribution, Hagger and McIntyre in Unal and Unal, (2012) stated that experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies in implementation of a curriculum. In other words, a curriculum is at the mercy of the teacher who interprets it in classrooms. Classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). This is clear from Shalem's (2010) argument that outstanding teachers are the most valuable resource in a system of education, but that teachers are also required to carry out responsibilities that conflict with the organization of

systematic learning, which is their primary responsibility. The degree to which pupils have met their academic performance goals is primarily dependent on how well teachers carry out their teaching duties. But ineffective teaching-learning processes are hampered by outdated educational infrastructure and a dearth of teaching resources.

Similarly, the quality of facilities affects both the wellbeing of teachers and students as well as educational outcomes (Kehinde&Mamman, 2020). The importance of training facilities in the lives of graduates of business education is becoming increasingly recognized. The equipment and facilities in schools aid in the teaching and learning process. According to the NCE Minimum Standard (2020), the Business Education Program in Colleges of Education must have at least the following facilities and equipment: classrooms, laboratories and equipment, libraries, hostel, furniture, staff offices and quarters, and playground put in place to create an environment in which implementation can take place. Moses (2014) argued that by implication, instructional resources have a favorable relationship with educational effectiveness, student academic success, and post-secondary capacities. However, due to the poor state of education in Nigeria, there is now growing worry regarding the number and caliber of qualified teachers as well as the amenities in our schools. The public's criticism of Nigeria's educational system is growing, and professionals in education and related sectors are stepping up their efforts to improve the quality of instruction at all levels, which adds to the workload of the teachers.

In addition, teachers' workload is the task or responsibility given to a professional teacher; aim at educating the students on the present trend on their area of specialty and making sure that the organizational objective is achieved. Teachers' workload goes beyond the duty of just teaching, it involves the wider scope of involving in a wider institution roles to make the teaching and learning a successful one. One of the key factors that result in academic staff workload is increase in the pursuit of knowledge, because the need to advance knowledge has increased pressures and performance expectation which has influenced teachers' workload in colleges of education (Philip & James, 2015). Implementation Framework (2020) stipulates that "a full-time academic staff should have a minimum teaching load of 8 credit units per semester" (p.80).

In their contribution, Ayeni and Afolabi (2012) held that the teachers' role in the

educational process is essential because they are responsible for providing inputs like adequate planning of lesson notes, effective lesson delivery, proper monitoring and evaluation of students' performance, regular feedback on students' performance, improvisation of instructional materials, adequate record-keeping, and appropriate discipline of students to produce and enhance learning experiences. The importance of instructional monitoring in this situation cannot be overstated.

Besides, one basic concept in education today is the issue of gender. Gender denotes differences in sex, that is, male and female and how this differences influence this study. According to Mukoro (2014), gender is a term that describes social contrition of female and male individually, and can be viewed as more than biological classification between male and female. It depicts the manner in which those variations whether actual or imagined are cherished, used and dependent upon in grouping male and female to assigned roles and responsibilities. Yusuf and Saadu in Saadu (2020) maintained that there was no significant effect of gender on academic performance of students. A gender-equal curriculum shows the diversity of society when increasing examples that highlight successful male and female characters in texts as well as in the examples used during classes (UNESCO, 2015). Based on the highlighted variables, this study is being carried out to assess the curriculum implementation framework for quality assurance in business education programme in colleges of education.

Statement of the Problem

According to the Federal Republic of Nigeria (FRN, 2013), the acquisition of relevant skills, abilities, and competencies both mental and physical that are essential for all Nigerians to live and contribute to national development is one of the country's educational goals. FRN went on to say that students should be at the centre of the nation's educational efforts in order for them to achieve the greatest possible capabilities for self-development and fulfilment in the workforce. Unfortunately, the level of practical skills acquired by NCE business education graduates is nothing to compare with the demands of the labour market and technological innovation due to weak quality assurance in the curriculum. With the foregoing in mind the assessment of this Curriculum Implementation Framework is oriented towards approaches placing primacy on survival of a learner, not only in his/her

daily school routine but also as a member of a broad community life, today and tomorrow, locally and globally. Curriculum implementation has to do with translation of the curriculum into action. This exercise of the curriculum requires personnel, facilities, instructional materials, good administration and teaching methods among other things needed for curriculum implementation (NCCE, 2020 p.29).

From the researchers' observations the assessment of curriculum implementation framework for quality assurance in business education programme still faces serious problem in the areas of under-funding, lack of qualified teachers, non-availability of instructional materials, inadequate classrooms, and non-utilization of teaching and learning facilities, and also showed that some NCE business education graduates cannot speak good English or even to write a letter, amongst others. This has resulted in producing half-baked NCE business education teachers and public noticed has expressed concern on the competency of teachers to teach Business education in colleges of education and this in turn will affect not only Business education programme will no doubt hamper the educational development in the country.

Oladunjoye (2015) asserts that the products of a deficient curriculum cannot function effectively and efficiently in today's consistent technological changes in the work environment. This prompted the researcher to undertake the study. Therefore, this study is to assessed the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State.

Purpose of the Study

The main purpose of this study was to assessed the curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara State. Specifically, the study was to:

1. Examined the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education.

2. Determined the adequacy of facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of

education.

3. Assessed the teachers workload in curriculum implementation framework for quality assurance in business education programme in colleges of education.

Research Questions

Based on the specific purposes of the study, the following research questions were answered by the study.

1. What is the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education?

2. How adequate are the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education?

3. What is the extent of the workload of teachers in curriculum implementation framework for quality assurance in business education programme in colleges of education?

Research Hypotheses

In line with the specific purposes and research questions, the following null hypotheses were formulated and tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean ratings of male and female respondents on the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in Colleges

of Education.

Ho2: There is no significant difference between the mean ratings of respondents from public and private colleges of education on the adequacy of facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education.

Ho3: There is no significant difference in the mean ratings of respondents on teachers' workload in curriculum implementation framework for quality assurance in business education programme in colleges of education based on their years of teaching experience.

Methodology

Descriptive survey research design was adopted to assessedthe curriculum implementation framework for quality assurance in business education programme in colleges of education in Kwara state. The population of this study comprised of 52 business education lecturers and 1,016 business education students in six colleges of education offering business education in Kwara state, Nigeria. The entire business education lecturers with the population of 52 were involved in the study. This in line with the postulation of Ademiluyi and Okwuanaso in Tony-Okeme (2020) that it is ideal to study the entire population when it is manageable. However, a sample of 203 NCE III students of business education was randomly selected from the population, where 20% of NCE III Students was proportionately picked from respective colleges under study. Therefore, a total of 255 lecturers and students were used as sample for the study. The instrument that was used for data collection is a structured questionnaire titled "Curriculum Implementation Framework of Business Education Questionnaire" (CIFBEQ) for this study. The questionnaire consists of part **A** and **B**. Part A is demographic data such as institution name, school type, gender, years of teaching experience of respondents. Part B consists of three sections A, B and C on research questions. The instruments is a modified 4-point Rating Likert Scale: Very High Level (VHL) = 4, High Level (HL) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1. Very Adequate (VA) = 4, Adequate (A) = 3, Fairly Adequate (FA) = 2, Not Adequate (NA) = 1. Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The

researcher submitted the drafted questionnaire items to three experts, in order to ascertain the reliability of the research instrument, a pilot test was conducted at Niger State College of Education, Minna using 10 lecturers and 10 NCE III Students of business education. Crobnach Alpha method was used to determine the internal consistency of the research instrument through data collected from the pilot study and obtained reliability coefficient value of 0.77. The obtained reliability coefficient also satisfies Creswell's (2012) recommendation that a reliability coefficient of 0.70 or higher is considered acceptable in most social science research environments. The researcher distributed copies of the questionnaire to the study subjects with the aid of five assistant in each study college. 255 copies of questionnaires were distributed and 250 copies retrieved while 5 copies un-retrieved from the respondents after completion. The data collected for Part 'A' were analyzed frequency and percentage while data collected for part 'B' of the questionnaire which was analytical part and contained research questions were analyzed using mean while standard deviation was used to determine the closeness or otherwise of the responses from the mean. The three null hypotheses of the study were tested using independent samples t-test and One-way Analysis of Variance (ANOVA) at 0.05 level of significance.

Decision Rule: For the research questions, weighted mean score of 2.50 and above were considered as agree, adequate, moderate extent while, weighted mean score of 2.49 and below were considered as disagree, not adequate, very low extent. For the test of null hypotheses, if the observed probability value is equal to or less than the fixed value 0.05, the null hypotheses was rejected and if the observed probability value is greater than the fixed value 0.05, the null hypotheses was not rejected.

Results

Analysis of Demographic Data of the Respondents

The researcher distributed 255 questionnaires randomly to the business education lecturers and students in Kwara state colleges of education out of which 250 copies were successfully retrieved representing 98.04% of the number of questionnaire distributed. While the remaining 5 copies were not returned this portion represents the 1.96% of Un-retrieved questionnaires.

Analyses of Data to Answer the Research Questions

Analyses of data to answer the research questions are presented in Tables 1 to 3 as follows:

Research Question 1: What is the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education?

Table 1: Mean and standard deviation of responses on the level of teachers' qualityin curriculum implementation framework for quality assurance

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	In my college, business education teachers possess academic qualifications that influence students' performance and professional preparation.	3.57	0.56	Very High Level
2.	Business education teachers communicate effectively.	3.59	0.53	Very High Level
3.	Teachers in business education exhibit professional knowledge and competency regarding how learners learn and how to teach effectively.	3.44	0.58	High Level
4.	Business education teachers have professional skills to plan a lesson for and assess effective learning.	3.48	0.55	High Level
5.	In my college, business education teachers ensure and maintain conducive learning environments.	3.36	0.56	High Level
6.	Teachers in business education have strong control over the class through the application of classroom management techniques.	3.15	0.73	High Level
7.	In my department, teachers give guidance to the students by having an understanding of interests,	3.54	0.56	Very High Level

abilities, educational and vocational plan of the students.

8.	Business education teachers demonstrate professionalism to supervise work habits and behavior so as to maintain order and discipline in the classroom.	3.38	0.53	High Level
9.	Teachers organize Co-curricular activities in business education department.	3.27	0.56	High Level
10.	Business education teachers simplify the course content to the understanding of the business education students.	3.36	0.58	High Level
Weighted average		**3.41**	**0.57**	**High Level**

All the 10 items have standard deviation ranging from 0.53 to 0.73. This means that the responses of the business education students are not widespread as they are close to the mean. Table 1 shows a calculated weighted average mean and standard deviation of 3.41 and 0.57, which indicated that all the items show high level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education (mean = 3.41, SD = 0.57).

Research Question 2: How adequate are the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education?

Table 2: Mean and standard deviation of responses on the adequacy of facilities available for curriculum implementation framework for quality assurance

S/N	Item Statements	$\overline{x}$	SD	Remark
1.	Classrooms/Lecture Theatres.	3.15	0.68	Adequate
2.	Model Office.	2.47	1.09	Not Adequate
3.	Lecturers' Offices.	3.05	0.68	Adequate

S/N	Item	$\bar{x}$	SD	Remark
4.	Departmental Library.	2.25	1.10	Not Adequate
5.	ICT Laboratory.	2.23	1.16	Not Adequate
6.	Accounting laboratory.	2.00	1.02	Not Adequate
7.	Departmental studios.	1.85	1.07	Not Adequate
8.	Typing pool.	2.94	0.85	Adequate
9.	Computers.	2.48	1.18	Adequate
10.	Manual/Electric Typewriters.	2.67	0.90	Adequate
Weighted average		**2.51**	**0.93**	**Adequate**

All the 10 items have standard deviation ranging from 0.68 to 1.18. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 2 shows a calculated weighted average mean and standard deviation of 2.51 and 0.93, which indicate that all the constructs on facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education are adequate. This implies that the available facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education are adequate (mean = 2.51, SD = 0.93).

Research Question 3: What is the extent of teachers' workload in curriculum implementation framework for quality assurance in business education programme in colleges of education?

Table 3: Mean and standard deviation of responses on the extent of teachers'workload in curriculum implementation framework for quality assurance

S/N	Item Statements	$\bar{x}$	SD	Remark
1.	In my college, business education teachers teach more than 8 credit units courses per semester	3.29	0.66	High Extent
2.	Teachers have less time to prepare for classes due to administrative duties in business education.	3.16	0.68	High Extent

3.	In my department, teachers supervise more than 10 students on research work per session.	3.17	0.70	High Extent
4.	Business education teachers mark more than 300 examination scripts per courses in my college	3.12	0.77	High Extent
5.	Teachers in business education process and upload students' result in each courses	3.21	0.78	High Extent
6.	Research supervision of many students at a time make it difficult for teachers in my department to critically look at each students work	3.22	0.72	High Extent
7.	In business education, teachers spent 6 hours daily Invigilating examination from Morning to Evening	3.06	0.82	High Extent
8.	Teachers in my department conduct 3 test in each topic for more than 4 course per semester.	3.55	0.61	Very High Extent
9.	Most lecturers fail to meet deadline for submission of results when they are assigned many courses	3.25	0.62	High Extent
10.	Business education teachers attend students for any complain as level advisory duty	2.78	0.87	High Extent
Weighted average		**3.18**	**0.72**	**High Extent**

All the 10 items have standard deviation ranging from 0.62 to 0.87. This means that the responses of the respondents are not widespread as they are close to the mean. Table 3 shows a calculated weighted average mean and standard deviation of 3.18 and 0.72, which indicated that all the constructs on teachers' workload in curriculum implementation framework for quality assurance in business education programme in colleges of education is a high extent (mean = 3.18, SD = 0.72).

Test of Hypotheses

The three null hypotheses of the study were tested using Independent Samples t-test and One-way Analysis of Variance (ANOVA). The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Table 4 to 6 as follows:

H_o1:   There is no significant difference between the mean ratings of male and female respondents on the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in Colleges of Education.

Table 4:   Summary of t-test of the difference between the mean ratings of male and female respondents regarding the level of teachers' quality in curriculum implementation framework for quality assurance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	74	3.89	0.19				
				28.83	196	0.03	Rejected
Female	124	2.97	0.30				

The Table 4 reveals that there is a significant difference between the mean ratings of male and female students regarding the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education(t_{196} = 28.83, P<0.05).   Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female student respondents regarding the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education was rejected. This implies that male and female student respondents differ significantly in their responses regarding the level of teachers' quality in curriculum implementation framework for quality assurance in

business education programme in colleges of education. Their responses show that male student respondents rated the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education higher than the female student respondents (mean difference = 0.92).

H_02:   There is no significant difference between the mean ratings of respondents from public and private colleges of education on the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education.

Table 5:   Summary of t-test of the difference between the mean ratings of respondents from public and private colleges of education regarding the adequacy of facilities for curriculum implementation framework for quality assurance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Private	74	3.68	0.34				
				24.15	248	0.07	Not Rejected
Public	176	2.01	0.55				

The Table 5 reveal that there was no significant difference between the mean ratings of respondents from public and private colleges of education regarding the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education (t_{248} = 24.15, P>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of respondents from public and private colleges of education regarding the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education was not rejected.

This implies that private and public colleges of education respondents differ significantly in their responses regarding the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education. Their responses show that private colleges of education respondents rated the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education higher than the public colleges of education respondents (mean difference = 1.67).

H_03:   There is no significant difference in the mean ratings of respondents on teachers' workload in curriculum implementation framework for quality assurance in business education programme in colleges of education based on their years of teaching experience.

Table 6:   **One-way ANOVA of teachers' workload in curriculum implementation framework for quality assurance based on their years of experience**

Years of Experience	N	Mean	SD	F	Df	Sig.	Decision
0-5 years	121	3.76	0.30				
6-10 years	45	3.00	0.18	440.179	4, 245	0.00	Rejected
11-15 years	23	2.80	0.00				
16-20 years	42	2.47	0.20				
21 years and Above	19	1.52	0.38				
Total	250						

The result of analysis of variance as presented in Table 5 reveals that the calculated value of F was 440.179 ($F_{4,245}$ = 440.179) and the observed probability value is 0.00 which is less than the fixed probability value of 0.05 (P>0.05). This indicates that the null hypotheses which states that, there is no significant difference in the mean

ratings of respondents on teachers' workload in curriculum implementation framework for quality assurance in business education programme in colleges of education based on their years of experience was rejected($F_{4,245}$ = 440.179; P<0.05). This implies that respondents based on years of experience differ significantly in their responses regarding their perception about the teachers' workload in curriculum implementation framework for quality assurance in business education programme.

Discussion of Findings

The findings revealed that both the male and female business education students are rated high on the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education. The findings further revealed that there was significant difference between ratings of male and female students regarding the level of teachers' quality in curriculum implementation framework for quality assurance in business education programme in colleges of education (t_{196} = 28.83, P>0.05).

This finding agreed with Shalem's (2010) who argued that outstanding teachers are the most valuable resource in a system of education, but that teachers are also required to carry out responsibilities that conflict with the organization of systematic learning, which is their primary responsibility. The degree to which pupils have met their academic performance goals is primarily dependent on how well teachers carry out their teaching duties.This view was also supported by Aliyu (2013) who expressed that duty of the business education teacher to assist students who want to work in the business world in acquiring the fundamental skills and knowledge needed for entry-level employment.

The findings revealed that available facilities for curriculum implementation framework for quality assurance in business education programme in colleges of education are fairly adequate. The findings further revealed that there was no significant difference in the mean ratings of business education teachers and students from public and private colleges of education regarding the facilities available for curriculum implementation framework for quality assurance in business education programme in colleges of education (t_{248} = 24.15, P<0.05).

This finding is in line with Mamman (2020) who revealed that there is a growing awareness of the important role training facilities can play in the life of business education graduates. Supporting this view, Asiyai (2012) who opined that good quality and standard of school depend largely on the provision, adequacy, utilization and management of educational facilities. Kehinde and Mamman (2020) asserted that quality of instructions produced by business education teachers and the academic achievement of students of any institution is dependent on several factors of which school facilities is paramount to the goal achievement.

The study showed that workload of teachers in curriculum implementation framework for quality assurance in business education programme in colleges of education is rated to a high extent. The study further revealed that There was significant difference in the mean ratings of respondents on teachers workload in curriculum implementation framework for quality assurance in business education programme in colleges of education based on their years of experience($F_{4,245}$ = 440.179; P<0.05).

The finding is in agreement with that of Philip and James (2015) who asserted that teachers workload goes beyond the duty of just teaching, it involves the wider scope of involving in a wider institution roles to make the teaching and learning a successful one. As a matter of fact, the task or responsibility given to a professional teacher aimed at educating the students on the present trend on their area of specialty and making sure that the institution objective is achieved.

Conclusion

Based on the findings, it is was concluded that teachers' quality, facilities

available, teachers' workload, instructional supervision and assessment practice are important variables in assess the curriculum implementation framework for quality assurance in business education programme which must be given proper consideration by business education teachers and students of Business Education. Hence, teaching and learning of Business education is of necessity and essential as to make the students more viable in world of work and self-reliant. If all these variables are not properly checked, the aims and objectives establishing business education will not be achieved and the business education graduates will continue to be job seekers instead of job creators. This finally means that the implementation framework of business education curriculum is not determined by end product but by the processes leading to the end product.

Recommendations

Based on the findings of the study and conclusion, the following recommendations were put forward by the researcher:

1. Association of Business Educators of Nigeria (ABEN) and Head of department should insist on employing only business education teachers who have received instructions on principles of education and teaching. It is only teachers who can train teachers. Politicians who would like to fix their candidates whether they have relevant qualifications or not should no longer toy with this profession.

2. Available physical facilities should be properly maintained and those not adequate/unavailable provided for Business Education programme by the authorities of colleges of education as stipulated by the NCCE standards.

3. The National Commission for Colleges of Education (NCCE) should not rely only on what they see or are informed during the accreditation visitations since equipment and personnel are on many occasions borrowed to gain or retain accreditation. Colleges of education should be visited again after accreditation to ascertain that facilities and personnel see during accreditation are actually functional.

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