



Effect of the Implementation of Business Education Curriculum on the Development of Entrepreneurial Skills in Upper Basic of Langtang North, Plateau State, Nigeria.

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Abstract

The study assessed the implementation of Business Studies Curriculum on the development of entrepreneurial skills on Upper Basic two students in Langtang North Local Government, Plateau State. A survey research design was adopted for the study. Two research questions were raised to guide the study. The population of the study consisted of 1007 JSS two Business Studies students in the 20 public upper basic (GJSS) in Langtang North Local Government, Plateau State. A sample size of 110 students determined by Taro Yamane formula was used for the study. A questionnaire tagged “Development of Entrepreneurial Skills Students’ Questionnaire” (DESSQ) was used for data collection. A reliability coefficient of 0.83 of the students’ responses was obtained using Cronbach Alpha Correlation Coefficient Method. Mean and Standard Deviation was used to answer the research questions. The findings of the study revealed that there is inadequacy of facilities in the schools and non-availability of instructional materials among others. Based on the findings, the study concluded that the implementation of the Business Studies curriculum to some extent has failed to attain its desired objectives. It was recommended that the Plateau State Government through the Ministry of Education should provide more facilities and instructional materials in the schools to ensure effective implementation of Business Studies Curriculum in Langtang North Local Government.

Keywords: Effect, implementation, Business Studies curriculum, Entrepreneurial skills, Upper Basic two.

Introduction

Education is a practice where teaching, learning, research and other extra-curricular activities are carried out for improved performance function among teaching staff, non-teaching staff and students. Education is a vital instrument needed for the improvement of human reasoning and knowledge building. It is an instrument for bringing about the needed change in individuals for optimal improvement in the society they belong. According to Madumere-Obike and Nwabueze (2022) education is a dynamic instrument of change, as it possesses the credence for positive change in humans’ lives and their environment. It is through education that, societal values, norms, culture, needs and aspirations are inculcated and transferred to the people for quality improvement and societal development. Education proffers solution to individual and societal problem, and reduces business obstacles. Education is key to every human life.

The primary aim of education is to sustain individuals and bring about sustainable development in society. Education helps men and women with the knowledge and skills to

contribute their quota towards nation building and economic growth. Education is the basis for development and empowerment for every nation, as it plays a vital role in understanding the participation in day to day activities of today's world. It helps in creating innovations and meeting the growing needs of every nation.

Moreover, the National Policy on Education, Federal Government of Nigeria (2013) being the national guideline for the effective administration, management and implementation of education at all tiers of government in Nigeria, outline some of its objectives thus; to provide the child with diverse basic knowledge and skills for entrepreneurship; and to inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour. In the same vein, the FRN (2013) emphasizes the inclusion of vocational and technical curriculum in which Business Studies is a component, in order to make the recipients immediately employable upon graduation. This is to develop her citizens by academic knowledge as well as special skills education, knowing fully-well that when the citizens of a country are educated, they can develop themselves and the development of that nation would follow suite. The objectives of Business Studies is included in the National Policy on Education (NPE) for implementation.

The importance of education cannot be over-emphasized. According to Turaki (2019) the fundamental purpose of education is to build human personality into a pattern of perfection through the development of the body, enrichment of mind, emotion and the spirit. Education helps eradicate poverty and hunger, giving the people the chance at better lives. This is one reason that parents strive to make their kids attend school as much as possible. It is also why nations work towards promoting easier access to education for both children and adults.

According to Madumere-Obike, and Nwabueze (2022), the earliest form of Business Education was the apprenticeship training and skills acquisition. Individuals that are up to 18 years and above had to learn a trade under someone who had the skill for the trade, or who was experienced in his area at that period, and the trades include craft, bookkeeping, farming, sales, etc. The public perception of business education which forms part of vocational and technical education by then based on the erroneous belief that vocational education is education for dropouts. (Esene&Olumese, 2018). The erroneous impression was corrected by the release of the National Policy on Education of 1977, revised in 1981, 1998, 2004, 2007, and 2013. It was this policy which recommended the 6-3-3-4 system of education and it was instrumental to the inclusion of Business Education in secondary school curriculum. Business education at the upper basic (Junior Secondary School) level is called Business Studies.

Business Studies at the Junior Secondary School level covers the basic elementary knowledge and skills in organizing business enterprises as well as general office administration. It is a three-year programme in junior secondary level and a form of vocational education that affords the learners or students opportunities to be self-reliant. Through Business Studies, business skills acquired at the secondary school level enables individuals to make useful living for themselves as well as prepare students for higher education. Business Studies plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impact knowledge

into others, start and run their own business, handle sophisticated office technologies and information system. The learners thus, acquire the knowledge, skills, values and attitudes from the business education curriculum.

Every school operates with a well-designed curriculum to enable it achieve its educational objectives. According to Nwaham, Moemeke and Onyeagwu (2017), curriculum is a guide in an educational program for effectiveness under the guidance of a school. It is a program of activities designed in such a way that students will attain certain educational objectives. Similarly, Curriculum refers to the academic content and lessons taught in a school or educational institution or in a specific course or program, making it a set of standards-based experiences in which students practice and master information and skills. The student must demonstrate learning outcomes, criteria, and core competencies before progressing to the next level, according to the curriculum. Business studies curriculum therefore deals with the goals, contents, learning experiences, implementation and evaluation of the learning program that equips students with entrepreneurial knowledge, skills and attitudes.

Curriculum operates in three stages; the planning/developing stage, the implementing stage, and the evaluating stage. The implementation takes place in the school (in the classroom) with the teacher as the guide. It is the teacher who translates the objectives, concepts, and topics in the curriculum into meaningful activities to the learners or students. Implementation is the process of putting into practice the officially prescribed courses of study, syllabuses and subjects. It's the execution or practice of a plan, a method or any design, idea, model, specification, standard or policy for doing something. (Lutkevich, 2022). This process involves helping the students to acquire knowledge or experiences. Therefore, Business Studies curriculum Implementation means putting into practice the written Business Studies curriculum that has been designed in the syllabi, course of study, curricular guides, and subjects, through which the learners acquire the planned or intended knowledge, skills and attitudes that are aimed at enabling the same learners to function effectively in the society. The Business Studies curriculum can only be effective and make learners self-reliant if implemented effectively.

Musa, Adamu, and Umar (2023) noted that, the realization of any educational goals depends on the effective implementation of curriculum. Effective curriculum implementation requires good learning environment, competent qualified teachers, teaching facilities and pedagogical approaches adopted. In the absence of these, the curriculum implementation would be a mirage. Business Studies curriculum implementation is affected by some indices. They include: inadequate content of the curriculum, inadequate facilities for teaching the subject, the methods of teaching the subject, the qualification and competencies of teachers, the resources needed (both human and materials), others are the school environment, interest group, and instructional supervision. (Musa, et al 2023).

As opined by Igbino, Inegbedion, Abasido, Liadi and Umoru (2020), inadequate content of the Business Studies curriculum exist, due to different courses with different learning outcomes put together in the subject. The content is not adequate to meet the requirement or fully sufficient for what it has been stated to achieve, or either that implementation is partial or not followed at all to enhance skills acquisition. Also, the facilities

are not capable or not always enough for the students and the teacher for use. For example in a class of 30 students, 36 computers should be made available. So that the teacher would have one for demonstration and the rest would be left as stand-by for students to use. (Njoku, Inegbedion, Ekpeyong, & Mamman 2020). This is not always the case, as sometimes the facilities may not be there.

Furthermore, there are many methods used for delivering the Business Studies curriculum by the teachers, yet not one teaching method is effective or acceptable to all learners, but students learn better when the teacher adopts a variety of methods learners, but students learn better when the teacher adopts a variety of methods and engages them in various learning activities, which would enhance entrepreneurial skill acquisition. But in situation where teachers insist on using only one method to teach Business Studies, the learning may not be effective. Similarly, the subject is left in the hands of non-qualified teachers. In supporting this point, Odiike and Mentiki (2019) noted that most of the teachers in vocational Business Studies might just have taken a few business courses in colleges or universities. They are the non-Business Studies majors, so they are not competent to teach the five components of the Business Studies programme which affects the acquisition of the entrepreneurial skills adversely. Another problem is the issue of funding; funding for the programme is very poor. In the implementation of Business Studies curriculum, money is needed for the purchase of equipment, textbooks, power supply and other things which will enhance the skills acquisition. Business Studies if implemented well, can make students acquire entrepreneurial skills for self-reliance.

Skill is a talent or ability an individual possess and this could be developed through deliberate personal experiences, training, observation and practice. According to Iyanuoluwa (2023), life skills are a set of basic rules that are gained through learning or with direct experiences in life. These skills enable individuals to tackle various sorts of issues and problems effectively which are commonly faced in daily life. Hence, skill is gained or developed through training and experiences by students in conjunction with their regular academic program. These skills if utilized, can make students become successful entrepreneurs.

An entrepreneur is the person who organizes and coordinates the major factors of production such as land, labour and capital. He is a resourceful, creative and contributes greatly to the economy by developing new markets, discovering new sources of raw materials, mobilizes capital resources, introduces new technologies and as well generates employment. (Iwuoha, Baba & Ebenezar-Nwokeji, 2021). This means having the spirit, attitude, or qualities to start, own and run a business or job. Herrity (2022) listed some entrepreneurial skills as follows: business management skills, teamwork and leadership skills, communication and listening skills, customer service skills, financial skills, analytical and problem-solving skills, critical thinking and so forth. All these entrepreneurship skills are essential in positioning entrepreneurs to identify opportunities, make effective decisions, turn their ideas into reality, overcome challenges, and properly allocate resources to achieve goals and succeed. (Joshi, 2023). This entrepreneurial skills are developed through training in Business Studies by observation, practice and experiences. In this 21st century, all these skills are essential to gain success not only for a healthy society but also for successful individuals.

Since the introduction of pre-vocational Business Studies in public secondary schools in Plateau State, implementation has been a problem. Students have never been equipped with the required basic business skills as expected (Musa, Adamu, & Umar, 2023). Students are not exposed to reasonable business skills to enable them assess their potentialities in the area of business. The knowledge they acquire is neither adequate enough to equip them with the expected basic business skills that will enable them to engage in their own small businesses if they cannot further their education nor enable them to decide whether to opt for business courses at the senior secondary school levels after graduation from junior secondary schools or not. (Njoku et al, 2020). This has affected the achievement of the objectives of the Business Studies Curriculum in public secondary schools in Plateau state. Different factors could have caused this failure and they include inadequate human resources, lack of relevance educational resources, inadequate facilities, inappropriate pedagogical approach, non-qualified teachers, and lack of curriculum coverage in Business Studies and so forth. Okeke-Ezeanyawu and Afomachukwu (2021) lamented that most school leavers having completed junior secondary school level and unable to further their education, roam the streets in search of means of livelihood because they lack relevant employability skills they ought to have developed in school.

Recent studies conducted on issues surrounding Business Studies curriculum implementation and development of entrepreneurial skills amongst students have posited varying results. For instance, Amesi and Sbere (2022) reported that teaching Business Studies for skills acquisition would result to economic empowerment of the recipients and prosperity of their environment. Simunthala (2019) discovered that teachers were prepared for the implementation of the new Business Studies curriculum, had positive attitude towards the curriculum and that teaching and learning resources were inadequate for effective implementation of Business Studies curriculum. Mshelia (2019) found out that there has not been any evidence to show that Business Studies students possess skills required to establish their own businesses. Musa, Adamu and Umar (2023) reported that Government Junior Secondary Schools had inadequate infrastructural facilities and human resources for implementation of business studies curriculum.

The Plateau state government in an effort to improve the implementation of the Business Studies curriculum, organized workshops in collaboration with Oracle Academy on database foundation delivery method: In-class training. (Oracle Academy, 2019). Another training was also organized in collaboration with British Council for Business Studies and computer teachers on digital literacy training and certification for teachers, (British Council, 2022) and also training and retraining of teachers through in-service, still the performance of students is on the down trends. This scenario if not checked, will affect the potentials of the students, the education and the nation at large. The consequences of non- implementation of Business Studies curriculum, is that students, upon graduation either from Basic education or secondary education, will lack the entrepreneurial skills they are supposed to have acquired. In the event of not being employed, they become exposed to several vices like armed robbery, kidnapping or prostitution just to get some financial satisfaction.

Similarly, the economy of the nation will suffer some setback, because entrepreneurs contribute substantively to the Gross Domestic Product (GDP) of any nation. To lack entrepreneurial skills means less business activities. This therefore calls to question if Business studies curriculum implemented in Upper Basic Level of education in Plateau State is actually for skills development. It is for this reason, that the researcher seeks the effect of the implementation of Business Studies Curriculum on development of entrepreneurial skills in Upper Basic Two Students of Langtang North Local Government, Plateau State, Nigeria.

Research Questions

1. To what extend are the learning facilities adequate for implementing Business Studies curriculum for development of entrepreneurial skills in Upper Basic students in Langtang North Local Government, Plateau State?
2. To what extent are instructional materials available for the implementation of Business Studies curriculum for development of entrepreneur skills in upper basic student in Langtang North Langtang North Local Government, Plateau State?

Methodology

The researcher adopted descriptive survey design to assess the effect of the Implementation of Business Studies Curriculum on development of Entrepreneurial Skills on Upper Basic Two of Langtang North Local Government, Plateau State. This was because the study involves a sample from the population under study, the design was viewed applicable for collecting data from students and teachers' opinions regarding implementation of Business Studies Curriculum. The descriptive design was used because the researcher was interested in the accurate assessment of the characteristics of the whole population. Descriptive designs according to Simunthala (2019) are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered.

There are 20 public upper basic education (GJSS) in Langtang North Local Government and 1007 JSS two students offering Business Studies 2023/24 session. Five schools were selected for the study using Cluster Sampling Technique. A total number of 110 students were sampled using Taro Yamane formula. A structured questionnaire was used for collecting data tagged "Development of Entrepreneurial Skills Students' Questionnaire" (DESSQ).

The DESSQ was adapted from Simunthala (2019)'s Students' Perception Questionnaire from his work titled "implementation of the business studies curriculum in secondary schools: A case study in Katete District, Zambia and modified to suit this study. The instrument was in two sections A and B. Section A elicited biographical information such as school code and gender, while section B investigated the availability of school facilities and infrastructural materials for the implementation of the Business Studies Curriculum. A four-point scale of rating was used, as Strongly Agreed (SA), 4-points; Agreed (A), 3-points; Disagreed (D), 2-points; Strongly Disagreed (SD), 1-point.

The instrument was validated by three experts for proper examination and pilot tested using 10 Business Studies students from two Government Junior Secondary Schools in Langtang North Local Government, Plateau State. The reliability coefficient of the instrument was estimated using Cronbach Alpha procedure for estimating the reliability of instrument and it was found to be 0.83 by Statistical package of Social Science (SPSS). Therefore the instrument was found reliable and stable as suggested by Madiha and Wahid 2016, who suggested that a reliable instrument should have a reliability coefficient of 0.75 and above. Mean and Standard Deviation was used to analyze the data and answer the research questions. As a basis for decision, comparing all the calculated mean scores with the criterion mean of 2.50, all items that had mean score of 2.50 and above was accepted, while all items that had mean scoreless than 2.50 was rejected.

Data Analysis and Results

The results of the research questions were as presented in tables 1 and 2.

Research Question 1: To what extent are the learning facilities adequate for implementing Business Studies curriculum for development of entrepreneurial skills in Upper Basic students of Langtang North Local Government, Plateau State?

Table 1: Results of the analysis on the extent to which learning facilities are adequate for implementation of Business Studies curriculum.

S/N	Statement	\bar{X}	SD	Decision
1.	We have enough classrooms for learning Business Studies in my school	2.84	0.71	Accept
2.	Each Business Studies students in my school have desk for learning Business Studies	2.44	0.81	Reject
3.	Our Business Studies teacher have tables and chairs for use in the school	2.54	0.91	Accept
4.	My Business Studies teacher have an office in the school	2.11	0.71	Reject
5.	We have Business Studies library for students' reading in my school	2.11	0.54	Reject
6.	In my school, we have Business Studies laboratory (typing pool) for students' Practical	2.32	0.92	Reject
7.	Our school has Computer laboratory for Business Studies students practical.	2.42	0.88	Reject
Average		2.46	0.74	Reject

Source: Field survey, 2024

The results of the analysis from table 1 reveals that items 1 and 3 were accepted because the items had mean above the criteria mean of 2.50. This implies that schools have enough classrooms for learning Business Studies and Business Studies teachers have tables and chairs for used in schools. While items 2, 4, 5, 6 and 7 were rejected because the items had mean below the criteria mean of 2.50. This implies that not all business studies teachers have offices, there are no Business Studies libraries, schools do not have Business Studies laboratories and the schools do not have computers in the laboratories. The overall mean of 2.46 is less than the criteria mean of 2.50. This implies that most of the respondents agreed that facilities are not available for the implementation of Business Studies curriculum.

Research Question 2: To what extent are instructional materials available for the implementation of Business Studies curriculum for development of entrepreneur skills on upper basic student of Langtang North Local Government, Plateau State?

Table 2 Results on the analysis on the extent to which instructional materials are available for the implementation of Business Studies curriculum

S/N	Statement	\bar{X}	SD	Decision
1.	There are relevant Business Studies text books in my school library	3.42	0.81	Accept
2.	Radio for teaching Business Studies are in my school	2.11	0.77	Reject
3.	Scheme of work for Business Studies teachers weekly records are available	3.54	1.02	Accept
4.	Teaching guide and students workbooks for Business Studies lessons are available.	2.04	1.05	Reject
5.	Business Studies related charts and pictures for teaching Business Studies are in my school.	3.11	0.88	Accept
6.	Television and video for effective teaching of Business Studies are available	2.13	0.78	Reject
7.	Cassettes and tapes for teaching of Business Studies are available	2.19	0.87	Reject
8.	White board for teaching of Business Studies are available in my school	3.91	0.89	Accept
9.	Electronic interactive computers for teaching Business Studies are available	2.14	0.71	Reject
10.	Real object for effective teaching of Business Studies are available	3.11	0.76	Accept
11.	Manual typewriters are available	2.74	1.04	Accept
Average		2.56	0.94	Accept

Source: Field Survey 2024

The result of the analysis from table 2 reveals that items 3, 5, 8, 10 and 11 were accepted because the items had mean above the criteria mean of 2.50 which implies that there are relevant business textbook, schemes of work, charts, white board real object and manual typewriter while items 2, 4, 6, 7, and 9 were rejected because the items had mean below 2.50. This implies that radio, teaching guide, television, cassettes, and electronic interactive board are not available. The overall mean of 2.56 indicates that most of the instructional materials for teaching business studies are available, hence it can be concluded that instructional materials are provided at a higher degree.

Discussion of findings

Findings from research question one reveals that facilities for the implementation of Business Studies are not much available for the implementation of the curriculum. This is in accordance with the views of Musa, Adamu and Umar (2023) who observed that most of the facilities needed for the implementation of most Educational curriculum are lacking in secondary schools. The implication of this findings is that more needs to be done in the area of the provision of facilities for the implementation for entrepreneurial skills in schools. The findings also revealed that most of the instructional materials needed for teaching Business Studies are not provided at a higher level. This is in agreement with the view of Azih and

Ikelegbe (2019), who reported that more instructional materials for practices need to be provided to enhance students' acquisition of basic skills that will be needed in the job market. The implication of this finding is that schools needed to be provided with more practical instructional materials for effective teaching of Business Studies. Simunthala (2019), also agreed that teachers were prepared for the implementation of the new Business Studies curriculum, had positive attitude towards the curriculum and that teaching and learning resources were inadequate for effective implementation of Business Studies curriculum.

Conclusion

The research assessed the implementation of Business Studies curriculum on the development of Entrepreneurial skills of Upper Basic. Based on the findings, it was concluded that the public Upper Basic (GJSS) in Langtang North Local Government, Plateau State lack adequate facilities and instructional materials needed for implementing Business Studies Curriculum. These needed to be provided to schools for effective implementation of Business Studies Curriculum.

Recommendations

1. The Plateau State Government should make more provision of the facilities for effective teaching and learning of Business Studies for entrepreneurial skills acquisition in schools.
2. The schools should be provided with more practical instructional materials for effective teaching of Business Studies by the Plateau State Government, while the teachers should make the teaching of Business Studies more practical too as this will go a long way to help the students to learn the entrepreneurial skills easily.

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