CHALLENGES TO THE EFFECTIVE IMPLEMENTATION OF THE NEW BUSINESS EDUCATION CURRICULUM IN COLLEGES OF EDUCATION IN LAGOS STATE

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Abstract
This study investigates the challenges to the effective implementation of the new business education curriculum in colleges of education in Lagos State. A descriptive research design was adopted for the study. The total population of the study was 240 participants, which included 40 lecturers and 200 students from the selected colleges of education. A structured instrument validated by two experts from the School of Business Education, Federal College of Education, (Technical), Akoka was used to collect data from the respondents. Reliability of the instrument was ascertained using Cronbach Alpha reliability which yielded 0.82 value. Data collected were analyzed using mean and standard deviation. Findings revealed that challenges such as; inadequate funding, resistance to change by faculty members, non-integration of digital tools for teaching and learning, inadequate and non-reliable internet connectivity and a host of others hinder effective implementation of the new business education curriculum. Recommendations were made that lecturers and students should be encouraged to embrace change in terms of innovative teaching and learning strategies. Governments at all levels should make funds available to procure physical and technological resources, and management of institutions should organize workshops and training for lecturers on regular basis to enhance effective implementation of technology-driven curriculum.

Keywords: Business Education, Challenges, Curriculum, Implementation

Introduction

Business education is an aspect of vocational and technical education that focuses on imparting knowledge and skills to recipients to enable them to secure employment, such as paying for a job or establishing their own business, to function effectively in society and contribute their quota to the development of the economy. It equips students with a foundation in business principles, financial literacy, strategic thinking, and problem-solving. Business education prepares individuals for diverse career paths in business, finance, marketing, management, and entrepreneurship, fostering a deep understanding of the modern business landscape (Seyi, Oluwabunmi & Samuel, 2024). The business education curriculum aims to equip students with the knowledge and skills necessary to thrive in the dynamic world of commerce. The curriculum emphasizes both theoretical concepts and practical applications, preparing students for roles in various sectors such as banking, consulting, entrepreneurship, and corporate management. Key components often include case studies, internships, and projects to provide real-world experiences. The curriculum is also updated regularly to stay relevant with current industry trends, ensuring graduates are well prepared to contribute meaningfully to the business landscape (Nebolisa & Uzor, 2023; Vakkayil, 2024).

Aligning the new business education curriculum with industry standards poses a substantial challenge for colleges of education in Lagos State, Southwest, Nigeria. Khasawneh (2024) emphasizes the critical importance of this alignment to ensure that graduates are equipped with the relevant skills and knowledge demanded by the business sector. However, achieving this alignment is complex due to the rapidly evolving nature of industries and the varying requirements across sectors (Alao et al, 2024). Lecturers and curriculum developers must continuously update course content to reflect current industry practices. This requires ongoing research, collaboration with industry partners, and professional development for faculty members to stay abreast of industry trends and demands. Without this alignment, graduates may find themselves ill-prepared for the dynamic and competitive business landscape.

Finding the right balance between theoretical knowledge and practical application is another significant challenge in implementing the new business education curriculum. Atsu et al, (2021) highlighted the importance of practical skills in business education, as they are essential for students to succeed in real-world settings. However, achieving this balance can be challenging, especially with limited resources for hands-on training. Faculty resistance to change is a common obstacle to the successful implementation of a new curriculum. Watty et al, (2019) discussed how some educators may be hesitant to adopt new teaching methods or content, particularly if they have been accustomed to traditional approaches. Overcoming this resistance requires comprehensive faculty training and support, as well as clear communication about the benefits of the new curriculum. Faculty members need to understand the rationale behind the changes and how they align with educational goals and industry demands (Fernandez-Martin, 2024).

Outdated infrastructure poses a significant challenge to the integration of innovative teaching methods in the new business education curriculum. Ogunode and Musa (2020) noted that many colleges of education in Nigeria struggle with inadequate facilities and outdated technologies. This limits the effectiveness of digital learning tools and online resources, hindering students' access to modern educational materials. Inability to implement the new business education curriculum which is technology-driven, renders the graduates of this

programme incapable of competing favourably with their counterparts in the world of work. This study aims to address this issue so that business education can remain relevant in this digital economy.

Limited funding is a persistent challenge that affects various aspects of curriculum implementation. Bremer et al, (2023) highlighted how budget constraint restricts colleges' ability to invest in new technologies, update facilities, and provide necessary training for faculty members. This limitation often leads to lack of access to modern teaching resources and technologies, hindering the quality of education offered. Inadequate staffing levels strain efforts to meet curriculum demands effectively in colleges of education. Stacey et al, (2023) discussed the impact of understaffing on workload and the ability to deliver quality education. With limited faculty members, colleges struggle to cover the breadth of courses required by the new curriculum. This can lead to rushed implementation and compromises on the depth of learning experiences. The study on challenges affecting the implementation of the new business education curriculum is motivated by the critical need to enhance the quality of business education delivery amidst evolving economic landscapes (Farhangmehr et al, 2019). The curriculum reform aims to align educational practices with contemporary business demands, fostering competent graduates.

The objectives of this study are to pinpoint the specific obstacles impeding the integration of the reviewed business education curriculum within the colleges of education system, to assess how well this curriculum aligns with contemporary business trends and educational benchmarks, to delve into the perspectives of both students and lecturers regarding the new curriculum, and to gauge the adequacy of physical and technological resources in supporting its implementation.

Statement of the Problem

Business Education plays a vital role in equipping students with practical, entrepreneurial, and employability skills needed for national development. In response to changing global demands, technological advancement, and the need for self-reliance among graduates, a new Business Education curriculum has been introduced in Colleges of Education. This curriculum is designed to be competency-based, technology-driven, and aligned with contemporary workplace expectations (National Commission for Colleges of Education, 2020). However, the extent to which this curriculum is effectively implemented remains uncertain. Despite the promising objectives of the new curriculum, there are growing concerns that its implementation in Colleges of Education in Lagos State is faced with numerous challenges. Observations and preliminary reports suggest issues such as inadequate instructional facilities, insufficient integration of modern technology, lack of qualified and adequately trained lecturers, and poor funding. In addition, resistance to change among educators, limited opportunities for professional development, and weak monitoring and evaluation mechanisms may further hinder effective implementation (Akinpelu & Olorundare, 2021; Ezeani & Oladele, 2022).

Furthermore, the mismatch between curriculum design and the realities of the teaching-learning environment raises questions about the preparedness of institutions to deliver the intended outcomes of the curriculum. Students may not be acquiring the expected practical and digital competencies, thereby affecting their employability and entrepreneurial capabilities after graduation. This situation undermines the fundamental goals of Business Education as a tool for economic empowerment and national development. This study therefore investigates the

challenges to effective implementation of the new Business Education curriculum in Colleges of Education in Lagos State.

Research Questions

The following research questions were raised to guide the study:

1. What are the challenges being faced by Colleges of Education in the implementation of the new business education curriculum?
2. What are the attitudes of students and lecturers towards the implementation of the new business education curriculum in Colleges of Education?
3. To what extent are physical and technological resources available and effective to support the new business education curriculum in Colleges of Education?

Methods

This study adopted a descriptive research design. The survey was carried out in two Colleges of Education in Lagos State, which are Federal College of Education (Technical), Akoka and St. Augustine College of Education in Affiliation with the University of Ibadan. The population of the study was made up of 200 students and 40 lecturers. These include 50 students and 8 lecturers from St. Augustine College of Education, 150 students and 32 lecturers from Federal College of Education (Technical), Akoka, Lagos, making a total population of 240 for the study. The entire population served as respondents because the researchers considered the size manageable. A structured questionnaire containing 18 items developed by the researcher was used for data collection from the respondents. A four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), and Great Extent (GE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE) were used with a corresponding value of 4,3,2, and 1, respectively. The research instrument was validated by two experts from the School of Business Education, Federal College of Education (Technical), Akoka, Lagos. The reliability of the instrument was ascertained using Cronbach Alpha reliability method, which yielded a value of 0.82. The data collected were analyzed using mean and standard deviation. A standard mean of 2.50 was adopted by the researchers. Any item with a mean score of 2.50 and above was regarded as agreed or to a great extent, while any item with a mean score below 2.50 was regarded as disagreed or to a low extent.

Results

Research Question One: What are the challenges being faced by Colleges of Education in the implementation of the new business education curriculum?

Table 1: Mean and standard deviation rating on challenges faced by colleges of education in the implementation of the new business education curriculum.

S/N	Item Statement	Mean	SD	Remarks
1	Aligning curriculum with industry standards presents a substantial challenge	3.20	0.72	Agreed
2	Balancing theoretical and practical components proves challenging for educators	3.22	0.84	Agreed
3	Resistance to change among faculty members poses an implementation challenge	3.44	0.71	Agreed
4	Outdated infrastructure hinders the integration of innovative	3.35	0.53	Agreed

	teaching methods			
5	Limited funding inhibits access to modern teaching resources and technology.	3.46	0.64	Agreed
6	Inadequate staffing affects efforts to meet curriculum demands effectively.	3.50	0.67	Agreed
	Cluster Mean and Standard Deviation	3.4	0.68	Agreed

Source: Field Survey 2026

Table 1 shows the cluster mean of the six items under research question one as 3.4 and standard deviation value of 0.68. It is evident from the table that aligning curriculum with industry standards, balancing theoretical and practical components are challenges to effective implementation of business education curriculum. In addition, resistance to change, outdated infrastructure, limited funding and inadequate staffing poses challenge to innovative teaching and ability to meet demands of the new curriculum. The respondents agreed that all the items listed are challenges being faced by colleges of education in the implementation of the new business education curriculum.

Request Question Two: What are the attitudes of students and lecturers towards the implementation of the new business education curriculum in colleges of education?

Table 2: Mean and standard deviation on students and lecturers' attitude towards implementation of the new business education curriculum in colleges of education.

S/N	Item Statement	Mean	SD	Remarks
7	Innovativeness of approach garners skepticism among implementers.	3.21	0.69	Agreed
8	Curriculum complexity can deter engagement with new content	3.25	0.68	Agreed
9	Perceived relevance to current market demand influences acceptance levels.	3.25	0.65	Agreed
10	Continuous adaptation to feedback is critical for sustained support.	3.27	0.66	Agreed
11	Flexibility within curriculum design is viewed favourably for adaptability	3.46	0.61	Agreed
12	Practical applicability of content often determines enthusiasm for the curriculum	3.49	0.50	Agreed
	Cluster Mean and Standard Deviation	3.32	0.63	Agreed

Source: Field Survey 2026

Table 2 showed the mean score of the items ranging from 3.21 to 3.49 respectively. It revealed the attitude of students and lecturers towards the implementation of the new business education curriculum. The table further revealed that innovativeness of approach, curriculum complexity and perceived relevance to current market demand can deter engagement with the new content and influences its acceptance level. Also, other items like flexibility within curriculum design and practical applicability of content determine enthusiasm for the new curriculum. In conclusion, the cluster mean of 3.32 is an indication that the respondents agreed that attitudes of students and lecturers affect the implementation of the new business education curriculum.

Research Question Three: To what extent are physical and technological resources available and effective to support the new business education curriculum in Colleges of Education?

Table 3: Mean and standard deviation on the extent of availability of physical and technological resources to support the new business education curriculum in Colleges of Education.

S/N	Item Statement	Mean	SD	Remarks
13	Availability of Wi-fi connectivity	2.18	0.76	Low Extent
14	Distribution of modern classrooms	2.20	0.70	Low Extent
15	Physical libraries are available to support implementation of the new business education curriculum.	2.40	0.64	Moderate Extent
16	Robust infrastructure support for online platforms	1.56	0.92	V. Low Extent
17	Integration of digital tools for teaching and learning.	2.31	0.68	Low Extent
18	Budgetary allocation for full-scale updates of physical resources.	1.90	0.89	V. Low Extent
	Cluster Mean and Standard Deviation	2.09	0.76	Low Extent

Source: Field Survey 2026

Table 3 showed the extent of availability of physical and technological resources to support the new business education curriculum. It is evident that wi-fi connectivity is available at low extent, modern classrooms are available at low extent and are not evenly distributed. Physical libraries are moderately available which affect effective implementation of business education curriculum. The availability of robust infrastructure support for online platforms at a very low extent is an indication that infrastructure is not adequately available, non-integration of digital tools and limited budgeting for update of physical resources are available at a low extent and very low extent respectively. The cluster mean of 2.09 indicates that physical and technological resources are not adequately available to support effective implementation of the new business education curriculum in colleges of education.

Discussion of Findings

The findings of the research question one revealed that aligning business education curriculum with industry standards is one of the challenges faced by colleges of education in its implementation. Aligning the curriculum with industry standards is a formidable task, according to Khasawneh (2024). In contrast, Kasalaei et al (2020) emphasized faculty resistance to change as a significant obstacle, which aligns with the challenges highlighted by Khasawneh (2024). Furthermore, outdated infrastructure inhibits the integration of innovative teaching methods. A similar study by Malama (2023) revealed that colleges of education struggle with updating their infrastructure to support modern teaching approaches, hampering effective curriculum implementation. This finding is in line with the challenges faced in aligning the curriculum with industry standards and balancing theoretical and practical components. Limited funding hinders access to modern teaching resources and technology. The study by Delavande and Zafar (2019)

highlighted how financial constraints impact the ability of colleges of education to provide up-to-date resources for the new curriculum. Inadequate staffing levels further strain efforts to meet curriculum demands effectively. A recent study by Jessa and Obata (2024) also discussed how a lack of sufficient teaching staff can lead to challenges in delivering the curriculum comprehensively. These studies collectively reveal a complex landscape of challenges facing the implementation of the new business education curriculum in Nigerian colleges of education. To address this challenge, colleges must advocate for increased funding from government and private sources. Strategic budget allocation is essential to prioritize investments in curriculum development, infrastructure upgrades, and faculty development programs.

Research question 2 showed the attitude of students and lecturers towards the implementation of the new business education curriculum in colleges of education. The findings showed that innovativeness of approach garners interest of skeptism among observers. A study by Wu and Chen (2021) explored how the innovative approach of the new curriculum was perceived by stakeholders, highlighting both positive interest and skeptism. Curriculum complexity can deter or motivate engagement with new content. This corroborates the study of Anderson (2020) who found that educators' attitudes towards the curriculum's complexity varied, with some feeling deterred while others were motivated by the challenge. The study found out that practical applicability of the content often determines enthusiasm for the curriculum which is in line with the findings of Renzulli (2023) that, the perceived practicability of the curriculum content significantly influenced the enthusiasm levels among students and lecturers.

Research question 3 examined the extent to which physical and technological resources are available and effective to support the new business education curriculum in colleges of education. Findings revealed that wi-fi connectivity is crucial for accessing online resources, which support the study of Balhara et al, (2019) who noted disparities in wi-fi strength and reliability across campuses. In terms of library resources, Balbin and Lascano (2023) found that physical libraries update slowly, posing challenges to maintaining curriculum relevance. This finding is in line with the need for effective integration of digital tools, as emphasized by Yang (2023), who highlighted the importance of seamless integration for contemporary education. On the other hand, Plantin et al, (2018) discussed the necessity of robust infrastructure support for online platforms, acknowledging the vast resources they offer. However, limited budgets often restrict full-scale updates to physical resources, thereby hindering colleges' ability to fully support the new curriculum.

Conclusion

In conclusion, the implementation of the new business education curriculum in colleges of education in Lagos State faces a myriad of challenges. This study has highlighted several key obstacles that hinder the smooth implementation of the curriculum. Aligning the curriculum with industry standards remains a substantial challenge, alongside the struggle to balance theoretical and practical components. Faculty members' resistance to change and outdated infrastructure further complicates the integration of innovative teaching methods. Limited funding hinders access to modern resources, while inadequate staffing levels strain efforts to meet curriculum demands effectively.

Furthermore, the study revealed the importance of flexibility, practical skills emphasis, alignment with market demands, continuous adaptation, integration of emerging technologies, and regular review mechanisms for the curriculum's success. Issues with Wi-Fi connectivity, classroom facilities, slow updates to physical resources, and budget constraints were also

highlighted. Addressing these challenges requires a multi-faceted approach involving collaboration between educational institutions, government bodies, and other stakeholders.

Recommendations

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

1. Lecturers and students should be encouraged to embrace change in terms of innovative teaching and learning strategies in colleges of education.

2. Government at all levels should make funds available to procure physical and technological resources to support the effective implementation of the new business education curriculum.
3. Management of institutions should organize workshops and training for lecturers on the use of technology tools to enhance the effective implementation of a practical and technology-driven curriculum.

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