

Challenges affecting the implementation of the new business education curriculum in colleges of education in south-east of Nigeria

Chinwe Mikella Nebolisa

Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria. mikellaflo@gmail.com

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Abstract

This study investigates the challenges affecting the implementation of the new business education curriculum in colleges of education in the South-East region of Nigeria. A survey design was employed to efficiently collect data from 51 participants, including lecturers and students, from selected colleges of education. Self-structured questionnaires distributed via Google Forms accommodated respondents' schedules. To ensure questionnaire validity, input from three professionals in Curriculum Development and Educational Management was sought, yielding Cronbach's alpha reliability coefficient of 0.89. Data analysis included frequency counts, percentages, mean, standard deviation, and t-tests to assess challenges. The study identified challenges in implementing the new business education curriculum in South-East Nigerian colleges. These include aligning with industry standards, balancing theoretical and practical components, faculty resistance to change, outdated infrastructure, limited funding, and inadequate staffing. Flexibility, practical skills, relevance, adaptation to feedback, digital integration, and budget constraints were highlighted as critical factors. Recommendations include comprehensive training workshops, increased resource provision, policy advocacy, and a culture embracing innovation. Addressing these challenges can enhance the effectiveness of the new business education curriculum, benefiting lecturers, students, and the quality of business education in the South-East of Nigeria.

Keywords: Business education, challenges, curriculum, colleges of education, implementation.



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INTRODUCTION

Business education focuses on imparting knowledge and skills related to commerce, entrepreneurship, management, and economics. 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 et al, 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 evolves 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 the South-East of Nigeria. Khasawneh (2024) emphasized 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, (2016) 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. To address this challenge, colleges must invest

in upgrading their infrastructure, including computer labs, internet connectivity, and multimedia facilities. Adequate resources are needed to support the implementation of digital platforms and tools for enhanced learning experiences.

Limited funding is a pervasive challenge that affects various aspects of curriculum implementation. Bremer et al, (2023) highlighted how budget constraints restrict colleges' ability to invest in new technologies, update facilities, and provide necessary training for faculty. This limitation often leads to a lack of access to modern teaching resources and technologies, hindering the quality of education offered. 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.

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, 2016). The curriculum reform aims to align educational practices with contemporary business demands, fostering competent graduates.

However, existing literature reveals substantial gaps in implementation. For instance, a study by Oyedele (2016) highlighted inadequate infrastructure as a major hindrance, with many colleges lacking requisite facilities for practical instruction. Furthermore, Watty et al, (2016) emphasized faculty preparedness as a significant concern, citing a lack of training on the updated curriculum among educators. These gaps underscore the urgency for comprehensive investigations into the challenges impeding effective curriculum implementation. Understanding these obstacles is crucial for devising strategies to address them, ensuring the curriculum's successful execution and ultimately, enhancing the quality of business education in Southeast Nigeria. Such research not only contributes to educational advancement but also aligns with broader socioeconomic goals of equipping students with relevant skills for the workforce, thereby fostering regional development.

The objectives of this study are to pinpoint the specific obstacles impeding the integration of the updated business education curriculum within colleges of education, 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. The research aims to answer questions such as: What particular challenges are colleges of education encountering in implementing the new business education curriculum? How closely does the new curriculum mirror current business trends and educational standards? What are the attitudes of students and lecturers towards its implementation? And to what degree are physical and technological resources available and efficacious in facilitating the new curriculum? The

hypotheses to be tested suggest that there are no significant differences in perceptions of challenges and attitudes towards the curriculum between students and lecturers in colleges of education.

METHOD

This study aimed to investigate the challenges affecting the implementation of the new business education curriculum in colleges of education in the South-East region of Nigeria. The research design selected for this study was a survey design, allowing for efficient data collection from a sizeable number of participants. The study participants consisted of lecturers and students from selected colleges of education in the South-East region. The survey utilized self-structured questionnaires distributed through Google Forms to accommodate respondents' busy schedules and provide flexibility in completing the survey. To ensure the content validity and relevance of the questionnaire, feedback was sought from three professionals with expertise in the field of Curriculum Development and Educational Management, who validated the instrument. The reliability of the questionnaire was assessed using Cronbach's coefficient alpha, demonstrating a reliability coefficient of 0.89, indicating adequate dependability. The sample for this study consisted of 51 lecturers and students who responded to the online survey. This sample size was the main source of data, with information directly collected from these participants. In the data analysis phase, various statistical techniques were employed to address the research objectives.

Frequency counts and percentages were used to analyze demographic data, providing an overview of the characteristics of the respondents. Mean and standard deviation calculations were utilized to assess the perceived challenges related to the implementation of the new business education curriculum. Additionally, Levene's Test for Equality of Variances and t-tests were conducted to examine any significant differences or relationships within the data, testing specific hypotheses formulated for the study. Levene's Test for Equality of Variances assesses if the variance of data is the same across different groups. It calculates test statistics and p-value. A non-significant result ($p > 0.05$) suggests the assumption of equal variances is met, important for certain statistical tests like t-tests for group comparisons.

RESULTS AND DISCUSSION

Results

Table 1. Frequency distribution of respondents based on Gender and role

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	8	15.7	15.7	15.7
Female	43	84.3	84.3	100.0
Total	51	100.0	100.0	100.0
Lecturer	3	5.9	5.9	5.9
Student	48	94.1	94.1	100.0
Total	51	100.0	100.0	100.0

This table illustrates the frequency distribution of respondents based on both gender and role. Of the total 51 respondents, 8 (15.7%) were male, while 43 (84.3%) were female. In terms of role, 3 respondents (5.9%) identified as lecturers, and the majority, 48 (94.1%), identified as students. The cumulative percentages show that all categories add up to 100%, providing a comprehensive overview of the gender and role distribution within the respondent group.

Research question 1: What specific challenges are colleges of education facing in the implementation of the new business education curriculum?

Table 1. Descriptive Statistics on Specific Challenges Are Colleges of Education Facing in The Implementation of The New Business Education Curriculum

	Range	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
		Std. Error	Std. Error	Std. Error	Std. Error	Std. Error	Std. Error	Std. Error	Std. Error
Aligning curriculum with industry standards presents a substantial challenge.	3	3.10	.102	.728	.530	-.477	.333	.095	.656
Balancing theoretical and practical components proves challenging for educators.	3	3.12	.118	.840	.706	-.440	.333	-.882	.656
Resistance to change among faculty poses significant implementation challenges.	3	3.24	.099	.710	.504	-1.074	.333	2.222	.656
Outdated infrastructure inhibits the integration of innovative teaching methods.	2	3.39	.075	.532	.283	.037	.333	-1.133	.656
Limited funding hampers access to modern teaching resources and technology.	2	3.43	.090	.640	.410	-.684	.333	-.477	.656

Inadequate staffing levels strain efforts to meet curriculum demands effectively.	3	3.45	.094	.673	.453	-1.251	.333	2.127	.656
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This table 2 outlines challenges faced by colleges in implementing a new business education curriculum. Mean scores reveal the difficulty level for each challenge: aligning with industry standards (3.10), balancing theory-practice (3.12), faculty resistance (3.24), outdated infrastructure (3.39), limited funding (3.43), and inadequate staffing (3.45). Standard deviations show variability around means: aligning (0.728), theory-practice (0.840), resistance (0.710), infrastructure (0.532), funding (0.640), and staffing (0.673). Skewness indicates data distribution: positive for aligning, theory-practice, and funding; negative for resistance and staffing. Kurtosis reveals peakedness: positive for resistance and staffing, negative for aligning, theory-practice, and funding.

Research question 2: How well does the new business education curriculum align with current business trends and educational standards?

Table 3. Descriptive Statistics on How Well The New Business Education Curriculum Align with Current Business Trends and Educational Standards

	Range	Mean	Std. Deviation	Std. Error	Variance	Skewness	Std. Error	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Flexibility allows adaptation to evolving business landscapes and practices.	2	3.24	.082	.586	.344	-.082	.333	-.345	.656
Emphasis on practical skills aligns with industry's demand for proficiency.	2	3.28	.091	.640	.410	-.321	.337	-.626	.662
Curriculum benchmarks correlate with established educational standards and benchmarks.	2	3.29	.085	.610	.372	-.248	.333	-.554	.656

Continuous improvement ensures alignment with changing business environments and standards	1	3.41	.070	.497	.247	.370	.333	-1.941	.656
Integration of emerging technologies prepares students for modern workplaces.	3	3.41	.089	.638	.407	-1.098	.333	2.445	.656
Regular review ensures relevance to contemporary business practices and trends	2	3.47	.076	.542	.294	-.271	.333	-1.138	.656

Table 4 presents how well the new business education curriculum aligns with current trends and standards. Mean scores indicate strong alignment in flexibility (3.24), practical skills (3.28), educational standards (3.29), continuous improvement (3.41), integration of technologies (3.41), and relevance through regular review (3.47). Standard deviations show variability around means: flexibility (0.586), practical skills (0.640), alignment with standards (0.610), continuous improvement (0.497), integration of technologies (0.638), and regular review (0.542). Skewness is mostly positive, suggesting a slight right tail, while kurtosis varies, indicating distribution shapes from slightly flatter to more peaked.

Research question 3: What are the attitudes of students and lecturers towards the implementation of the new business education curriculum in colleges of education?

Table 4. Descriptive Statistics for Attitudes of Students and Lecturers Towards The Implementation of The New Business Education Curriculum in Colleges of Education

	Range	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic			
		Std. Error			Std. Error	Std. Error			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic			
Innovativeness of approach garners interest or skepticism among observers.	2	3.20	.097	.693	.481	-.283	.333	-.854	.656

Curriculum complexity can deter or motivate engagement with new content.	3	3.25	.096	.688	.474	-.763	.333	1.006	.656
Perceived relevance to current market demands influences acceptance levels.	3	3.25	.092	.659	.434	-.760	.333	1.482	.656
Continuous adaptation to feedback is critical for sustained support	3	3.27	.093	.666	.443	-.798	.333	1.417	.656
Flexibility within curriculum design is viewed favorably for adaptability.	2	3.47	.086	.612	.374	-.703	.333	-.420	.656
Practical applicability of content often determines enthusiasm for the curriculum.	1	3.49	.071	.505	.255	.040	.333	-2.082	.656

Table 4 presents descriptive statistics on attitudes of students and lecturers towards the new business education curriculum. Mean scores indicate the average attitudes: innovativeness (3.20), curriculum complexity (3.25), relevance to market demands (3.25), continuous adaptation (3.27), flexibility (3.47), and practical applicability (3.49). Standard deviations show variability: innovativeness (0.693), curriculum complexity (0.688), relevance (0.659), continuous adaptation (0.666), flexibility (0.612), and practical applicability (0.505). Skewness values indicate data shape: mostly negative, except for practical applicability (0.255). Kurtosis values show peakedness: mostly negative, except for practical applicability (-2.082).

Research question 4: To what extent are physical and technological resources available and effective in supporting the new business education curriculum in colleges of education?

Table 5. Descriptive Statistics Availability Of Physical And Technological Resources And Their Effectiveness In Supporting The New Business Education Curriculum In Colleges Of Education

	Range		Mean		Std. Deviation		Variance		Skewness		Kurtosis		
	Statistic		Statistic		Statistic		Statistic		Statistic		Statistic		
	Statistic	Error	Statistic	Error	Statistic	Error	Statistic	Error	Statistic	Error	Statistic	Error	
Wi-Fi connectivity is crucial but not universally strong or reliable.	3		3.18	.111	.793		.628		-.581	.333		-.395	.656
Modern classrooms enhance learning experiences but remain unevenly accessible.	3		3.22	.106	.757		.573		-.674	.333		.045	.656
Physical libraries update slowly, challenging curriculum's relevance maintenance.	3		3.24	.095	.681		.464		-.727	.333		1.064	.656
Online platforms offer vast resources, yet require robust infrastructure support.	2		3.29	.076	.540		.292		.110	.333		-.521	.656
Effective integration of digital tools is pivotal for contemporary education.	2		3.31	.086	.616		.380		-.306	.333		-.589	.656
Limited budgets often restrict full-scale updates to physical resources.	2		3.41	.075	.536		.287		-.039	.333		-1.161	.656

Table 5 provides descriptive statistics on the availability and effectiveness of physical and technological resources for supporting the new business education curriculum. Mean scores indicate the average perceptions: Wi-Fi connectivity (3.18), modern classrooms (3.22), physical libraries (3.24), online platforms (3.29), integration of digital tools (3.31), and limited budgets (3.41). Standard deviations show variability: Wi-Fi (0.793), modern classrooms (0.757), physical libraries (0.681), online platforms (0.540), digital tools (0.616), and limited budgets (0.536).

Skewness values indicate data shape: mostly negative, except for online platforms (0.292), integration of digital tools (-0.306), and limited budgets (-0.039). Kurtosis values show peakedness: mostly negative, except for physical libraries (1.064) and limited budgets (-1.161).

Research Hypothesis 1: There is no significant difference in the perception of challenges hindering the implementation of the new business education curriculum between students and lecturers in colleges of education.

Table 6. Group Statistics on Difference in The Perception of Challenges Hindering the Implementation of The New Business Education Curriculum Between Students and Lecturers in Colleges of Education

Role	N	Mean	Std. Deviation	Std. Error Mean
Lecturer	3	18.6667	2.51661	1.45297
Student	48	19.7917	2.34256	.33812

Table 6 displays group statistics on the difference in perception of challenges hindering the new business education curriculum's implementation between students and lecturers in colleges of education. The lecturers' mean perception score is 18.67, with a standard deviation of 2.52, and a standard error of 1.45. Students' mean perception score is slightly higher at 19.79, with a standard deviation of 2.34 and a smaller standard error of 0.34.

Table 7. Independent Samples Test Difference in The Perception of Challenges Hindering the Implementation of the New Business Education Curriculum between Students and Lecturers in Colleges of Education

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	.012	.913	-.804	49	.425	-1.12500	1.39848	-3.93535	1.68535	
Equal variances not assumed			-.754	2.222	.523	-1.12500	1.49179	-6.96619	4.71619	

The Levene's test for equality of variances in Table 7 shows a p-value of 0.913, indicating no significant difference in variances between students and lecturers' perceptions of challenges

hindering the new business education curriculum. The t-test for equality of means results in a p-value of 0.425 (equal variances assumed) and 0.523 (equal variances not assumed), both above the significance level of 0.05. Thus, the hypothesis that there is a difference in perception between students and lecturers is not supported, and we fail to reject the null hypothesis.

Research Hypothesis 2: There is no significant difference in the attitudes towards the new business education curriculum between students and lecturers in colleges of education.

Table 8. Group Statistics for Difference in the Attitudes towards the New Business Education Curriculum between Students and Lecturers in Colleges of Education

Role	N	Mean	Std. Deviation	Std. Error Mean
Lecturer	3	19.0000	2.00000	1.15470
Student	48	20.0000	2.61745	.37780

Table 8 presents group statistics for the difference in attitudes towards the new business education curriculum between students and lecturers in colleges of education. The lecturers' mean attitude score is 19.00, with a standard deviation of 2.00 and a standard error of 1.15. Students' mean attitude score is slightly higher at 20.00, with a standard deviation of 2.62 and a smaller standard error of 0.38. This suggests that, on average, students have a slightly more positive attitude towards the curriculum compared to lecturers.

Table 8. Independent Samples Test for Difference in the Attitudest towards the New Business Education Curriculum between Students and Lecturers in Colleges of Education

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
T2	Equal variances assumed	.669	.417	-.647	49	.520	-1.00000	1.54441	-4.10361	2.10361
	Equal variances not assumed			-.823	2.450	.483	-1.00000	1.21493	-5.40715	3.40715

The Levene's test for equality of variances in table 9 yields a p-value of 0.417, indicating no significant difference in variances between students and lecturers' attitudes towards the new business education curriculum. The t-test results in a p-value of 0.520 (equal variances assumed) and 0.483 (equal variances not assumed), both above the significance level of 0.05. Therefore, we fail to reject the null hypothesis, suggesting no significant difference in attitudes between students and lecturers.

Discussion

From Research question 1, it was seen that implementing a new business education curriculum in Nigerian colleges of education is fraught with various challenges, as evidenced by recent studies. 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 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 exacerbates these issues, hindering 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 and engagingly. These studies collectively reveal a complex landscape of challenges facing the implementation of the new business education curriculum in Nigerian colleges of education.

Research question 2 showed how well the new business education curriculum align with current business trends and educational standards. It was seen that flexibility is crucial, allowing adaptation to evolving business landscapes and practices. Amores et al, (2023) highlighted the significance of this flexibility, indicating its role in meeting the dynamic needs of the business environment. Emphasis on practical skills aligns with industry demands for proficiency. Sharma et al, (2018) found that educators perceive practical skills as crucial for students to excel in real-world business settings. Curriculum benchmarks that correlate with established educational standards and benchmarks are vital for ensuring quality education. In a related study, Pak et al, (2020) emphasized the importance of aligning curriculum benchmarks with established standards to enhance educational quality. Continuous improvement ensures alignment with changing business environments and standards. This finding is supported by Chowdhury (2014), who discussed the necessity of continuous improvement to keep pace with evolving business landscapes. Integration of emerging technologies prepares students for modern workplaces. Yurkofsky et al, (2020) discussed how integrating emerging technologies into the curriculum is crucial for preparing students to navigate modern business environments. Regular review mechanisms play a crucial role in ensuring relevance to contemporary business practices and

trends. Klarin et al, (2021) highlighted the importance of regular reviews to ensure the curriculum remains up-to-date and relevant.

Research question 3 covered the attitudes 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 or skepticism 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 skepticism. Curriculum complexity can deter or motivate engagement with new content. Anderson (2020) found that educators' attitudes towards the curriculum's complexity varied, with some feeling deterred while others were motivated by the challenge. Perceived relevance to current market demands influences acceptance levels. Ogar and Opoh (2015) emphasized the importance of students and lecturers perceiving the curriculum as relevant to current market needs, which positively influenced their acceptance levels. Continuous adaptation to feedback is critical for sustained support. Flexibility within curriculum design is viewed favorably for adaptability. In a related study, Oloyede (2015) highlighted the positive attitudes towards a flexible curriculum design, as it allows for adaptation to changing educational needs and practices. Practical applicability of content often determines enthusiasm for the curriculum. Renzulli (2023) also found that the perceived practicality of the curriculum's content significantly influenced the enthusiasm levels among students and lecturers.

Research question 4 examined the extent to which physical and technological resources available and effective in supporting the new business education curriculum in colleges of education. It was seen that Wi-Fi connectivity is crucial for accessing online resources, but Balhara et al, (2019) noted disparities in its strength and reliability across campuses. This finding contrasts with Dotong et al, (2016), who found variations in well-equipped modern classrooms, impacting the quality of learning experiences. 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, as discussed by Li et al, (2019), 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 the South-East of Nigeria faces a myriad of challenges. This study has highlighted several key obstacles that hinder the smooth execution of the curriculum. Aligning the curriculum with industry standards remains a substantial challenge, alongside the struggle to balance theoretical and practical components. Faculty resistance to change and outdated infrastructure further complicates the integration of innovative teaching methods. Limited funding constrains access to modern resources, while inadequate staffing levels strain efforts to meet curriculum demands effectively.

Moreover, 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 stakeholders. Investments in infrastructure, training programs for faculty, and strategic resource allocation are necessary. Continuous monitoring and evaluation, as well as regular updates to keep pace with evolving business trends, will be crucial for the curriculum's sustained relevance and effectiveness.

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