

Strategic Education Reforms for Enhancing Quality Business Studies Delivery in Rivers State Secondary Schools

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Abstract

Investigating strategic education reforms to enhance the quality of business studies delivery in Rivers State secondary schools is the central focus of this descriptive survey. The target population consisted of all the 381 public junior secondary schools in Rivers State. However, the researchers purposively sampled 356 respondents from the three senatorial districts of Rivers State. The study was guided by two research questions and two hypotheses, and the researchers designed a rating scale, the Educational Reform Strategies and Business Studies Delivery Questionnaire (ERSBSDQ), for data collection. We subjected the instrument to content and face validity to ensure its alignment with the research objectives. We conducted a reliability test using Cronbach's alpha, which yielded coefficients of 0.71 and 0.75 for different sections of the instrument, indicating acceptable levels of internal consistency. We conducted the analysis by calculating the mean on an item-by-item basis and using ANOVA for the hypotheses. The findings, among other things, revealed that while curriculum enhancement enhances the delivery of business studies by preparing students for practical skills, promoting entrepreneurship education, and integrating technology, it does not align with contemporary business practices or provide sufficient updated teaching materials. Additionally, while quality assurance improves the delivery of business studies by supporting teaching methodologies and instructional materials, it falls short in terms of teacher training, feedback mechanisms, and adherence to standards. It was recommended that to address gaps in the effective delivery of business studies, targeted professional development programs should be implemented and quality assurance processes should be strengthened by ensuring constructive feedback and regular supervision of classroom activities.

Keywords: Education Reform, Curriculum Enhancement, Quality Assurance, Education Delivery, Business Studies.

Introduction

The delivery of quality education in secondary schools is critical for the development of individuals and the overall socio-economic growth of nations. Education serves as a foundational element for empowering youths, equipping them with the knowledge, skills, and values required to meet contemporary challenges. However, secondary schools in many regions face persistent issues such as inadequate infrastructure, untrained teachers, outdated curricula, and inequitable access to education. These challenges necessitate the implementation of comprehensive education reform strategies aimed at addressing systemic inefficiencies and enhancing the quality of education delivery. In Nigeria,

secondary education plays a pivotal role in bridging the gap between basic education and tertiary education, forming a critical stage for human capital development. Yet, studies reveal significant gaps in learning outcomes and resource allocation in secondary schools across the country (Uwadiae, 2020; Onuka & Akinyemi, 2019). Adedayo (2021) has identified education reform strategies like curriculum redesign, teacher development programs, and technology integration as essential tools for enhancing the quality of education delivery. We expect these strategies to align educational practices with global standards and ensure students acquire relevant competencies for the 21st century.

Secondary schools in Nigeria face numerous challenges that hinder effective education delivery. These challenges include inadequate funding, poor infrastructure, insufficient teacher training, and lack of technological integration (Eze & Okeke, 2020). Despite government initiatives such as the Universal Basic Education (UBE) program and various policy frameworks, the quality of education delivery remains suboptimal. Many secondary schools struggle with overcrowded classrooms, low teacher-to-student ratios, and limited access to modern teaching resources (Ojo & Adebisi, 2018).

Globally, educators have implemented education reform strategies to address similar challenges, achieving significant success in improving learning outcomes. For instance, in Finland, curriculum reform emphasized critical thinking and student-centered learning, which has been instrumental in fostering academic excellence (Sahlberg, 2011). In contrast, Nigeria's secondary education system, especially a core subject like business studies, requires targeted reforms to address its unique challenges and align with sustainable development goals.

The delivery of business studies as a subject is central to equipping students with the foundational knowledge and skills needed to thrive in the business world and contribute to national economic development. Business Studies, a multidisciplinary field that develops students' entrepreneurial and managerial competencies, encompasses areas such as commerce, accounting, entrepreneurship, office practice, and economic principles (Kayii & Okiridu, 2020). Effective delivery of this subject requires adequate resources, well-trained teachers, and innovative teaching methodologies that align with contemporary economic and technological trends.

Business Studies provides a platform for students to understand the dynamics of the business environment and develop critical thinking and decision-making skills. It promotes financial literacy and entrepreneurial skills, which are essential for personal and national economic growth. According to Akpomi and Kayii (2021), business studies contribute to students' ability to analyze market trends, manage finances, and identify business opportunities, preparing them for future roles as business leaders or entrepreneurs.

Despite its importance, the delivery of business studies in secondary schools faces significant challenges, particularly in developing countries. Poor funding, inadequate teaching resources, and unqualified teachers often undermine the effectiveness of the subject (Okafor & Nwafor, 2019). Many schools lack the necessary instructional materials, such as textbooks, multimedia resources, and business simulation tools, which are critical

for fostering practical understanding (Adewuyi, 2018). Moreover, large class sizes and limited time allocation further constrain teachers' ability to deliver the subject effectively. The effective delivery of business studies is essential for preparing students to navigate the complexities of the business world and contribute to economic development. Addressing challenges such as inadequate resources (Onwusa & Aniedu, 2021; Ajayi & Ogunleye, 2020; Okon & Essien, 2019), unqualified teachers, and outdated curricula requires a multifaceted approach involving policy reform, teacher training, and technology integration. By adopting innovative teaching strategies and aligning the curriculum with global trends, schools can ensure that business studies fulfills its potential as a transformative subject. This research aims to contribute to ongoing efforts to improve secondary education in Nigeria. The study draws on relevant empirical evidence to identify effective strategies that policymakers, educators, and stakeholders can adopt to drive systemic change.

Curriculum Enhancement as a Reform Strategy for Enhancing Delivery of Secondary Education

Enhancing the curriculum has become a crucial reform strategy to enhance the quality and effectiveness of secondary education delivery. Persistent challenges such as outdated content, lack of relevance to contemporary societal needs, and inadequate emphasis on critical thinking and practical skills underscore the necessity for curriculum reforms in Nigerian secondary schools (Adedayo, 2021). Scholars argue that a modernised curriculum can bridge the gap between theoretical knowledge and real-world applications, thereby better preparing students for higher education and the labour market (Eze & Okeke, 2020). One of the primary motivations for curriculum enhancement is to align educational outcomes with national development goals. According to Ojo and Adebisi (2018), the existing curriculum in many Nigerian secondary schools does not sufficiently address the skills required in the 21st-century economy, such as digital literacy, problem-solving, and innovation. This misalignment contributes to graduates who are ill-equipped to meet the demands of a rapidly evolving job market, necessitating comprehensive curriculum reforms that integrate these essential competencies.

Furthermore, improving student engagement and learning outcomes closely correlates with curriculum enhancement. Onuka and Akinyemi (2019) highlight that a curriculum that is responsive to students' interests and societal needs can significantly enhance motivation and participation. By incorporating interactive and student-centred learning approaches, the curriculum can foster a more engaging and effective learning environment. This shift from rote memorisation to active learning strategies encourages deeper understanding and retention of knowledge, which are critical for academic success and personal development. The integration of technology in the curriculum is another critical aspect of curriculum enhancement. Ineye-Briggs (2024) and Eze and Okeke (2020) emphasise the role of digital tools and e-learning platforms in modernising the curriculum, making education more accessible and adaptable to diverse learning styles. Technology integration not only facilitates personalised learning experiences but also equips students with the digital

competencies necessary for the modern workforce. Additionally, the use of multimedia and interactive resources can make learning more dynamic and enjoyable, thereby improving overall educational outcomes.

Teacher training and professional development are essential components of effective curriculum enhancement. Adedayo (2021) points out that without adequate training, teachers may struggle to implement the new curriculum effectively. Professional development programs that focus on innovative teaching methodologies, curriculum design, and assessment strategies are crucial for ensuring that educators are well-prepared to deliver the enhanced curriculum. This investment in teacher capacity building is fundamental to the successful adoption and sustainability of curriculum reforms.

Furthermore, stakeholder involvement, including input from educators, students, parents, and industry experts, is vital for the successful implementation of curriculum enhancements. Ojo and Adebisi (2018) argue that collaborative efforts in curriculum development ensure that the content is relevant, comprehensive, and aligned with both educational standards and societal expectations. Engaging stakeholders in the reform process fosters a sense of ownership and commitment, which is essential for overcoming resistance to change and ensuring the long-term success of curriculum initiatives (Ineye-Briggs, 2023).

In addition to these factors, continuous evaluation and feedback mechanisms are necessary to monitor the effectiveness of curriculum enhancements. Onuka and Akinyemi (2019) advocate for the use of standardised assessments and regular curriculum reviews to identify areas for improvement and ensure that the curriculum remains relevant and effective. This iterative process allows for timely adjustments and ensures that the curriculum continues to meet the evolving needs of students and society.

Curriculum enhancement is a multifaceted reform strategy that holds significant potential for improving the delivery of secondary education in Nigeria. By aligning the curriculum with national development goals, integrating essential skills and technologies, fostering student engagement, and investing in teacher professional development, curriculum reforms can address the existing shortcomings in the education system. The successful implementation of these enhancements requires a collaborative approach, continuous evaluation, and a commitment to adapting to changing educational landscapes. As such, curriculum enhancement stands as a cornerstone in the pursuit of high-quality secondary education that prepares students for future challenges and opportunities.

Quality Assurance as a Reform Strategy for Enhancing Secondary Education Delivery

Quality assurance (QA) has emerged as a cornerstone in educational reforms aimed at enhancing the delivery of secondary education. QA involves systematic processes and mechanisms designed to ensure that educational practices meet predefined standards and lead to improved learning outcomes. In the context of secondary education, QA encompasses curriculum evaluation, teacher performance appraisal, infrastructure audits, and student assessment systems (Eze & Okeke, 2020). The importance of QA lies in its

ability to identify gaps in education systems, promote accountability, and foster continuous improvement, thereby aligning educational practices with national and global standards.

One key aspect of quality assurance is the development of standardized assessment systems. Such systems provide objective measures for evaluating student learning outcomes and identifying disparities in performance across schools. For instance, Adedayo (2021) notes that standardized examinations in secondary schools in Nigeria have been instrumental in benchmarking student performance and enabling policymakers to implement targeted interventions. Critics have criticized poorly designed assessments that solely focus on rote memorization, rather than critical thinking and problem-solving skills, for stifling creativity and innovation (Ojo & Adebisi, 2018). Consequently, QA systems must incorporate diverse and comprehensive evaluation methods that reflect 21st-century learning goals.

Teacher appraisal systems form another critical component of QA. Effective teacher appraisal in business studies holds educators accountable for their performance and provides opportunities for professional development. Studies reveal that regular performance evaluations, coupled with constructive feedback and targeted training, significantly enhance teacher effectiveness (Onuka & Akinyemi, 2019). Additionally, robust QA frameworks emphasize the recruitment of qualified teachers and their continuous development through workshops, certifications, and peer learning opportunities (Olayemi & John, 2021). These measures equip educators with the necessary skills and knowledge to deliver quality education.

Infrastructure and resource audits also play a pivotal role in QA for secondary education. Many schools, particularly in developing countries, operate with inadequate facilities, overcrowded classrooms, and insufficient learning materials, which undermine the quality of education delivery (Eze & Okeke, 2020). QA mechanisms that monitor and evaluate the availability and condition of school infrastructure can help identify resource gaps and guide resource allocation efforts. For example, ensuring that every secondary school has functional libraries, science laboratories, and access to technology can enhance the learning experience and foster better academic outcomes (Adedayo, 2021).

The integration of technology in QA processes is increasingly gaining traction. Technology facilitates real-time data collection and analysis, enabling stakeholders to make evidence-based decisions. Digital platforms for tracking student attendance, teacher performance, and school infrastructure conditions have proven effective in ensuring transparency and accountability (Ololube, 2022). Furthermore, QA frameworks that leverage technology for teacher training and student assessments can help bridge educational disparities between urban and rural schools.

Despite its potential, QA as a reform strategy faces several challenges. Inadequate funding, lack of trained personnel, and resistance to change often hinder the effective implementation of QA mechanisms (Uwadiae, 2020). Moreover, some schools view QA processes as punitive rather than developmental, leading to minimal cooperation from stakeholders. To address these challenges, Ojo and Adebisi (2018) advocate for the

establishment of independent QA bodies that operate transparently and collaboratively with educational institutions.

QA is a vital reform strategy for enhancing the delivery of secondary education. By focusing on standardised assessments, teacher appraisals, infrastructure audits, and technological integration, QA frameworks can significantly improve learning outcomes and ensure that educational practices meet global standards. However, the success of QA initiatives depends on adequate funding, stakeholder buy-in, and the commitment to continuous improvement. Despite the extensive literature on the delivery of business studies in secondary schools, existing studies often focus on isolated challenges such as inadequate resources, teacher competence, or curriculum rigidity without examining these issues within a comprehensive framework of education reform strategies (Adebayo, 2021; Okon & Essien, 2019). Furthermore, while global best practices in business studies delivery emphasize the integration of technology, experiential learning, and policy alignment, limited research investigates the adaptation of these approaches to the unique socio-economic and educational context of Rivers State. This gap highlights the need for targeted research to identify and implement reform strategies that address systemic challenges and enhance the quality of business studies delivered in secondary schools within this zone.

Statement of the Problem

In Rivers State, the delivery of business studies in secondary schools is hindered by persistent challenges such as outdated curricula, insufficient teacher training, poor resource allocation, and a lack of integration of modern pedagogical methods and technology. These issues contribute to suboptimal learning outcomes and fail to equip students with the necessary entrepreneurial and managerial skills to thrive in a competitive economy. Despite government efforts to improve education quality, there is a lack of focused research on how comprehensive education reform strategies can address these challenges in the context of business studies. This study seeks to bridge this gap by investigating and proposing effective education reform strategies for enhancing the quality of Business Studies delivery in secondary schools in Rivers State.

Purpose of the Study

The study aims at investigating the strategic education reforms for enhancing quality business studies delivery in rivers state secondary schools. Specifically, the objectives are as follows:

1. To determine how curriculum enhancement as a reform strategy enhances Delivery of secondary schools' business studies in Rivers State.
2. To determine how quality assurance as a reform strategy enhances Delivery of secondary schools' business studies in Rivers State.

Research Questions

The following research questions guide the study:

1. How does curriculum enhancement as a reform strategy enhance the delivery of secondary schools' Business Studies in Rivers State?
2. How does quality assurance as a reform strategy enhance the delivery of secondary schools' Business Studies in Rivers State?

Hypotheses

Ho₁: There is no significant difference in the mean scores of teachers from Rivers South East, Rivers West and Rivers East on curriculum enhancement as a reform strategy enhances the delivery of secondary schools' Business Studies in Rivers State.

Ho₂: There is no significant difference in the mean scores of teachers from Rivers South East, Rivers West and Rivers East on quality assurance as a reform strategy enhances the delivery of secondary schools' Business Studies in Rivers State.

Methodology

This study has adopted an analytic descriptive research design. We chose this design to facilitate the comparison of sampled groups through hypothesis testing, enabling a detailed exploration of strategic education reforms aimed at enhancing the quality of business studies delivery in Rivers State secondary schools, and their impact on the delivery of Business Studies in secondary schools. The population for this study comprises all the 381 public junior secondary school teachers across the three senatorial districts (Rivers South East-115, Rivers East-117, and Rivers West-162) of Rivers State. We adopted a purposive sampling technique to select the 345 respondents for the study. Purposive sampling is a non-probability sampling method that involves selecting participants based on specific characteristics relevant to the research objectives. The study's sampling technique selects only business studies teachers (respondents) who are directly involved in teaching the subject. The Educational Reform Strategies and Business Studies Delivery Questionnaire (ERSBSDQ) served as the instrument for data collection. The ERSBSDQ consists of 14 items designed on a four-point rating scale: strongly Agree (SA-4), Agree (AG-3), strongly Disagree (D-2), and strongly Disagree (SD-1). We subjected the instrument to content and face validity to ensure its alignment with the research objectives and a reliability test conducted using Cronbach's alpha produced coefficients of 0.71 and 0.75 for different sections of the instrument, indicating acceptable levels of internal consistency. The researchers personally administered the instrument, with the support of trained research assistants, to ensure accurate data collection. A criterion mean of 2.50 was used to interpret the responses to the research questions. We analysed the collected data, specifically the mean and standard deviation, to answer the research questions. We also employed analysis of variance (ANOVA) to test the null hypotheses formulated for the study. This combination of statistical methods ensures a robust analysis of the data, providing insights into how

educational reform strategies enhance the quality delivery of Business Studies in secondary schools in Rivers State.

Results

Research question 1: How does curriculum enhancement as a reform strategy enhance the delivery of secondary schools' Business Studies in Rivers State?

Table 1: Mean Scores Summary for curriculum enhancement as a reform strategy enhance the delivery of secondary schools' Business Studies (N=345)

S/N	Statement	RSE (n=100)			RW (n=134)			RE (n=111)		
		M	S.D.	RMK	M	S.D.	RMK	M	S.D.	RMK
1	The current Business Studies curriculum in secondary schools adequately prepares students for practical business skills.	3.08	1.00	AG	3.15	0.90	AG	3.29	0.99	AG
2	Curriculum enhancement has improved the relevance of Business Studies topics to contemporary business practices.	1.96	0.98	DA	2.15	1.21	DA	1.76	0.75	DA
3	The inclusion of entrepreneurship concepts in the curriculum has positively impacted students' understanding of business dynamics.	3.08	0.81	AG	3.54	0.97	AG	3.41	0.71	AG
4	Teachers are provided with updated curriculum materials to facilitate the delivery of Business Studies.	2.04	0.89	DA	2.85	0.90	DA	2.76	0.83	DA
5	Curriculum enhancements have led to improved students' performance in Business Studies.	2.72	0.94	DA	2.92	0.49	DA	2.50	1.06	DA
6	The integration of technology and digital resources in the curriculum enhances the teaching of Business Studies.	2.88	1.01	AG	3.38	0.65	AG	3.12	0.99	AG
7	Curriculum reforms address the challenges of outdated content in the teaching of Business Studies.	1.84	1.03	DA	1.92	0.95	DA	1.59	0.62	DA
	Grand Mean	2.51	0.95	DA	2.56	0.87	AG	2.62	0.85	DA

Key: RSE- Rivers South East, RW- Rivers West, RE-Rivers East

The result from Table 1 shows that the overall grand means are 2.51 (RSE), 2.56 (RW), and 2.62 (RE), with mixed perceptions. RW respondents had a slightly more favorable view, achieving a "Agree" remark. However, the general trend suggests that while certain aspects, such as technology integration and entrepreneurship, are positively viewed; there are substantial deficiencies in areas like content relevance, updated materials, and student performance improvement. This result reveals that curriculum enhancement as a reform strategy has had mixed effects on the delivery of secondary schools' Business Studies in Rivers State. While entrepreneurial education and digital integration are strengths, the curriculum fails to adequately address contemporary business relevance, updated teaching materials, and performance improvement. This finding highlights the need for targeted reforms to address these critical areas and enhance the overall effectiveness of Business Studies delivery.

Research Question 2: How does quality assurance as a reform strategy enhance the delivery of secondary schools' Business Studies in Rivers State?

The result from Table 2 shows that the overall grand means are 2.37 (RSE), 2.56 (RW), and 2.42 (RE). While RW respondents expressed a slightly positive perception (AG), the overall trend indicates disagreement (DA) regarding the effectiveness of quality assurance as a reform strategy. This suggests that while some aspects, like regular inspections and instructional materials, are effective, other critical areas, such as teacher training, feedback, and adherence to standards, require significant improvement.

Table 2: Mean Scores Summary for Quality Assurance as a reform strategy enhance the delivery of secondary schools' Business Studies **N=345**

S/N	Statement	RSE (n=100)			RW (n=134)			RE (n=111)		
		M	S.D.	RMK	M	S.D.	RMK	M	S.D.	RMK
8	Regular quality assurance inspections contribute to improving the teaching of Business Studies in my school.	3.08	1.00	AG	3.15	0.90	AG	3.29	0.99	AG
9	Teachers in my school adhere to quality assurance standards in delivering Business Studies lessons.	1.96	0.98	DA	2.15	1.21	DA	1.76	0.75	DA
10	Quality assurance policies ensure that Business Studies teachers use appropriate teaching methodologies.	3.08	0.81	AG	3.54	0.97	AG	3.41	0.71	AG
11	The periodic supervision of classroom activities enhances the quality of Business Studies instruction in my school.	2.04	0.89	DA	1.85	0.90	DA	1.76	0.83	DA
12	The feedback provided by quality assurance officers improves the delivery of Business Studies lessons.	1.72	0.94	DA	1.92	0.49	DA	2.00	1.06	DA
13	Quality assurance measures ensure the availability and use of adequate instructional materials for Business Studies.	2.88	1.01	AG	3.38	0.65	AG	3.12	0.99	AG
14	Regular teacher training programs organized through quality assurance initiatives improve Business Studies delivery.	1.84	1.03	DA	1.92	0.95	DA	1.59	0.62	DA
	Grand Mean	2.37	0.95	DA	2.56	0.87	AG	2.42	0.85	DA

Key: RSE- Rivers South East, RW- Rivers West, RE-Rivers East

This result reveals that quality assurance as a reform strategy has achieved moderate success in enhancing Business Studies delivery in Rivers State secondary schools. Positive impacts include improved teaching methodologies and the availability of instructional materials. However, the lack of adherence to standards, insufficient teacher training programs, and ineffective feedback mechanisms limit the overall effectiveness of quality assurance measures. This implies that addressing these gaps through more robust inspections, constructive feedback, and targeted teacher capacity-building initiatives is essential for maximizing the benefits of quality assurance in teaching Business Studies.

Ho₁: There is no significant difference in the mean scores of teachers from Rivers South East, Rivers West and Rivers East on curriculum enhancement as a reform strategy enhances the delivery of secondary schools' Business Studies in Rivers State.

Table 3: ANOVA for curriculum enhancement as a reform strategy enhances the delivery of secondary schools' Business Studies in Rivers State

Sources of Variance	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	0.446	2	0.223	1.842	0.160
Within Groups	42.522	343	0.121		
Total	42.968	345			

The result in Table 3 shows the analysis of variance (ANOVA) for hypothesis one. The p-value for the ANOVA test is **0.160**, which is greater than the significance level of $\alpha=0.05$. Since $p > 0.05$, we fail to reject the null hypothesis. This indicates that there is no statistically significant difference in the mean scores of teachers from Rivers South East, Rivers West, and Rivers East regarding curriculum enhancement as a reform strategy enhancing the delivery of secondary schools' Business Studies. The result implies that teachers across the three zones (RSE, RW, and RE) have similar perceptions for curriculum enhancement as a reform strategy on the delivery of Business Studies in Rivers State. This uniformity in perception could reflect a consistent implementation or similar experiences with curriculum reforms across the zones.

Ho₂: There is no significant difference in the mean scores of teachers from Rivers South East, Rivers West and Rivers East on quality assurance as a reform strategy enhances the delivery of secondary schools' Business Studies in Rivers State.

Table 4: ANOVA for Quality Assurance as a reform strategy enhance the delivery of secondary schools' Business Studies

Sources of Variance	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	0.345	2	0.172	1.214	0.298
Within Groups	49.865	343	0.142		
Total	50.209	345			

The result in Table 4 shows the analysis of variance (ANOVA) for hypothesis two. The p-value for the ANOVA test is **0.298**, which is greater than the standard significance level of 0.05. This indicates that the observed differences in the mean scores of teachers from Rivers South East, Rivers West, and Rivers East are not statistically significant. This means that there is no significant difference in the perceptions of teachers from the three zones (RSE, RW, and RE) regarding the effectiveness of quality assurance as a reform strategy in enhancing the delivery of secondary schools' Business Studies. This implies that lack of significant zonal differences suggests that teachers across Rivers South East, Rivers West,

and Rivers East share similar views on the role of quality assurance in improving Business Studies delivery. This uniformity could imply that the implementation and impact of quality assurance measures are consistent across the zones, or that common challenges and successes are experienced irrespective of location.

Discussion of Findings

The findings from this study underscore the critical role of both curriculum enhancement and quality assurance as reform strategies in improving the delivery of Business Studies in secondary schools in Rivers State.

From research question₁ and hypothesis₁ revealed that curriculum enhancement has had a mixed impact on Business Studies delivery. While the integration of entrepreneurship concepts and technology into the curriculum was positively received, deficiencies persist in areas like content relevance to contemporary business practices and the availability of updated teaching materials. These findings align with the literature emphasizing the need for curriculum reforms to bridge the gap between theoretical knowledge and practical applications (Eze & Okeke, 2020). Furthermore, the lack of significant differences in teachers' perceptions across Rivers South East, West, and East suggests a uniform experience with curriculum implementation, highlighting the systemic nature of these challenges. This calls for targeted reforms that address outdated content and provide resources to teachers to deliver a more dynamic and relevant curriculum.

From research question₂ and hypothesis₂, the findings on quality assurance revealed that while certain measures, such as regular inspections and the provision of instructional materials, are effective, critical gaps remain in teacher training, adherence to standards, and feedback mechanisms. The lack of significant differences in teachers' perceptions across the three zones suggests consistent challenges in QA implementation statewide. This resonates with existing research that highlights systemic weaknesses in QA frameworks, such as inadequate funding and resistance to change (Uwadiae, 2020).

Conclusion

This study concludes that the mixed effectiveness of curriculum enhancement and quality assurance as reform strategies for improving the delivery of Business Studies in secondary schools in Rivers State. While both strategies show potential, significant gaps in content relevance, teacher training, feedback mechanisms, and resource availability hinder their impact. The findings underscore the need for targeted interventions, stakeholder collaboration, and continuous evaluation to maximize the benefits of these reforms and ensure a robust and dynamic educational framework that meets the demands of the 21st century.

Recommendations

Based on the findings, the following recommendations were made:

1. To address gaps in the effective delivery of Business Studies, targeted professional development programs should be implemented. These programs should focus on equipping teachers with innovative teaching methodologies, integrating technology into instruction, and aligning lesson delivery with curriculum reforms and quality assurance standards.
2. Quality assurance processes should be strengthened by ensuring constructive feedback and regular supervision of classroom activities.

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