



**THE CHALLENGES FACING THE IMPLEMENTATION OF THE CORE CURRICULUM MINIMUM ACADEMIC STANDARDS (CCMAS) FOR THE BUSINESS EDUCATION PROGRAMME IN NIGERIAN UNIVERSITIES.**

<sup>1</sup>OLUWO Oluwabanmi Amos Ph.D., <sup>2</sup>SONEYE Gbolade Michael Ph.D., & <sup>3</sup>APETU Sarah

Lagos State University of Education (LASUED)  
College of Vocational and Entrepreneurship Education (COVED)  
Business Education Department  
Otto/Ijanikin

Corresponding Author: [oluwooa@lasued.edu.ng](mailto:oluwooa@lasued.edu.ng), [oluwoamos1@gmail.com](mailto:oluwoamos1@gmail.com)  
08066612337

**Abstract**

*The implementation of the Core Curriculum Minimum Academic Standard (CCMAS) for the business education programme in Nigerian universities presents both opportunities and challenges. This position paper critically examines the key obstacles hindering the effective adoption of CCMAS for the business education programme in Nigerian universities. Among these challenges are inadequate funding, a shortage of qualified personnel, resistance to curriculum changes, infrastructural deficits, and the slow integration of technology into business education. The paper explores how these challenges impact the quality and relevance of business education, emphasising the need for a robust framework to support CCMAS execution. It also highlights the necessity for continuous professional development, government intervention in funding, and collaboration between academia and industry to enhance curriculum effectiveness. Addressing these challenges requires a multi-stakeholder approach involving policymakers, educators, students, and industry professionals. The paper concludes by advocating for strategic reforms, including enhanced investment in educational infrastructure, capacity-building programme for educators, and the adoption of technology-driven learning models.*

**Keywords: Business Education, CCMAS, Challenges, and Implementation.**

**INTRODUCTION**

Education plays a pivotal role in national development, and the quality of higher education directly influences the economic and social progress of a nation. In a rapidly evolving global economy, the relevance and quality of university education have become more critical than ever. In response to this need, the National Universities Commission (NUC) introduced the Core Curriculum Minimum Academic Standards (CCMAS) to ensure consistency, relevance, and quality across academic programmes in Nigerian universities. The CCMAS aims to enhance the quality of education by ensuring that all universities maintain a minimum standard in their curricula while allowing flexibility for institutions to incorporate unique elements. Also, this policy seeks to ensure that graduates possess the necessary knowledge, skills, and competencies required to thrive in an increasingly competitive global economy. For the business education programme—an area pivotal to the development of entrepreneurial and managerial skills—the implementation of CCMAS is intended to harmonise educational outcomes and align academic content with national and global



workforce demand. However, despite its forward-looking goals, the implementation process is fraught with significant challenges in Nigerian universities. These challenges range from inadequate funding and infrastructural deficits to limited faculty capacity, resistance to curriculum change, the evolving demands of the labour market, and the integration of emerging technologies. Additionally, issues related to policy inconsistencies, the readiness of the institutions, and the alignment of the CCMAS with international best practices further complicate its effective adoption. **Source:** (NUC), 2022.

This position paper critically examines the challenges hindering the successful implementation of the CCMAS in the Business Education programme in Nigerian universities. It explores the systematic, administrative, and pedagogical obstacles affecting the policy's execution while offering recommendations for improving its effectiveness. Addressing these challenges is crucial for producing competent graduates who can contribute meaningfully to Nigeria's economic and industrial development.

## **LITERATURE REVIEW**

### **The Term Curriculum**

The term curriculum has been extensively explored and defined within educational literature, reflecting its multifaceted and central role in the learning process. At its core, curriculum encompasses the planned and guided learning experiences designed to facilitate student development and achieve educational goals. The concept of curriculum is foundational to education and has been widely debated and analysed by scholars. It refers to the structured set of learning experiences, knowledge, skills, values, and attitudes designed to be taught in an educational setting. The curriculum serves as a blueprint for instruction and assessment, guiding educators on what and how students should learn. Kelly (2004) defines curriculum as the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Also, UNESCO (2017) sees curriculum as a dynamic process which comprises the design, implementation, evaluation, and revision of teaching and learning content. Glatthorn, Boschee, and Whitehead (2006) view curriculum as a plan for achieving learning goals. It contains the content and the process to be used in achieving clearly stated purposes. Marsh and Willis (2007) also see curriculum as all the experiences learners have under the guidance of the school. In the same vein, Ornetein and Hunkins (2004) define curriculum as an intentional design for learning negotiated by educators and learners to achieve educational goals.

### **Types of Curriculum**

- i. **Written Curriculum:** the written curriculum, also known as the explicit or overt curriculum, is the formal and documented curriculum designed by educational experts and authorities. It includes specific subjects, content, learning objectives, and instructional strategies that teachers are expected to follow in the classroom.
- ii. **Hidden Curriculum:** Unintended lessons learnt through school culture, such as social norms, values, and expectations. The hidden curriculum consists of the lessons, values, and



perspectives that students learn indirectly through the school culture, environment, and social interactions. These are not explicitly included in the formal written curriculum but significantly impact students' development and behaviour.

iii. Societal curriculum: this refers to the lessons and knowledge that students acquire from their interaction with society outside of the formal school environment. This includes influences from family, media, community, and social networks.

iv. Core Curriculum: A common set of subjects or knowledge areas required for all students. A core curriculum includes the essential subjects and skills that all students are required to learn. It is designed to provide a solid foundation of knowledge and prepare students for further education and life beyond school.

### **Approaches to Curriculum**

i. Subject-Centred Approach: Focuses on specific subjects and knowledge areas, often emphasising content mastery. A subject-centred approach is focused on specific subjects or disciplines, with the primary goal of deepening students' knowledge and understanding of those subjects.

ii. Learner-Centred Approach: Prioritises students' needs, interests, and learning styles, promoting active engagement and critical thinking. A learner-centred approach is designed to focus on the needs, interests, and learning styles of individual students. It emphasises active learning and students' engagement, giving students more control over their learning process.

iii. Problem-Based Approach: Encourages students to solve real-world problems through interdisciplinary learning.

iv. Teacher-Centred Approach: in a teacher-centred approach, the teacher is the primary authority and decision-maker in the classroom. This type of approach emphasises direct instruction, where the teacher delivers content and students passively receive information.

### **Concept of Core Curriculum Minimum Academic Standard (CCMAS)**

The Core Curriculum Minimum Academic Standard (CCMAS) is a framework developed by the National Universities Commission (NUC) in Nigeria to guide the academic content and structure of university programmes. It serves as a benchmark for ensuring quality education and uniformity across disciplines. According to NUC (2022), the CCMAS replaces the previous Benchmark Minimum Academic Standards (BMAS) and introduces more flexibility in curriculum design, allowing universities to tailor their programmes while maintaining national standards. The introduction of the Core Curriculum and Minimum Academic Standards (CCMAS) by the National Universities Commission (NUC) marks a significant milestone in the evolution of higher education in Nigeria. Designed to standardise academic content and elevate the quality of university programmes, the CCMAS framework aims to produce graduates equipped with critical thinking, digital literacy, problem-solving, and entrepreneurial skills essential for the modern workforce. In the context of business education



programmes, this initiative seeks to align curricula with contemporary business practices and global standards, thereby enhancing the employability and competence of Nigerian graduates.

### **Key Features of CCMAS**

Studies by Okebukola (2023) and Adamu (2022) highlight the core principles of CCMAS, which include:

1. **Standardisation and Flexibility:** The CCMAS prescribes that 70% of the curriculum content is uniform across all Nigerian universities, ensuring a consistent academic foundation. The remaining 30% is left to individual universities to tailor, allowing them to incorporate courses that reflect their unique missions, local contexts, and specific strengths.
2. **Expanded Disciplines:** The framework has broadened the scope of academic disciplines from the previous 12 under BMAS to 17. New disciplines include Allied Health Sciences, Architecture, and Communication and Media Studies, among others. This expansion addresses emerging fields and the evolving demands of the global workforce.
3. **Emphasis on Entrepreneurship and Practical Skills:** Recognising the importance of practical knowledge and self-reliance, the CCMAS integrates entrepreneurship education specific to each programme. This approach aims to equip students with the skills necessary to innovate and excel in their respective fields.
4. **Reduction of General Studies Credits:** To streamline the academic experience and focus on core disciplinary content, the CCMAS reduces the General Studies (GST) course requirements from 36 credit units to 12. The revised GST courses cover essential areas such as Communication in English, Nigerian People and Culture, Philosophy and Logic, Entrepreneurship and Innovation, Venture Creation, and Peace and Conflict Resolution.
5. **Promotion of Blended Learning:** In line with global educational trends, the CCMAS encourages the adoption of blended learning methodologies. This approach combines traditional face-to-face instruction with online learning, providing a flexible and comprehensive educational experience.

### **Concept of Business Education**

Business education is a discipline that integrates theoretical knowledge with practical applications to prepare individuals for careers in business-related fields. It covers areas such as management, accounting, marketing, finance, entrepreneurship, and business law. The concept of business education has evolved significantly over the years, reflecting changes in economic demands, technological advancements, and educational philosophies. Business education is broadly defined as an educational programme that equips individuals with skills, knowledge, and competencies needed for effective participation in business environments (Onyeson, Egbute & Okwuokenye, 2017). According to Osuala (2004), business education is both an academic and vocational discipline aimed at preparing students for careers in business and equipping them with entrepreneurial skills. Business education, according to Osakwe and Ekoh (2023), is described as a segment of technical, vocational and education and training that enables people to think, speak and behave in ways that support the growth,



efficiency and effectiveness of an organisation or several organisations. It is therefore a means by which someone is formally educated in business concepts and practices. Amoor and Udoh (2013) assert that business education makes a substantial economic development contribution by equipping students with the knowledge and abilities required to successfully impart knowledge to others and manage intricate office and information systems. The main goal of business education is to produce competent, talented, and motivated office managers, businessmen, and businesswomen who can compete successfully in the workplace.

Osuala (2004), on the other hand, characterised business education as a programme of instruction that is split into two parts: office education, which is a vocational education programme for office careers through the initial refresher and upgrading education, and general business education, which is a programme that equips students with the knowledge and skills required for everyone to manage their own financial affairs and to use the services of businesses. Onogholo (2023) sees business education as “an education for business and about business” that enhances one’s performance as an entrepreneur, particularly by applying business education knowledge such as managerial and bookkeeping skills in real business settings. Also, business education is described by Atakpa and Okoro (2013) as the kind of instruction whose primary objective is to prepare students for entry into the world of business and to provide them with the skills necessary to succeed in that field once they have chosen it. These definitions demonstrate the universal necessity for business education's concepts and methods. Herbert (2013) stated that "business education is a type of training that helps to achieve all the aims of education at all levels of learning" in his examination of the main objectives of business education.

### **Philosophy and Objectives of Business Education Programme in Nigeria Universities**

The business education programme is to provide individuals with relevant knowledge, skills and competencies to be self-reliant and economically self-sufficient for gainful employment, meaningful living, and to contribute to the development of the society. The programme is designed in consonance with the needs of the business community to ensure that education and training offered are consistent with the competencies for the present and emerging job requirements and opportunities.

#### **Objectives**

The objectives of Business Education are to:

1. provide opportunity for practical job preparation or vocational studies in order to make students render effective and efficient services in office , distributive and services occupation.
2. prepare students, based on interest and aptitudes needed to enter into a business occupation, advance and profit in it.
3. provide opportunities for students to develop an understanding of business and economic system of the nation so as to enable them participate actively as producers and consumers of goods and services.
4. develop in students the basic awareness of the contribution which business and office employee makes to the nations economy.



5. develop and improve personal qualities and attitude of students as required in personal and employment situation.
6. serve as a guide for individual student for suitable placement in business and office employment.
7. enable students to have career consciousness and economic understanding of the free enterprise system.
8. prepare student to assume the role of building a future generation through teaching and knowledge impartation.
9. prepare students for leadership position in both public and private life.

*Source: Core Curriculum Minimum Academic Standard (CCMAS, Education 2023)*

**Business Education Curriculum**

**100 Level**

Course Code	Course Title	Unit	Status
GST 111	<b>Communication in English</b>	2	C
GST 112	<b>Nigerian Peoples and Culture</b>	2	C
EDU 101	Introduction to Teaching and Education Foundation	2	C
BED 114	Financial Accounting for Business Educators	2	C
BED 121	Office Administration and Management	2	C
BED 124	Principles of Marketing for Business Educators	2	C
BED 122	Business Mathematics	2	C
	<b>Total Credit</b>	<b>14</b>	

**200 Level**

Course Code	Course Title	Unit	Status
GST 212	Philosophy, Logic and Human Existence	2	C
GST 211	Entrepreneurship and Innovation	2	C
EDU 201	Curriculum, Curriculum Delivery and Teaching Methods	2	C
BED 211	Financial Accounting for Business Educators II	2	C
BED 213	Principles of Finance	2	C
BED 214	Business Communication and Report Writing	2	C
BED 222	Cost Accounting for Business Educators	2	C
BED 223	Office Information Technology	2	C
	<b>Total Credit</b>	<b>16</b>	



**300 Level**

Course Code	Course Title	Unit	Status
GST 312	Peace and Conflict Resolution	2	C
ENT 312	Venture Creation	2	C
ENT 301	Teaching Practice I	3	C
EDU 302	Educational Measurement, Test, Research Methods and Statistics	3	C
BED 329	SIWES	4	C

**Courses for Specialisation (Accounting Education)**

BED 312	Financial Reporting for Business Educators	2	C
BED 321	Management Accounting for Business Educators	2	C
BED 322	Public Sector Accounting for Business Educators	2	C
BED 323	Management Information System	2	C

**Courses for Specialisation (Entrepreneurial Education)**

BED 315	Theories of Entrepreneurship	2	C
BED 325	Creativity and Innovation in Business	2	C
BED 326	Nigerian Business Environment	2	C
BED 323	Management Information System	2	C

**Courses for Specialisation (Marketing and Distributive Education)**

BED 313	Nigerian Marketing System	2	C
BED 324	Sales Management	2	C
BED 320	Marketing Management for Business Educators	2	C
BED 323	Management Information System	2	C

**Courses for Specialisation (Office Management Education)**

BED 311	Fundamental of Data Processing	2	C
BED 327	Digital Skills in Business Education	2	C
BED 328	Word Processing for Business Educators II	2	C
BED 323	Management Information System	2	C
	<b>Total Credit</b>	<b>21</b>	

**400 Level**

Course Code	Course Title	Unit	Status
EDU 411	Business Law	2	C
EDU 415	Vocational Guidance	2	C
BED 416	Career Development and Professional Ethics	2	C
BED 422	Seminar in Business Education	2	C



**Courses for Specialisation (Accounting Education)**

BED 426	Taxation for Business Educators	2	C
BED 413	Auditing and Assurance for Business Educators	2	C
BED 421	Financial Management for Business Educators	2	C

**Courses for Specialisation (Entrepreneurial Education)**

BED 412	Risk Management in Small Business	2	C
BED 427	Industrial Relations for Business Educators	2	C
BED 423	International Marketing for Business Educators	2	C

**Courses for Specialisation (Marketing and Distributive Education)**

BED 414	Digital Marketing for Business Educators	2	C
BED 425	Business to Business Marketing for Educators	2	C
BED 423	International Marketing for Business Educators	2	C

**Courses for Specialisation (Office Management Education)**

BED 424	Organisational Behaviour	2	C
BED 4	Human Resources Management for Business Educators	2	C
BED 4	Industrial Relations for Business Educators	2	C
	<b>Total Credit</b>	<b>20</b>	

*Source: Core Curriculum Minimum Academic Standard (CCMAS, Education 2022)*

**Challenges Confronting CCMAS Implementation for Business Education Programme in Nigerian Universities**

The Core Curriculum Minimum Academic Standard (CCMAS) was introduced by the National Universities Commission (NUC) in Nigeria to ensure uniformity and quality in academic programmes across universities. Business education, as a discipline, plays a crucial role in equipping students with the necessary knowledge and skills for entrepreneurship, management, and economic development. However, the implementation of CCMAS for business education faces numerous challenges that hinder its effective adoption and execution in Nigerian universities.

1. **Inadequate Funding:** One of the major challenges of implementing CCMAS in business education is inadequate funding. Many Nigerian universities struggle with financial constraints, making it difficult to procure essential resources such as updated textbooks, digital learning tools, and modern business education laboratories. Insufficient funding also affects the recruitment and retention of qualified faculty members.



2. **Shortage of Qualified Lecturers:** The successful implementation of CCMAS requires experienced and well-trained lecturers. However, there is a shortage of qualified personnel in business education, leading to an overburdened teaching workforce. Some universities resort to hiring part-time or adjunct lecturers who may lack the required expertise to effectively implement the curriculum.

3. **Resistance to Change:** Many academic institutions and faculty members resist the adoption of CCMAS due to their preference for existing curricula. Resistance to change may stem from a lack of awareness, fear of additional workload, or scepticism about the effectiveness of the new standards. Without proper orientation and training, the transition to CCMAS can be slow and ineffective.

4. **Poor Infrastructure and Learning Facilities:** Business education requires adequate infrastructure, including computer laboratories, seminar rooms, and practical training centres. Unfortunately, many Nigerian universities lack the necessary facilities to support the practical aspects of the curriculum. Poor power supply, inadequate internet access, and outdated equipment further impede the effective implementation of CCMAS.

5. **Mismatch Between Curriculum and Industry Needs:** A significant concern regarding CCMAS is the extent to which it aligns with industry demands. Business education should equip students with relevant skills for the job market. However, if the curriculum is not frequently updated to reflect emerging trends in business and technology, graduates may struggle with employability and entrepreneurship.

6. **Bureaucratic Challenges and Policy Inconsistencies:** The implementation of educational policies in Nigeria often faces bureaucratic bottlenecks and inconsistencies. Delays in policy execution, frequent changes in educational leadership, and lack of coordination among regulatory agencies can slow down the adoption of CCMAS in business education.

7. **Limited Stakeholder Engagement:** The successful implementation of CCMAS requires active participation from various stakeholders, including university administrators, lecturers, students, and industry professionals. However, inadequate stakeholder engagement can lead to poor understanding and acceptance of the curriculum changes. Effective collaboration is necessary to ensure that the curriculum meets both academic and industry standards.

8. **Technological Challenges:** Business education increasingly relies on technology for teaching and learning. However, many universities face technological challenges such as poor internet connectivity, lack of access to modern teaching software, and insufficient ICT training for lecturers. These limitations hinder the integration of digital tools necessary for effective curriculum delivery.

9. **Assessment and Evaluation Difficulties:** The implementation of CCMAS requires continuous assessment and evaluation to ensure compliance with the set standards. However, many universities lack proper monitoring and evaluation mechanisms. Inconsistent assessment methods, lack of standardisation, and inadequate feedback mechanisms pose challenges to maintaining curriculum quality.



10. Student-Related Challenges: Students also face difficulties in adapting to CCMAS due to factors such as inadequate learning resources, poor study habits, and lack of motivation. Additionally, students from underprivileged backgrounds may struggle with access to digital learning tools and materials, further widening the educational gap. **Source:** (NUC), 2022

### **Recommendations**

To enhance the successful implementation of CCMAS for business education in Nigerian universities, the following recommendations are suggested:

1. Increased Government and Institutional Funding: The government should allocate more funds to universities to improve infrastructure, procure modern learning materials, and recruit qualified lecturers. Universities should also seek alternative funding sources, such as private sector partnerships and grants.

2. Capacity Building for Lecturers: Regular training and workshops should be organised for lecturers to familiarise them with the new curriculum. Encouraging lecturers to pursue further studies and professional development will also enhance their expertise.

3. Stakeholder Engagement and Awareness Programmes: Universities should actively involve key stakeholders, including industry professionals, students, and policymakers, in curriculum development and implementation. Sensitisation programmes will help to reduce resistance to change.

4. Improvement of Infrastructure and Learning Facilities: Investment in modern classrooms, business education laboratories, and ICT resources is essential. Reliable power supply and internet connectivity should be prioritised to support digital learning.

5. Alignment with Industry Needs: Regular curriculum reviews should be conducted in collaboration with industry players to ensure that business education remains relevant and meets current market demands.

6. Policy Consistency and Effective Implementation: The government and NUC should streamline policy execution and reduce bureaucratic delays. A clear and consistent framework for CCMAS implementation should be maintained.

7. Integration of Technology in Teaching: Universities should adopt digital tools such as e-learning platforms, virtual business simulations, and online assessments to enhance the teaching and learning process.

8. Standardised Assessment and Monitoring Systems: Clear and effective evaluation methods should be implemented to ensure compliance with CCMAS standards. Continuous monitoring and feedback mechanisms should be established to track progress.

9. Provision of Learning Support for Students: Universities should provide adequate learning resources, mentorship programmes



## **Conclusion**

The implementation of the Core Curriculum Minimum Academic Standard (CCMAS) for business education in Nigerian universities faces numerous challenges ranging from inadequate funding and infrastructure deficiencies to resistance to change and bureaucratic hurdles. Addressing these issues requires a concerted effort from the government, educational institutions, industry stakeholders, and students to ensure that business education remains relevant and competitive. With proper investment, policy consistency, and technological advancement, Nigerian universities can effectively implement CCMAS to enhance the quality of business education and produce graduates equipped for the modern business environment

## **References**

- Amoor, A.R., & Udoh, E. (2013). The role of business education in a developing economy. *Business Education journal*: 1(1), 12-17.
- Atakpa, E., & Okoro, O. (2013). Fundamental and management in business education. Agbor progress printing associates.
- Onogholo, O. E. (2023). The role of business education in advancing entrepreneurship in Nigeria. *Technical and Vocational Education Journal*.
- Glatthom, A. A., Boschee, F., & Whitehead, B. M. (2006). Curriculum leadership: development and implementation. Thousand Oaks, CA: Sage publication.
- Herbert, D. (2013). Fire challenges and solutions in online music teacher education. *Research and issue in Music Education* 5(1): 11-20.
- Kelly, A.V. (2004). *The curriculum: theory and practice* (5<sup>th</sup> ed.). London: Sage.
- Marsh, C., & Willis, G. (2007). *Curriculum: alternative approach, ongoing issues* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson
- National Universities Commission (2022). *Core curriculum and minimum academic standards (CCMAS) for Nigerian universities*. Abuja, Nigeria: National Universities Commission.
- Okebukola, P., & Adamu, M. (2022). Curriculum reform and higher education in Nigeria: Implications for Business Education. *Journal of educational policy*, 15(2), 45-63.
- Ornstein, A.C., & Hunkins, F. P. (2004). *Curriculum: foundations, principles, and issues* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Osakwe, S.O. & Ekoh, S. (2023). Business education for sustainable economic development in Nigeria. *Frontiers of Research in Arts and Management Sciences*, 1(1), 73-81
- Osuala, E.C. (2004). *Foundation of Vocational Education*. Nsukka: Cheston Agency Ltd.
- Onyeson, M., Egbute, N. C., & Okwuokenye, A. E. (2017). Business education in Nigeria: changes, challenges and chances. *ABEN book of readings*, 2(1), 97-104.
- UNESCO (2017). *Glossary of curriculum terminology*. Geneva: UNESCO international bureau of education