

## Business Studies in Secondary Schools: Exploring the Teaching and Learning Strategies in Oyo State, Nigeria.

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### Abstract

The aim of this research was to investigate the teaching methods used by teachers to effectively teach business principles to high school students in the Oke-ogun region of Oyo State, Nigeria. The study includes all the teachers and students in the secondary schools of Oyo State, Nigeria. According to the Post Primary School Management Board (PPSMB), there are 342 secondary schools in Oyo State for the 2023/2024 academic session. The research was conducted in the Oke-ogun region of Oyo State, Nigeria, which comprises 10 local government areas. The researchers purposefully chose 2 pilot schools from each local government, making a total of 20 secondary schools. The JSS 3 students were the target respondents. The study used a well-structured questionnaire and a simple random sampling technique to draw a sample size of 400 (20 students per school). The data collection instrument used was the “Business Studies in Secondary Schools: Exploring the Teaching and Learning Strategies in Oyo State, Nigeria Questionnaire.” The research questions were analyzed using Mean and Standard Deviation. It was found out in the study that the students had not been introduced to the innovative and effective methods mentioned in this research. The teachers were less familiar with strategies like experiential learning, financial literacy, cooperative learning, and integration of soft skills, as indicated in this study, and as a result, these strategies were not in use. Teachers of business studies in Oyo State secondary schools should be provided with more effective

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contemporary teaching strategies through regular conferences, workshops, seminars, lectures, and symposia, among others to ensure effective service delivery.

**Key words:** Business studies, Secondary schools, Teaching-learning strategies, Experiential learning strategy.

### **Introduction**

Effective teaching techniques used by teachers are crucial to the success of business studies in secondary schools. Furthermore, any secondary school teacher who does not use efficient teaching methods when instructing business courses is not performing at their best (Ezeom and Afe 2019). For high school pupils to be sufficiently prepared for further education and the workforce, business courses must be taught to them properly. Because corporate environments are always evolving, educators must employ strategies that go beyond traditional lecture-based methods, which often fail to engage students in in-depth learning or the development of practical skills. There are many obstacles in Nigeria's business studies teaching-learning process, particularly at the senior high school level. Several studies have shown that in order to provide students the critical thinking, problem-solving, and practical business understanding they need, more participatory and student-centered techniques are necessary (Bonney, 2015). In order to ensure that students are ready for any obstacles they may face in the future, these tactics center on developing a learning environment that mimics actual business circumstances. One of the primary issues is the over-reliance on traditional lecture-based teaching techniques, which usually fall short in terms of student engagement and the development of critical thinking and problem-solving skills. This approach frequently places a strong emphasis on rote memorizing of theories and concepts, giving students little chance to apply what they have learned in real-world situations.

Prior to the National Policy on Education, business studies was not widely taught in Nigerian secondary schools. The mistaken notion that vocational education is education for dropouts is the foundation for the public's impression of business studies, which is a component of technical and vocational education (Esene, 2001). The attitude of Nigerian parents, who favour traditional grammar schools over business schools whose curricula were designed to teach secretarial and clerical staff, further supports this. The publication of the 1977 National Policy on Education, which was updated in 1981, rectified this false impression. The introduction of business courses in the secondary school curriculum was made possible by the policy, which advocated for the 6-3-3-4 educational system. According to Osuala (2012), the primary objective of the 6-3-3-4 educational system that was implemented in Nigeria is to find a way to give young people educational experiences that will enable them to acquire employable skills and competencies. According to Osuala (2012), the policy can give secondary school pupils the information and abilities they need to effectively contribute to their communities and themselves.

Some teachers in Oyo State's business studies program don't seem to have access to or know how to use these effective strategies to improve student performance, even though research indicates that the most important factor influencing teachers' effectiveness is their ability to use a variety of engaging effective strategies to deliver knowledge and skills to students in their classroom (Barge, 2014). It's possible that this educational tendency affected the students' academic achievement in the business studies course at Oyo State. Even though the goal of the business studies program was to enhance students' cognitive, emotional, and psychomotor skills through instruction, it seems that some teachers still employ rudimentary and inefficient teaching methods. Teacher-centered techniques, which are no longer relevant or suited for the current trends in education, are nonetheless used by some teachers. But according to studies, one of the factors that significantly affect students' academic performance in the state's business education program is these professors' inadequate teaching methods. Teachers in Oyo State's business studies program use a number of crass teaching strategies, such as the teacher-centered teaching method and the one-way communication system, which don't try to bring out the best in students in order to boost their academic performance. The purpose of this study was to find out how effective the teaching-learning techniques used by business studies teachers are, particularly in Oyo State's junior secondary schools. Umezulike (2017) defines effective teaching methods as the process of organizing and executing instructional activities to meet learning objectives. If a country claims to be economically, technologically, and educationally advanced, then effective teaching methods should not be taken for granted (Ferdinand, 2007). In light of this, Adebayo (2013) emphasized that personnel (teachers) must obtain relevant degrees and expertise in their field in order for business studies instruction and learning to be effective and meaningful. The question is, to what extent are our school's business studies teachers trained and equipped? The researchers decided to conduct this study in an effort to close the knowledge gap because, as far as they are aware, not much research has been done on the different teaching-learning techniques used by business studies instructors in JSS classes to impart knowledge to their students, particularly in the Oke-ogun area of Oyo State. This study is limited to Oyo State in general and Oke-ogun region of the state in particular. Oke-ogun region is to the northern part of the state and has 10 local government areas.

### **Statement of the Problem**

Due to Nigeria's reliance on the educational system of her colonial overlords before gaining independence in 1960, business education was neglected, which resulted in the colonial educational system's incapacity to address Nigeria's socioeconomic issues, including the acquisition of vocational skills by our secondary school dropouts in the 20th century. As a result, the National Policy on Education was established, which helped bring business studies to Nigeria's public secondary schools in 1981. In order to make the graduates instantly employable upon graduation, the updated National Curriculum on Education placed a strong emphasis on the inclusion of business courses as a component of vocational and technical

education. The secondary school system is divided into two phases, the Junior Secondary School (JSS) and the Senior Secondary School (SSS), each lasting three years, in order to accomplish the objectives of secondary education. Under the secondary system of education, the following business studies are offered and taught: typewriting, shorthand, and book-keeping and financial accounting, office practice, and economics, commerce and computer education. Every one of these topics is researched independently and has distinct goals. The secondary school offers a comprehensive curriculum that aims to expand students' perspectives and understanding. Core subjects, vocational electives, and non-vocational electives are the three categories into which the subjects are separated. Notwithstanding these changes, there are still accusations and rebuttals that secondary school dropouts lack the abilities needed in the workplace for a variety of reasons. This serves as the foundation for the investigation.

### **Research Questions**

The following research questions were answered in this study:

1. How has experiential learning helped in the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria?
2. How has financial literacy program helped in the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria?
3. How has cooperative learning helped in the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria?
4. How has assessment strategy helped in the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria?
5. How has integration of soft skills helped in the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria?

### **Research Objectives**

The main objective of this study was to establish the relationship between the teaching and learning strategies and the performance of business studies students in Oyo State, Nigeria.

The specific objectives include the following:

- ⇒ To determine the effect of experiential learning on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- ⇒ To examine the effect of financial literacy program on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- ⇒ To find out the effect of cooperative learning on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- ⇒ To examine the effect of class assessment strategy on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- ⇒ To assess the effect of integration of soft skills on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.

### **Research Hypotheses**

This study was guided by the five null hypotheses, which were tested at 0.05 level of significance;

- Ho1: Experiential learning does not have any significant effect on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- Ho2: Financial literacy program does not have any significant effect on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- Ho3: Cooperative learning does not have any significant effect on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- Ho4: Class assessment strategy does not have any significant effect on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.
- Ho5: Integration of soft skill does not have any significant effect on the teaching and learning process of business studies among students in the Oke-ogun area of Oyo State, Nigeria.

## **LITERATURE REVIEW**

### **Conceptual Framework**

#### **Concept of Business Studies**

At the elementary, secondary, and post-secondary levels of educational delivery systems, business studies is a diverse and wide-ranging field of study (Amesi, 2020). According to Igboke (2015), business courses are a component of the overall curriculum that imparts the attitudes, information, abilities, and comprehension required to succeed in the business sector. According to Okoli (2016), business courses are a crucial component of general education since they focus on developing the skills and competencies needed for office and business-related jobs. According to Ibrahim (2018), business subjects include the information, mindset, and abilities that every citizen needs to successfully run their own companies and contribute to their respective economic systems. Business studies, according to Osuala (2012), is a training program that will help one integrate into the workforce. Nwanewezi (2016) provides evidence for the aforementioned points by defining business subjects as including economic knowledge, business teaching, business administration, and education for office jobs. According to Okolocha and Onyeneke (2019), business courses give students the consumer, managerial, and personal skills they need to adjust to shifting business and economic conditions. These skills enable them to create wealth and jobs rather than just seek them out. Firm subjects are comprehensive, practical, and skill-based, according to Ethisiemen (2005) and Aliyu (2016), while Ogben and Amahi (2008) argued that they give students the knowledge and abilities

they need to either start their own firm or obtain employment after graduation. Additionally, Dike (2019) stated that in order for a person to react favorably to his surroundings and discover their potential, a few fundamental business-related attitudes and abilities are necessary. This suggests that studying business topics equips people to develop practical abilities that they may use to create jobs rather than just looking for them. Business courses, according to the researcher, help students cultivate positive attitudes and useful abilities for self-reliance rather than relying on government assistance for employment. In turn, these will result in secondary school graduates who are self-assured and capable of independent thought, which will lead to economic progress (Emeraton, 2008). From a broader standpoint, business education is the kind of learning intended to alter the recipient's perspective and mindset while also giving them the information and abilities needed to adjust to a changing environment. In agreement with Emeraton, Agwu (2001) claimed that business courses are designed to help students acquire the necessary practical abilities, dispositions, attitudes, and competences that will make them more likely to be a driving force behind the creation of jobs for independent workers. Business studies, according to Ehiamentolor, Osu-Nwufu, Makeri-Yahaya, and Oladunjoye (2009), include learning exercises pertaining to computer education and shorthand.

### **Concept of Teaching Strategies.**

According to Uwameiye (2015), teaching strategies are techniques that make the material accessible to students. Uwameiye further noted that most business teachers use more theoretical teaching methods than inquiry-based and practical ones. According to Norman (2011), teaching strategies include utilizing all of the teaching tools, techniques, and materials that are accessible to teachers in order to fulfill each student's educational needs and assist them transition from dependent to autonomous learners. Teaching strategies, according to Olawodun (2019), are the tactics and approaches a teacher use to effectively instruct his students. In actuality, Olawodun believed that teaching methods were specific to the subject matter and varied from teacher to teacher. He came to the conclusion that a strategy may be a skill, trait, or experience. None of the aforementioned points of view could be more in agreement with Jayaprakash's (2005) assertion that teaching practices can benefit nearly all parties involved in education. To stay current, educators must acquire new methods and approaches. Old theories that have proven effective for others could be useful as a reference for new educators. In order to instill in students the practical and pertinent knowledge, skills, and competencies needed in today's office and business establishment, it is imperative that effective teaching strategies for business subjects be implemented due to the ongoing changes in education, business, office work, and the national economy. According to Nwaokolo and Akilaiya (2004), in order to significantly alter students' behavior both before and after they have learned, successful teaching necessitates the use of effective tactics.

### **Experiential Learning Improves Retention and Engagement.**

Numerous studies have demonstrated that experiential learning—which includes case studies, simulations, and project-based learning—improves students’ recollection of business concepts more successfully than conventional techniques like lectures. It fosters teamwork, critical thinking, and problem-solving abilities. A study published in the *Journal of Education for Business* found that using real-world business scenarios enhanced students’ understanding of difficult ideas and their capacity to employ them in real-world contexts. It has been discovered that using case study teaching techniques improves students’ performance and their sense of learning progress (Bonney, 2015). This study demonstrates how incorporating students in real-world problem-solving through the case study technique enhances their comprehension and memory of business ideas. In addition to increasing students’ pass rates and general course satisfaction, Kachouie, Williams, and Suri (2024) emphasized that the threaded case study approach increased students’ enthusiasm for the course and maximized their learning by immersing them in real-world case studies while reducing intrinsic cognitive loads. In conclusion, there was a discernible and measurable improvement in student happiness, retention, and performance. There are useful teaching tips provided for teachers who want to increase student participation in comparable situations.

### **Financial Literacy Programs Lead to Better Decision-Making.**

Students who take business classes that incorporate financial literacy increase their understanding of investing, saving, and money management, which leads to better personal financial decisions. Students who took financial literacy classes were more likely to preserve money and avoid debt after high school, according to a research published in the *International Journal of Consumer Studies* (Mandell & Klein, 2009). According to this study, children who receive instruction in financial literacy demonstrate improved financial practices, including debt management and saving. Prewett’s 2015 study closes a gap in the literature by looking at the institutional level of financial literacy program creation, which was previously disregarded.

### **Cooperative Learning Promotes Collaboration and Leadership.**

Cooperative learning techniques in business education have students work in groups to solve real-world problems, which enhances their teamwork, leadership, and communication abilities. Students who participated in cooperative learning activities in business classrooms were more likely to grow as leaders and collaborate well with others, per a study published in *Teaching and Teacher Education* (Johnson & Johnson, 2014). This study highlights how cooperative learning techniques improve communication, leadership, and teamwork in business education. Additionally, McCarthy and Kuhlemeyer’s 2024 study emphasized how undergraduate business programs must integrate finance and data analytics courses taught through team-teaching approaches in order to adapt and prepare students for careers in fields like marketing, accounting, human resource management, and finance.

### **Assessment Strategies Influence Learning Outcomes.**

Students' learning journeys are greatly impacted by the use of several assessment techniques, including formative assessments, peer reviews, and introspective diaries. Continuous evaluations have a greater influence on business education than do high-stakes tests. Incorporating reflective journals into management courses allowed students to explore theoretical concepts more deeply by connecting them to their own experiences, per research published in the *Academy of Management Learning & Education* (Dehler, Welsh, & Lewis, 2015). This study explores the value of ongoing evaluations and reflective journaling in improving students' understanding of business concepts.

### **Integration of Soft Skills Training is Crucial for Success.**

Effective business education must include instruction in soft skills like leadership, teamwork, communication, and time management. Employers place a great importance on these abilities in addition to technical expertise. Students who got specific instruction in soft skills during their business school had greater success rates in internships and job placements following graduation, according to a study published in *Business and Professional Communication Quarterly* (Crosling & Ward, 2002). This study demonstrates how adding cooperation and communication skills to the business curriculum improves student performance in internships and employment. The increasing need for business intelligence (BI) professionals and the necessity for educators to modify their curricula to satisfy the particular technical skills needed by practitioners while simultaneously giving college students a more comprehensive foundation that includes a general understanding of BI concepts and cross-disciplinary problem-solving abilities are highlighted by Shi, Gebauer, Kline, and Gillenson (2024). They suggest using report-oriented learning, a teaching strategy that blends case-based and problem-based learning. As students write and present in-depth reports in class, report-oriented learning requires them to use critical thinking and storytelling abilities as well as reflect on the knowledge they have learned during the course's conceptual sections. Additionally, Ji, Cui, and Cheng (2024) draw attention to the particular task-based teaching strategies that teachers employ while instructing students in business English speaking. These methods, which analyze discourse texts connected to pertinent discourses, are founded on a variety of topic contexts. To improve learning and highlight students' emotional reactions and active participation, the instructors mostly rely on interactive learning and activities.

### **Theoretical Framework**

This study is premised on reinforcement theory of motivation. It was developed by B.F. Skinner and his colleagues. The theory's main focus is behavior modification; it shows how effective extrinsic incentives are at altering behavior and contends that motivation is essentially a non-cognitive type of learning in which the timing of rewards and punishments shapes an individual's behaviour. The employment of either positive or negative reinforcers to inspire



people is taken into consideration by the reinforcement theory of motivation. According to the theory, a person's actions are determined by the results (consequences) of those actions. Two fundamental ideas form the foundation of behavior modification in management, according to Peretomode (2013). The first is the Thorndike law of effect, which asserts that people tend to repeat actions that have a favorable outcome (rewarding consequences) but not those that have a bad outcome (punishing consequences). According to B.F. Skinner's second principle, it is feasible to affect an individual's behavior by giving them rewards that are appropriately timed. Therefore, the idea is entirely focused on what happens to a person when he does certain things. As a result, in order to inspire pupils, the school's exterior environment as an organisation needs to be well-designed and constructive.

### **Relevance of the Theory to the Study**

The reinforcement theory of motivation provides a detailed explanation of how people pick up new behaviours. Effective teaching and learning, particularly in business education (including business courses), is impossible without the required and desired resources in the classroom. For successful skill acquisition and growth, a business subject programme needs sufficient instructional methods, staff, facilities, equipment, and financing. These abilities and proficiencies are considered desirable behaviours. Therefore, all of the aforementioned factors serve as motivators and must be strengthened in order to guarantee that the teaching and learning process continues to produce desired behaviours (skills and competences). For this reason, B.F. Skinner's reinforcement theory of motivation was used in this investigation. The entire teaching and learning process is punished and extinguished when the materials are unavailable. The teaching and learning of business courses in secondary schools will therefore be positively reinforced by the proper availability of resources, including personnel, facilities, equipment, and effective teaching methodologies.

### **EMPIRICAL REVIEW**

The following is a review of related empirical researches that are somewhat related to the current topic. In Nigeria's Imo State, Njoku (2012) studied the most efficient way to teach business studies. One of the biggest shortcomings in business studies instruction, according to Njoku, is the failure to employ suitable and efficient methods. The study's main goal was to find out what teachers thought were good ways to teach business courses. The study used a sample of 90 business teachers, a survey design, two research questions, and one hypothesis. Frequency statistics and mean rating were used to analyse the collected data. The data analysis showed that lectures were the most common way to teach business courses, with discussions and demonstrations being utilised less frequently. There was no utilisation of role-playing, field trips, laboratory exposure, or resource person techniques. In a related study, Ibegbu (2016) examined how team teaching affected secondary school students' performance in business studies in Onitsha North Local Government Area, Anambra State, Nigeria. The study's goal

was to compare the performance of students taught business studies in secondary schools using the team teaching method versus those taught using the traditional method. The study used a quasi-experimental approach and randomly selected 180 students from the Local Government Area as its sample population. An achievement test on the topic served as the data collection tool. The mean and standard deviation were used to answer three research questions, and the t-test was used to examine three research hypotheses. Team teaching was suggested for teaching business studies in secondary schools because it was found to have a substantial impact on students' academic performance. A comparable study on the impact of teaching strategies on student progress in business subjects in Kenyan secondary schools was also conducted by Odundo and Gunga (2018). 288 form four business studies students nationwide provided the primary data. Students and teachers were chosen for the study using a combination of chance and non-probability sampling techniques. The study was conducted using two research questions and two null hypotheses. For the study, a survey research design was chosen. The constructivist approach gained prominence when it was shown that take-out assignments explained the greatest percentage of variance and enhanced student performance (9.1%), brainstorming (8.8%), group discussions (7.9%), lectures (6.3%), and chalkboard notes (5.9%). Additionally, a study comparing two approaches to teaching financial accounting in senior secondary school was carried out by Uwameiye and Titilayo (2015). The study's goal was to find out how students' performance in financial accounting was affected by the traditional teaching approach vs an alternative approach called the guided discovery technique. 280 senior secondary school two (SSS2) financial accounting students from 22 public secondary schools in the Okitipupa Local Government education area of Ondo State, Nigeria, made up the study's sample size. For the study, a survey design 79 was used, along with two research questions and two research hypotheses. According to the study's findings, students in the control and experimental groups performed differently on the pretest and posttest, and the mean performance score of students taught using the guided discovery method differed from that of students taught using the conventional method in terms of financial accounting achievement posttest scores.

## **METHODOLOGY**

The descriptive survey research design was adopted for this study to gather the perceptions of the respondents. A 5-point Likert scale questionnaire consisting of 20 items was utilised for data collection. The response options included Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The target population comprised all teachers and students in secondary schools across Oyo State, Nigeria, with a total of 342 schools for the 2023/2024 academic session, according to the Post Primary School Management Board (PPSMB) statistics. The study focused on the Oke-ogun region of Oyo State, Nigeria, which encompasses 10 local government areas. A total of 20 secondary schools, 2 purposively selected from each local government, were included in the research. The target respondents

were JSS 3 students, with 20 students randomly selected from each school, totaling 400 students. Copies of the questionnaire were distributed among the 20 selected schools. This was filled and returned with the assistance of their teachers. At the end of the exercise, a 70.23% response rate was achieved, with 281 questionnaires correctly filled and returned for analysis.

**Results**

The data collected in the process of this study were organised using the frequency distribution tables. The data were coded and analysed as shown below.

**Research Question 1**

How does experiential learning help students in their business studies lesson?

Table 1: Experiential learning method is in use in our business studies lesson

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cum. Percentage</b>
Strongly Agreed	18	6	6
Agreed	09	3	9
Disagreed	145	52	61
Strongly Disagreed	109	39	100
<b>TOTAL</b>	<b>281</b>	<b>100</b>	

*Source: Field survey, 2024*

Table 1 above shows that just 6% of the respondents strongly agreed with the statement that experiential learning method is in use in business studies lessons. 3% agreed with the statement while 52% and 39% disagreed and strongly disagreed with the statement respectively.

**Research Question 2**

How does financial literacy program help students in their business studies lesson?

Table 2: Financial literacy program is incorporated into our business studies lesson

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cum. Percentage</b>
Strongly Agreed	26	9	9
Agreed	21	7	16
Disagreed	143	52	68
Strongly Disagreed	91	32	100
<b>TOTAL</b>	<b>281</b>	<b>100</b>	

*Source: Field survey, 2024*

Table 2 above shows that just 9% of the respondents strongly agreed with the statement that financial literacy programs are incorporated into business studies lesson. 7% agreed with the statement while 52% and 32% disagreed and strongly disagreed with the statement respectively.

### Research Question 3

How does cooperative learning help students in their business studies lesson?

Table 3: Assessment strategy method is in use in our business studies lesson

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cum. Percentage</b>
Strongly Agreed	148	53	53
Agreed	87	31	84
Disagreed	19	7	91
Strongly Disagreed	27	9	100
<b>TOTAL</b>	<b>281</b>	<b>100</b>	

Source: Field survey, 2024

Table 3 above shows that 53% of the respondents agreed with the statement that assessment strategy method is in use at business studies lesson. 31% agreed with the statement while just 7% and 9% disagreed and strongly disagreed with the statement respectively.

### Research Question 4

How does assessment strategy help students in their business studies lesson?

Table4: Cooperative learning method is in use in our business studies lesson

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cum. Percentage</b>
Strongly Agreed	94	34	34
Agreed	121	43	77
Disagreed	45	16	93
Strongly Disagreed	21	7	100
<b>TOTAL</b>	<b>281</b>	<b>100</b>	

Source: Field survey, 2024

Table 4 above shows that 34% of the respondents agreed with the statement that cooperative learning method is in use at business studies lesson. 43% agreed with the statement while 16% and 7% disagreed and strongly disagreed with the statement respectively.

**Research Question 5**

How does integration of soft skills help students in their business studies lesson?

Table 5: Application of soft skills is encouraged in our business studies lesson

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cum. Percentage</b>
Strongly Agreed	33	12	12
Agreed	24	8	20
Disagreed	146	52	72
Strongly Disagreed	78	28	100
<b>TOTAL</b>	<b>281</b>	<b>100</b>	

Source: Field survey, 2024

Table 5 above shows that 12% of the respondents agreed with the statement that application of soft skills is encouraged at business studies lesson. 8% agreed with the statement while 52% and 28% disagreed and strongly disagreed with the statement respectively.

Table 6: Mean analysis of the effective teaching-learning strategies that are in use by teachers in business studies lesson among JSS 3 students in Oyo State, Nigeria.

<b>S/N</b>	<b>Questionnaire Items</b>	<b>Mean</b>	<b>S.D</b>	<b>Remarks</b>
1	Experiential learning	1.29	0.40	Disagree
2	Financial literacy program	2.57	0.52	Disagree
3	Assessment strategy	1.62	0.83	Agree
4	Cooperative learning techniques	1.45	0.62	Disagree
5	Integration of soft skills	2.04	0.41	Disagree
	<b>Total Meean/S.D:</b>	8.97	2.78	
	<b>Grand Mean/S.D:</b>	1.79	0.56	<b>Disagree</b>

Source: SPSS version 25

The result of the findings in table 6 above reveals how the effective teaching strategies used by teachers in business education programme in teaching their students can be determined. The respondents agreed that business education teachers use assessment strategy in delivering their business studies lesson while disagreeing with other teaching-learning methods such as experiential learning, financial literacy program, cooperative learning strategies and integration of soft skills. This means that the business education teachers will have to consider improving on their teaching strategies and develop novel ones that can be suitable for the contemporary educational trend.

### **Discussion of Findings**

The research investigated the different teaching methods utilized by high school educators in their business studies classes to impart knowledge to their students. It was revealed that teachers at junior secondary schools still rely on traditional methods such as teacher-centered approach, lectures, discussions, storytelling, memorization, and assessment. The study aimed to determine if teachers had incorporated modern teaching methods like experiential teaching, financial literacy, cooperative learning, assessment, and integration of soft skills. It was found that secondary school teachers in the state were not familiar with these teaching styles and thus did not utilize them to ensure effective teaching and service delivery. Additionally, it was noted that there is a lack of facilities and instructional materials for teaching and learning business studies in the area of study, which has hindered effective teaching of the subject. As Owolabi and Jegede (2005) suggested, the provision of teaching and learning facilities, resources, and quality teachers can boost student morale and motivation to learn. Lastly, it was revealed that the government has not adequately supported the enhancement of effective teaching and learning of business studies in secondary schools, particularly in the Oke-ogun area of Oyo State. This aligns with the concerns raised by Bada, Adewole, and Olaleka (2016) regarding the government's failure to meet the objectives of the National Policy on Business Studies Education.

### **Concluding Remarks and Ways Forward**

It is essential for teachers to understand different teaching strategies for business subjects in high school in order to create engaging learning experiences. High school business studies introduce students to crucial skills such as critical thinking, problem-solving, and financial literacy, which are essential for their future careers and personal growth. Implementing diverse teaching methods helps ensure that students not only understand theoretical business concepts but also know how to apply them in practical situations. This foundation equips students with practical knowledge that can benefit their academic pursuits or career readiness, whether they pursue higher education or enter the workforce directly after high school. Exploring different teaching strategies is important to address the diverse learning styles found in high school classrooms. Students learn in various ways – some thrive in collaborative environments, while others benefit from hands-on activities or analytical exercises. Incorporating strategies such as experiential learning, technology-enhanced learning, financial literacy programs, cooperative learning, assessment strategies, and integration of soft skills training can accommodate different learning preferences and create an inclusive environment where every student has the opportunity to succeed. Studying teaching strategies in business studies promotes student engagement, which is crucial for maintaining interest and motivation. High school students are more engaged when learning feels relevant to their lives and future aspirations. Teaching strategies that include real-world applications, such as entrepreneurial projects or guest speaker sessions, help students see the practical value of what they are learning. This

relevance not only keeps students interested but also helps them retain information more effectively. When students can connect classroom learning to real-life business situations, they are more likely to be motivated to pursue further studies in business or related fields. Exploring different teaching strategies also allows educators to continuously improve their pedagogical approaches and adapt to changing educational needs. The business world is dynamic, and the methods used to teach business concepts should reflect this progress. By staying informed about new and innovative research-based teaching practices, educators can prepare students for the future of work, where creativity, adaptability, and technological literacy are increasingly valued. Ultimately, a comprehensive approach to teaching business ensures that students not only learn the basics but also develop the skills necessary to navigate an ever-changing global economy

### Recommendations

It is recommended among other things that teachers of business studies in Oyo State secondary schools should be provided with more effective contemporary teaching strategies through regular conferences, workshops, seminars, lectures, and symposiums to enhance their knowledge and improve students' academic performance. Additionally, the Ministry of Education should implement an administrative policy to integrate business ethics courses into the curriculum and discourage the use of outdated teaching methods among business studies teachers. This policy, if properly enforced, will help prevent the use of outdated teaching methods and contribute to the enhancement of business education.

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