



ADOPTION OF MODERN INSTRUCTIONAL APPROACHES: EFFECTIVE STRATEGY FOR TEACHING AND LEARNING OF BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS: CASE OF SELECTED PRIVATE AND PUBLIC SECONDARY SCHOOLS IN OWERRI ZONE, IMO STATE, NIGERIA

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Abstract

The study sought to ascertain the level of adoption of modern instructional approaches by teachers of business studies for effective teaching and learning in junior secondary schools in Imo State. Two research questions and two hypotheses were formulated for the study. The researcher adopted a survey design. The population of the study was made up of eighteen (18) business studies teachers from six selected public and private junior secondary schools in Owerri Zone, Imo State. A structured questionnaire was developed by the researchers to enable them collect data for the study. Eighteen copies of the questionnaire were printed after validation and distributed to the eighteen respondents used for the study. All the eighteen copies were completed and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance using t-test statistics. The result of the findings revealed that business studies teachers are yet to adopt fully the modern teaching approaches. And facilities required to enhance the use of modern teaching approaches by business studies teachers are not provided for business studies teachers. The paper concluded that unless something is done to remedy these challenges it will be difficult to achieve the objectives of the revised 9-year Basic Business Studies Curriculum. The researchers therefore recommended among others that Ministry of Education in states and owners of private secondary schools should organize workshops and seminars for business studies teachers in public and private secondary schools on use of modern instructional approaches.

Keyword: *Business studies, modern instructional approaches, junior secondary schools*

Introduction

Business studies refers to the study of those components of business subjects which will lead an individual into understanding the business world. It is an amalgamation of four core components fused together as one subject. The four components of business studies are office practices commerce, Book-keeping and keyboarding as revised by NERDC (2013). Business studies explains the different activities that are involved in businesses. Nwachokor



(2013) view business studies as a combination or compilation of so many business courses into one which is usually taught at the junior secondary school level. National Policy on Education in Onojetah (2013) defined business studies as a pre-technical and vocational education aimed at imparting vocational skills, commercial and economic development necessary for self-reliance and fulfilling some of the goals of technical and vocational education. Buttressing more on the concept of business studies, Nigeria Educational Research and Development Council (NERDC) (2013) asserts that business studies is an aspect of vocational education, which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupation or for self-employment. Implicit in this definition is equipping individuals with necessary skills and theoretical knowledge. To equip learners with these skills and knowledge requires effective teaching approaches/methods. Ukegbu (2017) citing NERDC noted that several teaching methods being used for classroom teaching by many teachers have become outdated and obsolete. The chalk-talk method or transmission model commonly used by many teachers have not yielded enough result. The reason being that only the brain is trained while hands are tied. The teacher centered approach has failed both the individual graduate and the nation at large. The nation can overcome the problems of unemployable school graduates, if teachers present lesson in a more appropriate manner, using modern methods of teaching. By doing this learners will be adequately equipped with the knowledge and skills needed to be self-dependent, employable and productive to drive the economy of the nation. Modern teaching methods are in line with best practices in teaching and learning across the world. The world has become a global village and Nigeria cannot afford to be doing things in the old dysfunctional ways that have failed to enable her develop.

Teachers in this 21st century need to move away from using teaching methods that promote rote or memory learning to interactive, task-based and learner-centered methods. They are not expected to be givers of information but generators of information. They are not to use 19th century methods to teach 21st century pupils. This paradigm shift from the use of traditional methods of teaching to modern approaches will help to achieve the objectives of the revised 9 years basic education curriculum.

The traditional view believes that there are sets of ideas which are the duty of the teacher to give to the learners. This method assigns to the learner a passive role where he/she sits and receives information. Ekoh (2016) defined traditional pedagogy as a pre-technology education context in which the teacher is the sender or the source, the educational material is the information or message and the student is the receiver of the information. In this case, the learner only receive information from the teacher rather than participate in generating the information. The traditional teaching approaches are largely teacher-directed and follow cook book steps of activities and demonstration (Mamman and Onyiloye, 2016). In traditional methods, teaching is always emphasized rather than learning.

The modern view sees teaching as a method of helping learners to construct, form or reconstruct knowledge based on personal experiences from activities or interaction with individual and materials within the learning environment. Thus, the modern teaching



approach is learner centered, learner-friendly with activity-based teaching methods which are used to get learners fully involved. This approach, recognizes the learner as the primary reason for instructional planning and delivery. It gives the learner the opportunity to be actively and fully engaged and involved in teaching and learning process. The teacher's especially business studies teacher's role is basically to guide, direct, encourage, coach, monitor, assist and facilitate a learner to realize that which is expected of him or her some modern teaching approaches includes brainstorming, circle the sage, jigsaw, peer instruction, mind map, role playing, think pair share method, discovery approach, demonstration, cooperative learning strategy and problem solving approach.

Brainstorming approach is an excellent teaching strategy to generate ideas on a given topic. It promotes thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. Circle the sage is a strategy that allows learners to become experts on a topic and the opportunity to share what they know with other members of the class. Similar to circle the sage is the Jigsaw approach. In this approach learners are provided the opportunity to become experts in a particular subject, and share that knowledge with their peers. This technique promotes both self and peer teaching which require learners to understand the material at a deeper levels and engage in discussion, problem solving and learning. Peer instruction is an instructional strategy for engaging students during class through a structured questioning process that involves every student (Crouch, Watkins, Fagen and Mazur, 2007). Gak (2012) view peer instruction as a cooperative learning technique that promotes critical thinking, problem solving and decision-making skills.

Mind Map Approach: A mind map provides a visual illustration of the connections between ideas, as perceived by individuals or a group of learners (Antonia, 2009). Role play approach advocates educating learners through activities in which they can put their heart and soul at work in an atmosphere of freedom and spontaneity. Okwuamaso and Nwazor in Duktur (2016) states that role playing is a method of having students act out the roles of people in business, so as to see the other follows point of view and the other person's ways of presenting things. Damodharan and Regaranja in Duktur (2016) added that in teaching accounting, the role of an accountant can be explained by role playing technique. NOUN (2008) also noted that role play method is most useful in teaching and learning commerce and office practice.

Think Pair Share Method: This strategy require students to think individually about a topic or answer to a question; and share ideas with classmates. Discussion with a partner maximizes participation. The discovery method is based on the assumption that a learner should be told little and be encouraged to learn the rest himself. Msheliza (2015) asserts that discovery method give opportunity to the learners to make independent use of their mental ability to contribute to knowledge and principles which could provide answers to problem with little guidance from the teacher. NOUN (2008) assets that it could be used in teaching



shorthand and keyboarding. However, this approach could be used in teaching and learning of all the four components of business studies.

Demonstration Strategy: This is a systematic way of presenting materials to students. According to Duktur (2016) the demonstration approach provides the student the opportunity to learn from the teacher, the skills of recording figure on different forms of accounting books. This approach is also useful in the teaching and learning of keyboarding. Cooperative learning strategy involves the use of small group so that student work together to maximize their own and each other's learning (Mamman and Oyinloye, 2016).

Problem Solving Method: According to Osuala in Gidado, Abdullahi and Adamu (2016) the problem solving method is used for developing students ability to carry out independent thinking, analysis and decision making. In problem solving approach, the teacher presents concepts and principles to the learners and give them opportunity of applying the principles to solve problem. This approach is useful in teaching book-keeping. Mamman and Oyinloye (2016) also listed the following as latest teaching methodologies: problem based learning, cooperative learning, case study, practical activities, laboratory work, collaborative learning, computer assisted learning and group discussion.

According to NERDC (2013) the modern teaching approach have the following features, learner-centered, activity/task based, problem solving, interactive in nature, use of appropriate and authentic instructional materials, integrative, inclusiveness, conceptual understanding, assessment based on giving assignment at the end of the teaching and learning process.

Junior secondary school is the upper basic level of the 9 year basic education introduced into Nigerian education system in 2008. The 9 year basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Junior secondary schools are found both in government and private owned secondary schools. Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or Federal government while private owned secondary schools are secondary schools established, owned, controlled and funded by private individuals or organizations.

Business studies is among the ten subjects taught at the junior secondary school as revised by NERDC. At this level of education the subject is meant to be taught by specialists in business education with a minimum qualification of National Certificate in Education (NCE). But it is quite unfortunate to note by observation that teachers in business related areas such as economics are deployed to teach business studies at the junior secondary level.

Specialists business studies teachers are professionals in the field. These professionals received their training in business education both at the NCE and first degree level. As a result of their training, they provide to the students education programme, valuable training and experience in matters concerning business and economic education.



these specialists are responsible in helping students who desire to work in business to develop those basic skills and knowledge, which are required for initial employment. Whereas business studies teachers from business related areas are not professionals in the field of business education. they are teachers drawn from other business related areas such as economics, insurance, business administration, banking and finance, management etc. These crop of business studies teachers are not acquainted with the basic skills and core areas in business education.

NERDC in Epumepu and Igbinedion (2014) identified the following general objectives of business studies at the junior school level as:

- To provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
- To provide basic business skills for personal use now and in the future.
- Prepare students for further training in business studies.
- Relate the knowledge and skills to the national economy.
- Develop basic skills in office occupation.
- Business studies as a subject that is better studied and learnt with plenty of practical activities require learner-centered approach.

Statement of the Problem

Observation have shown that many teachers of business studies adopt the conventional teaching approach in teaching students at the junior secondary level. This conventional approach only take care of the cognitive while neglecting the psychomotor. Business studies is a skill acquiring subject which is better learnt by doing and as well giving learners opportunity to do their own thinking.

Ikegwuani (2015) noted that they are subjects that require “hands on” and “minds on” activities. And when teachers do not adopt the teaching approaches that will enhance full and active participation of the learners in the teaching and learning process, a gap will be created, acquiring the necessary skills in business studies becomes a challenge and the end result being the production of students with little or no knowledge about the subject.

Purpose of the Study

The general purpose of the study is to find out the level of adoption of modern teaching approaches by teachers of business studies in the junior secondary schools in Owerri Zone, Imo State Nigeria. Specifically the study sought to:

1. Find out the teaching approaches adopted by teachers of business studies in junior secondary schools in Owerri Zone, Imo State.
2. Find out the factors that hinder effective use of the modern teaching approach in teaching business studies in both public and private junior secondary schools in Owerri Zone, Imo State.



Research Question

The following research questions were formulated for the study:

1. Which modern teaching approaches are mostly adopted by business studies teachers in junior secondary schools in Owerri Zone, Imo State?
2. What factors hinder effective use of modern teaching approach in teaching business studies in both public and private junior secondary schools in Owerri Zone, Imo State?

Hypotheses

The following null hypothesis guided the study:

1. There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from business related areas on approaches adopted in teaching business studies in junior secondary schools in Owerri Zone, Imo State.
2. There is no significant different in the mean ratings of business studies teachers in both public and private junior secondary schools on factors that had hindered effective use of modern teaching approach.

Method

The study adopted a survey research design which permitted the use of questionnaire to elicit information from the respondents. According to Ojukwu (2012) survey research design is a form of descriptive research design. It is used in collecting samples from large or small population in order to examine the relative incidence, distributions and interrelations of variables in problem situation. The population of the study consist of eighteen (18) business studies teachers in the selected public and private junior secondary schools in Imo State. The population was manageable therefore there was no need sampling. A structured questionnaire constructed by the researchers was the instrument used for data collection. The instrument was validated by two specialist in business education. One from Ebonyi State University Abakaliki and the other from Alvan Ikoku Federal College of Education Owerri. Test-retest measurement techniques was used to ascertain the internal consistency of the questionnaire items. To achieve these, the test was administered to six business teachers that are not part of the study. A co-efficient of 0.84 was obtained using Pearson product moment correlation coefficient formula.

The copies of the questionnaire were administered by the researchers, and all were retrieved and used for data analysis. Data collected were analyzed using mean statistics and standard deviation, t-test was used to test the hypotheses at alpha level of 0.05. A null hypothesis is accepted if the calculated t-value (t-cal) is less than the t-critical or t-table value at 0.5 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is greater than the critical or t-table value at 0.05 level of significance.



Table 1: Frequency and percentage score of business studies teachers in public and private junior secondary schools.

Ownership of School	Frequency	%
Public	11	61.1
Private	7	38.9
Total	18	100.0

The table above shows the percentage of the sample population of public and private junior secondary schools. Public schools have a percentage of 61.1 while that of secondary schools have a percentage of 38.9.

Table 2: Frequency and percentage score of business studies teachers who are specialist in business education and those of other related subjects.

Specialization of Business Studies Teacher	Frequency	%
Business education specialist.	12	66.7
Other business related subjects.	6	33.3
Total	18	100.00

The table show the percentage of the sample population of business studies teachers that are business education specialist and those of other business related subjects. The percentage of business studies teachers who are specialist in business education is 66.7 while those of other business related subjects is 33.3.

Research Question 1

Which of this modern teaching approaches have you adopted in teaching business studies in your school.

Table 3: Mean results of business studies teachers on teaching approaches adopted in teaching business studies in junior secondary schools.

S/NO	Teaching Approaches	AA	A	SA	NA	\bar{X}	STD	Decision
1	Brain storming	5	7	6	-	2.9444	.80237	Accept
2	Circle the sage	-	-	13	5	1.8333	.70711	Not Accept
3	Jigsaw	-	-	13	5	1.7222	.46089	Not Accept
4	Peer instruction	-	-	13	5	1.7222	.46089	Not Accept
5	Mind map	-	-	13	5	1.7778	.54832	Not Accept
6	Role playing	3	4	8	3	2.2222	.80845	Not Accept
7	Think pair share	-	-	13	5	1.7222	.46089	Not Accept
8	Discovery approach	1	3	10	4	2.2778	.89479	Not Accept
9	Demonstration	2	14	1	1	2.7222	.75190	Accept
10	Cooperative learning strategy	-	2	12	4	1.9444	.63914	Not Accept
11	Problem solving approach	2	10	5	1	2.6111	.91644	Accept

Source: Field Work

Table 3 shows that only three modern teaching approaches out of the eleven teaching approaches listed in the table are adopted by business studies teachers in the teaching of business studies in junior secondary schools in Owerri Zone, Imo State. This is indicated by the mean scores of 1.83, 1.72, 1.72, 1.77, 2.22, 1.72, 2.27 and 1.94 for modern teaching approaches not adopted and 2.94, 2.72 and 2.61 for modern teaching approaches adopted for teaching and learning of business education.

Research Question 2

What factors hinder effective use of modern teaching approaches in teaching business studies?

Table 4: Mean results of business studies teachers on factors that hinder effective use of modern teaching approaches in teaching business studies.

S/N	Item	AA	A	SA	NA	X	STD	Decision
1	Lack of instructional materials for demonstration.	6	9	3	-	3.1667	.70711	Accept
2	Lack of adequate laboratory to enable students explores	6	9	3	-	3.1667	.70711	Accept
3	Lack of equipped library.	6	9	3	-	3.1667	.70711	Accept
4	Lack of field trip and excursion experience.	6	10	2	-	3.2778	.66911	Accept
5	Inadequate supply of electricity.	6	12	-	-	3.4444	.51131	Accept
6	Lack of teachers with modern pedagogical approach to teaching business studies.	2	10	4	2	2.7222	.82644	Accept
7	Lack of knowledge of modern teaching approaches.	1	11	6	-	2.7778	.54832	Accept
8	Difficulty in adapting to change.	1	4	11	2	2.4444	.85559	Not Accept
9	Lack of teachers' professional development/training.	10	8	-	-	3.4444	.70479	Accept
10	Lack of internet connected computers.	7	11	-	-	3.2778	.66911	Accept

Source: Field Work

Table 5 revealed that all the items listed in the table are factors that hinder effective use of modern teaching approaches in teaching business studies except for item 8 which the mean score is below 2.5. Item 1 has a mean score of 3.16, item 2, 3.16, item 3, 3.16, item 4 has mean score of 3.27, item 5, 3.44, item 6, 2.72, item 7, 2.77, item 8, 2.44, item 9, 3.44 while item 10 has a mean score of 3.27.

Hypotheses

HO₁: There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from other business related subjects on factors that hinder effective use of modern teaching approach.

Table 5: The t-test comparison between public schools and private schools business studies teachers on modern teaching approaches adopted in teaching and learning of business studies.

Ownership of School	N	\bar{X}	SD	DF	t	P	Decision
Public	11	.584	2.15	16	.272	.789	Not significant
Private	7	.584	2.39				

Result of table 7 showed that the t-value of 0.272 is not significant at p-value of 0.789 since the p-value is greater than 0.05. There is therefore no significant difference between the mean ratings of business studies teachers of public and private schools on modern teaching approaches adopted in teaching and learning business studies.

HO₂: There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from other business related subjects on factors that hinder effective use of modern teaching approach.

Table 6: The t-test comparison between business studies teachers who are specialist of business education and teachers of other business related subjects on factors that hinder effective use of modern teaching approach.

Specialist of Business Studies Teachers	N	\bar{X}	SD	DF	t	D	Decision
Business education specialist.	11	-2.51	1.72	16	-1.46	.162	Not significant
Other business related subjects.	7	-2.51	2.04				

Result of table 8 revealed that the t-value of 1.46 is not significant at p-value of 0.162 since the p-value is greater than 0.05. There is therefore no significant difference between the mean ratings of business studies teachers who are business education specialists and teachers of other business related subjects on factors that hinder effective use of modern teaching approach.

Discussion

Result of table one revealed that the three sample public secondary schools and the three sample private secondary school have only a total number of eighteen business studies teachers, eleven from the public schools and seven from private secondary schools. This finding is in accordance with the findings of Ikegwani (2015) who noted that business studies teachers are not in sufficient number which shows that most students do not benefit much from this important pre-vocational subjects area. Table two revealed that business studies is taught both by business education specialists and those of other business related subjects. This was also supported by Ikegwani (2015) when she noted that in most schools National Youth Service Corps members that read one aspect of business subject such as Accounting, Marketing, Secretarial Technology, Business Administration, Banking and Finance are made to read and teach business studies and at the end, the impact leaves so much to be desired.



The findings of table 3 show that only three (brainstorming, demonstration and problem solving approaches) out of the eleven modern teaching approaches listed in the table are adopted by business teachers in both public and private schools in teaching business studies. This supported Ekoh (2016) findings that majority of business teachers are still yoked with the conventional teaching approaches. In the same view, Mamman and Oyinloye (2016) noted that the instruction of business education are still being taken under traditional mode of teaching and learning.

Findings with regarding to the second research question showed that lack of instructional materials for demonstration, lack of adequate laboratory for students exploration, lack of equipped library, lack of field trip and excursion experiences, inadequate supply of electricity, lack of teachers with modern pedagogical approach to teaching business studies, lack of knowledge of modern teaching business studies, lack of knowledge of modern teaching approaches, difficulty in adapting to change, lack of teachers professional development/training and lack of required ICT facilities in schools are factors hindering effective use of modern teaching approaches in teaching business studies in junior secondary schools. This findings is in line with Okolocha and Nwadiani (2014) who noted that business studies teachers, regardless of gender, experience, teaching in both public and private secondary schools were trained using the traditional approach with obsolete facilities as a result lack skills to use modern pedagogical tools to teach in the classroom.

The test of hypotheses in table 5 and 6 yielded no significant result. This means that both teachers in public and private secondary schools are yet to adopt fully the modern approaches to teaching. Both also have similar opinion on factors that hinder effective use of modern teaching approach in teaching business studies.

Conclusion

Based on the findings of the study, it was concluded that business studies teachers are yet to adopt fully the modern teaching approaches and facilities required to enhance the use of modern teaching approaches are not provided to business teachers. If nothing is done about these two factors, it will be difficult to achieve the objectives of the revised 9-years basic education curriculum for business studies.

Recommendations

1. Business education at this foundational level should be taught by specialist in business education in order to inculcate the right habit and skill to the students.
2. Ministry of Education in the states and owners of private secondary schools should organize workshops and seminars for business studies teachers in the public and private schools on modern teaching approaches.
3. Facilities required to enhance effective use of modern teaching approaches should be provided for teachers of business studies in public and private schools by those concerned.



4. Exposure to modern teaching approaches should not only be for business studies teachers in secondary schools but also to lecturers who prepare business teachers. As the student trainees observed them use this methods they will in turn replicate it when they graduate and are employed as business studies teachers.
5. State governments and private school owners should increase the number of business studies teachers at the junior secondary school level.

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