

Pedagogical Challenges Facing the Teaching of Business Studies in Secondary Schools in Bauchi State, Nigeria

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Abstract: The study determines the Pedagogical challenges facing the teaching of business studies in Bauchi State, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The descriptive survey research design was used for the study. The population of the study comprised 248 business studies teachers from secondary schools in Bauchi State. Since the population size is manageable, the researchers used all populations. The researchers developed a structured questionnaire for data collection. The instrument was validated by two experts from the rank of senior lecturer and above in the department of Test and Measurement of Nasarawa State University, Keffi. Cronbach Alpha method was used to test the reliability of the instrument which yielded a coefficient value of 0.77. Mean and standard deviation was used to answer the research questions while a t-test was used to test the two null hypotheses formulated for the study at 0.05 level of significance. The finding indicated among others, that some Business studies courses are taught mostly by unqualified teachers. Data analysis revealed that some of the teachers were not familiar with the curriculum and since some of the teachers were not trained, they set internal examinations that only tested the low levels of the cognitive domain that is knowledge and comprehension while the national examinations tested all the levels of the cognitive domain. The study concludes that the Government should employ qualified lecturers in the area of Business Studies in the state, providing appropriate resources, retraining teachers in pedagogical competency needs. Appropriate recommendations were made including retraining of the teachers.

Keywords: Pedagogical Challenges, Business Studies, Survey Research Design

INTRODUCTION

Secondary school education in Nigeria is that form of education received by children after primary education and before tertiary level, with the broad aims of preparation for useful living within the society and preparation for higher education [Federal Republic of Nigeria \(2009\)](#). [Bae & Song \(2006\)](#) in South Korea indicates that Business Studies is highly beneficial on job placement, more so to non-college-bound youths. Studies done in Europe have shown that where both class and work-based training are provided informal schools, it has led to a reduction of youth unemployment in countries like Germany, Denmark, Switzerland, and Austria, ([Quintini et al., 2007](#)). [Dawson \(2001\)](#) found that the content taught in Business Studies subjects in Nigerian schools was not compatible with traditional school timetables. The practicability nature of Business Studies requires more than the 45 – 60 minutes lessons allocated for the subject in the timetable. The subject requires a block of 2 or 3-hour sessions to accord the students' ample time to practice and also develop business skills such as site visits to industry and business premises. Business Studies is a skill-based program designed for sub-professional level education and based on a specific vocation. The subject encompasses business principles, theory, and practice that underpin the development

of entrepreneurial initiatives, sustainable enterprises, and the economic growth of the school leavers. [Federal Republic of Nigeria \(2009\)](#) Business Studies will encourage in students an interest in, and a positive attitude towards, the business world and to enable them to acquire a knowledge and an understanding of commercial activities and to provide an introduction to the structures and functions of business institutions and their inter-relationships, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals and can secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways.

Business Studies curriculum took cognizance of the need to provide students with the ability and skills (such as keyboarding, computing, accounting, and shorthand) to be gainfully employed upon completion of the program as well as prepare them for a set-up of their small business as entrepreneurs. The general objectives of Business Studies as stated in the Curriculum 2007, therefore are to: provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training; 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, and develop basic skills in office occupations.

According to [Shuga \(2010\)](#), the fundamental purpose for introducing Business Studies in secondary schools' curriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training, and daily life. [Eze \(2011\)](#), added that the goals of business studies curriculum are to enable students to gain an understanding of business concepts through the study of subjects such as commerce, shorthand, office practice, bookkeeping, and computer; develop the skills, including critical thinking skills, and strategies required for self-employment; apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels; and develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy.

In Nigerian, secondary schools, the Business Studies curriculum is meant to impart knowledge and skills to young people to prepare them for self-employment and the world of work. It is to expose the students to a range of business knowledge and skills in areas of financial literacy, enterprise capability (entrepreneurship), and economic understanding. The teachers are the experts and facilitators of the learning process and who have been given the responsibility of teaching the course and therefore, play an important role in its success and more so in the students' academic performance.

The trend in students' enrollment of Business Studies subject has been on the rise as compared to other elective subjects such as Mathematics, Geography, Chemistry, and other vocational subjects. On average the below-average achievement in the subject has been higher every year. This trend has been a major concern to all stakeholders, especially to the teachers, politicians, education officers, parents, teachers, students, and employers of labor who are interested in knowing where the problems lie. This problem needs to be addressed as a matter of urgency. If the teaching process has any challenges, then it will reflect in the students' achievement. It is against this background this study was conducted to determine the pedagogical challenges facing the teaching of business studies in Bauchi State, Nigeria. Therefore, this study was carried out to provide answers to the following specific research questions:

1. What are the pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria?
2. What are teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria?

Hypotheses

In line with each of the specific research questions, the following null hypotheses were formulated and tested at 0.05 level of significance:

Ho₁: There is no significant difference in the mean response of business studies teachers on the pedagogical challenges facing the teaching of business studies subjects in Bauchi State, Nigeria.

Ho₂: There is no significant difference in the mean response of business studies teachers on the teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria.

METHOD

A survey research design was used for the study. The population of the study comprised 248 business studies teachers from Secondary Schools in Bauchi State. Since the population size is manageable, the researchers used the entire population, and so, there was no sample size for the study. The researchers developed a structured questionnaire for data collection. The instrument was validated by two experts from the rank of senior lecturer and above in the business education department of Ahmadu Bello University, Zaria. Cronbach Alpha method was used to test the reliability of the instrument which yielded a coefficient value of 0.77. Mean and standard deviation was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses formulated for the study at 0.05 level of significance. Any items with a mean rating below 2.50 were regarded as disagreed while any item with 2.50 and above is regarded as agreed. Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. For the hypotheses testing, where the calculated value is less than the critical value, the hypothesis was accepted. Conversely, where the calculated value is greater than or equal to the critical value the null hypothesis was rejected.

RESULT AND DISCUSSION

Result

Research Question 1

What are the pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria?

Table 1. Respondents' Mean Ratings on the Pedagogical Challenges Facing the Teaching of Business Studies Subject

S/No	Items	\bar{x}	SD	Remark
1.	Business studies teachers don't have flexible use of whole-class, a group where students discuss a shared task for instructional delivery	3.08	0.72	Agree
2	Business studies teachers don't have an appropriate presentation of lessons for instructional delivery.	3.15	0.83	Agree
3.	Business studies teachers don't have questioning techniques for instructional delivery	3.20	0.70	Agree
4.	Business studies teachers don't use the material for instruction are needed for instructional delivery.	3.05	0.74	Agree
5.	Business studies teachers don't use effective language for instructional delivery.	3.13	0.83	Agree
6.	Business studies teachers don't have time management for instructional delivery	3.44	0.70	Agree
7.	Business studies teachers don't have evaluation tools for instructional delivery	3.25	0.76	Agree

S/No	Items	\bar{x}	SD	Remark
8.	Business studies teachers don't have planning and varying lesson sequences for instructional delivery.	2.54	0.75	Agree
9.	Business studies teachers don't have appropriate teaching strategies for instructional delivery	3.65	0.80	Agree
10.	Business studies teachers don't have the appropriate tool for the development of cognitive skills for instructional delivery	3.01	0.78	Agree
	Grand Mean	3.94	0.99	Agree

Source: Field Work (2020)

Table 1 reveal that the respondents agreed that all the items 1-10 with mean ratings ranging from 3.08 to 3.01 are pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria with Grand mean of 3.94 which indicate that the respondents agree with all the pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria. The standard deviation scores show that the respondents' opinions were related.

Research Question 2

What teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria?

Table 2. Respondent's Mean Ratings on the Teaching Environment Determines the Choice of Teaching Methods of Business Studies Subject

S/No	Items	\bar{x}	SD	Remark
11.	The brainstorming method is not used by business studies teachers in Secondary schools	3.02	0.72	Agree
12.	The case study method is not used by business studies teachers in secondary schools	2.95	0.83	Agree
13.	Business studies teachers don't use the Buzz method in secondary schools	3.11	0.70	Agree
14.	Business studies teachers don't use Group discussion in secondary schools	2.65	0.74	Agree
15.	Business studies teachers don't use Teaching with other Teachers in secondary schools	2.78	0.83	Agree
16.	Business studies teachers don't use Lecture Secondary schools	2.64	0.70	Agree
	Grand Mean	2.86	0.75	Agree

Source: Field Work (2020)

Table 2 reveal that the respondents agreed that all the items 11-16 with mean ratings ranging from 3.02 to 2.64 teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria with Grand mean of 2.86 which indicate that the respondents agree with all the teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria. The standard deviation scores show that the respondents' opinions were related.

Hypothesis 1:

There is no significant difference in the mean response of business studies teachers on the pedagogical challenges facing the teaching of business studies subjects in Bauchi State, Nigeria.

Table 3. One-way Analysis of Variance (ANOVA) for Mean Difference Among the Business Studies Teachers on the Pedagogical Challenges Facing the Teaching of Business Studies Subject

	Sum of Squares	df	Mean ²	F	Sig.
Between Groups	2.598	2	1.482		
Within Groups	30.850	246	.732	1.781	.188
Total	32.448	248			

Source: Field Work (2020)

The statistical result of the Analysis of Variance presented in [Table 3](#) revealed that the $F(2, 246) = 1.781, p = .188$. Hence, Hypothesis one was retained. The result of the finding indicated that there is no significant difference among the mean responses on business studies teachers on the pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria. Based on [Njoku \(2017\)](#), where the calculated value was less than the table value the null hypothesis was accepted, and where the calculated value of any of the null hypothesis is greater than the table value the null hypothesis was rejected. All the null hypotheses were tested at 0.05 level of significance.

Hypothesis 2:

There is no significant difference in the mean response of business studies teachers on the teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria.

Table 4. One-way Analysis of Variance (ANOVA) for Mean Difference Among the of Business Studies Teachers on the Teaching Environment Determines the Choice of Teaching Methods of Business Studies Subject

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.679	2	1.496		
Within Groups	30.720	246	.623	1.458	.168
Total	32.349	248			

Source: Field Work (2020)

The statistical result of the Analysis of Variance presented in [Table 4](#) revealed that the $F(2, 246) = 1.458, p = .168$. Hence, Hypothesis two was retained. The result of the finding indicated that there is no significant difference among the mean responses of business studies teachers on the teaching environment determines the choice of teaching methods of business studies subject in Bauchi State, Nigeria. Based on [Mustapha \(2018\)](#), where the calculated value was less than the table value the null hypothesis was accepted, and where the calculated value of any of the null hypothesis is greater than the table value the null hypothesis was rejected. All the null hypotheses were tested at 0.05 level of significance.

Discussion

The findings on the extent of pedagogical challenges facing the teaching of business studies subject in Bauchi State, Nigeria; business studies teachers don't have flexible use of whole-class, group where students discuss a shared task for instructional delivery, business studies teachers don't have appropriate presentation of lesson for instructional delivery, business studies teachers don't have questioning techniques for instructional delivery, business studies teacher don't use material for instruction are needed for instructional delivery, business studies teacher don't use effective language for instructional delivery, business studies teacher don't have time management for instructional delivery, business studies teacher don't have evaluation tool for instructional delivery, business studies teacher don't have planning and varying lesson sequences for instructional delivery, business studies teacher don't have appropriate teaching strategies for instructional delivery,

business studies teacher don't have appropriate tool for development of cognitive skill for instructional delivery. In support of these findings, Borrington (2014) the teaching of business skills requires the use of experiential pedagogical approaches and kinaesthetic (learning by doing), and the usage of these methods to improve on students is hindered by the use of untrained teachers who do not know of their existence.

The findings on the extent of the teaching environment determine the choice of teaching methods of business studies subject in Bauchi State, Nigeria; Brainstorming method is not used by business studies teachers in secondary schools, base study method is not used by business studies teachers in secondary schools, business studies teachers don't use buzz method in secondary schools, business studies teacher don't use group discussion in secondary schools, business studies teachers don't use teaching with other teachers in secondary schools, business studies teachers don't use lecture in secondary schools. In support of these findings Aliyu (2016), the business studies subject is taught mostly by untrained teachers, who are either Form Four Leavers, or those studying y at the universities and did not have the skills. They tended to use teachers-centered teaching methods which are not effective in assisting the learner to understand and retain the information.

CONCLUSION

Based on the findings of this study, the researchers concluded that business Studies subjects are taught mostly by untrained teachers, who are either Form Four Leavers, or those studying y at the universities and did not have the skills, commercially sourced schemes of work which did not consider the entrance behavior of the learners were used by 90% of all the schools sampled. Though they had incorporated student-centered teaching and learning methods, the classroom teacher did not use such methods either because of the time factor, lack of funds, wide syllabus, or lack of know-how on how to use them.

RECOMMENDATIONS

In other to improve on the performance of Business Studies in Secondary schools, the researchers made the following recommendations:

1. The schools should employ trained teachers for the subject,
2. In-service training is offered to the teachers teaching the subject to equip them with current learner-centered methods of teaching the subjects and how to set examinations to test the higher level of the cognitive domain.

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