

EXTENT OF UTILIZATION OF INNOVATIVE TEACHING METHODS IN TEACHING BUSINESS STUDIES IN SECONDARY SCHOOLS

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Abstract

The study investigated the extent to which teachers utilize innovative teaching methods in the teaching of Business Studies in secondary schools in Orumba South Local Government Area. A descriptive survey design was adopted. The population of the study was 39 Business Studies teachers in 14 government-owned secondary schools in the area. Due to the size of the population, no sampling was done. A structured questionnaire was developed by researchers and used to elicit information from respondents. The instrument was validated by experts and found fit for the study. Data collected were analysed using the mean. The mean of a four-point scale was put at 2.50. The study found among others, that teachers employed the problem-based learning, role playing, scaffolding instruction and use of mnemonics as innovative teaching methods; constraints to the utilization of innovative teaching methods in secondary schools are inadequate funding of schools, diversion of fund, lack of basic infrastructure, large class size and lack of ICT facilities. Based on the findings, it was recommended among others that Business Studies teachers should be trained through workshops and seminars on innovative practices and skills; and qualified teachers should be recruited in the teaching of Business Studies so that they can employ innovative teaching methods.

Key Words: Business studies, Innovation, Teaching methods, Utilization, Secondary schools

Introduction

The latest secondary education curriculum in Nigeria caters for the diverse interest of students. In order to realize fully the achievement of the national educational goals, emphasis is placed on preparing individuals for “useful living within the society and for higher education” (Federal Republic of Nigeria, 2013). More specifically, in the junior secondary the curriculum provides for both the academic and pre-vocational subjects. The focus of the secondary education at the junior level targets the realization of the following goals, “to offer diversified curriculum to cater for the differences in talents, opportunities and future roles; to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades, and to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development” (FRN, 2013). These goal statements had guided the efforts toward the developing of the new curriculum for secondary education in the pre-vocational electives which include,

“Agriculture, Business Studies, Home Economics, Computer Education, Fine Arts and Music” (FRN, 2013).

Business Studies is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities (Inyang, 2018). Business Studies is that part of the curriculum which enables the student to make informed decisions in the everyday business of living, which contributes to the student's understanding of the world of business, which encourages a positive attitude to enterprise and which develops appropriate skills in that field. Business activity affects the daily lives of all Nigerians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business has significant effect on the standard of living and quality of life of people, and on the environment in which they live and which future generations will inherit (Ekanem, 2018). The rationale for teaching Business studies to students at that level is that students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and competence.

Unfortunately, students generally have not found the learning of Business studies easy. Reports of the Junior School Certificate Business Studies Examinations over the years have shown that most students failed the subject (Imeokparia, 2018). For instance, in 2018, only 40 percent of students passed the subject at credit level. Nomuoja (2017) assessed the academic performance of junior secondary school students in business studies in Delta Central Senatorial District of Delta State and found that the general performance of junior secondary school students in Delta Central Senatorial District in Business studies is poor, with a mean score of 41.39. This situation has led to some speculations about the causes of these unpalatable results. Several writers (Imeokparia, 2018; Emeasoba, 2018) believed that the teaching method employed by teachers contribute to abysmal performance in the subject. Teaching method refers to the practices and procedures adopted during teaching (Moemeka, 2016). It is the general principles, pedagogy and management strategies used during classroom instruction. Conventional teaching methods such as lecture have been rejected as merely making the students to be passive learners instead of active learners. As a result, students fail to retain knowledge to which they are exposed.

It is in view of this that innovative teaching methods that are learner-centred are being advocated as the best teaching methods. Innovation means any deliberate, well planned change introduced into a system in order to improve the efficacy of its results. Innovative teaching methods refer to any new teaching method or techniques designed to increase active participation of students in the teaching and learning process in order to improve learning outcome (Onyeme, 2019). Effective teaching in secondary schools should emphasize the use of activity-oriented method and instructional strategies that will make students achieve their learning objectives (Adediran, 2014). Effective teaching in secondary schools should be predominantly students directed interactive learning achievement oriented activities in which the learner actively participates and makes a

conscious and deliberate effort to induce and acquire significant learning under the teacher serving as a learning collaborator, director, guide, a catalyst and a helper (Adediran, Orukotan & Adeyanju, 2015).

Innovative teaching methods are many. Sachou (2015) highlights some innovative methods which includes technology based multimedia methods, mind maps, sense of humour, scaffolding and so on. According to Sachou, mind map is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning (Damodharan & Rengarajan, 2012). Mind maps are also very quick to review, as it is easy to refresh information in student's mind just by glancing once. Mind maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that student learns and remembers more effectively by using the full range of visual and sensory tools at his/her disposal. Pictures, music, color, even touch and smell play a part in the learning armory, since it helps to recollect information for long time (Damodharan & Rengarajan). Also, the sense of humor can also be an innovative teaching method. Students always like lively and delightful personalities and this is natural. If one teaches whatever he/she wants in a humorous, delightful and entertaining way, he/she can easily achieve target. There are many devices with the help of which one can teach effectively. This method involves learning through delight. E.g. the games like Spin-a-yarn, Role-Playings etc. are very effective in developing their linguistic competence. If this method is used properly, language-learning becomes more interesting and easy (Dodewar, 2012). These methods may also improve the learning of Business Studies.

Various studies have favourable reports on innovative teaching methods. Agommuo and Ifeanacho (2013) investigated senior secondary school students' assessment of innovative teaching strategies in enhancing achievement in physics and mathematics. Results showed that inquiry method, discovery learning, discussion, role play, simulation, games, team teaching, brainstorming and other similar strategies were agreed to be innovative teaching strategies that can enhance achievement in physics and mathematics. Adediran, Orukotan and Adeyanju (2015) investigated the instructional strategies for the promotion of effective teaching and learning in secondary schools and revealed that some of the teachers found it difficult to use innovative instructional strategies in their teaching activities in the classroom.

While it is acknowledged that innovative teaching methods could improve students' achievement generally and in Business Studies particularly, it is not known whether teachers employ these methods in teaching Business Studies. Studies have shown that teachers in secondary schools are reluctant to abandon the conventional approaches to teaching and embrace innovative methods

(Onyeme, 2019). Based on this it becomes necessary to investigate the extent to which teachers utilize innovative teaching methods in the teaching of Business Studies in secondary schools in Orumba South Local Government Area, Anambra State.

Statement of the Problem

Research has shown that the erstwhile conventional methods of teaching only succeed in making students passive recipients of knowledge instead of partakers in knowledge construction. Thus, these methods have been linked to abysmal performances of students in Business Studies in secondary schools. In order to remedy this unpalatable situation, it has been advocated that teachers employ innovative teaching methods in teaching Business Studies in order to improve students' performances in Business Studies. It seems not to be known however whether teachers of Business Studies employ these methods in teaching the subject, and if they do the extent to which they utilize them. The problem of the study put in question is: do teachers utilize innovative teaching methods in the teaching of Business Studies in secondary schools in Orumba South Local Government Area of Anambra State?

Purpose of the Study

The main purpose of the study is to find out the extent of utilization of innovative teaching methods in teaching Business Studies in secondary schools in Orumba South Local Government Area. Specifically, the study seeks to:

1. Identify various innovative teaching methods employed by teachers in teaching Business Studies in secondary schools in Orumba South Local Government Area;
2. Determine extent to which the innovative teaching methods are utilized in teaching Business Studies in secondary schools in Orumba South Local Government Area;
3. Ascertain possible constraints to the utilization of innovative teaching methods in teaching Business Studies in secondary schools in Orumba South Local Government Area.

Research Questions

The following research questions are posed in the study:

1. What are the various innovative teaching methods employed by teachers in teaching Business Studies in secondary schools in Orumba South Local Government Area?
2. To what extent are innovative teaching methods utilized in teaching Business Studies in secondary schools in Orumba South Local Government Area?
3. What are the possible constraints to the utilization of innovative teaching methods in teaching Business Studies in secondary schools?

Methodology

This study adopted a descriptive survey research design. The study was conducted in government-owned secondary schools in Orumba South Local Government Area, Anambra State, Nigeria. Orumba South is one of the 21 Local Government Areas in the state. The population of the study comprises all the 39 Business Studies teachers in 14 government-owned secondary schools in the area. No sample was drawn. A structured questionnaire was the instrument for data collection. The instrument was validated by three experts (two in Business education and one in Education). The instrument was administered by hand delivery by the researchers. Data obtained from field study were analysed using the mean.

Table 1: Mean Ratings on Innovative Teaching Methods Employed in Teaching Business Studies in Secondary Schools in Orumba South Local Government Area (N=39)

S/N	Items	SA	A	D	SD	$\bar{X}$	Remark
1	Concept mapping	4	3	21	11	2.00	Disagreed
2	Mind mapping	-	3	9	27	1.38	Disagreed
3	Blended instruction, i.e. combination of face-to-face and online learning	-	-	16	23	1.41	Disagreed
4	Problem-based learning	14	11	7	7	2.82	Agreed
5	Portfolio learning	-	2	17	20	1.54	Disagreed
6	Use of simulation	-	6	19	14	1.79	Disagreed
7	Role playing	32	4	3	-	3.74	Agreed
8	Scaffolding instruction	11	19	-	9	2.82	Agreed
9	Use of mnemonics	22	11	6	-	3.41	Agreed
10	Computer-assisted instruction	2	8	12	17	1.87	Disagreed
Grand Mean						2.28	Disagreed

Table 1 shows the mean ratings of respondents on innovative teaching methods employed by teachers in teaching Business Studies in secondary schools in Orumba South Local Government Area. Items 4, 7, 8 and 9 were rated 2.82, 3.74, 2.82 and 3.41 respectively. These are above the cut-off mean which indicates agreement. It shows that teachers employ the following innovative teaching methods: problem-based learning, role playing, scaffolding instruction and use of mnemonics. The rests of the items 1, 2, 3, 5, 6 and 10 were rated 2.00, 1.38, 1.41, 1.54, 1.79 and 1.87 respectively. These mean ratings were below the cut-off mean and therefore indicates disagreement. The grand mean of 2.28 indicates that teachers scarcely employ innovative teaching methods in the teaching of Business Studies in secondary schools in Orumba South L. G. A.

Table 2: Mean Ratings on Extent of Utilization of Innovative Teaching Methods in Teaching Business Studies in secondary schools in Orumba South Local Government Area (N=39)

S/N	Items	VHE	HE	LE	VLE	$\bar{X}$	Remark
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11	Concept mapping	2	3	7	27	1.49	Low Extent
12	Mind mapping	4	5	2	28	1.62	Low Extent
13	Blended instruction, i.e. combination of face-to-face and online learning	-	5	8	26	1.46	Low Extent
14	Problem-based learning	12	14	7	6	2.82	High Extent
15	Portfolio learning	2	-	25	12	1.79	Low Extent
16	Use of simulation	4	4	18	13	1.97	Low Extent
17	Role playing	13	21	3	2	3.15	High Extent
18	Scaffolding instruction	11	13	8	7	2.72	High Extent
19	Use of mnemonics	21	10	4	4	3.23	High Extent
20	Computer-assisted instruction	-	4	21	14	1.74	Low Extent
Grand Mean						2.20	Low Extent

Table 2 shows the mean ratings of respondents on extent of utilization of innovative teaching methods in teaching Business Studies in secondary schools in Orumba South Local Government Area. Items 14, 17, 18 and 19 were rated 2.82, 3.15, 2.72 and 3.23 respectively. These are above the cut-off mean which indicates agreement. It shows that teachers employ those innovative teaching methods, namely problem-based learning, role playing, scaffolding instruction and use of mnemonics to a high extent. The rests of the items 11, 12, 13, 15, 16 and 20 were rated 1.49, 1.62, 1.46, 1.79, 1.97 and 1.44 respectively. These mean ratings were below the cut-off mean and therefore indicates disagreement. The grand mean of 2.20 indicates that innovative teaching methods were used to a low extent in teaching Business Studies in the secondary schools in the area.

Table 3: Mean Ratings on Possible Constraints to the Utilization of Innovative Teaching Methods in Teaching Business Studies (N=39)

S/N	Items	SA	A	D	SD	$\bar{X}$	Remark
21	Inadequate funding of schools	21	11	4	3	3.28	Agreed
22	Lack of quality teachers in schools	1	-	28	10	1.79	Disagreed
23	Diversion of fund meant for resource acquisition	9	11	12	7	2.56	Agreed
24	Lack of basic infrastructure	13	19	3	4	3.05	Agreed

25	Large class size that makes teaching ineffective	18	12	6	3	3.15	Agreed
26	Lack of ICT facilities	21	11	6	1	3.33	Agreed
27	Lack of effective teacher development programme	3	5	22	9	2.05	Disagreed
Grand Mean						2.74	Agreed

Table 3 shows the mean ratings of respondents on possible constraints to the utilization of innovative teaching methods in teaching Business Studies in secondary schools in Orumba South Local Government Area. Items 21, 23, 24, 25, and 27 were rated 3.28, 2.56, 3.05, 3.15 and 3.33 respectively. These are above the cut-off mean which indicates agreement. It shows that inadequate funding of schools, diversion of fund, lack of basic infrastructure, large class size and lack of ICT facilities were some constraints to the utilization of innovative teaching methods. The rests of the items 21 and 27 were rated 1.79 and 2.05 respectively. These mean ratings were below the cut-off mean and therefore indicates disagreement. The grand mean of 2.74 indicates that there are constraints to the utilization of innovative teaching methods in teaching Business Studies in the secondary schools in Orumba South Local Government Area.

Discussion of Findings

The study sought to find out the extent of utilization of innovative teaching methods in teaching Business Studies in secondary schools in Orumba South Local Government Area, Anambra State. Specifically, it investigated various innovative teaching methods employed by teachers, extent of utilization of these innovative methods, possible constraints to the utilization and measures for improved utilization of innovative teaching methods in teaching Business Studies in the secondary schools in the area.

On the first question, the study found that teachers employ the following innovative teaching methods: problem-based learning, role playing, scaffolding instruction and use of mnemonics in the teaching of Business Studies in secondary schools. Other innovative methods like concept mapping, mind mapping, and so on were not employed by teachers. The findings of the study agreed with Adediran, Orukotan and Adeyanju (2015) who found that the manner in which the teachers approach teaching do not promote effective teaching and learning; that some of the teachers find it difficult to use innovative instructional strategies in their teaching activities in the classroom.

The second research question found that teachers utilized these innovative teaching methods to a low extent. In spite of many available innovative teaching methods, teachers employ few innovative teaching methods, namely problem-based learning, role playing, scaffolding instruction and use of mnemonics. It appears that teachers try to avoid those innovative methods that require some facilities which usually are not available in the schools. The findings agreed with Agommuo

and Ifeanacho (2013) who found that secondary school teachers barely make use of innovative teaching techniques.

On the third research question, the study found that constraints to the utilization of innovative teaching methods in secondary schools are inadequate funding of schools, diversion of fund, lack of basic infrastructure, large class size and lack of ICT facilities. The lack of resources as well as enabling environment for the teaching of Business Studies have become a perennial problem. The finding is in line with earlier study. For instance, Emeasoba (2018) found that business studies equipment needed for effective teaching and learning of business studies are mostly not available, the available ones are grossly inadequate in most schools. Similarly, Agommuo and Ifeanacho (2013) submitted that students will acquire more theoretical knowledge than the practical skills required of them since the equipment that will be used for hands-on experience are not available.

Conclusion

Teachers utilize innovative teaching methods in Business Studies to a low extent. It appears that teachers shy away from those innovations that might demand the use of facilities which are barely available in the secondary schools. The constraints of large class size, dearth of facilities, and other poor environmental conditions need to be addressed if these innovations must be applied in the teaching of Business Studies in secondary schools.

Recommendations

In view of the findings and implications of the findings, the following are recommended:

1. Business Studies teachers should be trained through workshops and seminars on innovative practices and skills;
2. Qualified teachers should be recruited by the government in the teaching of Business Studies so that they can employ innovative teaching methods;
3. Government should provide adequate funds for the procurement of facilities for teachers to carry out innovations;
4. School authorities should put checks and balances mechanism to curb diversion of fund meant for the schools;
5. Provision of enough classrooms by relevant authorities is important in order to provide teachers ample space and time to carry out innovations;
6. Non-Governmental organizations like the PTA should render assistance in providing facilities for innovations in schools.

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