

PEDAGOGICAL CHALLENGES ON THE EFFECTIVENESS OF BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS, OYO STATE.

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ABSTRACT

The study assessed the pedagogical challenges faced by Business Studies teachers in junior secondary schools in Oyo State. Descriptive survey research design was adopted for the study. Respondents' views were recorded using structured interviews. Area of the study was Oyo State. Population was 60 business studies teachers while proportionate sampling technique was used for the study. Three research questions and three hypotheses guided the study. An "Accepted" or "Not Accepted" scale questionnaire with 60 items was constructed, validated and used for data collection. Reliability coefficient of 0.75 was obtained for the three sections of the instrument using Kuder-Richardson K-21 formula. Frequency count and percentage were used to analyze data in order to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The research revealed that Business Studies teachers in Oyo State were facing various challenges, among are: challenges relating to teaching the subject matter, relating to the students and relating to policy. Recommendations were made that adequate number of infrastructure should be provided to enable teachers' perform well, among others.

Keywords: *Pedagogical, Challenges, Business Studies.*

INTRODUCTION

The importance of any educational programme is to ensure that the products of the system are equipped with the relevant skills; basic scientific knowledge and a kind of attitude needed to enable students face the challenges in the world of work (Adeleye, 2008). For a nation to possess ability of bringing about behavioural changes in the individual and witness rapid development, such a nation must give the right value and education that is capable of developing the youths into a sound and effective citizens that will make them to be fit and responsible to themselves and the community at large (Obi, 2013). For quick realization of these laudable objectives, efforts of Nigerian government is directed towards building an individual for self-reliant and contributes in no small measure to the world economic challenges. That is the reason why a pre-vocational subject was incorporated into the curriculum of junior secondary schools in Nigeria.

Business studies is an integral part of pre-vocational subjects incorporated in the Oyo State secondary school curriculum at both junior and senior secondary school levels. Federal Government intention is to improve practical-based activity at the expense of mere acquisition of theoretical knowledge and made it clear in the laudable educational policies which support vocational education. Business Studies was formally introduced to the Nigerian secondary schools in 1982 as a means of meeting the national technological and economic needs as articulated in the National Policy on Education (2004). In other to meet this objective, business studies scheme intended to give the junior secondary school students a general introduction to the broad field of what business was designed. Therefore five different business subjects were brought together to form a component programmed called Business Studies. Consequently, five such subjects are Book Keeping, Commerce, Office Practice, Shorthand, and Typewriting. The programme has since been described as an integrated curriculum (Ekpenyong, 2005).

The content in the Business Studies syllabus is such that it incorporates the acquisition of both academic and practical skills that may help the students to fit into post-school working environments. This is the major reason why Business studies are classified as a “practical subject” in Nigerian National policy on Education of 1981.

To make these objectives a reality, an appropriate method of teaching and hundred supports for learners cannot be over-emphasized. There are many challenges attributed with the effective teaching of Business Studies which emanate from a variety of sources. In their study on the challenges facing business education teachers, Ottewill & Macfarlane, (2003) identified three clusters of challenges: (i) the nature of business subject matter, (ii) the context in which the teachers teach, and (iii) the motivation or expectations and diversity of students.

Efforts should therefore be advanced to curtail its influence. Kudos to the new educational curriculum of Nigeria which now exposes junior secondary school students to vocational studies by making business studies no longer optional but a compulsory subject? It is hoped that this is aimed at creating an early hunger for some sort of drive to experiment in the market place for some of the indigenous creativity inherent in our nation.

One of the greatest challenges facing the Nigerian educational system relating to the subject matter of Business Studies are based on the need for teachers to keep up to date with developments in the business world. There are constant changes in the world of business and

it is not at all easy for teachers to stay up-to-date with new developments. The effect of this is obvious, as we would end up with unqualified teachers who are deficient even in their supposed areas of specialization. Business studies is a practical oriented subject, and there needs a good competent teachers for a successful delivery and acquisition of knowledge.

In their own view, Mckenzie and Swords (2000), who observed that: “.....business educators are faced with the burgeoning quantity of potentially relevant information, whilst evaluating the quality of the new data against an increasing by complex web of known facts”. This means that there is pressure on business studies teachers to maintain up-to-date with new developments in the business world and in turn lose credibility with their students and the society at large.

Closely linked to the challenge of keeping up-to-date is that of injecting a theoretical perspective into the student’s learning experience while, at the same time, maintaining a strong “real world” focus. The need to maintain a real world focus in the teaching of Business Studies is necessitated by the fact that the business education curriculum is vocational, practical and training-oriented (Ottewill and Macfarlane, 2003; National Business Education Association, 2003) and there is need to employ appropriate teaching approaches which will ensure that learning takes place in authentic and real world contexts. Because of the applied nature of business studies, teachers are expected to secure an appropriate balance between theory and practice by using entrepreneurial methods of teaching that will ensure the combination of both theory and experience (Heinonen & Poikkijoki, 2006).

It is glaring that no one can do a job satisfactorily, without the expected needed materials or equipment. Personal observation has shown that teachers seem to be more concerned with completing the business studies syllabus in time for examinations at the expense of imparting business skills and literacy through the use constructivist teaching method as recommended in the syllabus. Could it be that such behavior is prompted by the lack or insufficiency of infrastructural facilities? This challenges relating to the context in which the teachers teach relate to the adequacy of teaching resources. Since Business Studies is a practical subject, its teaching should obviously include both the theoretical and the practical.

The teaching of topics such as keyboard and office skills in office procedures or computerized accounting requires students to make use of equipment such as typewriters, photocopiers and computers. The internet simulation programmes, database and spreadsheet application enable students to understand the relevance of Business Studies to real life. Although the use of ICT in teaching is fairly common in the teaching of Business Studies in Nigeria’s junior secondary schools (Sithole, 2010), the use of the internet is hampered by the shortage of ICT facilities, particularly the shortage of computer laboratories. Also, and unsurprisingly, internet connections are available in only a limited number of places in many schools (Boitshwarelo, 2009).

The attitude and motivation of students towards learning is another challenge that militates against the effective teaching of Business Studies. In line with the report published by the UK's Business Education Support Team (2002:2):

There is a widespread perceptionthat students today, in Business, Management and Accountancy, present problems for their teachers beyond those that have always been present there are problems of motivation and practitioners see an urgent need for more action on challenging students' attitude to learning.

Based on the above view, what is being alluded to here is the fact that the primary motivations for studying business subjects are extrinsic rather than intrinsic in the sense that students are motivated more by job prospects and career considerations than by any "Love" of these subjects. Teacher may also find that some students are indifferent to the content of the subjects, and that some regard these subjects as difficult and that studying them is simply a necessary evil (Ekpenyong, 2005).

Diversity is another challenge that faces teachers. Students' diversity relates to a number of characteristics, such as differences that exists in students like: their backgrounds and attitude towards learning, ability in terms of basic skills such as numeracy and literacy, and their baseline knowledge of business practices and current affairs. Teaching such a diverse mix of students can pose formidable challenges to teachers who will be required to employ mixed-ability and for differentiated instruction methodologies to cater for individual differences among their students.

Therefore, the findings of this study shows that teacher should employ constructive teaching method that will expect their students to take responsibility for their own learning, to have the attributes of an independent learner, to be able to develop the ability to think critically, to engage with the subject matter and to prepare for, attend and participate in, teaching sessions (Ottewill & Macfarlane, 2003). However these expectations may not be met owing to students' reluctance to do extra work inside and outside the classroom. Alternatively, in the case of Oyo State, students may exhibit a "teacher knows best" mindset perpetuated by teachers who perceive themselves as the "imparters" and "purveyors" of curriculum knowledge, while students are perceived as the "receptacles" of teachers knowledge (Tabulawa, 2009).

Statement of the Problem

Teaching and Learning of Business Studies in junior secondary schools in Oyo State have evolved over the last thirty-four years, with more emphasis on student-centered pedagogy. There is an increased expectation placed on the role that business studies can play (through economic and technology) to harden effective learning. However, one could argue that there remains disconnection between what business studies was designed for and the realities of our practice (Joshua & Bibiana, 2015 - cited in Tang, Gu, & Whinstone, 2012). It is against this reason that this study finds out the pedagogical challenges on the effectiveness of Business Studies teachers in junior secondary school of Oyo State. Therefore, if these challenges are not addressed as expected, it will hinder the teachers from imparting the right knowledge in the students and it will also have an adverse effect on the students after graduation in which it will be difficult for them to cope with the challenges in the world of work.

Purpose of the Study

The main purpose of the study is to ascertain the pedagogical challenges on the effectiveness of business studies teachers in junior secondary schools, Oyo state.

Specifically, the study intends to:

1. Determine the challenges facing business studies teachers in relating to teacher and resources.
2. Assess the challenges facing business studies teachers in relating to student.
3. Ascertain the challenges facing business studies teachers in relating to the government policy.

Research Questions

The study was guided by the following research questions.

1. What are the challenges facing business studies teachers in relating to teacher and /or subject matter?
2. What are the challenges facing business studies teachers in relating to teaching facilities?
3. What are the challenges facing business studies teachers in relating to government policy?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance.

1. There is no significant relationship between challenges facing business studies teachers and subject matter.
2. There is no significant relationship between the challenges facing business studies teachers and teaching facilities.
3. There is no significant relationship between the challenges facing business studies teachers and the government policy.

Methods

Three research questions and three hypotheses guided the study. The instrument used for data collection was a 60 items questionnaire. The instrument was validated by experts in business studies. The reliability of the instrument was tested using Kuder Richardson 21 (K-21) and a reliability index of 0.75 was obtained. The instrument was distributed to business studies teachers in 2 public junior secondary schools of Oyo town in Oyo State. Sixty copies of the Questionnaire were retrieved out of sixty-six copies distributed. The statistical tool used for answering the research questions were mean (\bar{x}) with standard deviation while the t-test was used to test the hypothesis at 0.05 level of significance. The questionnaire items with a mean of 2.5 and above was accepted by any mean score that is equal to or less than 2.49 was rejected. The structured interview guide was used to collect data from teachers, respondents elicited information about the teacher related, students related and policy related challenges teachers face in public junior secondary schools in Oyo State.

Instrumentation

An instrument used for this study titled “Pedagogical Challenges Facing Business Studies Teachers in Oyo State. (PCFBST)” was developed by the researcher for this study. The instrument is a 60-items questionnaire. Items 1-20 were designed for business studies teachers in line with research question one and hypothesis one while items 21-40 were designed for teaching facilities in line with research question two and hypothesis two. The instrument is a two likert structure as follows:

“Accepted and “Not Accepted”. The study used 2.50 as decision rule. Any item up to or above 2.50 will be accepted while an item below 2.50 will be rejected.

Validation and Reliability of the Instrument

The instrument was determined by two experts from Oyo State junior secondary schools in face and content validity. In order to determine the reliability of the instrument, Kuder Richardson 21 (K-21) was adopted and a positive figure of reliability coefficient of 0.75 obtained.

Administration of the Instrument

The researcher administered the instrument with the help of two research assistance. Mean was used to solicit the research questions while Pearson Product Moment Correlation (PPMC) Coefficient was used to test the null hypotheses at 0.05 level of significance.

Challenges Relating to Business Studies Teachers

Teachers may have to face a lot of challenges in classrooms daily. They may have to deal with uninterested students or they may suffer from burden in absence of parents support. But good teachers always remain committed to their profession and try solving these challenges. The most common challenges faced by business studies teachers in classrooms include the following:

- The toughest disturbance of teachers in classroom is the cell phone. Despite the use of phone or bringing of phone into the classroom made prohibited to the students. Still, vibration and ringing bells and students texting their peers cause distraction. Although cell phones are strictly prohibited in classroom, some students still bring them regardless of what could be the consequences. Such disobedient students should be appropriately dealt with according to their age group in order to desist from such social-maladjustment.
- Lack of respectful behaviour exhibited by the students is also a challenge a business studies teacher faces. This bad behaviour common to the children of nowadays could be as a result of watching bad movies and shows. In order to solve this canca-worm, teachers should involve parents in this matter and encouraged to be involved in their child's educational issues. When parents involved in all these, their children will be taught how to respect their teachers.
- Most students often show an ignoring and neglecting behavior as they do not know the importance of education. Such uninterested and unmotivated students cause frustration in teachers and these are real challenges. Teachers can eradicate this problem by understanding what their students are interested in. Teachers can then help their students in achieving their objectives by encouraging them.
- Teachers must prepare pre-school lesson plan in order to cope with the challenges.
- Teachers are sometimes afraid to discipline a student because of risk of committing 'corporal punishment' if they fail to handle situation correctly. Teachers require support of parents, administration and school board in this regard.
- Technology has become an essential part of education so classrooms today are equipped with computers. Computers are provided to students to get help and knowledge online and make assignments. But some students start misusing computers for personal purposes. The best way to override this challenge is to monitor students strictly while working in computer lab.
- Teachers face challenges of lack of parental cooperation and guidance with them. A student can become successful only when parents support teachers. But the reverse is the case, parents start attacking teacher when they hear complain from their child against

teacher without thorough investigations. Parents like to defend their child without knowing their child's behaviour and problems.

Based on these findings, teachers have a great responsibility and to meet this responsibility, teachers need support and help. Parents and school administration should communicate properly for betterment of students and class discipline. Appropriate pedagogy should be devised by the teachers in order to become effective in teaching business studies subject (Burman, and Mutendwahothe, (2012).

Challenges Relating to Students

Students' interest and motivation with their attitudes towards business studies subject is a great challenge facing teachers at junior secondary schools. Some students are inclined to think that business studies, most especially the Shorthand, Typewriting, Bookkeeping and Accounting component, is confusing or difficult; this is because they are convinced that, to do these subjects, one first has to be intelligent and proficient in dictation and mathematics. Teachers were of the opinion that students perceived business studies, especially the Shorthand, Typewriting, Book keeping and Accounting component to be difficult and, as a result, most students opted to do commerce and office procedures rather than secretarial studies, Bookkeeping and Accounting.

- Most students like the subject except for a few who have arithmetic phobia and drilling skills and relate the subject with mathematics.
- Most students are willing to opt for business studies than other optional subjects but they would not opt for secretarial subjects (Shorthand and Typewriting), Book keeping and Accounting since they think it is designed for mediocre, low intelligent, run-out students and difficult, so they prefer to go for office procedures.
- It is difficult to cater for the needs of all students. Remedial work is required for those who are less able in the subject and fast learners have to be the given extra work.
- There is no orientation for teachers on school curricular goals and also teachers never read the aims and goals outlined in the syllabus. They just shoot straight to the topics, schemes and start teaching.
- It is not easy to teach these mixed ability classes especially when you are given a deadline to complete the syllabus. Much preparation is required for such delivery (differentiated instruction). I do not do it all the time.
- Students are not mature enough to do the mini-enterprise. They only show interest if the project concerns preparing food stuffs which they can eat. They dodge lessons or show low interest if they are required to do projects that don't produce or sell food items, for example, Carwash Company.
- Students should start from an early age so that they can be sustainable entrepreneurs in the future.

Based on the above findings, it is an evidence that teachers do not find it easy to create classroom that offer the necessary scaffolds and that also provide meaningful differentiation of instruction. It is not easy for teachers to move from 'one size fits all' teaching to using teaching method that meet the needs of diverse learners while maintaining high standards Burman and Mutendwahothe, (2012)

Challenges facing Business Studies Teachers Relating to Government Policy

There are other challenges faced by business studies teachers concerning government policies relating to teaching and learning such as present education goals, the need to maintain

standards and rigorous performance assessments. To test this, respondents were asked whether they fully understood the Nigerian educational system's curricular goals. These includes the need for academic subjects to be taught in such a way that they are related to the world of work and the need to use hands-on experiences in teaching, as well as involving people from industry and the community in order to instill, in students work related values and attitudes. Some of the respondents said that they fully understood curricular goals because they were oriented on these and that these goals are emphasized in school meetings and workshops. On other side, some claimed that they had not received any orientation on them.

The findings in the study show that some teachers are aware of curricular goals. A curriculum serves as the guide to teachers, students, the school and parents. It is important to be fully aware of curriculum goals, because these goals in effect hold teachers accountable in terms of the curriculum they are teaching; they also serve as markers on which teachers can base their effectiveness.

Business studies teachers also indicated that they have problems in complying with the requirement stipulated in the syllabus that they use action-oriented teaching methods such as project work, visits to commercial enterprises, simulations, case studies and class presentations.

Results

Research Question 1: What are the challenges facing by business studies teachers in relating to teacher and/or subject matter?

Table 1: Mean scores of the response of challenges facing business studies teachers in relating to teacher and/or subject matter.

S/N	Challenges Facing Business Studies Teachers	X	SD	remark
1.	Preparation of e-commerce or e-banking.	3.47	.566	Accepted
2.	Strive to strike a balance between theory and practical.	3.25	.437	Accepted
3.	The syllabus is too long and cannot cover it using time-consuming experimental pedagogies.	3.35	.480	Accepted
4.	Computers means to provide students with concrete experiences of the business concepts and practice used in the real world.	3.32	.596	Accepted
5.	The content of the subject is appropriate to teach.	3.43	.563	Accepted
6.	Problem of time factor as well as resources in the form of equipment such as computers.	3.37	.486	Accepted
7.	There is enough funds to undertake field trips.	3.07	.548	Accepted
8.	The business studies subject comprises five different subjects and makes it easier to cover in a term.	3.15	.5.15	Accepted
9.	Teachers are satisfy with their job	3.22	.524	Accepted
10.	There are computer awareness lesson.	3.40	.588	Accepted
11.	The department has inadequate computers in their laboratory.	3.30	.672	Accepted
12.	Decoration of deadly computers in the schools laboratory.	3.28	.666	Accepted
13.	Teachers are computer oriented.	3.52	.567	Accepted
14.	Unqualified teachers teaching business studies.	3.62	.558	Accepted
15.	Teachers are interested in teaching shorthand and typewriting.	3.58	.572	Accepted
16.	Availability of business studies teachers.	3.45	.555	Accepted
17.	Typing-pool laboratory is well-equipped.	3.57	.562	Accepted
18.	Other equipments apart from computers are available.	3.65	.580	Accepted
19.	Means of transportation to reach the school on time.	3.70	.633	Accepted
20.	Prefer teaching of commerce and office procedures rather than secretariat studies, book keeping/accounting.	3.75	.750	Accepted

Research Question 2: What are the challenges facing business studies teachers in relating to teaching facilities?

Table 2: Mean score of the responses of challenges facing business studies teachers in relating to students.

S/N	Challenges Facing Business Studies Teachers in Relating to Students.	x	SD	Remarks
1.	Students like the subject except for a few who have mathematics phobia and relate the subject with mathematics.	3.60	.490	Accepted
2.	There are few computers in the computer laboratory which are used during computer awareness lesson.	3.58	.520	Accepted
3.	Most students are willing to opt for business studies than other optional subjects.	3.46	.490	Accepted
4.	Students are interested in business studies but they have fear of the shorthand, typewriting, book keeping and accounting	3.80	.560	Accepted
5.	Most students are motivated to create interest towards the subject believed is difficult and challenging.	3.62	.4.84	Accepted
6.	Students do not have prior knowledge of business studies from primary schools so they found it difficult to proceed at secondary schools level	3.67	.4.50	Accepted
7.	Students are not mature enough to do the mini-enterprise.	3.33	.4.20	Accepted
8.	Students have a problem in understanding the business studies content due to the exoteric language used.	3.58	.540	Accepted
9.	Students do not understand some of the content that is too theoretical and it is difficult to make learning meaningful e.g. production and international trade.	3.48	.4.80	Accepted
10.	The subject is too difficult to cater for the needs of all students i.e. less able and fast learners.	3.75	.475	Accepted
11.	Students encounter problems as there are varied academic ability classes especially when they are given a deadline to complete the syllabus.			Accepted
12.	Students should tackle assignment promptly.	3.54	.4.60	Accepted
13.	Students should procure recommended textbooks.	3.63	.5.40	Accepted
14.	Students should demonstrate interest by punctuality.	3.58	.5.22	Accepted
15.	Students should replace lab equipment they damage.	3.36	.4.70	Accepted
16.	Students should used lab for individual practice.	3.40	.4.60	Accepted
17.	Inability to read back shorthand note/outlines.	3.50	.4.3	Accepted
18.	Poor state of typewriting equipment.	3.74	5.60	Accepted
19.	Constraints arising from Arabic digits.	3.52	.473	Accepted

Research Question 3: What are the challenges facing business studies teachers in relating to government policy?

Table 3: Mean scores of the responses of challenges facing business studies teachers in relating to government policy in junior secondary schools in Oyo State.

S/N	Challenges facing business studies teachers in relating to government policy.	x	SD	Remarks
1	Proper planning and administration.	3.80	.550	Accepted
2	Curriculum implementation with respect to the content, instructional methods and materials.	3.50	.545	Accepted
3	Capital projects and overheads.	3.60	.5.70	Accepted
4.	Organized regular workshop and conferences for the teachers.	3.67	.5.80	Accepted
5.	Extends its services to youths, potential drop-outs and disadvantaged.	3.48	.487	Accepted
6.	Attainment of business studies programmes' goals and objectives.	3.35	.4.68	Accepted
7.	Adequate provision of consumable goods e.g. writing materials, textbooks, chalks, fuel for plant e.t.c.	3.70	.4.98	Accepted
8.	Sustaining research efforts in business studies.	3.56	.4.66	Accepted
9.	Provision of adequate security such as installation of burglary proofs, fire extinguisher in the laboratory and employment of security guards.	3.77	.5.48	Accepted
10	Integration of business studies with general education by the government.	3.75	5.25	Accepted
11	Grants from the federal government.	3.69	4.62	Accepted
12	Separations of business studies programmes from other general education so that budgetary allocation meant for the programmes could be judiciously utilized.	3.88	5.46	Accepted
13	Through supervisors by the government agencies.	3.62	4.40	Accepted
14	Funding of the business studies programmes by the government alone.	3.38	4.46	Accepted
15	Establishment of consultancy services.	3.58	4.80	Accepted
16	Sustaining research efforts in business studies.	3.54	4.77	Accepted
17	Poor admission from higher institutions of learning to graduate students for future development.	3.60	4.55	Accepted
18	Poor orientation for teachers on school curricular goals.	3.80	4.49	Accepted
19	Poor allocated of periods to teach during study time in order to complete the syllabus.	3.70	5.30	Accepted
20	The time allocated for the subject is limited and does not give room for practical experiences. Grand mean	3.68	5.10	Accepted

Discussion

In respect to Research Question 1, the respondents recommended twenty questions related to challenges facing by business studies teachers as relating to the teacher and for subject matter to ensure effective teaching method of business studies programme in the junior secondary schools. These are in line with the reports of Babalola (2006) on the efforts of Ondo State Government and the views of Akinola (2011) on the objectives of the Federal Government's Business studies policy.

Also, on Research Question 2, the respondents recommended twenty questions items as challenges faced by business studies teachers as relating to teaching facilities for effective

and adequate secondary schools of Oyo State. Based on their view, the recommendations were made to enable business studies teachers viable and effective in teaching business studies very well to achieve the stated objectives.

More so, the Research Question 3, also emphasized on the twenty questions items to be considered as challenges facing business studies teachers in relating to government policy that bring about poor teaching method of business studies in Oyo State. The findings revealed that the respondents recommended proper planning and effective administration, curriculum implementation with respect to the content, instructional methods and materials, organized regular workshop and conference(s) among others.

Data in Table 1 show that all the pedagogical challenges in relation to teachers and for subject matter (No 1-20) have mean scores ranging between 3.07 and 3.75 which show that they are all recommended by the experts as appropriate for effective teaching of Business Studies subject in Oyo State Junior Secondary Schools.

Data in Table 2 show that all the pedagogical challenges facing business studies teachers in relation to teaching facilities (Items 21 – 40) possess mean scores ranging from 3.33 to 3.80 which means that they are all recommended by the experts involved in the study as suitable for effective teaching of Business studies in Oyo State junior secondary school

These will reverse the report of Babalola (2006) on the pedagogical challenges faced by business studies teachers as well as facilitate the objectives of the business studies policy Outline by Akinola, (2011). The fact that the three hypotheses tested were upheld indicate that the respondents were of the same opinion and shows that they all consider the problems very relevant to the effective teaching of business studies in Oyo State specifically and in Nigerian junior secondary schools.

Data in Table 3 show that all pedagogical challenges facing business studies teachers in relation to government policy (Items 41-60) have mean scores ranging from 3.35 to 3.88 which indicates that they are all recommended by the experts involved in the study as suitable for effective teaching of Business studies in Oyo State Junior Secondary Schools.

Conclusion

In conclusion, it is worth noting that Business studies is a skill-oriented pre-vocational subject whose objectives cannot be achieved without adequate provision of infrastructure needed. Teachers should keep abreast of developments in the business world with the evidences of the challenges relating with the teachers, students and government policy. The length of Business studies syllabus that made teaching difficult for the teacher to use experimental teaching methodologies and the lack of financial resources which prevented them from acquisition of enough instructional resources and engaging in educational excursions and other forms of contextualized learning activities. This will empower the teachers to teach and ensure learning activities that are geared towards achieving the psychomotor aspect of the business studies curriculum.

Therefore, if the rate of unemployable graduate of JSS level of the Nigerian education system must be addressed there is need to put all that is needed for the effective teaching and learning of business studies.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Business studies teachers in Oyo State should be allowed and assisted financially to undergo training on how to use equipment and machines needed for effective teaching and learning of business studies through ‘train the trainers’ workshops.
2. Adequate number of infrastructure required for the effective teaching and learning of business studies should be provided in compliance with the minimum standard for proper implementing the business studies curriculum.
3. Educational supervisors in Oyo State should be groomed on how to assess learning objectives of business studies to ensure their compliance with the three learning domain (cognitive, affective and psychomotor).
4. Parents should be vigilant and not to leave everything to teachers – moral education is not only for schools.
5. Students who comply by shunning social vices and having excellent results should be recognized and honoured, so that others can learn.
6. Curriculum planners should ensure that computer applications for office productivity are made part of business studies curriculum in order to have graduate who can fit into the modern world of ICT.

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