

## Effective Strategies for Teaching Business Education Students in Nigeria Tertiary Institutions for Improved Performance and Global Competitiveness

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### Abstract

The focus of this research was to examine effective strategies for teaching Business Education Students in Nigeria Tertiary Institutions for Improved Performance and Global Competitiveness. The study adopted descriptive research survey method involving 866 made up of 95 lecturers and 770 final year business education students of the 2022/2023 academic session in the tertiary institutions in Plateau State. A sample size of 274 was drawn using simple random sampling technique. The instrument used for data collection was “Effective Strategies for Teaching Business Education Students in Nigeria Tertiary Institutions for Improved Performance and Global Competitiveness Questionnaire”. Mean and Standard Deviation were used to analyze the research questions. The study revealed that changes in administrative policies, change of educational policy, organism in teaching strategy, student-teacher-class-ratio, teacher effective communication skills and availability of teaching aids are the trends in the educational process that have influenced the academic performance of students in Business Education programme in Plateau State. It was concluded that the effective teaching strategies used by teachers in business education in teaching their students are group dynamism techniques, small group dynamism, committee projects and putting ideas into picture.

**Key words:** Effective Teaching Strategies, Business Education Programme, Students’ global competitiveness

### Introduction

Business Education is a process of instructing students about what happens in Offices, Banks, and Markets etc. It also concerns the training and preparation of students for gainful employment in the labour market. It is the type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems and be able to have business like attitudes useful for success in business situation (Irukaku & Noeleen, 2018). According to Nwosu (2013) Business Education is all embracing, ranging from entrepreneurship education to basic business processes which are among the basic vocational practices. Hence, it is generally regarded as a utilitarian education. Amoor as cited in Ofodile (2019) affirms that business education consists of a group of related occupationally focused and general education courses. The relevant skills and knowledge derived from Business Education empowers recipients to function optimally in dual capacity as an employee and employer. It is therefore beneficial to all irrespective of age or social status.

Teaching strategies are the most prominent among several reasons which impact on students’

acquisition of effective skills needed to be professional and active participators in creative building (ASTE 2016). There is an assumption that students learn with different styles at different speeds, different levels of prior knowledge and different environment when the subject matter is given by way of a variety of teaching strategies. Ukah and Atah (2021) defined teaching strategies as a complex educational method, strategy, tool, discipline and communication in order to achieve goals. Instructional method and teaching techniques means the same thing. Kizlik (2017) also affirmed that Teaching Techniques for all practical purposes mean the same thing. Regardless of what we call such processes, they are primarily descriptions of learning objective oriented activities and flow of information between teachers and students. Business Education students need skills in order to be effective in their workplace and Business Education courses must be taught with the right teaching strategies so as to inculcate the right skills and attitudes to the students.

Moreover, a fundamental feature of Business Education is to prepare individuals for the acquisition of the needed skills to survive in a highly competitive labour market. Being an integral part of Vocational

and Technical Education, Amoor (2014) states that Business Education not only prepares individuals to be responsible citizens, it also imbues in them the capacity to generate new ideas that could foster economic growth. It has therefore become pertinent that Business Education students acquire the skills commensurate with the programmes of the course to display the application of professional skills in the labour market and self-reliance (Eze & Okorafor, 2016). Thus, Business Educators should judiciously follow or implement the programme of Business Education using techniques which enhance the acquisition of skills if students must be equipped for the global economy.

However, authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. In consonance, Lioyde and Tokunbo (2002) had noted that the cause of increased rate of unemployment amongst university graduates in Nigeria is manifested in lack of functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are accentuated by the number of graduates in Nigeria, especially those from the business education programmes who have failed to gain employment in companies in the business sector of the country. It is in light of the above, that the paper seeks to determine strategies that will be effective in teaching business education graduates from tertiary institutions in Nigeria for global competitiveness.

Despite the observation which has revealed that the greatest contributory factor that impacts teachers' effectiveness may depend on the teachers' ability to use varying and engaging effective strategies to deliver knowledge and skill to the student in their classroom (Barge, 2014), it seems that some teachers in business education programme in Plateau State neither have access to these effective strategies or know how to use them for better student performance. This trend in the educational process may have influenced the academic performance of students of business education programme in Plateau State. Notwithstanding the truism that business education programme was designed to improve the cognitive, affective and psychomotor domains of her recipients through teaching and learning, it still appears that some of the institutions running business education programme in Plateau State have not adequately carried out as some teachers still relies on

the crude and ineffective teaching strategies to deliver their lessons. Some of the teachers still use the teacher-centered strategies which is no longer adequate or befitting for the contemporary educational trends.

However, it seems that these teacher's ineffective teaching strategies may be considered to be one of the factors that greatly influences the students' academic performance in business education programme in Plateau State. Some of those crude teaching strategies used by the teachers of business education programme in Plateau State are the teacher-centered teaching strategy and the one-way communication system that does not seek to bring out the best from the students so as to improve their academic performance. So, since to the best of the researcher's knowledge, no research has been carried out in business education programme in Plateau State to investigate the influence of Strategies for teaching business education students in Nigeria tertiary institution for global competitiveness Plateau State, the researcher have resolved to embark on this research so as to attempt bridging the gap. The aim of this study was to investigate effective strategies for teaching business education students in Nigeria tertiary institutions for improved performance and global competitiveness. The following research questions were raised to guide the study;

1. What are the crude teaching strategies that have been in use by teachers in business education programme in Plateau State that are not effective in the improvement of academic performance of students for global competitiveness?
2. What are the effective teaching strategies that can be used by teachers in business education programme in Plateau State for the improvement of academic performance of students for global competitiveness?

## **Literature Review**

### **Business Education**

The definition of the concept of business education has evolved over time. This is evident in the different definitions offered by various authors and researchers in trying to make clear the meaning of business education. Business Education is a discipline that emphasize on work skills acquisition by recipients. This is enable business Education to prepare the beneficiaries to be able to face the challenges of Employee skills expectations and entrepreneurial skills requirement for self establishment in Business Education (Okon, 2012). It

is gradually becoming common practice by skills oriented discipline or professional discipline like medicine, law, Accountancy and the likes to organize management resources exhibition. Instructional resources exhibition therefore, involves planned process or a planned public display of instructional resources available for use in various tertiary institutions who are registered with the organizers of such exhibition (Okon, 2012). Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis. In his own view, Okoye (2013) extensively defined business education as an education program that orientate students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerking, office information system and management. The author further elaborated that business education prepares students in two interrelated areas; Education for business,

Education about business Okoye (2013) believed that education for business provides professional training in: Method of business making, Techniques in business making, Tactics to attract clients and make profit, Scheming ideas for profitable venture, appropriate attitude and behaviour of a good business man. And education about business prepares individual to know: How and when to buy goods for profitable outcome (in-season and out season), Where to obtain goods for better sales, Where to situate business for continued existence, When to make best sales (increased turnover rate), When to make sales for increased profit, Tricks in season forecast for good business making, Self-conviction indicator about risk taking in business.

Finally, Igboke (2000) saw business education as a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. From the forgoing definitions, it is clear that business education is a programme that prepares students for the demand of the business world. It is in keeping with the

objective of business education programmes, that the authors found it pertinent to seek strategies that will properly more practically prepare students for the demands of the business world.

### Effective Strategies

The phrase “strategies” have a Greek Origin. According to the ancient Greek, the word strategy means the art of generalship, of devising and carrying out a military campaign. It was transferred from its military origins to the business world in the year before the ubiquitous MBA, at a time when the military career was considered a good qualification for a manager. As with the military, strategy was seen by business man as a high level function fit only for the minds of leaders and a small cohort of the brightest and best. However, corporate planning was usually a secretive operation that took place at irregular intervals (Hindle as cited in Ohaka, 2017). In the sense of the “art of the general”, which included several subsets of skills including “tactics”, siege craft, logistics, among others, the term came into use in the 6th century C.E. in East Roman terminology, and was translated into Western Vernacular languages only in the 18th century. From then until the 20th century, the word “strategy” came to denote “a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills” in a military conflict in which both adversaries interact (Wikipedia, 2017).

Strategies has come to mean different things to disparate persons in different endeavour; while some persons may see it as a method or plan, others regard it as an art or science. Be that as it may, there is a general consensus to the ideology that strategy has an end point of enabling an individual, group or an organization to realize a common goal. However, strategies could be defined as the art or science of planning and marshaling resources for their most efficient and effective use. It is also a method or plan selected by an organization or group aimed at bringing about a desired future such as achievement of a goal or solution to a problem (Business Dictionary, 2017).

Strategies are high level plans set out to achieve one or more goals under conditions of uncertainty. Strategies are important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). This is generally tasked with determining strategy. Strategy can be

intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking (Wikipedia, 2017). Mintzberg as cited in Wikipedia (2017) defined strategy as a pattern in a stream of decisions to contrast with a view of strategy as planning, while some experts argue that strategy is about shaping the future and is the human attempt to get to the desirable ends with available means, others view strategy as a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully (Max; Kvint as cited in Wikipedia, 2017). Complexity theorists define strategy as the unfolding of the internal and external aspects of the organization that result in actions in a socio-economic context (Stacey; Terra; Morin in Wikipedia, 2017). Thus, the concept of strategies could be further described in the following five ways:

- **Strategy as Plan:** a directed course of action to achieve an intended set of goals; similar to the strategic planning concept.
- **Strategy as Pattern:** a consistent pattern of past behaviour, with a strategy realized over time rather than planned or intended. Where the realized pattern was different from the intent, he referred to the strategy as emergent.
- **Strategy as Position:** locating brands, products, or companies within the market, based on the conceptual framework of consumers or other stakeholders; a strategy determined primarily by factors outside the firm.
- **Strategy as a Ploy:** a specific maneuver intended to outwit a competitor.
- **Strategy as Perspective:** executing strategy based on a “theory of the business” or natural extension of the mindset or ideological perspective of the organization (Mintzberg in Wikipedia, 2017).

Similarly, it will interest you to note that strategy involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis and developing guiding policies. It includes such activities like strategic planning and strategic thinking. Implementation refers to the action plans taken to realize the goals established by the guiding policy of an organization or individual (Mintzberg, et al., As cited in Wikipedia, 2017).

### **Crude Teaching Strategies and Business Education Teachers’ Teaching Outcome**

Teaching strategies are all those methods available to a teacher during the teaching process for communicating ideas, knowledge, skills, attitudes, etc., to the students so that at the end of instruction, the students can behave in the manner stated in the objective for the lesson. There are several teaching strategies in use in classrooms the world over. Some of them in use are based on philosophical principles, others are based on psychological principles derived from experiments (Awotua-Efebo, 1999). Be that as it may, while some of these teaching strategies may still be popular and consistent with the contemporary society, others have become unpopular, inconsistent and crude.

Thus, Crude teaching strategies are those anachronistic, ineffective and inconsistent instructional patterns or methods used by teachers, trainers or instructors to deliver ideas or instructions to their target audience. One thing is unequivocal about a crude teaching strategy. A crude teaching strategy sometimes may appear to be adequate and effective depending on the situation leading to its usage or the environment. It does not tend to serve the purpose in which it is meant to serve at all times. Although, crude teaching strategies may appear too simple, not all business education teachers either prefer to use them or even know how to use them. But despite its inadequacy in our contemporary milieu, some teachers in business education programme still prefer to use them. This condition may be consequent upon its simplistic nature in terms of approaches and usage. A crude teaching strategy is the means through which a teacher delivers his instruction or subject matter to the class or group of students centered on preselected instructional objectives that culminates in producing undesirable learning outcomes (Ohaka, 2017).

Even though crude teaching strategies are gradually ebbing away in the field of education due to its inconsistency, inadequacy or unpopularity in this 21<sup>st</sup> century, there are still some occasions when the need for their usage may arise especially in those moments when a teacher in business education will have no other option than to improvise maybe in order to meet up with the academic calendar or to cover the course contents. But this should not always be the case or taken undue advantage of by the business education teachers as it will not make for a healthy academic development of the students and the programme at large (Ohaka, 2017). However, some of these crude teaching strategies used by teachers in Business education programme that are not effective

in the improvement of Academic performance of students in Plateau State could be identified as follows;

- 1) Teacher-centered teaching strategies
- 2) Lecture methods which do not promote the teaching of skilled subjects in business education programme.
- 3) Story telling about personal and family life and activities which does not synchronize with the subject matter of the course.
- 4) Lecturer-textbook-student instructional strategy. This is a strategy in which the lecturer reads directly and verbatim from the textbook to the students without laying much emphasis on pertinent concepts, phrases and ideas.
- 5) Presentation method. This is a pattern in which the business education teachers deliver the instruction as though it was an official occasion for paper presentation/defense or conference paper presentation.
- 6) Book or chapter-to-chapter summary teaching strategy. Here, the teachers of business education assume that they have covered their course outline as soon as they direct the students to summarize a book or some chapters of a book (Ohaka, 2017).

Obviously, these teaching strategies does not have the intrinsic potential to promote the academic performance of students in business education as students are encouraged to summarize what they do not understand. This is because, a student can only speak or write what he/she comprehends. The original intend of every teaching strategy should be to bring about positive student academic performance at all times. When choosing a teaching strategy, business

education teachers must examine the extent to which such a strategy will be considered to be effective and ascertain its level of crudity.

### Methodology

The research adopts descriptive survey research design because it enhances gathering of information for the study. The rationale for this was based on the fact that data was collected from a representative sample upon which inferences and generalization was made on the entire population. The Taro Yamene formula was used to derive a sample size of 274 which is 30 percent of the total population of 866 since the researcher considered the population to be large and not manageable. The sampling technique was the simple random sampling technique. The instrument for data collection was a self structured questionnaire entitled: Teacher's Effective Teaching Strategies and Students' Performance in Business Education Questionnaire (TETSSPBEQ). Two different instruments were structured as one was for the teachers (lecturers) and the other was for the students. The first questionnaire was structured for the lecturers in Business Education in Plateau State tertiary institutions while the second questionnaire was designed for the final year students of Business Education programme in Plateau State tertiary institutions. Each of the questionnaires has two sections: Section A and B. Section A sought information on the demographic data of the respondents while section B contained responses of the respondents to the questionnaire items. Both questionnaire instruments contain a total of 34 questionnaire items. The questionnaire adopted the four point modified likert scale of Strongly Agree (SA: 4 points), Agree (A: 3points), Disagree (DA: 2points) and Strongly Disagree (SD: 1point).

### Results

**Table 1.** Mean analysis of the crude teaching strategies that have been in use by teachers in business education programme in Plateau State that are not effective in the improvement of academic performance of students for global competitiveness

S/N	Questionnaire Items	Mean	SD	Remarks
1.	Teacher-centered teaching strategy	3.28	0.12	Agreed
2.	Lecture method	3.06	0.13	Agreed
3.	Story telling about personal and family life	2.58	0.69	Agree
4.	Lecture-textbook-student instructional strategy	3.20	1.83	Agreed
5.	Presentation method	3.40	0.13	Agreed
6.	Book or chapter-to-chapter summary teaching strategy	2.85	0.08	Agree
	<b>Total Mean/S.D</b>	<b>18.37</b>	<b>2.98</b>	
	<b>Grand Mean/S.D</b>	<b>3.06</b>	<b>0.50</b>	<b>Agreed</b>

The result of findings as presented in table 4.3 above shows the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Plateau State. From the table, we could deduce that only item three 3 agreed while the other five 5 respondents strongly agreed to them. Therefore, these are indeed those ineffective crude teaching strategies used by teachers in business

education. According to the findings, it now shows that teacher centered teaching strategy, lecture method, storytelling about personal and family life and activities, lecturer-textbook-student instructional strategy, presentation method and book or chapter-to-chapter summary teaching strategy. The nature of this finding may be consequent upon the emerging preponderant use of this strategy among business education teachers.

**Table 1.** Mean analysis of the effective teaching strategies that can be used by teachers in business education programme in Plateau State for the improvement of academic performance of students for global competitiveness

S/N	Questionnaire Items	Mean	S.D	Remarks
1.	Group dynamism technique	2.31	0.80	Agree
2.	Use of dramatization	1.29	0.40	Disagreed
3.	Small group brainstorming	2.05	0.88	Agree
4.	Preparation of exhibition	1.76	0.69	Disagreed
5.	Committee projects	2.57	0.35	Agree
6.	Formal debate	1.49	0.52	Disagreed
7.	Putting ideas into picture	2.65	0.54	Agree
8.	Survey study	1.62	0.60	Disagreed
9.	The student-centered-approach	1.93	0.55	Disagreed
<b>Total Mean/S.D</b>		<b>17.69</b>	<b>5.33</b>	
<b>Grand Mean/S.D</b>		<b>1.96</b>	<b>0.57</b>	<b>Disagreed</b>

The result of the findings in table 4.1 above reveals how the effective teaching strategies used by teachers in business education programme in teaching their students can be determined. The respondents agreed that business education teachers use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as teaching strategies in teaching their students in Plateau State. on the other hand, five 5 respondents disagreed teachers in business education programme uses dramatization, exhibition preparation, formal debate, survey study and the student centered approach in teaching the students in Plateau State. This means that the business education teachers will have to consider improving on their teaching strategies and develop novel ones that can be suitable for the contemporary educational trend.

### Discussion

We discovered that teachers actually uses some crude teaching strategies that does not integrally accentuate the academic performance of students in Plateau State. According to the table, these crude teaching strategies involves; teacher-centered teaching strategy, lecture method which do not

promote the teaching of skilled subjects in business education programme, storytelling about personal and family life and activities which does not synchronize with the subject matter of the course, lecturer-textbook-student-instructional strategy, presentation method and book or chapter-to-chapter summary strategy. This means that amidst the general education advocacy for the institutionalization of improved teaching strategy in the teaching business, the business education teachers are still deploying the use of some crude teaching strategies. However, considering the strategic goal of business education programme, this is not expected. This result agrees with the report of Ohaka (2017) who identified six crude teaching strategies used by teachers of business education programme. Ohaka (2017) contrarily argued that though these crude teaching strategies may be inconsistent, inadequate or unpopular in this 21<sup>st</sup> century, there are still some occasions when the need for their usage may arise especially in those moments when a teacher in business education will have no other option than to improvise in order to cover the course content.

The result revealed that teachers in business education programme in Plateau State does not use

dramatization, exhibition preparation, formal debate, survey study and the student-centered approach as their effective teaching strategies. Rather, it reveals that they use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as their effective teaching strategies. This finding is in agreement with the report of the Centre for Teaching and Learning (CTL, 2017) stating that several contemporary teaching strategies are in existence and that some of these strategies are seen to be used by teachers in the business education programme while others are not. Thus, some of these teaching strategies that are in consonance with the findings of this study as recorded by (CTL, 2017) are; small group brainstorming, committee projects, group dynamism technique and putting of ideas into picture. The findings of the study disagreed with the view of (CTL, 2017) that preparation of exhibition and use of dramatization is the effective teaching strategies used by teachers of business education programme in Plateau State. Also, the findings disagreed with the report that the student-centered-approach is one effective teaching strategy used by teachers in business education programme in Plateau State. This obvious agreement and disagreement may be consequent upon the dynamism in the different natures of the learning environment that characterized the establishment of the different ideas.

### Conclusion

The core mandate of this empirical study was to find out how teacher's effective teaching strategies influences the students' academic performance in business education programme in Plateau State. The study further explicated the effective teaching strategies used by teachers in business education programme in teaching their students in Plateau State, trends in the educational process that may have influenced the academic performance of students in Business education programme in Plateau State and the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of the academic performance of students in Plateau State. The effective teaching strategies used by teachers in business education in teaching their students are group dynamism techniques, small group dynamism, committee projects and putting of idea into picture. It is also concluded that change of administrative policies, change of educational policies, organism in teaching strategies, student-teacher class ratio, teacher effective communication skills and availability of teaching aids are the trends that have influenced the academic performance of students in Business

education programme in Plateau State. The following recommendations are presented for further considerations;

1. Teachers of business education programme in Plateau State should be given the lucrative opportunity to be armed with more effective contemporary teaching strategies through regular conferences, workshops, seminars, lectures and symposium. This will make them to become more conversant with those novel effective strategies that are potent enough to improve business education students' academic performance.
2. There should be an administrative policy enacted by the administrators of business education programme in Plateau State that is aimed at discouraging the use of crude teaching strategies amongst teachers of business education programme. This policy if backed up with adequate reinforcement will help to curtail the extent to which business education teachers resort to the use of crude teaching strategies thereby, contributing in the improvement of business education students' academic performance in Plateau State.

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