

# Business Studies Teachers' Perception of Effective Strategies for Teaching Business Studies in Promoting National Sustainable Development

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## Abstract

This study seeks to determine the strategies considered effective for teaching business studies by Enugu State Junior Secondary School business studies teachers in promoting national sustainable development. It adopts the descriptive survey design. Four research questions and two hypotheses tested at 0.05 level of significance were used. Population of the study consists of 68 business studies teachers, while sample consisted of 45 Business Studies Teachers selected from 10 public secondary schools. A validated questionnaire containing 28 items with reliability coefficient of 0.99 were used for data collection. Mean, standard deviation and t-test were used for analysis. Findings showed that the business teachers in Enugu state junior secondary schools considered experimental instructional strategies very effective for teaching business studies, while interactive instructional strategies were considered effective. However, an indirect instructional strategy was fairly effective and direct instructional strategy was considered ineffective for teaching business studies at junior secondary school level. Based on the findings, it was recommended that government should employ competent and qualified business studies teachers and should provide funds for the building of more classrooms and typing pools where students can practice typing and shorthand drills. Experimental instructional strategies which are adjudged to be very effective are hereby recommended for compulsory application in teaching skill subjects in business education in all the secondary schools in Enugu state of Nigeria. These will help the schools to produce competent and self-reliant students that will promote national sustainable development and disaster management.

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**Keywords:** strategies, business studies, business studies teachers, junior secondary schools (jss), and national sustainable development

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## INTRODUCTION

Business Studies is a dynamic course which prepares students for the challenges of the 21<sup>st</sup> century by introducing them to the world of business. Umezulike and Okoye (2013) considered business studies as the key agent of economic and technological development either as a way of developing human capacity, increasing the shield of workforce for modernization, industrialization, and environmental development or as a matter of personal freedom and empowerment of the populace. Amoor (2010) noted that business studies plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business studies is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles

could be as employee, entrepreneur and employer or simply as self employed.

Teaching has remained a noble profession the world over, and all over history. Teaching has also been seen as an attempt geared towards assisting the learner to change his behavior in a specific context, in this sense, It could be a change of attitude, knowledge, idea, skill or appreciation (Paul, 2006).

Teaching strategies are the practice and refinement of presentation which a teacher uses to make his teaching more effective when using a specific method or teaching aid. Okwuanaso and Nwazor (2000) stated that in teaching and learning situation, strategies are same as methods and procedures of teaching. It is the practiced refinement or presentation which a teacher uses to make his teaching more effective. Teaching strategies play very important role in the teaching and learning process. Mannison (2009) proposed six (6) instructional/teaching

strategies for teaching business studies as follows: Direct instructional strategies, indirect instructional strategies, interactive instructional strategies, experimental instructional strategies, independent instructional strategies and materials/visual aids instructional strategies. Okon (2002) opined that teaching strategies include not only the manner of presentation that the teacher employs but everything that he/she does in the way of arranging condition, grouping students, guiding activities, making assignments, and providing information to aid learning. Okon further explained that strategies are unique to subject matter and vary from teacher to teacher. The strategies a teacher employs in teaching and learning will go a long way in making the learning to be effective or ineffective.

National Sustainable Development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. United Nations (2014) defined sustainable development as the [organizing principle](#) for sustaining finite resources necessary to provide for the needs of future generations of life on the planet. It is a process that envisions a desirable future state for human societies in which living conditions and resource-use continue to meet human needs without undermining the "integrity, stability and beauty" of natural [biotic systems](#). Disaster Management on the other hand is the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters. Therefore, when a nation integrates a policy that will facilitate the effective coordination of disaster management it will be a major step towards achieving sustainable development.

### **Concept of Teaching Strategies**

Teaching strategy is a technique employed by the teacher to enhance his teaching. Olowodun (2009) stated that teaching strategies refer to the techniques and methods used by the teachers' in the classroom, his activities, behaviors and actions taken for effective teaching of his students. He viewed teaching strategies as being unique to subject matter and varies from teacher to teacher. Taylor(2009) defined teaching strategies as the principles and methods used for instruction. He further stressed that the type of teaching strategies to be adopted or used depends on the information or skills the teaching is trying to convey. Norman(2011) posited that teaching strategies involves the use of the instructional materials, methods and other resources available to teacher that would help them meet the instructional needs of all students and enable

them to progress from dependent to independent learner. Teaching strategy is the process, procedures, methods of planning and carrying out teaching task or delivering instructions in order to achieve educational goal(s). Mastery of the subject matter and an understanding as well as ability to use the appropriate strategies makes the learning effective or ineffective.

### **Concept of Business Teachers**

Igboke (2005) stated that a business teacher is one who has the same responsibility as all other teachers to help the students develop to their maximum capacity, but in addition, he has the responsibility of helping those students who desire to work in business to develop the basic skills, knowledge and attitude which are required for initial employment. Osuala (2009) explained that a business teacher is a person who is knowledgeable in the six components of course that make business education programme. He is a professional teacher of business who is constantly aware of the state of the art in business education. He should motivate, guide and direct students while remaining in the background. Osuala stated the qualities required of a business teacher as follows:

- A vocational business teacher must be professionally qualified and occupationally competent. He must have a proper orientation in the subjects or skill he is to teach.
- He should be able to listen effectively, allow for questions and should have self-control together with being a good disciplinarian, always sensitive to students' needs.
- He should be physically, emotionally and intellectually stable and suitable to handle both the subject matter and the students he teaches.

Business studies teachers are trained at tertiary institutions to prepare youths for vocations and also furnishes them with necessary skills, attitudes and abilities that are relevant to securing jobs in business world and gain insight into the general business information so as to be a good producer and consumer of goods and services for national sustainable development.

### **Business Studies and Sustainable National Development**

The 6-3-3-4 system of education introduced in 1982 gave birth to introduction of business studies in junior secondary schools (JSS) curriculum. Business studies as described in the business studies curriculum, as a course is comprehensive in nature. It is made of many interrelated area of study. It is a practical course which should be taught practically by making the teaching situations as real as possible (Igboke,2005). Business

studies is integrated in nature which means that the subject is taught as a single subject which has five major components of bookkeeping, commerce, office practice, shorthand and typewriting. Business studies is expository and discovery in nature which enable students to discover those skills and potentials that help individuals in future for life long education. The curriculum is broad and rich in skill acquisition subjects and students are expected to cover all the various subjects to enable them possess the pre-vocational skills therein. It helps in training the student on those skills that are relevant to develop skills, aptitudes, potentials and competencies to be useful citizens and contribute economically in the society (Esene, 2012). The National policy on Education (FRN, 2009) stated the objectives of business studies as follows:

- To enable students acquire the basic knowledge of business studies.
- To develop the basic skills in office occupation.
- To prepare the students for further training in business studies.
- To produce orientation and basic skills to start a life work for those who may not undergo further training.
- To provide basic skills for personal use in future.
- To relate the knowledge and skills to the national economy.

National Sustainable development has been defined in a variety of ways, but in practice it has come to mean development among nations that achieves a balance among economic, environmental and social objectives for both present and future generations. Development is also seen as a purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony (UNESCO, 2009). Development is a dynamic process. It empowers people and promotes important changes in their lives. From purely economic perspective, development brings about improvement in human welfare, quality in life and social well being. It is about satisfying the population's needs and wants. Umezulike and Okoye (2013) noted that the services of business studies in the rebranding and economic reformation of Nigeria cannot be an overstatement because the demands of business services are indispensable towards the nation building. It could assist in ensuring stability and sustainability of Nigerian economy in the following areas: personnel services, secretarial services, administrative and managerial services, financial/accounting services, interpersonal relationship services, distributive and marketing services, and entrepreneurial services. Promoting

Business studies programme through a properly coordinated education and effective teaching strategies would help in economic sustainability and national development. Business education holds the prospect of contributing, through its job creation and self-employment packages, for the attainment of vision 20:2020. A gainfully employed individual contributes to GDP per capita, reduces poverty and unemployment which are some of the indices of national development and disaster management.

The teachers are vital instruments in national sustainable development and when trained and re-trained in their areas of specialization will update their knowledge and keep abreast with new devices, technological changes and innovations coming up so as to develop the students with the right skills and knowledge of 21<sup>st</sup> century (UNESCO, 2009). The centre for Global Development (2002) reports that education gives people the skills they need to help themselves out of poverty and into prosperity; with education, people are better prepared to prevent disease and to use health services effectively; when people are self-reliant and earn wages, they in turn, contribute to national economic growth. Education supports the growth of any society, democracy, political stability, allowing people to learn about their rights and acquire the skills and knowledge necessary to exercise them. Federal Republic of Nigeria (2009) recognizes education as an instrument par excellence for national development. All the restructuring and policy formations in education are aimed at repositioning education for sustainable national development.

### **Types of Instructional/Teaching Strategies**

**Direct Instructional Strategies:** Olaetan and Agusiobo (2006) explained that direct instructional strategy is used to describe teaching in which a part, or possibly the whole of the lesson is occupied by the teacher in exposition and by the students in listening. It is effective when providing information to students and developing step-by-step skills but unsuitable for teaching students to think for themselves or solve problems. Patrick (2009) defined direct strategy as a discourse given before an audience upon a given subject, usually for the purpose of instruction in a special form or procedure adopted in a branch of mental activity, whether for the purpose of teaching and exposition, or for that of investigation and inquiry. Examples are lecture method of teaching, listen and visualize method, programme instruction method.

**Indirect Instructional Strategies:** Mannison (2009) defined this as a group centred strategies which seek a high level of students' involvement in observing,

investigating, drawing inferences from data and forming hypotheses. Igboke (2005) noted that indirect instructional strategies are effective when the learners become active participants in the process of acquiring knowledge. It enables the learners to think for themselves, reconcile available information and consider matter so as to gain knowledge. Okorie (2008) was of the view that indirect instructional strategies can be used in the process of presenting a new lecture or lesson. Its function would be to increase students' participation and ensure understanding of the subject matter, seek solution to a problem, etc. Examples are inquiry or discovery method, read and practice method, questioning techniques, assignment method etc.

**Interactive Instructional Strategies:** Interactive instructional strategies are one that rely heavily on discussion and sharing among participants. Under these strategies, students can learn from peer and teachers, at the same time develop social skills and rational thinking. It can be organized into discussion method, debate and brain storming etc (Mannison, 2009). Patrick (2009) pointed out that interactive instructional strategies are very effective in the development of the students' critical and evaluating thinking ability. It has the potentials in the development of inquiry behavior in the learners, oral communication, thinking and listening skills, observational skills, interpersonal skills, intervention skills, and abilities especially in learning life skills. He also noted that under these strategies, learning is an interactive process and students need to be actively involved in tasks that are achievable, useful, relevant and challenging in order to respond positively to the ever changing socio-economic system. These strategies also encourage the learners to develop research skills as they search for information for themselves rather than remaining passive receivers of teachers' information.

**Experimental Instructional/Teaching Strategies:** Experimental instructional strategies are seen as learner-centred and activity oriented. These strategies involve personal and practical experience of the learner. Examples are field trips, office visits, workshops, laboratory exposure etc. Obikwere (2009) noted also that these strategies are effective in exposing students to a particular skill or experience where learning is by seeing and doing, and when subject matter requires observation, analyzing, generalizing and application. Jarolumck (2007) described experimental instructional strategies as any learning activity that is carried on by the students as a group outside the classroom under the guidance of the teacher. It thus provides the experiences that cannot be brought into the classroom when properly planned and they give valuable reforms but when they

are poorly planned, they may lack purpose, and may jeopardize the safety of the students.

#### **Problem of the Study**

Ekunno (2010) stated that poor teaching methods used in teaching of business studies gave rise to inadequacy of learning of the required skills of business studies. Uzodi (2012) noted that one of the major observed problems in the education system by parents, teachers government etc, is the absence of effective strategies for teaching business studies at Junior Secondary School. Umaeiye (2005) observed that the teaching strategies adopted by most business education teachers are more of theory than practice and inquiry, and that the type of teaching materials used are all outdated, therefore, no longer relevant for teaching in the present information technology era. The type of strategy to be adopted by any teacher depends on the information or skills the teacher is trying to convey. Students' performance in business studies cannot be improved unless teachers adopt suitable effective strategies and approaches of teaching business studies. It is generally believed that if business education students are properly taught the requisite life skills before leaving schools, they should certainly acquire the desired skills necessary for sustainable national development. This will create opportunity for paid or self employment, unemployment and poverty will be eradicated in our society. The problem of this study is therefore, how to identify those instructional strategies which could be used to impart the requisite skills in business studies students for sustainable national development.

#### **Limitations of the Study**

Due to time constraint, the researcher did not include all the strategies to be used in teaching business studies at Public Junior Secondary School. However, this did not, in any way, negate the objective of the study or the validity of the findings.

#### **Relevance of the Paper to the Conference Theme**

Business studies is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self employment. It prepares beneficiaries for gainful employment for sustainable livelihood. National development cannot take place by itself, it requires an educated, skilled and competent people. Therefore, there is need to explore the effective strategies for teaching business studies so that its recipients will acquire the requisite skills, knowledge, competencies etc that will equip them for national sustainable development and disaster management.

**Research Questions**

1. How effective do business teachers consider direct instructional strategies for teaching business studies?
2. Do business teachers regard indirect instructional strategies for teaching business studies?
3. How effective do business teachers consider interactive instructional strategies for teaching business studies?

**Null Hypotheses**

1. There is no significant difference between the male and female business studies teachers on direct instructional strategies for teaching.
2. There is no significant difference between the male and female business teachers on indirect instructional strategies for teaching.

**METHOD**

The design of the study is a descriptive survey as recommended by (Nworgu, 2006) for studies that seek opinion of a population or its representative sample on an existing phenomenon using questionnaire or interview. The study was conducted in Enugu North Local Government Area of Enugu State, Nigeria. Its headquarters are in the city of Enugu. The area comprises of fourteen (14) Public secondary school, which are located at: Trans-Ekulu, Abakpa-Nike, Enugu Town, G.R.A., Independence layout, all in Enugu North Local Government Area of Enugu State. Population of the study consists of 68 business studies teachers. This study adopted a simple random sampling technique. Out of the fourteen (14) public secondary schools, ten (10) schools were used for the study out of which forty five (45) business studies teachers were used. A validated 5-point rating scale questionnaire with 28 items was used for the study. The reliability of the instrument was determined with the split half method. The data collected were analyzed with the Spearman Brown prophesy formula. The reliability coefficient of 0.99 was obtained. The arithmetic mean and standard deviation were used to analyze data to answer the research questions and establish the homogeneity or otherwise of the respondents’ means while t-test was used to test the hypotheses at 0.05 level of significance. A mean rating that is equal to or greater than 2.5 would be regarded as effective while any item with a mean rating that is less than 2.5 would be regarded as ineffective. A hypothesis will be upheld if the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal or greater than the significant level of 0.05.

**RESULTS**

1. How effective do business teachers in Enugu State Junior Secondary School consider direct instructional strategies for teaching business studies?

To answer this research question, the data collected from the responses were computed and the results are shown in table 1

Table 1: Respondents’ mean rating on the effectiveness of direct instructional strategies

N=45

S/N	Items of Direct Instructional Strategies	X	Remarks
1	Lecture Method	1.7	Ineffective
2	Advice and guidance	1.9	Ineffective
3	Listen and visualize	1.8	Ineffective
4	Compare and contrast method	1.4	Ineffective
5	Individualized instruction method	1.9	Ineffective
	Grand Mean	1.7	Ineffective

In table 1 above, the mean rating on the effectiveness of direct instructional strategies above shows that the Enugu State junior Secondary School business teachers considered all the items in Group 1 ineffective. This implies that items 1,2,3,4 and 5 were considered to be ineffective for teaching business studies by business teachers with their mean value of 1.7, 1.9, 1.8 and 1.9 respectively. No item on direct instructional strategies was considered very effective, effective, fairly effective and very ineffective. A grand mean of 1.7 implies that direct instructional strategies was considered ineffective for teaching business studies at Junior secondary school level by business teachers in Enugu State.

2. Do business teachers in Enugu State Junior Secondary school regard indirect instructional strategies for teaching business studies?

To answer the second research question, the data collected from the responses were computed and the results are shown on table 2

Table 2: Respondents mean rating on the effectiveness of indirect instructional strategies

N=45

S/N	Items of Indirect Instructional Strategies	X	Remarks
6	Inquiry based Instruction method	2.3	Ineffective
7	Questioning technique	2.9	Fairly Ineffective
8	Group work method	3.8	Effective
9	Pre test	2.2	Ineffective
10	Assignment method	3.1	Fairly effective
11	Report back session method	2.2	Ineffective
12	Read and practice method	3.4	Fairly effective
	Grand Mean	2.8	Fairly effective

From table 2 above, item 8 have a mean value of 3.8 and was considered effective for teaching business studies by Enugu State Junior Secondary School Business teachers. On the other hand, items 7, 10 and 12 have mean value of 2.9, 3.1 and 3.4 respectively, these items are considered to be fairly effective. However, items 6, 9 and 11 have mean value of 2.3, 2.2 and 2.2 respectively. These items were considered ineffective for teaching business studies by Enugu State business teachers. No item on indirect instructional strategies was considered very effective. With a grand mean of 2.8, indirect instructional strategies was considered fairly effective for teaching business studies at Junior Secondary School level.

3. How effective do business teachers in Enugu State Junior Secondary School considers interactive instructional strategies for teaching business studies.

To answer the third research question, the data collected from the responses were computed and the results are shown on table 3.

Table 3: Respondents’ mean rating on the effectiveness of Interactive instructional strategies. N=45

S/N	Items of Interactive Instructional Strategies	X	Remarks
13	Study Group method	3.6	Effective
14	Classroom conversation method	3.4	Fairly Effective
15	Peer partner learning method	3.5	Effective
16	Discussion method	4.2	Effective
17	Debate method	4.0	Effective
18	Brainstorming method	3.2	Fairly Effective
19	Role play method	3.4	Fairly Effective
20	Use of panel of experts	3.8	Effective
21	Story telling method	3.6	Effective
22	Question and answer method	3.6	Effective
	Grand Mean	3.6	Effective

In table 3, the mean rating on the effectiveness of interactive instructional strategies above, shows that the Enugu State Junior Secondary school teachers considered items 13, 15, 16, 17, 20, 21 and 22 with their respective mean value of 3.6, 3.5, 4.2, 4.0, 3.8, 3.6 and 3.6 to be effective. While items 14, 18 and 19 with their mean value of 3.4, 3.2 and 3.4 respectively were considered fairly effective for teaching business studies at Junior Secondary School level by the respondents. Moreover no item interactive instructional strategies were considered very effective, ineffective, and very ineffective. With a grand mean of 3.6 the respondents considered interactive instructional strategies effective for teaching business studies at the junior secondary school level.

4. Do business teachers in Enugu State Junior Secondary School regard experimental instructional strategies for teaching business studies?

To answer the fourth research question, the data collected from the responses were computed and the results are shown in table 4.

Table 4: Respondents’ mean ratings on the effectiveness of experimental instructional strategies. N=45

S/N	Items of Experimental Instructional Strategies	X	Remarks
23	Workshop method	4.6	Very Effective
24	Field Observation method	4.6	Very Effective
25	Laboratory exposure method	4.7	Very Effective
26	Demonstration method	4.8	Very Effective
27	Field work method	4.5	Very Effective
28	Survey method	4.4	Effective
	Grand Mean	4.6	Very Effective

From table 4 above, items 23, 24, 25, 26, and 27 with their respective mean value of 4.6, 4.6, 4.7, 4.8 and 4.5 on experimental instructional strategies was considered very effective for teaching business studies by Enugu State Junior Secondary School business teachers. On the other hand, only item 28 with a mean value of 4.4 was considered effective by the respondents. However, no item on experimental instructional strategies was considered fairly effective, ineffective and very ineffective. With a grand mean of 4.6, experimental instructional strategies was considered very effective for teaching business studies at junior secondary school level.

**Hypotheses Testing**

**Hypothesis One**

There is no significant difference between the male and female business studies teachers on direct instructional strategies for teaching. To test the hypothesis, the t-values of the two groups of respondents were computed at 0.05 level of significance. The result of the computation is shown on table 5.

Table 5: T-test analysis of male and female business teachers in their mean ratings on the effectiveness of direct instructional strategies.

	N	X	S2	Df	A	t-cal	t-Crit	Decision
Male	19	2	1.05					
				43	0.05	0.31	2.02	Accepted
Female	26	1.85	3.38					

The data in table 5 indicates that the calculated t-value is 0.31 and the t-critical value is 2.02 at 43 degree of freedom and 0.05 level of significance. Here, the t-

calculated value of 0.31 is less than the t-critical value of 2.02. therefore, the null hypothesis was accepted. This means that male and female business teachers do not differ significantly in their mean ratings on the effectiveness of direct instructional strategies for teaching business studies at Junior Secondary School level.

**Hypothesis Two**

There is no significant difference between the male and female business studies teachers on indirect instructional strategies for teaching. To test the hypothesis, the t-values of the two groups of respondents was computed at 0.05 level of significance. The result of the computation is shown on table 5.

Table 6: T-test analysis of male and female business teachers in their mean ratings on the effectiveness of indirect instructional strategies.

	N	X	S2	Df	A	t-cal	t-Crit	Decision
Male	19	3.58	1.95					
				43	0.05	0.58	2.02	Accepted
Female	26	3.77	1.81					

The data in table 6 indicates that the calculated t-value is 0.58 and the t-critical value is 2.02 at 43 degree of freedom and 0.05 level of significance. Here, the t-calculated value of 0.58 is less than the t-critical value of 2.02. therefore, the null hypothesis was accepted. This means that male and female business teachers do not differ significantly in their mean ratings on the effectiveness of indirect instructional strategies for teaching business studies at Junior Secondary School level.

**DISCUSSION OF THE FINDINGS**

**Direct Instructional Strategies**

The analysis on table 1 showed that business teachers in Enugu state junior secondary schools did not consider the use of direct instructional strategies effective for teaching business studies. All the items of direct instructional strategies were considered ineffective. A grand mean of 1.7 clearly indicated that the use of direct instructional strategies for teaching business studies at the junior secondary school level will not yield any effective result.

Odoh (2007), stated that many classroom teachers still use teaching method which does not arouse the interest of the students. Such teaching methods include the lecture method which is not activity oriented and is mainly teacher-centered. According to him, this method does not motivate the students and do not contribute to the child acquiring the required skills of business studies.

The tested hypothesis on table 5 indicated that there was no significance difference in the mean ratings of male and female business teachers on the effectiveness of direct institutional strategies for teaching business studies at the junior secondary school level. The result of analysis also revealed that the calculated t-test of 0.31 was less than the critical t-test value of 2.02 at 0.05 level of significance; this led to the null hypothesis being accepted. Mannison (2009) described direct instructional strategies as teacher centered and can only be effective in providing instructional information to students and not in teaching skills. The result of the t-test analysis equally showed that the gender of the respondents did not influence their ratings of direct instructional strategies.

**Indirect Institutional Strategies**

The analysis on indirect instructional strategies on table 2 reveal that business teachers in Enugu state junior secondary school regarded indirect strategies as fairly effective for teaching business studies. There are 7 items of indirect instructional strategies. One of them which is item 8 rated to be effective, while items 7, 10 and 12 were rated to be fairly effective and the remaining items 6, 9 and 11 were rated to be ineffective. A grand mean of 2.8 is a proof to the above finding and also indicating that the use of indirect instructional strategies for teaching business studies will yield a fairly result.

Okorie (2008) was of the view that indirect instructional strategies are fairly effective for teaching business studies in the process of presenting a new lecture or lesson. Its function would be to increase students’ participation and ensure that they understand what the teacher is saying, and if care is not taken, the reverse will be the case. The result of analysis on table 6 revealed that there was no significant difference in the mean ratings of male and female business teachers in Enugu state secondary schools concerning the effectiveness of indirect instructional strategies for teaching business studies. The calculated t-test value of 0.58 was less than the critical value of 2.02. This indicated that the null hypothesis was accepted, while gender had no influence on their responses. Igboke (2005) confirmed indirect instructional strategies as student centered which allows the students to engage in learning experience by given them the opportunity to discuss and discover things among themselves. Therefore, they are fairly effective for teaching business studies.

**Interactive Instructional Strategies**

The result of the analysis of interactive instructional strategies as shown in table 3 indicated that business

teachers in Enugu state secondary schools considered interactive instructional strategies effective for teaching business studies. A total of 10 items were listed under interactive instructional strategies, 7 methods were considered effective while the remaining 3 were considered fairly effective. A grand mean of 3.6 confirmed the effectiveness of interactive instructional strategies for teaching business studies.

Mannison (2009) supported the effectiveness of interactive instructional strategies when he stated that it rely heavily on discussion and sharing among participants. Under these strategies, students can learn from peer and teachers, at the same time develop social skills and rational thinking.

### **Experimental Instructional Strategies**

The analysis on table 4 showed that business teachers in Enugu state secondary schools regarded experimental instructional strategies very effective for teaching business studies. The analysis also revealed that experimental strategies have a grand mean of 4.6, while 5 out of its 6 methods were rated very effective. The findings also indicated that these methods involve the teaching of theoretical and practical aspects of the subject within and outside the school. Obikwere (2009) while confirming the effectiveness of demonstration method observed that it exposes students to a particular skill or experience. He added that demonstration is very effective when learning is by seeing and doing. This is in line with Mannison (2009) who described experimental instructional strategies as learner-centered and activity oriented.

### **CONCLUSION**

Based on the results of the findings and test of hypothesis, it is important to conclude that business teachers in Enugu state junior secondary schools consider direct instructional strategies as ineffective, indirect instructional strategies as fairly effective, interactive instructional strategies as effective while the experimental institutional strategies was considered as very effective for teaching business studies at the junior secondary school. This shows that apart from direct instructional strategy, indirect, interactive and experimental strategies are effective for teaching business studies in promoting sustainable national development.

### **RECOMMENDATION**

It is the recommendation of the researchers that state and local government should provide and equip all the secondary schools in Enugu North Local Government Area with the following for effective teaching:

1. Government should employ competent and qualified business studies teachers.
2. Government should provide instructional materials for effective teaching of business studies.
3. Government should provide funds for the building of more classrooms and typing pool where students can practice typing and shorthand drill, this will help the school to produce competent and self-reliant students.
4. Experimental instructional strategies which are adjudged to be very effective are hereby recommended for compulsory application in teaching skill subjects in business education in all the secondary schools in Enugu state of Nigeria.

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