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EXTENT OF PEDAGOGICAL PRACTICES OF BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study determined the pedagogical practices of business studies teachers in junior secondary schools in Anambra State. Two research questions guided the study. Two null hypotheses were tested at .05 level of significance. Descriptive survey research design was adopted for the study. This population consisted of 256 vice principals' academics and 256 heads of business studies department of public secondary schools in the six education zones in the State. The sample size of 30 percent of the population, made up of 154 (77 vice principals academics and 77 heads of business studies department) were used for the study. The stratified random sampling technique was used. The instrument for data collection was a questionnaire developed by the researcher. The instrument was validated by two experts in business education. Cronbach Alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.91 which was deemed reliable for the study. 154 copies of the instrument were administered on the respondents by the researcher with the assistance of six research assistants who were assigned to each of the six education zones. Data were analyzed using descriptive statistics: mean and standard deviation and inferential statistics: t-test. The results showed that that business studies teachers in junior secondary schools in Anambra State applied peer tutoring and e-learning practices to a low extent. The study further revealed that Vice principals academics and heads of business studies department do not differ significant in their mean ratings on the extent business studies teachers applied peer tutoring and e-learning practices in teaching. Based on the findings, it was recommended among others that educational authorities and school administrators should put in place support structures aimed at monitoring and ensuring that the delivery of business education is done according to the stipulated business curriculum standards as well as enforcing the fulfillment of pedagogical practices set in the syllabi.

Keywords: Pedagogy, pedagogical practices and business studies teachers

Introduction

Education is the bedrock for survival, growth and development of any society. Education is a process that shapes the life of an individual, which, in turn, enhances the quality members of any of the society and the universe as a whole. According to Kpolovie (2012) education constitutes the core of human development as it is the most crucial institution for empowering young people with knowledge and skills, which in turn provides them access to productive employment and meaningful contribution to national development. Section one of the Nigerian National Policy on Education (FRN, 2014) stated the need for functional education to be relevant,

practical based required towards acquisition of appropriate skills and development of competencies as equipment for the individual to live and contribute to the development of his society.

Nigeria regards education as an instrument for the promotion of national development as well as affecting desirable social change (Federal Republic of Nigeria (FRN, 2014). In order to realize fully the potential contributions of education to the achievement of the national educational goals, emphasis is placed on the broad goals of secondary education which aim at preparing individuals for useful living within the society and for higher education (FRN, 2014). More specifically, at the junior secondary, the curriculum provides for both the academic and entrepreneurial subjects. The goals of secondary education at the junior level are: (a) to offer diversified curriculum to cater for the differences in talents, opportunities and future roles; (b) to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades, and (c) to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. At this level, business subjects are offered in integrated form as business studies.

Business studies form a means of laying foundation for national, technological, economical advancement and for higher education (FRN, 2014). Business Studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business and self-reliance. Business studies is integrated in nature which means that the subject is taught as a single subject which has five major components namely bookkeeping, commerce, office practice, shorthand and typewriting. According to Osele (2017), Business studies can therefore be defined as the study of how businesses work especially the financial and the management aspects of business. 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, management and economics. Hence, 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. In the context of this studies, business studies is the general subjects acquired at the junior secondary schools that is capable of helping students achieve success in their future career especially in business, social sciences, and in general or pure sciences deserves to be accorded much prominence.

The organization of classes and teaching in most junior secondary schools are quite rigid and leave little room for practical, site visits to industry and employment of entrepreneurial pedagogies as prescribed in the business studies syllabi. The techniques used by teachers were incompatible with the goal of trying to prepare learners for the world of work. In view of this, Vin-Mbah (2012), stated that the success or failure of any educational endeavour depends ultimately on the method adopted by the teacher. Majority of business studies teachers were still yoked to the conventional teaching methods such as lecturing. For several decades now, teaching and learning at all levels have been delivered in the traditional way, with the teacher standing in front of the class talking and demonstrating to enhance content delivery of instructions (Mbah, 2016). The teaching of business skills required the use of kinaesthetic and experiential pedagogical approaches which encourage learning by doing in real or closely simulated contexts which will lead to the development of key business and life skills.

Similarly, business studies are to be taught using a pedagogical approach which involves the use of teaching styles. Brendel and Yengel in Sithole (2010) stated that methods of teaching such as the lecture, question and answer and drill are not conducive to the development of business ideas, concepts, understandings and attitudes because such methods only help students to learn about the theory of business without knowing how to apply that theory. The National Business Education Association (2018) believes that the most effective instructional strategies for business understanding should include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys and critical- thinking exercises for teaching global business concepts. These same teaching methods are the ones prescribed in the junior secondary business studies syllabus.

Pedagogy can be generally defined as the intentional planning of activities and instructional methods to develop knowledge and skills (Honeyfield & Fraser, 2013). Pedagogy is the instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher and learner and it is also applied to include the provision of some aspects of the learning environment. The Center for the use of

Research and Evidence in Education (CUREE, 2012) defined pedagogy as the teaching skills teachers use and the activities these skills generate to enable students learn the knowledge and skills related to different subject areas. Pedagogy could also be defined as a highly complex blend of theoretical understanding and practical skill (Lovat in Ekoh, 2016). Pedagogical practices involve traditional and innovative pedagogy. Traditional pedagogy simply refers to as a pre-technology education context in which the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information.

Innovative pedagogy is defined as the study of being a creative forward working and ahead of current thinking educator. It could also refer to as the process of the creation of new ideas in education/teaching. Lehto, Kainisto and Liisa (2011) defined innovative pedagogy as a learning approach focused on the development of innovation competences, defining how knowledge is assimilated, produced and used in a manner that can create innovations. According to Farquhar in Sithole (2010), teaching is defined as pedagogical practices that facilitate for diverse students their access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning, assist in learning how to learn and provide a strong foundation for further learning in relation to the goals of the curriculum. Effective teachers of business studies use a variety of approaches and strategies to support student learning.

For effective educational goal attainment, business studies need to be effectively taught with effective strategies in order to attain the required goals. Strategies are laid down framework of plans and actions of an organization geared towards achieving its set objectives in the short and long run (Nwazor & Onokpaunu, 2016). Nwazor and Onokpaunu further maintained that in the context of education, strategies entail how institutions of learning equip students with the desirable competitive advantage beyond mere classroom performances to deal with the problems of the society. Teaching strategies according to Norman (2011) involve the use of all instructional materials, facilities and other resources available to an educator in order to meet the instructional needs of all students and enable students' progress from dependent to independent learners. In the light of this, Adebayo in Ogwunte and Okolocha (2016) stressed that, for teaching of business studies to be effective and meaningful, there is need for teachers to acquire relevant degrees and experiences in their profession. The quality of the teachers and the utilization of the right strategies by the teachers play an important role in improving skill acquisition of the students. The emphasis on using qualified personnel is to ensure mastery and effective use of appropriate teaching strategies in imparting knowledge, skills, and competencies in the world of work for socio economic and technical development.

Teachers' thinking and ideas are manifested in their overall pedagogical practices, which are garnered from their own teaching and learning experiences as students; the approaches promoted in initial teacher education (ITE); and continuing professional development (CPD). Learning is dependent on the pedagogical practices teachers use in the classroom. Hamilton-Ekeke (2013) observed that most teachers lacked pedagogical practices needed to transfer knowledge to students. In this regard, Hamilton-Ekeke defined teachers' pedagogical practice as the right way of conveying units of knowledge, application and skills to students. The right way includes knowledge of content, process, methods, and means of conveying content. Teachers' pedagogical practice also refers to the ability of a teacher to help guide and counsel students to achieve high grades. The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners, and on adapting to the on-the-ground conditions in the classroom and the surrounding context. To ensure that students engage with and understand the ideas of business studies, teachers need to carefully select appropriate simulated and real-life contexts, where possible, involving students in the decision making. Teachers will recognize that any particular context will engage some students more than others, and should take care to differentiate their teaching to meet the needs of individual students. In the context of this study, the pedagogical practices of business studies teachers include: peer tutoring and e-learning.

Peer tutoring is an effective instructional strategy that enhances students' enclosure while facilitating students to learn from one another (Baek, Yoo, Lee, Jung & Baek, 2018). Peer tutoring is an approach which helps to improve both academic skills and social behavior. It is described as an instructional strategy that makes use of peers to provide one-on-one instruction and give detailed explanation of concepts (Spilles, Hagen & Hennemann, 2019). It involves having students work in pairs with another student of the same age or grade. It can be used to aid in the instruction of a few specific students or on a class wide basis. The strategy is used as

supplement to teacher-directed instruction in the classroom. Peer tutoring is a valuable instructional strategy that makes peers mutually dependent and gives task to both tutor and tutee. It helps to improve students' social skills and provides emotional support.

According to Topping, Duran and Van-Keer (2015), peer tutoring may be seen as a flexible teaching strategy in which half of the students serve as academic tutors and the other half serve as academic tutees. In this methodology a higher achieving student (tutor) provides assistance with academic content to a lower achieving student (tutee). Several benefits have been documented across the literature for both tutors and tutees during peer tutoring experiences. From an academic perspective, the majority of studies report significant improvements in the students' mathematics scores (Alegre-Ansuategui & Moliner, 2017; Alegre, Moliner, Maroto & Lorenzo-Valentin, 2018). The social implications of peer tutoring are also valuable, as it fosters student inclusion and improves the class climate (Malone, Fodor & Hollingshead, 2019). The importance of the peer tutoring instructional strategy includes improving students' academic performance, communication skills, and enthusiasm to learn. It also instills sense of responsibility and builds self-confidence. The goal of applying modern strategies to delivery of business studies in junior secondary school instruction is to improve quality of education, students' level of confidence, independence, and influence over business concepts especially in this modern technological world in which ideas and principles are used for better output.

Electronic learning popularly known as e-learning has been structured as a mode of distance learning. The digital transformation of education systems in all levels has allowed incorporating a new teaching-learning ecosystem called e-learning. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes includes web based learning, computer based learning, virtual classrooms and digital collaborations. Instructional contents are delivered through internet, satellite TV, extranet, intranet and CD-Rom with multimedia capacities. According to Nwafor and Abuka (2015), e-learning is the application of the internet to support knowledge using holistic approach which may not be limited to a particular course. Rodrigues, Almeida, Figueiredo & Lopes (2019) defined e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes

One of the major characteristics of electronic learning is the use of electronic machines and media to facilitate learning. The COVID-19 pandemic caused the closing of classrooms all over the world and forced 1.5 billion students and 63 million educators (UNESCO, 2020) to suddenly modify their face-to-face academic practices, wherever possible. This situation showed the strengths and weaknesses of education systems facing the challenge of digitalization. The digital breach is still a reality. According to Bates (2020), COVID-19 has demonstrated the current inequalities in the system and the need for universal and low-cost access to the Internet for education. This failure cannot be attributed to e-learning itself, but to the fact that the potential of this teaching method has been underestimated and excluded from the digital education projects of educational organizations. E-learning can be viewed as an alternative to the face-to-face teaching method or as a complement to it. E-learning usually allows the student a greater choice as well as responsibility for their own learning (Oye, Iahad, Madar & Rehim, 2012). E-learning can change the methods of learning and has the capability to overcome the barriers of time, distance, and economics. Teachers can use e-learning tools and resources both for whole-class instruction and to design programs that meet diverse student needs. The internet, simulation programmes, database and spreadsheet applications enable students to understand the relevance of Business Studies to real life (Sithole, 2010).

However, Kang'ahi, Indoshi, Okwach and Osodo (2012) observed that the practical approach to teaching business subjects in junior secondary schools is a major missing link. To buttress this fact, they contended that the solution does not lie only with the availability of qualified teachers and modern teaching facilities, but also the effectiveness of the strategies applied in teaching. The reforms in Nigerian Education were aimed at promoting functional education for skill acquisition, job creation and poverty eradication. In order to achieve this, business studies teachers need a high degree of personal intimacy and moral commitment which gives rise to professional ground on which business studies stands.

Statement of the Problem

Pedagogical practice is a method, step, means, approach, or procedure of achieving the stated goals of education which plays very important role in teaching and learning process. Business studies at the junior secondary school level comprised subject taught at pre-vocational level and as an integrated subject. Business studies teachers are expected to always make proper and adequate use of approved teaching strategies, instructional facilities and materials for effective teaching of the subject. One of the objectives of the business studies is the provision of orientation and basic skill with which to start a life of work. In spite of these laudable objectives, poor teaching methods used in teaching of business studies gave rise to inadequacy of learning of the required skills of business studies. The teaching strategies adopted by most business studies 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. However, present day students still perform below expectation in the Junior Secondary School Certificate Examination (JSSCE) of business studies especially in Anambra State. The poor performance of students in business studies seems a mystery. Should it be linked to the students or the teachers' application of pedagogical practices? This study therefore, ascertained the extent business studies teachers apply pedagogical practices in junior secondary schools in Anambra State.

Purpose of the Study

The purpose of this study is to determine the extent of pedagogical practices of business studies teachers in junior secondary schools in Anambra State. Specifically, the study sought to determine the extent to which business studies teachers apply:

1. Peer tutoring practices in junior secondary schools in Anambra State
2. Electronic-learning practices of business studies teachers in junior secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

To what extent do business studies teachers apply:

- 1) Peer tutoring practices in teaching in junior secondary schools in Anambra State?
- 2) Electronic-learning practices in teaching in junior secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. VP academics and heads of business studies department do not differ significantly in their mean ratings on the extent business studies teachers apply peer tutoring practices in teaching.
2. VP academics and heads of business studies department do not differ significantly in their mean ratings on the extent business studies teachers apply e-learning practices in teaching.

Method

The design adopted in this study was the descriptive survey. The method was suitable for this study because it allowed freedom for the respondents to express their views regarding their knowledge on the pedagogical practices. The study was carried out in public secondary schools in the 21 local government areas of Anambra State. The population of the study comprised 512 vice principals' academics and business studies teachers of public secondary schools in Anambra State. This population consisted of 256 vice principals' academics and 256 heads of business studies department of public secondary schools in the six education zones in the State. The sample size of 30 percent of the population, made up of 154 (77 vice principals academics and 77 heads of business studies department) were used for the study. The stratified random sampling technique was used. The instrument for data collection was a questionnaire developed by the researcher. The instrument was constructed based on five-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The questionnaire developed for this study was subjected to face validation by two experts in business education.

Cronbach Alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.91 which was deemed reliable for the study. 154 copies of the instrument were administered on the respondents by the researcher with the assistance of six research assistants who were assigned to each of the six education zones. The data collected from the study were analyzed using descriptive statistics of mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' assessment. t-test was employed to test the null hypotheses at 0.05 level of significance. Out of 154 copies of the questionnaire distributed, 139 were used for data analysis. Any pedagogical practice with mean rating between 4.50 - 5.00 was applied by business studies teachers to a very high extent, an item with mean rating of 3.50-4.49 was applied at a high extent and an item with 2.50-3.49 was applied at a moderate extent. Furthermore, an item with mean rating of 1.50-2.49 and 0.50-1.49 was applied by business studies teachers to a low and very low extent respectively. For the hypotheses, where the calculated p-value is less than the stipulated level of significance (.05), it means that there was significant difference and the hypothesis was not accepted. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (.05), it means that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1

To what extent do business studies teachers apply peer tutoring practices in junior secondary schools in Anambra State?

Table 1

Mean ratings on the extent business studies teachers apply peer tutoring practices in junior secondary schools. N= 139

S/NO	Peer tutoring practices	Mean	SD	Decision
1.	Encourage groups to create spirit by developing group identity which promotes face to face interaction	2.46	0.56	Low extent
2.	Monitor behaviours to observe how each group is handling the tasks and roles	2.15	0.36	Low extent
3.	Giving all the students in the classroom the opportunity to be actively engaged in learning at the same time.	2.30	0.60	Low extent
4.	Ability to individualize instruction for each of their students	2.74	0.51	Moderate extent
5.	Guiding reciprocal peer questioning	2.31	0.53	Low extent
6.	Helps prepare students for the thinking and collaboration skills required in the workplace	2.08	0.59	Low extent
Cluster Mean		2.34		Low extent

The analysis in Table 1 shows the cluster mean of 2.34 which indicates that business studies teachers in junior secondary schools in Anambra State applied peer tutoring practices to a low extent. The item by item analysis shows that item 4 is peer tutoring practices applied to a moderate extent while items 1, 2, 3, 5 and 6 are peer tutoring practices applied to a low extent. The standard deviation showed that there is homogeneity amongst responses indicating a greater consensus of opinion.

Research Question 2

To what extent do business studies teachers apply e-learning practices in junior secondary schools in Anambra State?

Table 2

Mean ratings on the extent business studies teachers apply e-learning practices in junior secondary schools. N= 139

S/NO	E-learning practices	Mean	SD	Decision
7.	Ability to use ICT tools like the web in gathering information on new trends in subject content	1.76	0.58	Low extent
8.	Ability to use ICT for students evaluation and assessment	1.35	0.48	Very Low extent
9.	Ability to use ICT tools as teaching aids like the overhead projector	1.42	0.50	Very Low extent
10.	Ability to use telephones and emails in communicating with parents of the students	1.66	0.48	Low extent
11.	Ability to use ICT for computation of students results	1.78	0.4	Low extent
12.	Ability to use ICT tools for classroom management	1.75	0.43	Low extent
13.	Ability to provide the learners with exciting opportunities to search for more educational facilities.	1.70	0.46	Low extent
14.	promotes the development of self-directed ability	1.62	0.49	Low extent
15.	gives learners the opportunity to learn at his/her own pace	1.72	0.45	Low extent
16.	facilitates and enriches the delivery of learning content	1.75	0.43	Low extent
Cluster Mean		1.65		Low extent

The cluster mean of 1.65 indicates that business studies teachers in junior secondary schools in Anambra State applied e-learning practices to a low extent. The item by item analysis shows items 7, 10, 11, 12, 13, 14, 15 and 16 are e-learning practices applied by business studies teachers to a low extent while Items 8 and 9 are e-learning practices applied by business studies teachers to a very low extent. The standard deviation showed that there is homogeneity amongst responses indicating a greater consensus of opinion.

Testing of Null Hypotheses

Hypothesis 1

VP academics and heads of business studies department do not differ significantly in their mean ratings on the extent business studies teachers apply peer tutoring practices in teaching.

Table 3: t-test comparison of the mean ratings of VP academics and heads of business studies department on the extent business studies teachers apply peer tutoring practices in teaching

Source of Variation	N	\bar{X}	SD	df	P-value	Decision
VP Academics	77	2.34	.50	137	.381	Not Significant
Heads of Business Studies Department	77	2.33	.48			

The analysis in Table 3 shows that vice principals academics and heads of business studies department do not differ significant in their mean ratings on the extent business studies teachers applied peer tutoring practices in teaching. The p-value of .381 which is greater than the significant level of .05 shows that there is no significant difference in the mean responses of respondents. Therefore, the null hypothesis of no significant difference between the two groups is not rejected.

Hypothesis 2

VP academics and heads of business studies department do not differ significantly in their mean ratings on the extent business studies teachers apply e-learning practices in teaching.

Table 4: t-test comparison of the mean ratings of VP academics and heads of business studies department on the extent business studies teachers apply e-learning practices in teaching.

Source of Variation	N	\bar{X}	SD	df	z-cal	Decision
VP Academics	77	1.66	.07	137	.287	Not Significant
Heads of Business Studies Department	77	1.65	.11			

The analysis in Table 4 shows that there is no significant difference in the mean ratings of VP academics and heads of business studies department on the extent business studies teachers applied e-learning practices in teaching. This is shown by the p- value of .287 which is greater than the 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the two groups is not rejected.

Discussion

Results of the study indicated that business studies teachers applied peer tutoring practices in individualizing instruction for each of their students to a moderate extent in junior secondary schools in Anambra State. They also develop group identity, monitor behaviours, giving all students the opportunity to be actively engaged and guiding reciprocal peer tutoring and collaboration to a low extent. The findings of the study is similar with the findings of Behlol, Akbar and Hukamdad (2019) who found that learning in secondary school was dominated by teacher centered approaches and most teachers are overwhelmed to cover the syllabus within

the prescribed time schedule and have no time to initiate group/pair work activities in order to build cooperation among the students. Peer tutoring allows teachers to provide all students the opportunity to be actively engaged in learning at the same time while each student work on his/her own specific level of need. In support of this, Topping, Duran and Van-Keer (2015) stated that peer tutoring improves students' self-reliance. Students taught with peer tutoring rely mostly on themselves for learning instead of solely relying on their teachers. Peer tutoring has an enormous impact on the learning of tutors and students or learners. Peer learning creates the opportunity for the students to learn from each other by utilizing their own skills. Test of the first hypothesis revealed shows that Vice principals academics and heads of business studies department do not differ significant in their mean ratings on the extent business studies teachers applied peer tutoring practices in teaching. It followed therefore that the null hypothesis was not rejected.

Results of the study revealed that business studies teachers in junior secondary schools in Anambra State applied e-learning practices to a low extent. This situation showed the strengths and weaknesses of secondary school education systems facing the challenges of e-learning. The findings of the study corroborate that of Omoniyi (2013) who found that most teachers in Ogun State secondary schools did not have the required competence in ICT. In addition, Bates (2020) stated that COVID-19 pandemic has demonstrated the current inequalities in the system and the need for universal and low-cost access to the Internet for education. This failure cannot be attributed to e-learning itself, but to the fact that the potential of this teaching method has been underestimated and excluded from the digital education projects of educational organizations. E-learning can be viewed as an alternative to the face-to-face teaching method or as a complement to it. E-learning implementation would help to change the old pedagogical approach of the learning and changes the teachers from a knowledge transmitter to a knowledge facilitator. E-learning facilities provide the learners with exciting opportunities to search for more educational facilities. Test of the second hypothesis indicated that there is no significant difference in the mean ratings of VP academics and heads of business studies department on the extent business studies teachers applied e-learning practices in teaching. Therefore, the null hypothesis was not rejected.

Conclusion

The predominant use of teacher centered pedagogical practices in business studies instructional delivery in schools in this 21st century is unacceptable because it does not enhance the achievement for all students and does not promote meaningful learning of the subject. The use of student centered pedagogical practices such as peer tutoring and e-learning is a powerful innovation in the teaching and learning of business studies which are best suited to imparting business understanding and skills. Such methods involve teaching styles that employ hands-on experiences in learning by doing situations. The study has provided salient insights on the current state of pedagogical practices applied by teachers and its use in enhancing teaching and learning progress. Such pedagogy helps to develop students' intellectual, interpersonal and communication skills and these skills form an important part of the working culture and the world of work.

Recommendations

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

1. Educational authorities and school administrators should put in place support structures aimed at monitoring and ensuring that the delivery of business education is done according to the stipulated business curriculum standards as well as enforcing the fulfillment of pedagogical practices set in the syllabi.
2. Business Studies teachers should strive to apply peer tutoring and e-learning to reduce anti-social behaviors among schooling adolescents and intensive training and retraining of teachers on proper implementation of peer tutoring, cooperative learning, and collaborative teaching because they work together.
3. Curriculum planners and developers should review the outdated curriculum and introduce new curriculum that will guide business studies teachers' to teach the modern technology by applying effective pedagogical practices in the classroom.

4. Business studies teachers should identify the skill potentials of every child and help develop such potentials.

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