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TEACHERS' AWARENESS OF INNOVATIVE INSTRUCTIONAL STRATEGIES FOR IMPLEMENTING BUSINESS STUDIES CURRICULUM IN UPPER BASIC SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The need to meet the goals of business studies in upper basic schools necessitated this study. The study ascertained teachers' awareness of innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State. One research question was answered and one null hypothesis was tested. The study adopted survey research design, and 210 business studies teachers in 263 public secondary schools in Anambra State were studied without sampling. Instrument for data collection was a 15-item self-developed questionnaire validated by three experts in the field of business education and Educational Foundations. The reliability of the instrument was established using pilot-testing method, and data collected were analyzed using Cronbach Alpha formula which yielded coefficient values of .89. The researcher and five research assistants administered and retrieved copies of the questionnaire. Percentage, frequency and chi-square were used for data analysis. Findings showed that; business studies teachers are not aware of majority of the innovative instructional strategies listed for implementing business studies curriculum in upper basic schools in Anambra State, It was also found that educational attainment was not a significant factor on respondents' awareness of innovative instructional strategies. Based on the findings of the study, the researcher concluded that business studies teachers lack awareness of innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State. It was recommended among others that; Ministry of Education in the Anambra State should organize regular seminars, workshops and conferences for business studies teachers to enable them gain knowledge of innovative instructional strategies to be used in teaching and learning in implementing business studies curriculum in upper basic schools in the state.

Keywords: Awareness, implementation, Curriculum, Instructional, Strategies, Innovative

Introduction

A look at today's Nigerian society shows that youths need to learn vocational skills in order to be useful to themselves and the nation. Any youth who lacks these skills is considered to have a bleak future. Today, unemployment is not only ravaging the youths and future leaders of Nigeria, it is also posing one of the greatest challenges to the government and people of the nation. Majority of school leavers are unemployed today for the simple reason that their secondary education did not appear to have adequately prepare them for the world of work. Business studies curriculum was introduced into the Nigerian upper basic schools to give students the foundational vocational skills they need to start a career (for those who might not have access to more formal education). However, a current observation reveals that many business studies students who have finished upper basic but are unable to continue their education in senior secondary school are in a difficult situation. This is due to inadequate or lack of necessary vocational skills to empower themselves as the training received while in school appear insufficient to enable them become competent and independent.

Due to this unpleasant situation, stakeholders are now debating whether business studies curriculum is still relevant for Nigerian youth. It is apparent that fewer students are expressing a desire to pursue business studies beyond upper basic schools. This shows that business studies curriculum needs to be implemented because it is battling for existence as a secondary school subject. Curriculum implementation for business studies does not happen by accident. It is only accomplished through instructional planning and effective delivering using innovative instructional strategies.

Unfortunately, despite the potential of modeling, discovery, just-in-time, real-world case studies, interactive, independent, and problem-based strategies to implement business studies curriculum, and students' acquisition of employable skills, it appears that business studies teachers in upper basic schools in Nigeria, particularly Anambra State seemed not to be aware of these strategies. The researcher is worried that lack of awareness these innovative instructional strategies by business studies teachers could lead to poor implementation of business studies curriculum with its attendant effect of producing half-baked business studies. However, there appears to be a gap in awareness of innovative instructional strategies for curriculum implementation, which is likely due to lack or inadequacy of empirical research in this area. This study will therefore determine the awareness of innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State.

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Research Questions

The following research question guided this study:

1. What is the awareness of business studies teachers on innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State?

Hypotheses

1. There is no significant difference in the mean ratings of business studies teachers on the awareness of innovative instructional for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.
2. There is no significant difference in the mean ratings of business studies teachers on the awareness of innovative instructional for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment.

Research Methods

The design adopted for the study was the descriptive survey design. The population consisted of 210 business studies teachers in 263 public schools in Anambra State. Due to the fact that the study population was not too large and manageable, it was studied in entirely without sampling. A 2-point rating scale of Aware (A) and Not Aware (NA) which contained 15 items in just one cluster was used for data collection.

Presentation of Results:

2. What is the awareness of business studies teachers on innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State?

Table 1: Respondents' mean ratings and standard deviation on awareness of business studies teachers on innovative instructional strategies for implementing business studies curriculum

S/N	Awareness of Innovative Instructional Strategy	Frequency		Percentage		Remarks
		A	NA	A	NA	
1	Modeling strategy is used for teaching business studies	10	188	5	95	Not Aware
2	Case studies is a recommended strategy for teaching business studies curriculum	19	179	9.6	90.4	Not Aware
3	Discovery learning strategy is an important strategy for teaching business studies	169	29	85.3	29	Aware
4	Just-in-Time teaching strategy is a recommended strategy for teaching business studies	21	177	10.6	89.4	Not Aware

5	Interactive teaching strategy can be used to improve students' understanding of topics being taught	130	68	65.7	34.3	Aware
6	Independent learning strategy is a recommended strategy for teaching business studies	141	57	71.2	28.8	Aware
7	Problem based strategy is an appropriate strategy for teaching business studies	153	45	77.3	22.7	Aware
8	Think-pair-share strategy is a recommended strategy for teaching business studies	50	148	25.3	74.7	Not Aware
9	Jigsaw strategy is a teaching strategy used in teaching business studies	16	182	8.1	91.9	Not Aware
10	Flipped classroom strategy is a strategy for teaching business studies	36	162	18.2	81.8	Not Aware
11	Simulations/business game strategy is a recommended strategy in business studies curriculum	43	155	21.7	78.3	Not Aware
12	Seminar/workshop strategy is a strategy for teaching business studies	54	144	27.3	72.7	Not Aware
13	Student-Team-Achievement Division (STAD) strategy is a strategy for teaching business studies	49	149	24.7	75.3	Not Aware
14	industrial visiting strategy can improve teaching of business studies	142	56	71.7	28.3	Aware
15	Brainstorming strategy is a recommended strategy in NERDC	38	160	19.2	80.8	Not Aware
	Cluster Mean			**47.6**	**64.8**	**Not Aware**

Table 1 show that out of 15 innovative instructional strategies listed for implementing business studies curriculum, business studies teachers in upper basic schools in Anambra State indicated that they are aware of five innovative instructional strategies with percentage scores ranging from 5.05-85.3 while they indicated that they are not aware of the remaining 10 innovative instructional strategies listed with percentage scores ranging from 22.7-94.9. The cluster mean score of 47.6 and 64.8 shows that on the whole, business studies teachers are not aware of majority of the innovative instructional strategies listed for implementing business studies curriculum in upper basic schools in Anambra State.

Table 2: Summary of chi-square analysis of significant difference of business studies teachers on the awareness of innovative instructional for implementing business studies curriculum based on teaching experience

Teaching Experience	N	Frequency		Percentage		Df	X^2	P-value	Decision
		A	NA	A	NA				
Below 5 years	30	11	19	36.7	63.3				
6-10 years	58	22	36	38.0	62	196	17.29	.33	Not Significant
Above 10 years	110	37	73	33.6	66.4				

Table 2 shows that the X^2 value of 17.29 at 196 degree of freedom with p-value of .33 is greater than the significant value of .05 (.33 >.05). The null hypothesis is therefore accepted. This means that business studies teachers do not differ significantly on their awareness of innovative instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.

Table 3: Summary of chi-square analysis of significant difference of business studies teachers on the awareness of innovative instructional for implementing business studies curriculum based on educational attainment

Educational attainment	N	Frequency		Percentage		Df	X^2	P-value	Decision
		A	NA	A	NA				
B.Sc./B.Ed./NCE	150	31	119	20.7	79.3				
						196	66.7	.30	Not Significant
M.Sc./M.Ed.	48	11	37	22.92	77.08				

Table 3 shows that the X^2 value of 66.7 at 196 degree of freedom with p-value of .30 is greater than the significant value of .05 (.30 >.05). The null hypothesis is therefore accepted. This means that business studies teachers do not differ significantly on their awareness of innovative instructional strategy for implementing business studies curriculum

in upper basic schools in Anambra State based on educational attainment.

Discussion of Findings

Findings of the study revealed that business studies teachers are not aware of the majority of innovative instructional strategies listed for implementing business studies curriculum in junior secondary schools in Anambra State. The findings of this study could be attributed to lack of in-service training programmes for business studies teachers to up-date their knowledge on emerging and innovative instructional strategies that can enhance their teaching practices. It could also be that business studies teachers were not adequately exposed to most of these innovative instructional strategies while in teacher education programmes. The findings of this study agree with the findings of Musa et al. (2020) which revealed that secondary school science teachers were not aware of majority of innovative instructional strategies for teaching. However, Marie Arrianne and Dexter (2019) reported that teachers had a high and very high awareness of innovative teaching strategies for implementation of secondary school curriculum. Marie and Arrianne 's findings support the earlier report of Mamba and Putsoa (2017) which showed that secondary science teachers were knowledgeable about effective teaching strategies for enhancing students learning and academic performance. The findings of this study further showed that out of the 15 innovative instructional strategies listed, business studies teachers are aware of five while they are not aware of the remaining 10 strategies. This finding is surprising to the researcher due to the negative impact of this low awareness of business studies teachers on the quality of teaching and learning of business studies in upper basic schools. Low awareness of innovative instructional strategies means that business studies teachers are likely depending so much on traditional or outdated ineffective teaching methods which affect students' ability to fulfill their learning needs and aspirations emanating from the current global changes.

Findings of the study also revealed that business studies teachers do not differ significantly on their awareness of innovative instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment. The findings of the study agree with that of Kayode (2020) which revealed that educational attainment had no significant influence on teachers' level of awareness of innovative instructional strategies. However, Obikezie, Okpala and Amobi (2022) found that there was a significant difference between the mean ratings of teachers on the awareness of innovative teaching strategy based on academic qualification. Additionally, Salawudeen (2023) reported that academic attainment influenced teachers' awareness of teaching strategies. It could be that business studies teachers in upper basic schools in Anambra State regards of their educational attainment are not adequately are not knowledgeable about the new and

emerging instructional strategies that can be used to enhance the teaching of business studies. This could be the reason for the homogeneity in their responses.

Conclusion

Based on the findings of the study, the researcher concluded that business studies teachers lack the needed awareness of innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State.

Recommendations

Based on the finding of this study, the following recommendations were made:

1. Business education teacher training institutions such as colleges of education and universities in Nigeria should incorporate these innovative instructional strategies in their teacher training modules.
2. Ministry of Education in the Anambra State should organize regular seminars, workshops and conferences for business studies teachers to enable them gain knowledge of innovative instructional strategies and how to use them in classroom teaching and learning.

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