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EXTENT OF UTILIZATION OF INNOVATIVE INSTRUCTIONAL STRATEGIES BY TEACHERS FOR IMPLEMENTING BUSINESS STUDIES CURRICULUM IN UPPER BASIC SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study ascertained the extent of utilization of innovative instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State. Three research questions were answered while six null hypotheses were 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 27-item self-developed questionnaire validated by three experts in the field of business education and department of educational foundations. The reliability of the instrument was established using pilot-testing, and data collected were analyzed using Cronbach Alpha formula which yielded coefficient values of .85, .79, .78. The researcher and five research assistants administered and retrieved copies of the questionnaire. Mean, standard deviation, t-test and ANOVA were used for data analysis. Findings showed that; business studies teachers to a low extent utilized modelling, JiTT, while they utilized discovery learning instructional strategies to a moderate extent. It was also found that educational attainment was not a significant factor on respondents' utilization of modelling and JiTT while educational attainment influenced their utilization of discovery learning strategy for implementing business studies curriculum. Furthermore, years of teaching experience was a significant factor on their utilization of modelling, discovery, while years of experience significantly influenced utilization of JiTT instructional strategies. Based on the findings of the study, the researcher concluded that business studies teachers did not highly utilize these strategies for implementing business studies curriculum in upper basic schools in Anambra State. It was recommended among others that; adequate time should be allowed for teaching business studies in upper basic schools. This would enable business studies teachers practice on the application of these innovative instructional strategies effectively in the classroom.

Keywords: Utilization, Implementation, Innovative, Strategies, Instructional, Curriculum

Introduction

Investing in people is critical and essential for economic and social development of any country. Nigeria as one of the developing nations with a great potential for economic and technological development needs to provide its citizens with quality education to enable them live a purposeful life and contribute their quota to its economic and technological advancement. It is through education that the Nigerian society can be transformed into a vibrant and productive nation that provides opportunities and fairness to everyone.

In light of this, the Nigerian government periodically launches different educational policies and programmes at all levels of which establishment of schools at different levels, including secondary schools, is how these policies and programmes are carried out. One of the subjects taught at the secondary school though at the junior section is business studies. Business studies is a subject that helps students learn the fundamentals of keyboarding, shorthand, commerce, book keeping and office practices in order to adopt a positive attitude toward business and eventually gain the necessary skills. The components of business studies are taught as one subject, rather than as individual subjects, and students are expected to complete the curriculum content before graduation. Curriculum can be referred to as a plan of study that helps students to gain particular information and abilities. Business studies curriculum encompasses expected skills and knowledge to be acquired by students, instructional strategies for teaching the skills, strategies for evaluating the success of educational objectives, instructional materials, and planned student interaction with content/subject matter (Aina (2017). This shows that there are numerous components to the business studies curriculum that affect how well business studies curriculum can be implemented.

Based on this view point, how well the curriculum is implemented is a key element that indicates whether the objectives of business studies are met or not. Teachers must translate the subject's objectives from theory to practice in order to implement the curriculum of business studies. Implementing curriculum involves teachers providing instruction to students in an efficient manner to enhance learning. Meier (2018) viewed curriculum implementation as teachers' use of a variety of teaching strategies to encourage learning through effective instructional delivery. It necessitates the efforts of all educational stakeholders particularly qualified and competent business studies teachers who are aware of the present expectations, problems, constraints and innovations inherent in the curriculum implementation processes. Innovation boosts quality assurance of business studies curriculum (Onyiorah, 2021). Innovative means carrying out the same action in a different way. In the context of this study, innovative is the act of employing new strategies with depth and originality to implementing instructional delivery. Strategies are methods or procedures used to achieve a goal. Strategies in this study are actions or plans taken to achieve the implementation of business studies curriculum. Instructional strategies on the other hand refer to the practice and refinement of presentation that a teacher employs to make teaching more effective and entertaining.

In the context of this study, instructional strategies are methods, procedures, styles, techniques, or approaches chosen by teachers to facilitate the implementation of business studies curriculum. Innovative instructional strategies expose students to a variety of stimuli through activity-based learning. They improve effective skill acquisition because innovative instructional strategies demand that teachers possess the knowledge and skills to generate new ideas and techniques, bring them to school, and implement them in the classroom. There are many approved teaching methods for implementing the curriculum of business studies but, the focus of this study will be on modeling instructional strategy, discovery learning strategy, just-in-time teaching strategy. This is because the researcher considers them the most innovative and essential strategies for business studies teachers in achieving the goal of implementing business studies curriculum. The utilization of innovative instructional strategies for implementing business studies curriculum could be influenced by years of teaching experience and educational attainment of business teachers.

One thing is to develop a business studies curriculum and the other is for teachers to implement it. For the implementation of the business studies curriculum in the upper basic schools the extent of utilization has to be ascertained. It is against this backdrop that this study is carried out to ascertain the extent of utilization of instructional strategies for implementing business studies curriculum in upper basic schools in Anambra State.

Research Questions

The findings of the study provided answers to the following research questions:

1. To what extent is modelling as an innovative instructional strategy utilized by teachers for implementing business studies curriculum in upper basic schools in Anambra State?
2. To what extent is discovery learning strategy utilized by teachers for implementing business studies curriculum in upper basic schools in Anambra State?
3. To what extent is just-in-time teaching strategy utilized by teachers 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 extent of utilization of modelling instructional strategy 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 extent of utilization of modelling instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment.
3. There is no significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.

4. There is no significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment.
5. There is no significant difference in the mean ratings of business studies teachers on the extent of utilization of just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.
6. There is no significant difference in the mean ratings of business studies teachers on the extent of utilization of just-in-time teaching strategy 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 five-point rating scale of Very High Extent (VHE) – 5, High Extent (HE) - 4, Moderate Extent (ME) - 3, Low Extent (LE) – 2 and Very Low Extent (VLE) – 1 which contained 15 items in three clusters were used for data collection.

Presentation of Results:

Research Question 1: To what extent is modelling as an innovative instructional strategy utilized by teachers for implementing business studies curriculum in upper basic schools in Anambra State?

Table 1: Respondents' mean ratings and standard deviation on extent modelling is utilized as an innovative instructional strategy for implementing business studies curriculum

S/N	Utilization of Modelling Instructional Strategy	X	SD	Remarks
16	I openly demonstrate how to carry out class assignment before asking business studies students to solve them	3.47	.52	Moderate Extent
17	I give business studies students enough illustrations of real-life business examples to make my points clear	2.48	.55	Low Extent
18	I use videos to increase business studies students' engagement in classroom discussions	1.39	.63	Very Low Extent
19	I show patience with my students to set a good example to business studies students	2.57	.59	Moderate Extent
20	I act with integrity and empathy in the class to set high expectations for business studies students	2.61	.97	Moderate Extent
21	I demonstrate creativity in classroom teaching to inspire business studies students to develop their creative mentality	2.26	.93	Low Extent
22	I give business studies students time to practice skills demonstrated in the class on their own	2.37	.71	Low Extent
23	I work through different examples together with business studies students in classroom	2.54	.97	Moderate Extent
	Cluster Mean	**2.46**		**Low Extent**

Table 1 shows that out of eight modelling instructional strategies listed for implementing business studies curriculum, the respondents utilize items 16, 19 and 20 to a moderate extent with mean scores ranging from 2.57 to 3.47. Items 17, 21 and 22 are utilized to a low extent with mean scores ranging from 2.26 to 2.48 while the remaining one item is utilized to a very low extent. The cluster mean score of 2.46 shows that business studies teachers to a low extent utilize modelling as an innovative instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State. The standard deviation for all the items is within .52 to .97 showing that the respondents are not wide apart in their ratings.

Research Question 2: To what extent is discovery learning strategy utilized by teachers for implementing business studies curriculum in upper basic schools in Anambra State?

Table 2: Respondents' mean ratings and standard deviation on extent of utilization of discovery learning strategy for implementing business studies curriculum

S/N	Utilization of Discovery Learning Strategy	$\bar{X}$	SD	Remarks
24	I involve students in problem solving activities	4.36	.64	High Extent
25	I facilitate individualized learning experiences	3.44	.72	Moderate Extent
26	I implement the development of creativity and problem-solving skills	2.23	.83	Low Extent
27	I encourage independency and autonomy among business studies students	3.44	.83	Moderate Extent
28	Business studies students are accountable or responsible for their learning	1.51	.72	Low Extent
29	Business studies students interact in my class to explore different solutions to problems	2.55	.56	Moderate Extent
30	Business studies students explore alternative solutions to problems	2.68	.70	Moderate Extent
31	I encourage business studies students to carry out research in area of their interests	2.00	.96	Low Extent
32	I allow business studies students to search for relevant materials related to the subjects	2.55	.88	Moderate Extent
	Cluster Mean	**2.75**		**Moderate Extent**

Table 2 shows that out of nine discovery learning strategies listed for implementing business studies curriculum, item 24 is utilized to a high extent with mean score of 4.36. Items 25, 27, 29, 30 and 32 are utilized to a moderate extent with mean scores ranging from 2.55 to 3.44 while the remaining three items are utilized to a low extent. The cluster mean score of 2.75 indicates that on the whole, business studies teachers to a moderate extent utilize discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State. The standard deviation ranging from .56 to.96 indicates that the respondents are not wide apart in their ratings.

Research Question 3: To what extent is just-in-time teaching strategy utilized by teachers for implementing business studies curriculum in upper basic schools in Anambra State?

Table 3: Respondents' mean ratings and standard deviation on extent of utilization of jitt strategy for implementing business studies curriculum

S/N	Utilization of Just-in-Time Teaching Strategy	$\bar{X}$	SD	Remarks
33	I develop questions for students online before the next class	2.25	.78	Low Extent
34	I select representative samples of the responses to show in the class	2.10	.78	Low Extent
35	I use students' responses to develop interactive in-class activities	3.37	.93	Moderate Extent
36	I permit questions on upcoming topic to be structured for students to answer a few hours before the class begins	2.12	.92	Low Extent
37	I review students just-in-time responses targeting the learning gap	2.24	.62	Low Extent
38	I adapt the lesson as needed by the students.	2.55	.93	Moderate Extent
39	I implement the use of class time for more active learning	2.05	.73	Low Extent
40	I prepare business studies students for class by getting them to read recommended textbook	2.93	.81	Moderate Extent
41	I make business studies students work outside class as preparation for more class tasks	1.50	.61	Low Extent
42	I identify business studies students' areas of understanding and misunderstanding to adjust the next lesson	3.07	.96	Moderate Extent
	Cluster Mean	**2.42**		**Low Extent**

Table 3 shows that out of ten items on just-in-time teaching strategies listed for implementing business studies curriculum, items 35, 38, 40 and 42 are utilized to a moderate extent with mean scores ranging from 2.55 to3.37 while the remaining six items are utilized to a low extent with mean scores of 1.50 to 2.25.The cluster mean score of 2.42 indicates that, business studies teachers to a low extent utilize just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State. The standard deviation ranging from .61 to.96 indicates that the respondents are not wide apart in their ratings.

Table 4: Summary of one-way Analysis of Variance (ANOVA) on the ratings of business studies teachers on extent of utilization of modelling instructional strategy for implementing business studies curriculum based on teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	P-value	Decision
Between Groups	562.12	2	81.06	8.64	1.20	Not Significant
Within Groups	1829.20	195	9.38			
Total	2391.32	197				

Table 4 shows f-ratio of 8.64 at 2 and 195 degrees of freedom with a p-value of 1.20 is greater than the p-value of .05 (1.20 >.05). The null hypothesis is therefore accepted. This means that there is no significant difference in the mean ratings of business studies teachers on the extent of utilization of modelling instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.

Table 5: Summary of t-test analysis of significant difference of business studies teachers on extent of utilization of modelling instructional strategy for implementing business studies curriculum based on educational attainment

Educational Attainment	N	$\bar{X}$	SD	df	t-value	P-value	Decision
B.Sc./B.Ed./NCE	166	35.63	3.44	196	5.51	2.13	Not Significant
M.Sc./M.Ed.	32	37.09	2.92				

Table 5 shows that the t - value of 5.51 at 196 degree of freedom with p-value of 2.13 is greater than the significant value of .05 (2.13 >.05). The null hypothesis is therefore accepted. This means that there is no significant difference in the mean ratings of business studies teachers on the extent of utilization of modelling instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State based on their educational attainment.

Table 6: Summary of one-way Analysis of Variance (ANOVA) on the ratings of business studies teachers on extent of utilization of discovery learning strategy for implementing business studies curriculum based on teaching experience

Source of Variance	Sum of Squares	Df	Mean Square	F	P-value	Decision
Between Groups	879.61	2	39.81	2.93	1.71	Not Significant
Within Groups	2651.66	195	13.60			
Total	3531.27	197				

Table 6 shows f-ratio of 2.93 at 2 and 195 degrees of freedom with a p-value of 1.71 is greater than the p-value of .05 (1.71 >.05). The null hypothesis is therefore accepted. This means that there is no significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience.

Table 7: Summary of t-test analysis of significant difference of business studies teachers on extent of utilization of discovery learning strategy for implementing business studies curriculum based on educational attainment

Educational Attainment	N	$\bar{X}$	SD	df	t-value	P-value	Decision
B.Sc./B.Ed./NCE	166	36.63	4.41	196	3.17	.00	Significant
M.Sc./M.Ed.	32	40.09	3.21				

Table 7 shows that the t - value of 3.17 at 196 degree of freedom with p-value of.00 which is less than the significant value of .05 (.00< .05). The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment.

Table 8: Summary of one-way Analysis of Variance (ANOVA) on the ratings of business studies teachers on extent of utilization of just-in-time teaching strategy for implementing business studies curriculum based on teaching experience

Source of Variance	Sum of Squares	df	Mean Square	F	P-value	Decision
Between Groups	384.37	2	62.18	3.61	.00	Significant
Within Groups	3360.44	195	17.23			
Total	3744.81	197				

Table 8 shows f-ratio of 3.61 at 2 and 195 degrees of freedom with a p-value of.00 which is less than the p-value of .05 (.00 < .05). The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of business studies teachers on the extent of utilization of just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State based on teaching experience. The post-hoc test revealed that 6 to 10 years and above 10 years of teaching experience groups are statistically significant from each other while above years group are not significant from each other.

Table 9: Summary of t-test analysis of significant difference of business studies teachers on extent of utilization of just-in-time teaching strategy for implementing business studies curriculum based on educational attainment

Educational Attainment	N	$\bar{X}$	SD	df	t-value	P-value	Decision
B.Sc./B.Ed./NCE	166	32.17	4.21	196	.06	.1.00	Not Significant
M.Sc./M.Ed.	32	33.22	3.22				

Table 9 shows that the t - value of.06 at 196 degree of freedom with p-value of 1.00 is greater than the significant value of .05 (1.00 > .05). The null hypothesis is therefore accepted. This means that there is no significant difference in the mean ratings of business studies teachers on the extent of utilization of just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment.

Discussion of Findings

Findings of the study are discussed as follows:

Utilization of Modeling Instructional Strategy for Implementing Business Studies Curriculum

Findings of the study revealed that business studies teachers to a low extent utilized modelling as an innovative instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State. This finding could be attributed to the teachers' low awareness of the importance of modelling strategy or their low awareness of how to effectively apply modelling strategy in teaching processes. It could also be that no demonstrating teaching programmes had been organized in upper basic schools in the area of the study to demonstrate to these teachers on how to utilize modelling strategy in delivery instruction. The findings of the study confirmed the findings of Onyeneke (2022) that business education teachers to a low extent-initiated

models in the classroom during instructional processes. Similarly, Nwazor and Nwaukwa (2015) earlier found that business education teachers lowly utilized modelling strategy in their instructional delivery. However, in disagreement, Oyelekan et al. (2017) reported that most school teachers frequently used modelling instructional strategy in enhancing students' acquisition of skills. In support of Oyelekan et al.'s findings, Nelsen and Nelsen (2021) found that teachers highly apply modelling teaching strategy in their instructional practices.

Given the significance and effectiveness of the modelling technique in boosting students' learning and acquisition of business skills, the researcher is concerned about the low utilization of this instructional strategy by business studies teachers when developing business studies curricula. The use of modeling in the classroom, according to Nwazor and Nwaukwa (2015), encourages students' self-examination, self-directed learning, enlightenment, students' self-optimization, and students' transformation. It also enhances learning through conversation and real-world problem-solving. Similarly, students can take initiative, finish a task more successfully in terms of the success criteria, and enhance their intellectual processes and abilities when teachers utilize modelling instructional strategy. Lucas et al. (2016) however noted that effective adoption of modelling instructional in the classroom depends on the skills and competency of the teachers.

The findings of the research also showed that, teaching experience and education attainment did not significantly influence mean ratings of business studies teachers on the extent they utilized modelling instructional strategy for implementing business studies curriculum in upper basic schools in Anambra State. It is possible that junior secondary school business studies teachers in Anambra State lacked the necessary pedagogical abilities to effectively use modeling method in instruction, regardless of their teaching experience or academic achievement. This could have led to their consensus in mean ratings. In agreement, Onyeneke (2022) and Oyelekan et al. (2017) found that years of teaching experience and academic qualification did not influence teachers' opinions on their utilization of modelling instructional strategy in the classroom.

Utilization of Discovery Learning Strategy in Implementing Business Studies Curriculum

Findings of the study indicated that business studies teachers to a moderate extent utilized discovery learning strategy for implementing business studies curriculum in junior secondary schools in Anambra State. The findings notably demonstrated that the respondents indicated that they, to a high extent involved students in problem solving activities for one of the nine elements on discovery learning technique listed. However, they used the remaining three items to a limited amount and gave five of the listed strategies a moderate rating. The findings of this study may reflect the fact that business studies teachers were at least somewhat familiar with the discovery learning approach to delivering teaching. It is also possible that they learned how to use the strategy while undergoing their training in teacher education training institutions. However, the fact that they were not highly using the instructional strategy may be a result of insufficient in-service training programmes for secondary

school teachers in Anambra State. The findings of this study agree with that of Ugwoke et al. (2020) which reported that teachers to some extent use discovering learning strategy in instructional delivery. Ugwoke et al.'s findings support the earlier observation of Rovikasari and Supriyadi (2019) which showed that teachers had positive attitude in using discovery learning strategy in teaching students.

Findings of the study further showed that there was no significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on their teaching experience. However, the findings revealed that there was a significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on educational attainment. The findings in respect to years of teaching experience aligns with that of Kayode (2020) which disclosed that years of teaching experience had no significant influence on teachers' level of utilization of teaching strategies. Kayode however, reported that academic qualification significantly influenced the level of utilization of teaching strategies by teachers.

Utilization of Just-In-Time Strategy for Implementing Business Studies Curriculum

Findings of the study revealed that business studies teachers to a low extent utilized just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State. The findings of the study support that of Edokpolor (2018) which found that student-centered instructional strategies were underutilized in junior secondary schools in Nigeria. Adediran et al. (2018) asserted that there were problems with secondary school teachers' use of innovative instructional strategies in their teaching processes. Nwazor and Mbanugo (2017) likewise observed that just-in-time learning strategy utilized by teachers a very low extent. Additionally, Dikeocha et al. (2019) reported that business studies teachers are yet to adopt fully the modern teaching strategies. The findings could be attributed to the technicality required to effectively utilize JiTT in the classroom, or the poor awareness of business studies teachers regarding the importance of JiTT in enhancing students' learning and academic achievement. According to Birsan and Sharad (2018), just-in-time teaching strategy when utilized effectively elicits active students' engagement and increased learning outcomes. Ezenwanne and Nwagu (2020) noted that using JiTT allows the business studies teachers to create an interactive classroom environment that emphasizes active learning and cooperative problem solving.

Findings of the study further revealed that there was a significant difference in the mean ratings of business studies teachers on the extent of utilization of discovery learning strategy for implementing business studies curriculum in upper basic schools in Anambra State based on their educational attainment. The significant difference between the groups fell only between 6 to 10 years and above 10 years of teaching experience teacher. The differences in the mean ratings of

business studies teachers on utilization of JiTT for implementing business studies curriculum as reveled in this study could be due to differences in years of teaching between the two groups leading to differences in skills and knowledge about JiTT. This finding agrees with that of Dea and Negassa (2019) that years of teaching experience was found to influence teachers' utilization of cooperative instructional strategies. Furthermore, it was found that educational attainment did not significantly influence the mean ratings of business studies teachers on the extent of utilization of just-in-time teaching strategy for implementing business studies curriculum in upper basic schools in Anambra State. This differs from the findings of Dea and Negassa which revealed that teachers' level of qualification has implications to the instructional strategies usage in teaching processes. Ukala (2018) likewise reported that found that there was a significant influence of qualification on utilization of innovative teaching strategies by secondary school teachers.

Conclusion

Based on the findings of the study, the researcher concluded that business studies teachers do not highly utilize the innovative instructional strategies for implementing the business studies curriculum in upper basic schools in Anambra State.

Recommendations

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

1. Business education teacher training institutions should ensure that teacher trainees apply these innovative instructional strategies in their teaching practices before graduation.
2. Competencies in ICTs should be the major requirement for employment of teachers to teach business studies in upper basic schools in Nigeria.
3. Adequate time should be allowed for teaching business studies in upper basic schools.

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