

**TEACHING AND EVALUATION IN  
REGULAR AND SPECIAL  
SECONDARY SCHOOLS  
(An Effective and Creative Approach)**

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**TEACHING AND EVALUATION IN REGULAR  
AND SPECIAL SECONDARY SCHOOLS**  
(An Effective and Creative Approach)

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## Foreword

Evaluation occupies a central and pivotal position in the instructional process in particular, as well as in the whole curriculum development process. Within the instructional process, teaching and evaluation, including classroom testing, are but two sides of the same coin, as evaluation provides the much needed remedial, corrective and progressive feedback that must keep teaching and learning on the right track.

In this book, the authors have brought their academic expertise and professional experience to bear on the well-informed treatment of the critical and complex issues, principles and practical strategies involved in the effective and creative teaching and evaluation of key subjects and core rubrics at the secondary school level. The book consists of forty chapters but structured into four sections.

The first section establishes the background issues relating to the history, psychology, management and curriculum of the all-important secondary education, which is the bridge between primary education (the foundation) and tertiary education (the superstructure).

In the second section, the book critically analyses the issues, principles, procedures and strategies for effective and creative teaching and evaluation of subjects in the humanities and the social sciences while the third section focuses on science, mathematics as well as technical and vocational subjects. The last section of the book is a seminal and lucid presentation of the major concerns, controversies, goals and strategies for effective teaching and evaluation of education for special learners at the secondary school level previously established as very crucial within the educational ladder.

The three editors, Professors Araromi, Moronkola and Ademokoya, have brought to the forecourt of teachers' and

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# Effective and Creative Teaching of Business/ Commercial Secondary Subjects in Secondary Schools

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## Introduction

In the past, the structure of education in Nigeria was tailored after that of her colonial master. Nigerian had had 8 – 6 – 2- 3 structure; that is 8 years in primary school, 6 years of secondary education, 2 years of Higher School Certificate, and 3 years of university/higher education. By the time the Universal Primary Education was introduced in 1955 in the Western Region, Nigeria had adopted the 6 – 5 – 2- 3 system of education. Consequent upon the massive criticisms of the British system of education, Nigerians organized a curriculum conference in 1969 which resulted into a recommendation and implementation of the 6 – 3- 3- 4 system of education.

The 6 – 3- 3- 4 system of education was fashioned in line with the Japanese/American model but was adapted to meet the peculiarity of Nigerian's needs, aspiration and culture. Currently, the 6-3-3-4 system is being referred to as the 9-3-4. It is actually the 6-3-3-4 system which appears to have attached some greater measure of importance to Business Studies which should be at least a requirement if not compulsory choice, in order to equip students for future endeavours as managers of men and materials.

Secondary education is the education children undertake after basic or primary education and before tertiary education. The broad goals of secondary education as stated in the National Policy on Education (Federal Republic of Nigeria [FRN], 2004) are:

- i. To prepare individual for useful living within the society and
- ii. To groom individual for higher education.

In specific term, secondary education according to the Nigerian National Policy on Education (FRN, 2004) shall:

- i. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- ii. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- iii. provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- iv. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- v. inspire students with a desire for self-improvement and achievement of excellence;
- vi. foster National unity with an emphasis on the common ties that unite us in our diversity;
- vii. raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- viii. provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development

It is imperative here to emphasise that in bid to achieve the above stated goals, secondary education was designed to be of six year duration, given in two phases: a junior secondary school phase; and a senior secondary school phase. The

duration for each of the two phases is 3 years. The junior secondary school is designed to be both pre-vocational and academic. At this level, the basic subjects being taught are meant to equip the students with knowledge and skills. The focus of secondary education at the junior level is the realization of the following goals:

- i. to offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- ii. to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades, and
- iii. to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development" (FRN, 2004:17-19).

These goal statements had guided the efforts toward the developing of new curricula for the junior secondary education in the pre-vocational electives which include, "Agriculture, Business Studies, Home Economics, Computer Education, Fine Arts and Music" (FRN, 2004:20).

Business Studies as one of the elective subjects is designed to expose the students to general business knowledge and to have basic ideas about business. The components of Business Studies so taught include: Office Practice, Commerce, Book-keeping, Typewriting, Shorthand and Computer. At the senior secondary school level, these components are taken as individual subjects. Students who are interested in choosing a career in commercial or management field are expected to select from a number of these subjects in addition to Mathematics and English Language.

### The Goals of Business Studies/Commercial Subjects

The fundamental purpose of the business studies/commercial subjects is to provide students with the knowledge,

skills, and attitudes necessary to achieve success in secondary school, postsecondary education or training, the workplace and daily life. The goals of the business studies/commercial subjects' curriculum are to enable students to:

- i. gain an understanding of business concepts through the study of subjects such as accounting, entrepreneurship, information and communication technology (ICT), international business, marketing, and business leadership;
- ii. achieve business, economic, financial, and digital literacy;
- iii. develop the skills, including critical thinking skills, and strategies required to conduct research and inquiry and communicate findings accurately, ethically, and effectively;
- iv. apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels (Ontario Ministry of Education, 2006).

### Importance of Business Studies or Commercial subjects

The importance of Business Studies or commercial subjects to the individual as well as the nation at large cannot be overemphasized. Some of the importance of the subject are enumerated below:

- i. The business studies or commercial subjects help students to select career in the commercial field.
- ii. The knowledge and skills gained in business studies or commercial subjects as well as the exposure to enterprise culture, helps to develop creative, energetic, and enterprising young people who will contribute immensely to the Nigeria' economic advancement now and in the future.
- iii. Business studies or commercial subjects enable students develop their understanding of business/commercial



theories and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning.

- iv. Business and commercial subjects draws upon facts, concepts, and processes from many other fields of study. For example, close links exist between marketing and communications, accounting and mathematics, entrepreneurial studies and technology, international business and world studies, management and studies of society and human nature.
- v. It builds a strong foundation for those who wish to move on to further study and training in specialized areas such as management, international business, marketing, accounting, information and communication technology or entrepreneurship.
- vi. Business studies or commercial subjects help students to make more informed decisions in the everyday business of living.
- vii. It has significant effect on the standard of living and quality of life of people and on the environment in which they live and which future generations will inherit.
- viii. It also gives them better understanding of the world of work.
- ix. It enable students develop critical thinking and analytical skills, as well as evaluative techniques.
- x. Business/commercial skills acquired at the secondary school level enable individuals to make useful living for self-actualisation as well as to prepare students for higher education, and
- xi. It also provides students with essential skills which employers of labour normally demand. Some of these skills are:

- a. numeracy and the ability to research, interpret and use business and financial data and information;
- b. self-reliance, initiative and the ability to manage time, projects and resources;
- c. appreciation of the causes and effects of economic and other external changes,
- d. a creative problem-solving approach and sound, logical decision-making skills;
- e. effective and persuasive written and oral communication skills;
- f. understanding organisational behaviour and structure.  
[www.answers.yahoo.com](http://www.answers.yahoo.com),  
[www.preservearticles.com/2012010319612shortessay](http://www.preservearticles.com/2012010319612shortessay)

It must be noted that Business Science/Studies which of course is a collage of disciplines derives basically from economics, mathematics, language, sociology among others and it prepares the individual for life-long management undertakings, even when such individuals are not in management position, their presence in and contribution to taking effective management decision making process cannot be overstressed.

Why Business Studies or Commercial Subjects should be studied/taught

The rationale for studying Business studies or commercial subjects cannot be underestimated. An in-depth knowledge of business studies or commercial subjects serves as a strong foundation for almost any career because the use of business knowledge is applicable to all fields of study and human endeavour. Whether an individual wants to manage his own retail shop, market his services or manage his staff more effectively, the study of business studies or commercial subjects enable the person to acquire the necessary skills

needed. The following are some of the reasons for studying Business studies/Commercial subjects:

- i. To make the students appreciate the role of commerce and its relationship with the other aspects of production
- ii. to enable students appreciate and understand the basic concepts and principles relating to commercial activities with practical situations, especially, in a developing economy.
- iii. To make students understand how business functions, the role it plays in our society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future.
- iv. To make students identify types of transactions and open the necessary books of accounts they pass through in the modern business activities.
- v. to enable students acquire the ability in office procedure or practices.
- vi. To prepare the students to engage in business activity with confidence and competence.
- vii. to enable students acquire skill in typing mailable letter at a determinable speed/time as well as knowledge of the ethics of an office/organization.
- viii. To enable students acquire skill in writing correct shorthand outlines by its theories and transcription of simple shorthand passage(s) into long hand with correct spellings at a determined speed and time.
- ix. To prepare students for further work in commerce, book-keeping, office practice/procedure, typing and shorthand.
- x. To drastically reduce Nigeria's social and economic problems by given students adequate vocational training in skills, raw materials, machineries and equipment [www.google.com/baraza/en/](http://www.google.com/baraza/en/)

### Relevant Careers to Business/Commercial subjects

Some of the careers that are relevant to Secondary School Business/Commercial subjects are as listed below:

- i. Accounting/Accountancy
- ii. Management Information Systems
- iii. Business Administration
- iv. Banking/ Finance
- v. International-Business
- vi. Business Management
- vii. Tourism and Hospitality Management
- viii. Marketing
- ix. Purchase and Supply
- x. Secretarial Administration
- xi. Banking
- xii. Financial Consulting
- xiii. Insurance and Risk Management
- xiv. Office Management Technology
- xv. Public Relations
- xvi. Agricultural Financing/Administration
- xvii. Industrial Relations

- xviii. Financial Journalism
- xix. Transportation
- xx. Management Consultancy
- xxi. Personnel Management
- xxii. Entrepreneurship
- xxiii. Business Economics
- xxiv. Business Design and Development
- xxv. Operations Research etc
- xxvi. Business Analysis, etc

### **Problems with the Teaching of Business Studies/ Commercial Subjects**

From experience, Business Studies/Commercial subjects teachers at the junior and senior secondary school levels use teacher-centred approach and the reasons for this could be attributed to over-crowdedness of learners in classroom settings, lack of necessary learning and requisite educational infrastructural facilities. For instances, teachers find it impossible to teach Typewriting and Computer effectively in most public school because of unavailability of typewriters and computers needed to facilitate learning. Thus, Omo-Ojurgo and Ohiwer (2008) identified other problems which inhibit effective and creative teaching of business and commercial subjects, which are as follows: insufficient funding, dearth of textbooks and workbooks and/or non-availability of other business/commercial teaching materials. Other problems are

inaccessibility of business educators to digital technology and internet to facilitate teaching and examination of business students. He further submitted that Nigerian certificate mentality is one of the factors militating against effective teaching and learning of business education. These problems can only be overcome through effective and creative teaching of the subjects. The conventional methods do not suffice as can be seen from the following highlights.

### **Conventional Teaching Methods**

Mohammed (2009) explained that there are two methods of teaching which are conventional and widely used in the classroom. These methods are teacher-centred and expository method.

#### *1. Teacher-centred method*

The characteristics of the teacher-centred approach include the following: teacher-centred, teacher-active, learner passive and content emphasis. Teacher-centred teaching approach aims for knowledge transmission, which underpins current career and technical education thinking. These teaching strategies mainly involve a formal exposition of a desired teaching content by the teacher. Teachers who adopt teacher-centred mode of teaching take an active role in the selection, organisation and presentation of teaching materials without any form of involvement in the process by the learners for whose benefit, the process is meant. They are also responsible for adjusting the pace, the level and the style of presentations in a way to elicit the most effective learning outcomes. Teachers directly instruct students and provide little chance for questioning, independent thought and interaction by and

among learners, hence the teacher play domineering role in the teaching-learning process. The teacher-centred teaching approach sometimes is criticized for its dictatorial style, one-way communication and suppression of individuality, which may lead to a loss of interest by the learners (Cheng, 1996. p. 45; Ho, 1999).

## 2. *Expository Methods*

The characteristics of the exposition approach include lecture method, discussion method, traditional demonstration, guest speaker, panel - discussion, story-telling, dramatized method, reading of textbooks and hand-out method. However, it is observed that these methods that are teacher-centred, teacher -active, learner passive and content emphasis are being replaced with learner-centred, learner-facilitated, learner-active and learning process emphasis.

### **Various methods for effective and creative teaching of Business Studies/Commercial subjects**

It is not a gainsaying that the accomplishment of the goal and objectives of Business Studies/Commercial subjects in secondary schools depends largely on the ability of the teachers to effectively and creatively adopt appropriate teaching strategies in disseminating curriculum content during the teaching-learning process. Hong Kong Curriculum Development Institute recommended some teaching strategies for teaching Business Studies/Commercial subjects both at the junior and secondary school levels. These teaching strategies are lecturing, group work/discussion, debates, discovery/inquiry, tutorial, simulation, role-playing/drama, case studies, projects and surveys, seminars, field trips and visits (excursion), newspaper

cuttings, and collaborative peer teaching ([www.wzeducation.org/career-guide/business-career](http://www.wzeducation.org/career-guide/business-career)). Other strategies are guest speaker/visitor, brainstorming, photographs and pictures (NOUN, undated). Nearly all these recommended teaching strategies are considered as student-centred teaching strategies except lecturing.

A student-centred teaching approach focuses on the empowerment of the learners by providing them with practical experience, metacognition and self-evaluation through small group interaction (Brown, 1998). The teacher's task is to engage learners in the discovery/innovation of knowledge and provide them with the opportunities to reflect upon and test theories through real-world applications. The student-centred teaching strategies are used to help students in solving problems, focus on teamwork, collaboration, exploration and negotiation. These strategies do address the limitation of individual work and provide opportunities for intellectual challenge. In this study, the student-centred teaching strategies will be considered. It is worth mentioning that student-centred methods are best used when the class size is small. They are best used when there is adequate time and when the necessary teaching aids, training facilities, audio visual equipment and materials are in place.

Nevertheless, they are adaptable to even the unpleasant situations of large class size, unavailability of learning and dilapidating infrastructure if the teachers could be a bit more creative than depend solely on some archaic strategies, particularly if the teacher is creative through continuous self-development and research (Onuka and Junaid, 2007).

The benefits of the student-centred method are as follows among others:



- i. It arouses and sustains students' interest, motivates them to learn as well as gives room for individual differences.
- ii. Students are able to compete favourably with each other, thereby improving their skills.
- iii. This method is best used for teaching skill subjects.
- iv. The method encourages creativity as much time is given to students to express themselves.
- v. It is easy to evaluate students and give immediate feedback especially in a small class size.
- vi. It allows for free flow of information between the teacher and the students and vice versa.
- vii. It allows for the use of the five senses in learning unlike the teacher-centred method which allows for only the hearing and seeing senses alone.
- viii. Since students are involved with various learning activities, it removes boredom and encourages long time retention.

Some of these teaching strategies are discussed below:

### 1. *Case study strategies*

The case study technique is for detailed, documented studies and descriptions of a real-life situation, even, or problem. The University of Buffalo's website for Case Study Teaching describes this teaching method beautifully: "Case studies are stories with an educational message. It is important to mention that there are written cases and seen cases. Case studies in Business Studies enable students to compare and contrast or give examples of cause and effect of a particular topic or issue. Case studies can be used to teach some topics in commercial subjects using Commerce as an example. One of the topics in Commerce is Marketing mix in business.

- a. The teacher can ask the students to carry out a case study of how a company (e.g. Lever Brothers) is now

adopting a new strategy and modern marketing techniques to excite a younger audience, generate new members and enhance its position as an employer of young people.

- b. The teacher can ask the students to carry out a case study to explore how a company (e.g. MTN) responded to increase in competition by using the marketing mix or 4Ps.
- c. The teacher can also ask the students to carry out a case study to describe how a company (e.g. Cadbury) a large and well-known organisation manages the balance of its marketing mix around its consumers' needs in order to achieve business growth.

## 2. *Role-play/Drama strategies*

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people. Role-play is possible with topics such as banking, clerical staff, consumer protection among others. The following guideline should be taken into consideration when using role-play teaching strategy:

- i. Give detail information about the role-play to the whole class so that they start from a familiar understanding of the situation.
- ii. Peer beginning students with those who are proficient/competent and relaxed.
- iii. Acceptance of the role-play by some will give others more confidence.
- iv. Do not place learners in their natural life role as this can be self-defeating and will limit likely experiences for the students.

- v. Try to interfere when there is need to do so
- vi. Stop the drama after major behaviours and issues have been dramatized and observed by the students.
- vii. Debrief role-play members. This is necessary because it will help players to disengage from their roles. They must be disconnected from the role they have played, both in their own eyes and the eyes of other learners.

### 3. *Simulation strategies*

Simulation is a representation or recreation of a real object, problem, event or situation. It is a mirror of reality and it removes the possibility of injury or risk to the participants. In simulation teaching strategy, the learner is an active participant and engages in demonstrating behavior or previously acquired skills or knowledge. The teacher encourages the students to express in their own words, the basic arguments for the various sides of an issue (Boston, 1998). Simulation promotes human interaction when used effectively. It can be used to motivate students, provide information, enhance conceptual development, change attitudes, assess performance and provide interdisciplinary activities (Verkler, 2003).

### 4. *Discovery/inquiry strategy*

Discovery or inquiry strategy is another teaching strategy that helps to improve students learning. This strategy involves teacher asking students to infer a conclusion, generalise or generate pattern of relationship from a set of data or information. The students are provided with materials to manipulate, explore and experiment in order to find out facts and gain knowledge by themselves. It gives learners opportunity to discover new rules, truths and procedures to tackle problem. It also gives them the privilege of gaining new

value for themselves. There are two types of discovery strategy: Guided and Unguided discovery. Guided discovery strategy involves the teacher direct guidance and supervision of students, while the unguided discovery allows students free choice of investigation.

### 5. *Survey strategy*

A survey is a method of gathering information for a specific purpose. It may take various forms, e.g. traffic survey, values questionnaire, interview, use of attitudinal scale, observation, focus group discussion.

Put the following into consideration:

- i. decide on the purpose of the survey "what information needs to be gathered?.
- ii. consider the form of survey most appropriate to generate the information/data needed on a topic/issue/problem.
- iii. if questions are used, they should be carefully formed in simple language to elicit the required information.
- iv. carry out a trial test a questionnaire to determine its reliability.
- v. supervision, safety and student protection issues, need to be considered and discussed.

Decide with learners:

- i. the rationale for the survey.
- ii. who/what will be surveyed.
- iii. the procedure for generating information , e.g. by questioning, observing, individually by students, in jigsaw groups,etc.

- iv. when and where the information will be gathered, e.g. at home from parents, on an excursion, at recess in the playground, or in the classroom.
- v. the collation and final format and presentation/reporting of the information.

#### 6. *Problem solving strategy*

Problem solving teaching strategy is a relevant teaching and learning strategy for Business Studies topics. The teacher can involve the learners in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems which are appropriate starting points for investigation by students. The essence of learning through the application of problem solving skills is to connect conceptual knowledge with practical experiences. It is imperative that learners be given opportunities to apply problem solving techniques to a range of issues. This strategy is suitable for topics like typewriting, shorthand and trade.

The teacher's role is to:

- i. assist students identify problems that are relevant and solvable.
- ii. organise learning that develops skills in problem solving.
- iii. choose learning activities which encourage responsible actions.

#### 7. *Photographs and pictorials strategy*

Photographs and pictures are visual texts. Photography and pictures can be used to:

- i. develop numerous skills, e.g. observing, classifying, grouping, comparing and contrasting.
- ii. clarify and stimulate further inquiry/questioning.
- iii. gather and record information.

It is important to state that computer technology and digital cameras enable photographs to be stored and reproduced cheaply, in various ways. Photographs also allow for reinvestigation of first-hand experiences at a later date.

#### 8. *Excursions strategy*

An excursion is a trip to a place to provide ideas and opportunities to respond to or interact with new environments, people or experience different activities, such as a visit to a trading store, bank, a small business or a factory.

#### 9. *Guest speaker or visitor strategy*

A guest speaker or visitor is a person who is invited to share his/her knowledge, wealth of experience and skills with learners. This may be a teacher from another class/school, a professional, a parent, a member of the local community or a representative from a group, organisation or business.

#### 10. *Collaborative peer teaching strategy*

This involves teachers in the same field of study working together in the development of activities and in the presentation of the activities within the classroom. Also, in collaborative peer teaching a more experienced teacher could be invited to visit the classroom of a teacher to assist in the teaching so as to enable him/her acquire more experience and to improve students' learning as well. In like manner, a teacher who is less experienced could visit the classroom of a more experienced teacher so as to acquire more knowledge as in turn improve students' learning. For instance, a teacher who is inexperienced in teaching shorthand and typewriting could collaborate with an experience teacher to teach the students. In both cases, the

teachers (mentor and mentee) pair gained new insights into the classroom activities and effective teaching within the classroom.

### 11. *Debates strategy*

Debates are formalized discussions in which opposing points of view are advanced by two opposing groups. They allow students to take a position on an issue and justify that position, perceive other points of view and analyse relative strengths of arguments. There are several debating formats which can be utilised in Business Studies classrooms.

- i. A round table provides opportunity for each student to state a point of view and a supporting argument.
- ii. Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement.
- iii. Learners adopt a point-of-view and develop supporting arguments. They present their arguments in a convincing manner and counteract arguments in response to opposition.

### 12. *Brainstorming strategy*

Brainstorming is a technique in which a class or group meets in order to discuss and record all the information already known on a topic, to develop new ideas or to stimulate innovative thinking. Participants 'let the ideas come into their heads', write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge of a topic. For instance, students can brainstorm by thinking of problem solving situations about the behaviour of consumers in the use of goods and services.

### 13. *Group work strategy*

Group work is an important strategy in Business Studies as students learn from each other, not just from the teacher. Group work encourages students to participate actively in achieving a shared goal and collaborative learning. There is need to put the following into consideration when deciding to use group work strategy:

- i. your proposed outcomes.
- ii. the extent to which the outcomes can be achieved by a group.
- iii. the lesson content.
- iv. the time allocated for the completion of the task.
- v. the classroom setting.
- vi. available instructional materials and resources.
- vii. the structure of the group based on gender, ability, cultural background and student preferences.

Groups work well when:

- i. the group decides upon their goal, timelines and tasks.
- ii. students understand that success depends on the achievement of the whole group, not individuals.
- iii. the task is broken into sub-tasks which must be finished to successfully complete the overall task.
- iv. the whole class is involved in the activity.
- v. every student has a role to play, e.g. implementing and managing a small business activity.
- vi. membership of small groups is changed regularly to provide a variety of learning experiences for all students.

### **Strategies for Organising and Managing Groups**

- i. Mixed-ability groups – the competent learners in the group can help the others to master the work so that the teacher need not teach some parts.



- ii. Homogenous group (Same-ability group) "the teacher can leave the groups of faster learners to get on with the work on their own. She/he can give extra help to individual learners in the slower groups.
- iii. Using group leaders/monitors "some teachers appoint faster, more able students as group leaders or monitors who can help slower learners.

### **Other strategies for creatively teaching of Business studies/commercial subjects are:**

#### *Individualized teaching strategy*

The individualized teaching method is a method that focuses on the individual learner. It is highly recommended for teaching skill subjects such as business and commercial subjects because of the need for students to individually acquire practical skills. This method requires the combination of other teaching methods which are suitable to the needs and dispositions of individual students. According to Ifeagwu (2000), this method uses methods that are good for the individual student's learning style and ability.

#### **Types of Individualized Teaching Strategy and When to be Used**

According to Mebaanne (2004), individual learning methods include learning activity package (programmed learning); individual learning/counselling; supervised studies such as student industrial work experience scheme (SIWES); teaching practice (TP); manuals and student prepared notebooks; observation; reference reading; workbooks; practice and drills; self-evaluation; projects; term papers, research;

role playing; simulation and games. In these methods, each learner is taken through the learning material level by level; each part of the learning material must be mastered before proceeding to the next level.

### *Audio-Visual Aids Strategy*

Audio visual aids are instructional materials, which the teacher uses to supplement instruction. This method help to improve that sense impression of the learner, and make assimilation to be easier to understand what have being taught. Audio visual tools includes radio, tape recorder, record player, etc. The visuals (sight, vision) are charts and posters. Examples of audio-visuals are close circuit TV and video and film (motion).

### *Importance of Audio Visual Materials*

Aroloye, (1985) states that information reaches the brain through the five senses. These are sight, smell, taste, touch and hearing. He rates their information transmission as follows:

- a. The seize of sight 75%
- b. The seize of hearing 15%
- c. The seize of smell 3-4%
- d. The seize of taste 1-2%
- e. The seize of touch 1-2%

From the above estimation it is clearly seen that sense of sight is the most powerful and important. The combination of both the sense of sight and sense of hearing produces 90% rate of information transmission. This unveils the importance of the combination of audio and visual aids in classroom teaching and learning process. Daugherty (1974) made the following general points on how to effectively use audio/visuals.

- i. That audio/visual aids are teaching aids and not a substitute for teaching
- ii. They must teach, not just to entertain or consume time
- iii. They must be used as teaching and learning aid not simply as a decorative item or for casual viewing.
- iv. Their use must be planned before, during and after the lesson.
- v. They must be carefully selected on the basis of adaptability to the unit, the students, the classroom and the teacher.
- vi. They must be used for a definite purpose such as to stimulate and arouse curiosity to clarify and explain concepts, facts, and ideas and enrich the study of the unit, etc.
- vii. They must be used at the proper time and
- viii. They must be current.

### *Visual Aids Strategy*

This involves the use of aids such as charts, diagram, consequence charts and flow charts to facilitate the teaching-learning process (Department of Education, 2006).

### *Charts*

Other words for chart are record, plot, organise, plan, and draw. Helping students to learn to chart, that is, to organize information in various groupings under different headings, is valuable. It helps them to make sense out of a previously unrelated mass of data. It is also a crucial step in the process of developing a store of concepts to use in making sense of their experiences. Charts (for example, of the kinds of occupations and people in those occupations in a particular locality) are a powerful organizing tool and of considerable help in getting students to think about data.

### *Consequence charts*

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions, for example when making decisions about the use of personal money and constructing workable budgets.

### *Diagrams*

Diagrams may be used to illustrate outlines and features of an object. They can show something complex like how a particular product is made from raw material. They can show the stages and/or process in the making of this product from a raw material into a finished good. The best diagrams are clear, with all necessary details, and labels to identify features and explain processes.

### *Flow charts*

A flow chart is a diagram showing a series of step-by-step operations which make up a particular process. The main elements of the process are shown in picture form and are linked by arrows to indicate how one operation leads to the next. A flow chart can be used to show stages in the development of a product.

## **Choice of Teaching Strategies**

There is no one best strategy of teaching. Choice of strategy/ method depends on many factors which include the following:

- i. Meet the objective of the lesson as well as the depth of learning to be achieved.

- ii. School policy on teaching method is also a factor to be considered when choosing teaching method.
- iii. The age, abilities, backgrounds, mental, physical, and emotional health of the students are factors to consider when choosing teaching method.
- iv. The students' previous experience/knowledge/achievement are essential factors to be considered.
- v. The nature of materials to be taught whether is abstract or concrete, complicated or easy, familiar or new should influence choice of method.
- vi. If the method you want to use requires the use of equipment such as typewriters, visual aids and other facilities, their availability as well as the adaptability of the room to the method would determine ultimately whether or not you could use that particular method.
- vii. If the use of the method requires extra cost to the school, the student or to you, the availability of money would enable you decide whether or not to use the method.
- viii. The teacher's personality and his ability to use various methods and facilities that are available.
- ix. Number of students in a class, and the level are important factors to be considered.
- x. Your knowledge, experience and preparedness in the use of the method will also determine selection of method.
- xi. The stage of the subject whether at its introductory, intermediate or advanced stage, etc. will influence choice of method.
- xii. Availability of adequate time for the method – especially those that are time consuming – will affect the selection of a teaching method.

- xiii. Interest and motivation are other factors that could influence the choice of teaching method. Concern should be that the method should be capable of arousing and sustaining the interest of students as well as motivate them to learn (NOUN, undated).

It must be realised that creative teaching is a way by which teaching of any subject, especially business or commercial subjects can be effectively done and this involves employing variety of strategies that cultivate the learner's interest in the subject being taught, for effective learning.

### **Conclusion**

The essence of a subject would necessarily engender both teacher and students interest in the subject, thereby adding value to its teaching and learning when creative and effective, student-centred strategies are employed. It is for these reasons that the career prospects for students of Business/commercial subjects were highlighted as follows: Purchasing and Supply, Secretarial Administration, Banking, Finance and Insurance, Insurance, Insurance and Risk Management, Accounting/Accountancy, Information systems, Business administration, Banking/ Finance, International-business and Business Management. The realisation of the career prospects of the subjects could serve an impetus for effective and creative teaching of these with concomitant enhanced achievement in them.

The imperatives of Business and Commercial subjects call for creative and effective teaching of the subjects. This implies that in spite of any identified encumbrances, the teaching will be effective and creative, when the teacher employs variety of teaching and learning strategies that will

facilitate learning and these must be learner-friendly and learner-centred. It can be obviously inferred from the foregoing discourse that the use of student-centred, individualized, audio-visual, and visual teaching strategies are very effective and creative teaching strategies that could engender improved student learning in Business studies/commercial subjects in secondary school system. It also revealed the necessary factors to be considered when making a choice of teaching strategy. It equally highlighted the importance and rationale for studying Business studies/Commercial subjects.

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