

TEACHING STRATEGIES EMPLOYED BY TEACHERS FOR IMPROVING STUDENTS' LEARNING IN BUSINESS EDUCATION IN SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT: *This study investigated teaching strategies employed by teachers for improving students' learning in Business Education in secondary schools in Delta State. Four research questions guided the study. The descriptive survey research design was employed in the study. Population of the study consisted of all the 2,100 teachers teaching business education subjects in the 448 secondary schools in Delta State. Sample size of the study comprised 630 business education teachers from 224 secondary schools in Delta State selected using stratified random sampling technique. A 40-item researchers' self-developed questionnaire titled "Teaching Strategies employed by Teachers for Improving Student's Learning in Business Education Questionnaire (TSTISLBEQ)" arranged into four clusters, and structured on 4-point scale. The research instrument was validated by three experts and reliability determined through a pilot test which yielded an internal consistency reliability value of 0.74. Data collected were analyzed using the mean score and standard deviation. The findings of this study revealed among others that the teachers mostly employed the direct teaching strategies. All the other teaching strategies like the experimental, material/visual aids, interactive and the independent teaching strategies were largely not employed by the teachers in teaching business education in secondary schools in Delta State. From the findings, recommendations were made which include and among them were that principals in the secondary schools should encourage and support the teachers to employ other direct teaching strategies such as seminars, individualized instruction method, peer tutoring, team teaching and sharing students into different reading groups for improving students' learning in business education in secondary schools in Delta State.*

KEYWORDS: teaching, strategies, teachers, improving, students, learning, business education, Delta State

INTRODUCTION

Education, including business education, is an important instrument for human development. Education is an aggregate tool for empowerment and socio-economic development in the society. Business education on the other hand, is a potent factor for empowering students' learning by transforming their potentials and making them become competent for active contributions towards national development in the society. According to Onyesom and Onajite (2013), business education is the intellectual and vocational training of individuals for employment in the contemporary industrial and business world. Business education is also

about the acquisition and development of necessary skills, competencies, attitudes, and characteristics for the economic system. It includes education for office occupations as well as business teaching, business administration, economic comprehension, and entrepreneurship. Therefore, for the Nigerian education system and Delta State inclusive to realize its goals competent work force through acquisition of practical life skills relevant to the world of work, as highlighted by the Federal Republic of Nigeria (FRN, 2013), highly depends on effective teachers. There goes a saying that ‘no education system can rise above the quality and efficiency of its teachers’ (FRN, 2013).

Teachers are the most important ingredients of quality instructions in any business education programme. Teachers' efforts and competency are required to achieve the instructional delivery objectives during teaching and learning activities in business education. Teachers, according to Canuel (2008), are the single most essential element in student accomplishment. Improvements in teacher effectiveness are particularly likely to benefit lower-achieving pupils. Furthermore, skilled and effective instructors can make an annual achievement difference of one grade level equivalent. As a result, teacher quality, effectiveness, efficiency, and productivity remain the most accurate predictors of student accomplishment. Based on all of the information offered, a business education teacher must develop successful teaching tactics to help students learn in the classroom. How students learn and grasp the concept offered is determined by the teaching tactics used by teachers in the classroom interaction. As a result, effective teachers attempt to excite and involve all of their pupils in learning rather than just accepting that certain children are unable to be engaged and are doomed to fail. Such great teachers believe that every student is capable of academic success, and they do everything they can to help each student learn successfully by employing effective teaching tactics (OECD, 2016). The FRN (2013: v & 3) also noted the importance of effective teaching strategies by stating in the National Policy on Education (NPE) that “every Nigerian child should have access to quality education relevant to the needs of the Nigerian Economy. Therefore, all teachings shall be learner-centered, practical, activity-based, experiential and IT supported”. In the same light, Adebayo in Ogwunte and Okolocha (2016) noted that for teaching and learning in business education to be efficient and meaningful, it does not only stop at the teachers obtaining relevant qualifications and experiences in their areas of specialization.

There is also the need for emphasis to be placed on effective planning with competent teachers to ensure mastery and proper use of relevant strategies for teaching knowledge, competencies and skills in the work place for technical and socio- economic development. In essence, high quality teachers that utilize effective teaching strategies or methodologies are the most important factor in any students' education and learning. Teaching strategies are several approaches to making judgments regarding a course, a single class, or even an entire curriculum, all of which begin with an examination of essential aspects in the teaching environment. Teaching strategies, according to Shinn (1997), refer to a teacher's complicated educational behaviour in applying methods, tactics, tools, discipline, and communications to achieve educational aims and/or objectives. According to Oden (2015), teaching methods encompass not just the teacher's method of presentation, but also everything he does in terms of setting up settings, grouping pupils, supervising activities, creating assignments, and providing information to promote learning.

When employing a specific method or teaching tool, Akpan and Oden (2015) described teaching strategies as the practise and refinement of presentation that a teacher employs to make his teaching more (effective) entertaining. Teaching strategies could be the process of planning, organizing and implementing teaching tasks for the attainment of educational objectives and goals. Teaching strategies therefore, as describe within the context of the present study are methods, procedures, styles, techniques or ways in which a business education teacher has selected in order to facilitate the teaching-learning process. When teachers apply effective teaching strategies, students learn and their competences will be highly boosted. Demonstration, discussion, role-play/socio drama, lecture, questioning, discovery/inquiry-based learning, explanations, brain storming, practise or practical exercises, field trip, excursion, narration, modelling, guest speaker, direct instruction, rote learning, query method, activity method, debate, conferencing, cooperative learning, graphic organise are some of the teaching strategies used in business education as identified by various scholars (Adediran, Orukotan & Adeyanju, 2015; Aliyu, 2016; Community Training and Assistance Center & Washoe County School District, 2015;Ezenwafor&Akpobome, 2017; Nwokike, 2016; Shinn, 1997; Taalai, 2016; Ukata, Wechie & Nmehielle, 2017; Umameiye, 2015). The present study used Ogwunte and Okolocha (2016)'s broad classification of various teaching styles, which includes direct, indirect, interactive, experimental, and independent teaching strategies.

All the teaching strategies are in one way or the other important and aid effective teaching and learning in the classroom. As Canuel (2008) points out, effective teaching strategies improve students' cognition by: assisting students with the explanation of concepts that will aid in problem solving, encouraging students to work together in collaboration using ICT for example to solve problems, encouraging students to explain their thinking on complex problems, encouraging learners in micro units to come up with a concerted solution to challenges or tasks, and assisting students to stay active. When describing the advantages of using various teaching strategies, Ifeagwu (2000) stated that an effective teaching strategy is deemed beneficial when it delivers helpful activities that help learners find knowledge and contribute effectively to the learning activities. A solid teaching technique considers all of the different categories of learners in the class, such as those who are above average, average, and below average. The teacher's teaching method should enable him to deliver the subject matter from known to unknown; from simple to complicated; to build new facts and concepts on past experience or knowledge of the students; and to make learning meaningful to the learners by attaining the specified objectives. This means that everything the instructor teaches should be relevant to the needs and situations of the students. That is only when it makes sense for the kids' learning. A competent teaching method does not attempt to teach too much or too little during any particular class. What the teacher has planned should be sufficient for the lesson hour. The age, interest, ability, and maturity of the learners, as well as the nature of the subject matter to be taught, should all be factors in determining the content of a lesson. Effective teaching tactics, according to Ukata, Wechie, and Nmehielle (2017), assist students with guided and autonomous practise, modelling, and dealing with real-life situations. They provide a forum for students to demonstrate their knowledge, thoughts, and existing language on a specific topic. Among other things, they urge students to monitor and assess their own learning.

From the foregoing, teaching strategies which involve methods, steps, means, approaches, techniques or procedures for achieving the stated goals of education are considered vital for students' learning and academic achievements. They show a prominent significant role in the

process of teaching and learning. Efficient strategies are very important in the teaching and learning of business education subjects at the secondary school level. In teaching business education so therefore, teachers are expected to deploy different strategies. But a look at the Nigerian society today, Delta State in particular, portrays a picture which requires every youth to acquire practical skills and technical know-how in order to become functional in their career. Any youth who lacks applicable skills has no future, and similarly, any business education programme that does not adequately address how learners will acquire and apply vocational and technical skills is ineffective. Numerous studies on teaching techniques have been conducted on this assumption; while some have discovered the efficacy of teaching strategies in education, others have discovered a mix. For example, experts cited in Ogwunte and Okolocha (2016) concurred that effective teaching practises were not receiving appropriate attention from teachers, school and educational administrators, and the government.

Furthermore, if immediate actions are not done to ensure effective teaching of skills at the secondary school level, teaching and learning of skills in business education courses will continue to suffer setbacks, and unemployment among school leavers with associated social evils will continue to grow. Academic performance of post-primary school pupils in business education disciplines has recently declined due to instructors' failure to implement appropriate teaching tactics in both internal and external senior secondary school certificate examinations (SSCE). (Nwogu cited in Ogwunte & Okolocha, 2016). Observation in Delta State also shows that there seems to be the absence of effective teaching strategies which among others include direct, independent and experimental strategies for teaching business education in the secondary schools. Teachers' inability to employ effective teaching strategies has given rise to increase in students' poor academic performances and achievements. It is generally believed that if business education students are properly taught given the requisite teaching strategies, this will improve students' skills and make them high achievers in attaining educational goals for fulfillment of their dreams. For such to be achieved in business education, effective teaching strategies must not be taken for granted. This study thus intends to provide an insight into the teaching strategies employed by business education teachers which leads to better student outcomes. It is however upon this background that the present study sought to find out the teaching strategies employed by teachers for improving students' learning in business education in Delta State.

Statement of the Problem

Teachers everywhere including business education teachers are committed to helping students' achieve the best they can through effective teaching strategies. By employing different teaching strategies in business education, the teacher assists to promote students' learning in the classroom. Observations from the recent events unfolding in the secondary schools in Delta State show that student academic performances are on the decline. A lot of students reading/study habits have drastically dropped or reduced to the barest minimum which tends to affect their performances in school. The recent June 2018 junior secondary school WAEC examination result in Delta State is an attestation showing poor academic performances of students in various subjects including business studies. The number of students having credit and merit passes in business studies was few, while, those with ordinary pass and those who failed the subject were higher in number. One therefore seeks to ask what the problem is.

This ugly situation which seems to be blamed on the teachers who are always at the forefront of students learning shows that there is a disconnect between the teaching strategies employed by business education subject teachers and students' learning, in which invariably students' engagement ultimately suffer. The inability of majority of the teachers especially in business education to enhance students' learning using effective teaching strategies is worrisome and has been of interest to the researcher, secondary school education stakeholders and the public. Closing this gap causes a serious challenge in the current secondary education system in Delta State, and calls for immediate solution in order to enable quality education to triumph in teaching business education subjects in secondary schools in the State. The problem of the study therefore is to find out those teaching strategies employed by teachers for improving students' learning in business education in Delta State.

Purpose of the Study

The purpose of this study was to ascertain teaching strategies employed by teachers for improving students' learning in business education in Delta State. The study sought to find out the following:

1. The direct teaching strategies employed by teachers for improving students' learning in business education in Delta State.
2. The experimental teaching strategies employed by teachers for improving students' learning in business education in Delta State.
3. The material/visual aids teaching strategies employed by teachers for improving students' learning in business education in Delta State.
4. The interactive teaching strategies employed by teachers for improving students' learning in business education in Delta State.
5. The independent teaching strategies employed by teachers for improving students' learning in business education in Delta State.

Research Questions

The following four research questions guided the study:

1. What are the direct teaching strategies employed by teachers for improving students' learning in business education in Delta State?
2. What are the experimental teaching strategies employed by teachers for improving students' learning in business education in Delta State?
3. What are the material/visual aids teaching strategies employed by teachers for improving students' learning in business education in Delta State?
4. What are the interactive teaching strategies employed by teachers for improving students' learning in business education in Delta State?
5. What are the independent teaching strategies employed by teachers for improving students' learning in business education in Delta State?

METHOD

Research Design

The study employed the descriptive survey research design. The essence of employing this research design was to enable the researcher conduct a field investigation by sampling small portion of a large population of teachers teaching business education subjects in order to

investigate the teaching strategies employed by teachers for improving students' learning in business education in Delta State.

Population of the Study

Population of the study entailed all the 2100 teachers teaching business education subjects in the 448 secondary schools in Delta State. This population consisted of 665 business studies teachers from the junior secondary school classes and 254 accounting teachers, 588 commerce teachers and 593 economics teachers from the senior secondary school classes (Source: IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board - PPEB, January, 2018).

Sample and Sampling Technique

Sample size of the study comprised 630 business education teachers from 224 secondary schools in Delta State selected using stratified random sampling technique. To select this sample, the business education teachers and their public secondary schools were randomly stratified according to the 25 LGAs in Delta State and the samples randomly drawn from each LGA. The public secondary schools were randomly selected at 50%, while the business education teachers were randomly selected at 30% percent. Justification for this selection was to enable the researcher select and control a sizeable number of participants from the large population size of the study. Nworgu (2015) opined that 10% to 80% of any given population is adequate for any research work.

Instrument

A 40-item researchers' self-developed questionnaire titled "Teaching Strategies employed by Teachers for Improving Student's Learning in Business Education Questionnaire (TSTISLBEQ)" arranged into five (5) clusters, and structured on 4 point scale which weighted as follows: (a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1, was used as instrument for data collection in this study. Construction of this research instrument was guided by the purpose of the study and research questions.

Validation of Research Instrument

The research instrument was validated by three experts. Two of these experts were consulted from Business Education Department and one expert from Educational Foundations Department, Faculty of Education, Nnamdi Azikiwe University, Awka. The experts determined the face and content validity of the instrument in relation to the sentence construction, double-barrel items and content coverage. Corrections made by the experts on the instrument were incorporated before the final distribution of the research instrument.

Reliability of Research Instrument

Reliability of the research instrument was determined through a pilot test. The pilot test was conducted by sampling 30 teachers from 5 public secondary schools in Edo State. Edo State, although, is not part of the study but shares common boundary with Delta State. The State has the same secondary school administration with Delta State which makes it possible to carry out the pilot test in the State. Scores obtained after the test was measured using Cronbach Alpha statistics which yielded an internal consistency reliability value of 0.74, showing that the instrument was trustworthy in collecting the necessary information for the study.

Method of Data Collection

Method of data collection involved a direct and hand delivery contact with the respondents. Data collated were analyzed using the mean score and standard deviation. Five research assistants who were teachers in most of the secondary schools and were also given instructions on how to meet and interact with the respondents in order to retrieve the necessary were engaged in the study. A total of 630 copies of the questionnaire were distributed to the respondents and all of them were retrieved.

Method of Data Analysis

Data collated were analyzed using mean score and standard deviation. The mean score was benchmarked at 2.50. Any mean score that rated at and above 2.50 was considered as agreement with the statement and therefore, accepted, while, any mean score which rated at 2.49 and below 2.50 was considered as disagreement with the statement and therefore, rejected.

RESULTS

Table 1: Mean Scores and SD of Teachers on the Direct Teaching Strategies employed by Teachers for Improving Students’ Learning in Business Education in Delta State
N=630

S/N	Please indicate the direct teaching strategies employed by teachers for improving students’ learning	SA	A	D	SD	X	SD	DECISION
1	The lecture teaching method is most commonest strategy which is used to build students’ interest in the classroom	445	175	5	5	3.68	0.53	Strongly Agree
2	I use brainstorming in order to introduce new topic in the classroom	255	330	32	13	3.31	0.66	Agree
3	I use teacher demonstration method in order to make learning objectives to be clear and specific	303	300	17	10	3.42	0.63	Agree
4	Seminars are always provided for the students to support their learning	44	65	311	210	1.91	0.84	Disagree
5	Student are constantly exposed to the individualized instruction method	80	107	210	233	2.05	1.02	Disagree
6	I make use of peer tutoring in order to carry everyone along in the classroom	44	58	213	315	1.73	0.89	Disagree
7	Team teaching is highly encouraged in the school for students’ learning	50	69	311	200	1.95	0.86	Disagree
8	Didactic questioning is frequently used to create in-depth knowledge about a subject matter for the students	266	299	38	27	3.28	0.76	Agree
9	Students are shared into different reading groups in order to enable solve their academic problems while discussing on their own	105	116	283	126	2.32	0.97	Disagree
Overall Mean and SD =						2.63	1.09	Agree

Analysis of data presented in Table 1 indicated that items 1, 2, 3 and 8 rated above 2.50 of the acceptable mean score in agreement with these statements. By this analysis, the teachers agreed that they employed these teaching strategies in improving students’ learning in business education in secondary schools in Delta State. All other items 4, 5, 6, 7 and 9 rated below 2.50

of the acceptable mean score in disagreement with these statements. This analysis revealed that the teachers disagreed to have employed these teaching strategies in improving students' learning in business education in secondary schools in Delta State. However, the overall mean score of 2.63 indicated that the teachers had high positive responses in agreeing to majority of the statements. The result further showed that the teachers employed more of the direct teaching strategies for improving students' learning in business education.

Table 2: Mean Scores and SD of Teachers on the Experimental Teaching Strategies employed by Teachers for Improving Students' Learning in Business Education in Delta State

N=630

S/N	Please indicate the experimental teaching strategies employed by teachers for improving students' learning	SA	A	D	SD	X	SD	DECISION
10	Field trips/excursion is constantly organized for students to have first-hand information about a subject matter	51	68	208	303	1.79	0.93	Disagree
11	Workshops are organized for students' learning in business education	81	60	249	240	1.97	0.99	Disagree
12	Students are encouraged to undergo field observation in most areas taught in the classroom	72	99	279	180	2.10	0.94	Disagree
13	Use of simulation and games are used to promote students' learning in school	35	66	271	258	1.81	0.84	Disagree
14	Industrial cooperative methods are used to support students learning in the school	99	102	217	212	2.14	1.05	Disagree
15	Students are always exposed to practical exercises in aspects where they are required	100	107	238	185	2.19	1.03	Disagree
16	Students are allowed to visit offices and firms in order to expose them to the reality of what has been previously taught in business education in the classroom	63	88	239	240	1.96	0.96	Disagree
17	Drill-and-practice method is highly encouraged in the teaching of business education subjects	88	106	211	225	2.09	1.04	Disagree
18	Laboratory exposure/demonstration method which improves students practical experiments and skills to face future challenges is used to promotes students learning	76	116	210	228	2.06	1.01	Disagree
Overall Mean and SD =						2.01	0.99	Disagree

Analysis of data presented in Table 2 indicated that none of the items rated above 2.50 of the acceptable mean score in agreement with any of these statements. Further analysis showed that all other items 10 to 18 rated below 2.50 of the acceptable mean score in disagreement with these statements. This analysis revealed that the teachers disagreed to have employed these teaching strategies in improving students' learning in business education in secondary schools in Delta State. However, the overall mean score of 2.01 indicated that the teachers had high negative responses in disagreeing to all the statements. The result further showed that the teachers did not employ the experimental teaching strategies for improving students' learning in business education.

Table 3: Mean Scores and SD of Teachers on the Material/Visual Aids Teaching Strategies employed by Teachers for Improving Students' Learning in Business Education in Delta State N=630

S/N	Please indicate the material/visual aids l teaching strategies employed by teachers for improving students' learning	SA	A	D	SD	X	SD	DECSION
19	Computer-assisted instruction is utilized in teaching business education in the school	57	84	232	257	1.91	0.95	Disagree
20	Television set are used in supporting instructions in business education classes	64	113	207	246	1.99	0.99	Disagree
21	Video players and tapes are used to expose students to the real life situation in any instruction	77	107	228	218	2.07	1.00	Disagree
22	Instructional films are used to present facts about a lesson in business education	100	102	211	217	2.13	1.06	Disagree
23	The project is highly utilized in every instructions in business education	96	105	226	203	2.15	1.04	Disagree
24	Students listen to radio tapes and recorders during teachings in business education	72	111	224	223	2.05	0.99	Disagree
25	Online correspondence/internet study is highly encouraged for students learning	88	79	233	230	2.04	1.02	Disagree
Overall Mean and SD =						2.05	1.01	Disagree

Analysis of data presented in Table 3 indicated that none of the items rated above 2.50 of the acceptable mean score in agreement with any of these statements. Further analysis showed that all other items 19 to 25 rated below 2.50 of the acceptable mean score in disagreement with these statements. This analysis revealed that the teachers disagreed to have employed these teaching strategies in improving students' learning in business education in secondary schools in Delta State. However, the overall mean score of 2.05 indicated that the teachers had high negative responses in disagreeing to all the statements. The result further showed that the teachers did not employ the material/visual aids teaching strategies for improving students' learning in business education.

Table 4: Mean Scores and SD of Teachers on the Interactive Teaching Strategies employed by Teachers for Improving Students’ Learning in Business Education in Delta State
 N=630

S/N	Please indicate the interactive teaching strategies employed by teachers for improving students’ learning	SA	A	D	SD	X	SD	DECISION
26	Discussion method is most commonly used strategy for promoting students learning in business education	225	180	106	119	2.81	1.12	Agree
27	Guest speakers are constantly invited to give in-depth explanations on difficult subject areas	103	106	166	255	2.09	1.10	Disagree
28	Debates are organized for students in business education	89	111	214	216	2.12	1.03	Disagree
29	Role play or use of socio-drama is encouraged as a strategy for students learning in the school	102	100	185	243	2.10	1.09	Disagree
30	Conferencing method is encouraged as a strategy for promoting learning in the school	103	132	177	218	2.19	1.08	Disagree
31	Resource persons are used to teach basic skills and facts in business education classes	102	113	191	224	2.15	1.08	Disagree
Overall Mean and SD =						2.24	1.11	Disagree

Analysis of data presented in Table 4 indicated that only item 26 rated above 2.50 of the acceptable mean score in agreement with these statements. By this analysis, the teachers agreed that they employed this teaching strategy in improving students’ learning in business education in secondary schools in Delta State. All other items from 27 to 31 rated below 2.50 of the acceptable mean score in disagreement with these statements. This analysis revealed that the teachers disagreed to have employed these teaching strategies in improving students’ learning in business education in secondary schools in Delta State. However, the overall mean score of 2.24 indicated that the teachers had high negative responses in disagreeing to majority of the statements. The result further showed that the teachers did not employ the interactive teaching strategies for improving students’ learning in business education.

Table 5: Mean Scores and SD of Teachers on the Independent Teaching Strategies employed by Teachers for Improving Students’ Learning in Business Education in Delta State
 N=630

S/N	Please indicate the independent teaching strategies employed by teachers for improving students’ learning	SA	A	D	SD	X	SD	DECISION
32	Individual take home assignment is given to students to solve problems on their own	203	223	105	99	2.84	1.05	Agree
33	Textbooks are utilized in teaching business education	169	249	102	110	2.76	1.03	Agree
34	Memorization method is used in business education	182	220	105	123	2.73	1.08	Agree
35	Students are encouraged to conduct library research in business education	55	41	278	256	1.83	0.89	Disagree
36	Self exploratory method is used to teach business education	61	53	288	228	1.92	0.91	Disagree
37	Case study method is one of the methods employed in business education which is helpful in knowledge construction	86	70	214	260	1.97	1.03	Disagree
38	Problem solving method is well integrated in business education in order to support students learning	177	215	124	114	2.72	1.06	Agree
39	Self discovery/inquiry learning which enables students to acquire logically independent thinking skills is utilized in business education	94	102	224	210	2.13	1.04	Disagree
40	Students’ are given project during vacation in order to promote their learning in business education	105	111	212	202	2.19	1.06	Disagree
Overall Mean and SD =						2.34	1.09	Disagree

Analysis of data presented in Table 5 indicated that only items 32, 33, 34 and 38 rated above 2.50 of the acceptable mean score in agreement with these statements. By this analysis, the teachers agreed that they employed this teaching strategy in improving students’ learning in business education in secondary schools in Delta State. All other items from 35 to 37, 39 and 40 rated below 2.50 of the acceptable mean score in disagreement with these statements. This analysis revealed that the teachers disagreed to have employed these teaching strategies in improving students’ learning in business education in secondary schools in Delta State.

However, the overall mean score of 2.34 indicated that the teachers had high negative responses in disagreeing to majority of the statements. The result further showed that the teachers did not employ majority of the independent teaching strategies for improving students' learning in business education.

DISCUSSION OF RESULTS

The study's findings revealed that the majority of the teachers used direct teaching tactics. Other teaching tactics, such as experimental, material/visual aids, interactive, and autonomous teaching strategies, were rarely used by instructors in Delta State secondary schools when teaching business education. Teachers at Delta State's secondary schools used more direct teaching tactics to improve pupils' learning in business education, according to the study. The survey also found that teachers in Delta State's secondary schools primarily used the lecture teaching style, brainstorming, teacher demonstration method, and didactic questioning to improve students' learning in business education. However, the teachers who used direct teaching tactics did not use seminars, specialised instruction, peer tutoring, team teaching, or grouping pupils into separate reading groups.

This finding is consistent with the findings of Uwameiye (2015), who discovered that home economics teachers do not have effective teaching methods since they are unwilling to actually make home economics lessons appealing and interesting to students. In the course of teaching their courses, home economics teachers were unable to encourage, assist, and accommodate individual variances. The study's findings are also consistent with Adediran, Orukotan, and Adeyanju's (2015) findings that the traditional teaching approach typically utilised in the area may not be helpful in teaching business courses. According to the Igbokwe research mentioned by Adediran, Orukotan, and Adeyanju (2015), many teachers still utilise the traditional model in which the teacher was in command of the subject matter and made decisions about what was required and what pupils should do. Teachers also choose a few instructional tactics to employ in the classroom for effective instruction. Whereby teachers fail to effectively employ other the direct teaching strategies, this will affect students' academic performance because they will be exposed to only the traditional/conventional method which stand to make less impact on them. But having been exposed to other direct strategies this will enable students acquire skills that will enable them solve future problems.

One of the study's findings revealed that in secondary schools in Delta State, teachers did not use experimental teaching tactics for boosting students' learning in business education. Teachers in Delta State's secondary schools did not use experimental teaching strategies such as field trips/excursions, workshops, field observation, simulation and games, industrial cooperative methods, use of practical exercises in aspects where they are required, visits to offices and firms, drill-and-practice method, and laboratory exposure/demonstration method to improve students' learning in business education. Imariagbe and Okeke, who backed up Uwameiye's (2015) findings, confirmed that the main structure of intellectual transaction in secondary school was teacher-dominated, didactic, and theoretical. Students were rarely involved in practical experiences other than very infrequent instructor demonstration activities, and most teachers only provided facts and principles from the standard suggested textbooks. The study by Nwagbo and Chukelu, which was also noted by Adediran, Orukotan, and Adeyanju (2015), proved that practical activity encourages the acquisition of science process

skills better than lecture, although in practise, teachers rarely employ practical activity. This finding is consistent with the Nwokike study cited in Adediran, Orukotan, and Adeyanju (2015), which found that theory and practise should be linked. Graduates of business schools should be theoretically and practically prepared. Business instructors should make extensive use of practical exercises in their lessons. According to Onwukwe and Ezeomyin's study, which was mentioned by Adediran, Orukotan, and Adeyanju (2015), the demonstration approach was an effective teaching method that could be used to increase students' learning in business education. This finding is consistent with Baird's remark, mentioned in Adediran, Orukotan, and Adeyanju (2015), that the demonstration method is the most effective in increasing students' interest in accounting. According to Onwukwe and Ezemoyin's study, which was quoted by Adediran, Orukotan, and Adeyanju (2015), the most facilitating approach was demonstration, followed by electronic media, and the least facilitating way was lecture. As a result of this discovery, business education professors should employ experimental teaching tactics to expose students to the real world of work.

One of the findings of the study further revealed that the teachers did not employ the material/visual aids teaching strategies for improving students' learning in business education in secondary schools in Delta State. This included that the teachers did not employ the following strategies like computer-assisted instruction, use of television set to support instructions, use of video players and tapes, instructional films, project based method, listening to radio tapes and recorders during teachings, and online correspondence/internet study. This finding is consistent with one of the findings in the Ochuko study cited in Aliyu (2016), which found that modern instructional methods were not widely used in teaching business education in colleges of education due to a number of challenges, including a lack of qualified staff with technical knowledge. This finding supports the findings of Adediran, Orukotan, and Adeyanju (2015), who found that most secondary school teachers were unfamiliar with the usage of modern and technological instructional/teaching methodologies to teach their pupils in their study. The students were not fully engaged and carried along by the directions. During class, teachers tend to dominate and manage all of the activity in the room. The majority of students did not participate in class activities. On the contrary, the use of visual teaching strategies will expose students to the reality of teaching and create opportunities for in-depth understanding of the lessons including difficult concepts presented in the classroom. Also, the use of material/visual aids teaching strategies sought to improve students' retention of information, having viewed the topic presented using their sense of sight, such information gather tends to sink and stick better than if not seen or felt.

In the study, it was observed that teachers in Delta State secondary schools did not use many interactive teaching tactics to improve students' learning in business education. The discussion approach was the only tactic used in the interactive teaching styles. Teachers in Delta State's secondary schools did not use other interactive teaching tactics such as guest speakers, debates, role play or socio-drama, conferencing, or the utilisation of resource persons to improve students' learning in business education. This finding does not corroborate with the finding of Ukata, Wechie and Nmehielle (2017) study which found that there were very high degree of effect of instructional strategies on teaching business education in providing theoretical and practical understanding in Rivers State. However, business education teachers should provide a supportive and conducive learning atmosphere for promoting students' learning by employing different teaching strategies such as the interactive teaching strategies. The

interactive teaching strategies help to inculcate into the student to have a mindset of self-improvement and self-discovery through their interaction with other peers.

It was found in the study that the teachers did not employ majority of the independent teaching strategies for improving students' learning in business education in secondary schools in Delta State. The only strategies employed under the independent teaching strategies by the teachers for improving students' learning in business education in secondary schools in Delta State were the individual take home assignment, use of textbooks in teaching business education, memorization method, and the problem solving method. Other autonomous teaching tactics, including as library research, self-exploratory method, case study method, self-discovery/inquiry learning, and providing students projects during vacation, were not used by instructors in Delta State secondary schools to improve students' learning in business education. This finding is consistent with Bransford, Brobun, and Cooking's study, which was cited in Adediran, Orukotan, and Adeyanju (2015), which found that learning cycle-based instructional strategy, project-based learning approach, and other approaches that involve students in lesson planning and delivery promoted effective teaching and learning. However, the independent teaching strategies supports in building students confidence and increasing their active participation in the classroom, having tackled a problem independently or on their own, especially through trial and error. Giving all the findings of the study, it is important that teachers employ majority of these strategies in order to promote students' learning. This also calls for all education stakeholders to show priority concern in improving students' learning in school by advocating for quality teaching and learning delivery.

CONCLUSION

Business education teachers are among the important human resources in the secondary schools. They are one of the important machineries that promote students' learning in business education. Because of the huge responsibilities given to the business education teachers, they must ensure that all their instructional objectives are achieved during the classroom interactions in order to positively impact on students' learning. Therefore, all efforts should be channeled towards their employing different teaching strategies so as to improve students' learning in business education in Delta State. The findings revealed that the teachers mostly employed the direct teaching strategies. All the other teaching strategies like the experimental, material/visual aids, interactive and the independent teaching strategies were largely not employed by the teachers in teaching business education in secondary schools in Delta State. Failure for the teachers to improvise or employ effective teaching strategies has negative consequences on students' academic performances, achievements and learning, which will indirectly affect the achievement of secondary education goals. This situation in Delta State calls for immediate redress in order to salvage the ugly situation in Delta State. Recommendations have been proffered as well.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. Principals in the secondary schools should encourage and support the teachers to employ other direct teaching strategies such as seminars, individualized instruction method, peer tutoring, team teaching and sharing students into different reading groups for improving students' learning in business education in secondary schools in Delta State.

2. The Delta State Government and the Post Primary Education Board (PPEB) should support the secondary schools through adequate funding in order to avail teachers with opportunities to employ such experimental teaching strategies as field trips/excursion, workshops, field observation, simulation and games, industrial cooperative methods, use of practical exercises, visit to offices and firms, drill-and-practice method and laboratory exposure/demonstration method.
3. Other stakeholders like the private institutions and firms, old boys and girls associations in collaboration with the State government and PPEB should support the use of material/visual aids teaching strategies such as computer-assisted instruction, use of television set to support instructions, use of video players and tapes, instructional films, project based method, use of radio tapes and recorders during teachings, and online correspondence/internet study for improving students' learning in business education in secondary schools in Delta State. This could be achieved through effective implementation of ICT policy, staff training and retraining, and adequate financial support.
4. Principals should encourage teachers using various modalities to employ interactive teaching strategies like the use of guest speakers, debates, role-play or socio-drama, conferencing method, and use of resource persons, to support their teachings for improving students' learning in business education in secondary schools in Delta State.
5. Opportunities should be created to avail to teachers to employ independent teaching strategies like the library research strategy, self exploratory method, case study method, self discovery/inquiry learning, and giving students project during vacation for improving students' learning in business education in secondary schools in Delta State. These processes can also be actualized through proper and adequate funding, facilities provision and adequacy in the schools.

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