Journal of Pedagogy and Education Science (JPES)
Vol. 3, No. 01, pp. 42-62
journal.iistr.org/index.php/JPES
DOI: 10.56741/jpes.v3i01.404

Quality of Instruction and Entrepreneurial Mindset of Business Studies Students at Upper-Basic Schools in Nigeria

[1]Olusegun Ezekiel Alao*, [1]Christiana Chikodi Njoku, [1]Azeezat Oluwatoyin Hamzat, [1]Bukola Victoria Omopariola
Corresponding Author: * ealao@unilag.edu.ng
[1] Department of Technology and Vocational Education, University of Lagos, Nigeria.

ARTICLE INFO

Article history
Received 25 August 2023
Revised 11 November 2023
Accepted 28 December 2023

ABSTRACT

Despite the employability and self-employment goals and objectives of pre-vocational subjects outlined in the National Policy on Education, the prevailing incidence of unemployment among the youth and its attendant crises in Nigeria were significant concerns to stakeholders and society. Therefore, this study sought to assess the quality of instruction in the Business Studies curriculum and students' mindset for entrepreneurship and self-employment at public and private upper-basic schools in Lagos, Nigeria. Three research questions and three hypotheses guided the study. The study population comprised 4.435 students, all teachers of business studies subjects in the selected upper-basic schools in Lagos, Nigeria. Using simple random and proportional sampling techniques, the sample size was 467 students and 11 teachers. The research instruments used were a structured questionnaire and a checklist. The internal consistency of the research instruments, using the Cronbach Alpha reliability coefficient, yielded an average value of 0.72, which shows that the instruments were very reliable. Mean and standard deviation and t-tests were used as statistical tools at a 0.05 significance level. The findings show that the recommended experiential instructional strategies were not adequately implemented. Even though most respondents claimed to have a mindset for entrepreneurship and self-employment, many agreed that the quality of the Business Studies subject needs to improve for adequate employability and self-employment empowerment. Based on the findings, sufficient availability and functionality of the approved

instructional resources and constant use of innovative instructional strategies were some of the recommendations.

Keywords
Business Studies Curriculum
Entrepreneurial Mindset
Quality of Instruction
Self-employment
Upper-basic Schools

This is an open-access article under the CC–BY-SA license.

Introduction

Africa's youth population is projected to reach 830 million by 2050 [1]. Nigeria's population, which is the highest in Africa, is estimated at 218,839,589 [2]. Nigeria has the world's largest youth population, with about 70% under 30 and 42% under 15 (www.premiumtimesng.com). Consequently, as of January 2022, the youth unemployment rate in Nigeria was approximately 66.70 percent [3]. It is not an overstatement to assert that Nigeria's future is in jeopardy due to the deplorable state of the economy occasioned majorly by youth unemployment. Youth commit most of Nigeria's social crises because they are not productively engaged in decent work and sustainable employment. The sure means of empowering the youth is a functional education capable of making them employable or self-employed. The Nigerian government, therefore, introduced some pre-vocational subjects to upper-basic schools (Basics 7-9), otherwise known as junior secondary schools, to inculcate employability competencies and an entrepreneurial mindset in the students [4]. Business Studies is a prominent pre-vocational subject offered at upper-basic schools in Nigeria. The focus of the Business Studies curriculum at upper-basic schools in Nigeria is boosting students' entrepreneurial competencies, mindset, and intention for job creation, employment generation, and self-reliance [4]. Ref. [5] also buttressed that Business Studies aim to prepare students to become productive employees, innovative employers, sustainable self-employed, and entrepreneurs. It is affirmed in the National Policy on Education [6] that Nigerian education is meant to achieve, among other things, the development of appropriate skills, mental, physical, and social abilities, and competencies to empower the individual to live in and contribute positively to society. It is also emphasized in the policy document that the quality of instruction at all levels of education shall be oriented towards the acquisition of functional skills and competencies necessary for self-reliance. Upper-basic education also has the same mandate to provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement. These laudable goals can only be achieved when, most significantly,

the vocational and technical education curricula and implementation strategies are entrepreneurial by policy and practice.

Literature Review

A. Instructional Strategies for Business Studies Curriculum

Ref. [7],[8] maintained that teaching and learning in business-related fields of study should embrace intensive collaboration among the schools, the industry, and the community, and this should be done through service-learning instructional strategies that engage students in practical entrepreneurial activities. Ref. [9] recognized the use of demonstration, brochures, audio-visual aids, discussion, questionnaires, role-playing, field trips to offices, television and radio stations, guest speakers, group projects, and questioning as indispensable instructional methods and strategies for qualitative teaching and learning of business subjects in schools. Ref. [9] argued that effective teaching and learning of Business Studies must involve interaction and collaboration among the teacher, the learner, the instructional materials, learning activities, and communication within and outside the school environment. Therefore, empowering students for entrepreneurship or self-employment through business studies requires the availability, adequacy, and quality of instructional resources and the stakeholders' mutual collaboration and active participation [10]. The interactions among the stakeholders and the instructional resources are interrelated and interconnected. The inactivity of one component will significantly affect the actualization of the desired teaching and learning outcomes. The availability and quality of instructional resources strongly determine students' entrepreneurial mindset in Business Studies at upper-basic schools in Nigeria.

Ref. [11] opined that teaching and learning of Business Studies were ineffective in Enugu State, Nigeria, due to insufficient instructional resources and lack of active involvement of the relevant stakeholders. Prominent among the factors inhibiting proper implementation of Business Studies at secondary schools, as pointed out by Ref. [11], were the negative attitude of students, the insufficient funds from the government, and the lack of active participation of non-governmental organizations (NGOs) in the teaching and learning process. Teaching and learning strategies that would empower students for employability and self-employment in the twenty-first century must be experiential, collaborative, and all-encompassing. Adequate status and time must be allotted for practical teaching, especially outside the school environment. Students should constantly visit business organizations for practical knowledge from experts to complement the theoretical knowledge acquired in the classroom. Experts from different fields of business practices should be invited regularly for seminars, workshops, lecture series, and evaluations of students during entrepreneurial displays of talents and exhibitions. This approach to teaching and learning Business Studies, in particular, will bridge the knowledge and skills gaps between the school and the industry and prepare students

adequately and productively for employment or self-employment. However, the learning resources and facilities must be available in schools to be exploited by students to acquire entrepreneurial skills. Therefore, the active role of government and other relevant stakeholders in supplying the needed instructional resources must be emphasized to achieve Business Studies' goals and objectives. Students ' attitudes to learning will likely improve when all things required for the effective delivery of business studies subjects are adequately available in schools. The unavailability of learning resources could be a significant contributing factor to negative attitudes being displayed by Business Studies students, according to the findings of Ref. [11].

Ref. [12] discovered that business studies teachers were adequate in quality and quantity. However, the same study recommended that business studies teachers should be exposed to more in-service training for the quality delivery of school lessons. Ref. [13] also found that the instructional strategies used by business studies teachers in Anambra State, Nigeria, were ineffective and resulted in students' lack of employability skills. The research evidence shows that stakeholders must make a conscientious effort to teach and learn business studies to be highly functional and productive. Acquisition of twenty-first-century business skills and competencies is paramount to the entrepreneurial empowerment of students at upper-basic schools in Nigeria [14]. The business world is ever-dynamic and technologically driven. Therefore, curriculum contents must also be aligned with the innovative skills demanded by the labor markets. Unfortunately, Nigerian educational curricula majorly dwell in the past rather than projecting the future. It is little wonder that many graduates and school leavers remain unemployable and cannot establish sustainable businesses that meet the pressing needs of society. Some aspects of the Business Studies curriculum at upper-basic schools in Nigeria seem inadequate to meet the present-day and future societal demands. The keyboarding element of the Business Studies curriculum needs to be improved by adding relevant, innovative ICT content to boost students' adequate empowerment for the business world [14]. Good availability of functioning instructional equipment in schools must be ascertained to improve effective pedagogy and entrepreneurial mindset of Business Studies students at upper-basic schools in Nigeria.

B. Non-Human Instructional Resources for Business Studies in Nigerian Schools

Ref. [15] recognizes the centrality of non-human instructional resources in the effective teaching and learning and the optimum performance of students at secondary schools. It was also discovered in the study of Ref. [15] that instructional materials were inadequately supplied or provided at secondary schools in Tanzania, and subsequently, it adversely affected students' optimal performance. Ref. [16] also buttressed the inadequacy of the recommended

instructional resources for business-oriented disciplines at the colleges of education in Nigeria. Ref. [17] discovered through their study that the appropriate stakeholders inadequately supplied the printed and non-printed instructional resources necessary to implement the business studies curriculum at upper-basic schools effectively. Achieving the goals of any educational curriculum depends on the extent to which the recommended instructional resources are being supplied and utilized. The nature of Business Studies as a skilled-based subject necessitates the availability of the required human and non-human instructional resources in the right proportion before the recipients actualize the empowerment outcomes. It should, therefore, be a significant concern to the stakeholders of the Business Studies curriculum at upper-basic schools in Nigeria to enforce the policy that stipulates the essence of those resources for effective teaching and learning in Nigeria. Ref. [5] confirmed the inadequacy of the recommended instructional resources in the sampled upper primary schools in Enugu State of Nigeria. Ref. [5] also revealed that most resources required for effective teaching and learning of Business Studies subjects at upper-basic schools were unavailable. Some of the objectives of the Business Studies subject, which include acquiring business, management, and entrepreneurial competencies for self-employment, cannot be realized when the actual equipment and resources for practical skills are unavailable in schools. Therefore, lacking adequate instructional resources is a significant challenge facing business studies disciplines at secondary schools and tertiary education levels in Nigeria. Suppose this situation continues without prompt and permanent intervention from the relevant stakeholders. In that case, the future and prospects of the business education program are in great jeopardy because the products of the same will become redundant and liabilities to society instead of being productive.

On the contrary, Ref. [18] realized through their study that the recommended instructional materials and resources for Business Studies subjects at junior secondary in the Southeast Senatorial District were both available and adequate to a great extent. This is commendable because it will encourage students' positive attitude to learning, productive engagement of students in teaching and learning of Business Studies, quality delivery of lessons, and adequate empowerment of students for sustainable employment and self-employment. As much as it is necessary to have the recommended instructional resources for Business Studies available and suitable in schools, it is equally essential to ensure that the available resources are not obsolete. The undue emphasis on using a manual typewriter and shorthand skills should be jettisoned and discouraged if the students are prepared to meet the twenty-first-century job demands. The stakeholders should make a conscientious effort to supply the schools with computer systems and relevant software packages to acquire innovative skills and entrepreneurial empowerment of students.

C. Quality of Instruction in Business Studies and Students' Entrepreneurial Mindset

Ref. [19] emphasized the significant impact of entrepreneurial role models, instructional strategies, and student's background in entrepreneurship education on students' future efficacy and mindset for becoming entrepreneurs or self-employed. In other words, the teaching and learning of business studies, which should be entrepreneurship-focused, is a background that must be adequately fortified with innovative entrepreneurial exposure of students to role models and experiential instructional strategies to develop students' entrepreneurial intention and mindset. Ref. [20] found out in their study that entrepreneurship teaching and learning had a weak relationship with female students' entrepreneurial mindset. It is therefore necessary to improve on the instructional strategies used to impart entrepreneurial skills and competencies to the learners to engender equal empowerment void of gender bias practically. Ref. [20] opined that the primacy of entrepreneurship education in any discipline and field of study is to promote creativity, innovation, and self-employment by acquiring requisite competencies.

Ref. [21] emphasized the indispensability of innovative pedagogies and experiential instructional strategies to empower students toward sustainable entrepreneurship and self-employment. It, therefore, becomes imperative to adopt transformative, creative, and innovative instructional strategies that can expose and engage students in entrepreneurship practices beyond the school environment. Ref. [21] found out from the study that a significant relationship exists between experiential instructional strategies and students' entrepreneurial intention. Ref. [22] supported the positive relationship between entrepreneurship education and students' entrepreneurial mindset. In other words, teaching and learning entrepreneurship in the appropriate quality could position the minds and intents of students towards entrepreneurship and self-employment. In the same vein, the position of this study is to establish that Business Studies at upper primary schools in Lagos, Nigeria, provided the established policy and recommended instructional practices are appropriately implemented, should engender students' self-efficacy, which subsequently leads to their expression and demonstration of intention and mindset towards entrepreneurship. Ref. [23] discovered through their study that entrepreneurship-training programs among secondary school students significantly impacted and improved the students' entrepreneurial alertness (mindset) and efficacy. The researchers in this study also believe that students' entrepreneurial mindset and self-efficacy would be enhanced when the Business Studies subject at upper-basic schools in Nigeria is revitalized and implemented as recommended.

Ref. [24] discovered through their study that entrepreneurial orientation and entrepreneurial skills strongly correlate with entrepreneurial intention among Nigerian

students at Universiti Utara Malaysia. Both the entrepreneurial orientation and entrepreneurial skills can be enhanced through experiential teaching-learning experiences and involvement of Business Studies students in workshops, field trips, seminars, lecture series, symposia, case study researches, collaborations with the Non-governmental organizations, as well as engagement in student-led mini-business ventures in schools. Students' self-efficacy could be enhanced by acquiring entrepreneurial skills because of their exposure to operating different business machines and equipment. Ref. [25] discovered that motivation and leadership roles mediated the entrepreneurial intention of vocational secondary school students in China. This result has implications for the instructional strategies employed for its implementation. The findings of Ref. [25] buttressed the need for experiential pedagogies and active students' participation in the teaching and learning of Business Studies (entrepreneurial education) as a pre-vocational subject for self-efficacy (entrepreneurial competence), which would ultimately result in an entrepreneurial mindset (and intention). The study of Ref. [26] established that entrepreneurial education received by students of some business-oriented programs at the University of Technology, Minna, Nigeria, could not engender a significant comparative entrepreneurial intention between final-year and second-year students. Ordinarily, one would have expected the final-year students to exhibit a higher entrepreneurial intention than the second-year students. Therefore, the program's curriculum was recommended to be revised to empower students against Nigeria's current alarming unemployment rate. This finding of Ref. [26] also makes it indispensable in this study to examine students' entrepreneurial mindset as a significant objective of the Business Studies curriculum at upper-basic schools in Nigeria. The research findings of Ref. [27] hold that entrepreneurial education had a significant impact on students' perceived desirability, perceived feasibility, and perceived propensity to act but could not eventually yield entrepreneurial intention or mindset. It was emphasized in the study that the curriculum would need some adjustment. At the same time, the learning atmosphere should be entrepreneurial before the business-related curriculum can adequately produce the expected entrepreneurial mindset and intention in the students. This recommendation applies to the teaching and learning Business Studies subjects at upper-basic schools in Nigeria. To combat and reduce drastically the aggravating unemployment rate and underemployment among the youth in Nigeria, the relevance of the curriculum contents and the effective implementation of the recommended instructional strategies must be critically examined. This is the focus of this study.

Business Studies is a practical-oriented subject in secondary schools in Nigeria. Specific instructional materials are recommended in the curriculum for its effective implementation in schools. In addition, adequate functional instructional resources also play a significant role in

boosting students' entrepreneurial mindset in Business Studies subjects at secondary schools in Nigeria. Non-availability or inadequacy of necessary instructional gadgets and equipment in schools would limit students' entrepreneurial mindset [15]. Ref. [28] emphasizes the need to supply the needed resources for the effective running of any educational program because education is seen as an investment in societal transformation. Depriving the academic management of adequate resources also denies the students and society the expected benefits of a viable educational system and practices. Ref. [18] also noted that the availability of quality instructional resources would enhance students' academic performance and teachers' effective delivery of business studies lessons. Ref. [29] also buttressed the inadequate supply of instructional resources and facilitated effective teaching and learning of Business Studies in Nigerian schools. The curriculum contents of Business Studies at secondary schools should promote innovative skills in all aspects of business practices. Teachers of Shorthand and manual typewriting should upgrade their skills on computer and information technology skills. The necessary instructional facilities should be readily available and properly functioning in schools for adequate Business Studies pedagogy at Lagos, Nigeria secondary schools. The implications of the lack of sufficient availability of instructional resources in schools will range from poor student performance to unemployment, poverty, and societal unrest, among others. Therefore, properly implementing the Business Studies curriculum at secondary schools will serve as a solid foundation to produce entrepreneurial intention and passion for business establishment in students.

Ref. [30] identified an adequate supply of instructional facilities and equipment as a significant strategy for improving students' capacity for self-employment and entrepreneurial opportunities in Nigeria. Ref. [31] also buttressed the discrepancies between the recommended and the actual instructional strategies used for Marketing Trade subjects at senior secondary schools in Lagos, Nigeria. The effect of the instructional strategies' shortcomings contributed significantly to the inadequate acquisition of the required competencies and entrepreneurial empowerment in Marketing. Similarly, using traditional methods to teach modern business concepts will only result in ill-empowered graduates and a workforce that later becomes liabilities to nation-building instead of assets. The study of Ref. [32] revealed that the entrepreneurial intention or mindset of adolescents at secondary schools in Ogun State, Nigeria, was influenced by students' entrepreneurial self-efficacy and locus of control. The same study reported that age and gender differences did not significantly affect students' entrepreneurial intention. Since self-efficacy and locus of control can be enhanced through proper exposure of students to practicing entrepreneurs, innovative pedagogies, and modern non-human instructional resources [33], Business Studies subject at

upper-basic schools in Nigeria need urgent and adequate support from the various stakeholders to implement the curriculum to meet the twenty-first century standards.

D. Theoretical Model for Students' Mindset/Intention towards Entrepreneurship and Self-Employment

The argument of the Social Cognitive Theory, as explained by Ref. [34], established that learning can only occur when an individual adequately learns from their own experiences as well as observes the experiences of others. Specifically, learning is strongly connected with the learners' personal experience, environmental factors, access to resources and resourceful mentors, and the learners' achievement. It was also established in the Social Cognitive Theory that appreciable interactions among the components of the Social Cognitive Theory will produce self-efficacy in the learners. Self-efficacy is the belief and confidence learners demonstrate to attain the set goals or practice the projected learning outcome [35]-[36]. It is expected that the objectives of the Business Studies subject are realized and demonstrated by learners after schooling. The belief and confidence expressed or indicated by learners to practice the entrepreneurial goals of Business Studies at upper primary schools is a function of their personal experiences, environmental observations, and exploration through experiential instructional strategies and adequate access to learning resources and resourceful persons and experts from the industry. The appropriation of all these necessities in the teaching and learning process of Business Studies will boost the quality of its instruction and influence students' entrepreneurial mindset. See Fig. 1 for the theoretical model.

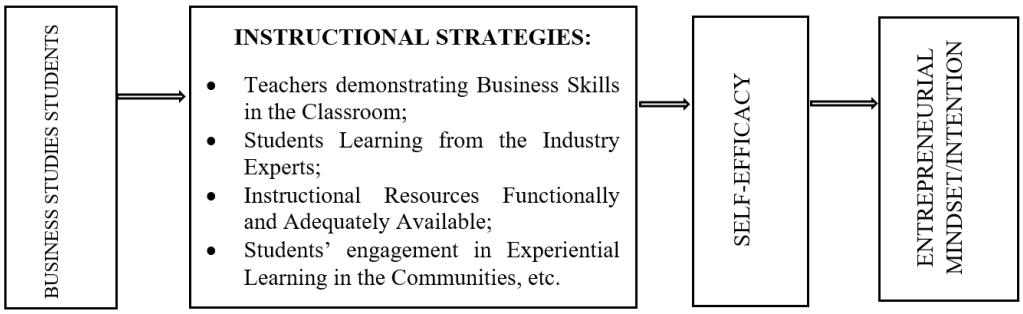


Fig. 1. Theoretical Model for Empowering Business Studies Students for Entrepreneurial Mindset/Behaviour and Self-Employment

Research Questions:

1. What is the quality of the recommended instructional strategies for the Business Studies Curriculum at Upper-basic schools in Lagos, Nigeria?
2. What is the state of the recommended non-human instructional resources used for the Business Studies Curriculum at upper-basic schools in Lagos, Nigeria?
3. What entrepreneurial mindset do Business Studies Students have at both Public and Private Upper-Basic Schools in Lagos, Nigeria?

Research Hypotheses:

1. The quality of the recommended instructional strategies used for the Business Studies Curriculum differs between Public and Private upper-basic schools in Lagos, Nigeria.
2. The entrepreneurial mindset of Business Studies students is similar between public and private upper-basic schools in Lagos, Nigeria.
3. There is no significant gender difference in the entrepreneurial mindset of Business Studies students at upper-basic schools in Lagos, Nigeria.

Methods

This study aimed to assess the quality of instruction in the Business Studies curriculum and students' mindset for entrepreneurship and self-employment at public and private upper-basic schools in Lagos, Nigeria. The design for this study was a descriptive survey. The study population comprised 4.435 students, all teachers of business studies subjects in the selected public and private upper-basic schools in Lagos, Nigeria. The study uses simple random and stratified sampling techniques to choose respondents and school types. The sample size was 467 students and 11 teachers. The research instruments used were a structured questionnaire and a checklist. The internal consistency of the research instruments, using the Cronbach Alpha reliability coefficient, yielded an average value of 0.72, which shows that the instruments were very reliable. The researchers personally administered the research instruments to the respondents in their various schools and offices. The statistical tools used for analyzing the data collected were Mean and Standard Deviation as well as T-test at 0.05 level of significance. The decision rule was 2.50 on a four-rating scale such that any calculated mean score of 2.50 and above is AGREE, while any estimated mean score below 2.50 is DISAGREE. Further, the value (p) was used to make the hypotheses' decisions. If the p-value is less than or equal to 0.05, the null hypothesis is not retained, but if the p-value is more significant than 0.05, the null hypothesis is retained. In addition, in the tables, M stands for Mean, SD stands for Standard Deviation, and R stands for Remarks.

Results

A. Research Question One

What is the quality of the recommended instructional strategies for the Business Studies Curriculum at Upper-basic schools in Lagos, Nigeria?

Table 1. Quality of Instruction for Office Practice Contents

No	Office Practice	Private School			Public School		
		M	SD	R	M	SD	R
1.	The teacher takes students to some offices to observe various departments outside the school	2.23	1.20	**D**	2.42	1.03	**D**
2.	The teacher invites guest speakers to talk about punctuality and regularity at work	3.00	.99	**A**	3.20	.91	**A**
3.	The teacher takes students to visit different offices in the school	2.79	1.02	**A**	2.61	1.06	**A**
4.	Teacher takes students to visit clerical staff at work	2.28	1.07	**D**	2.25	1.02	**D**
5.	The teacher asks each student to keep documents in their files	2.73	1.16	**A**	2.50	1.13	**A**
6.	Teacher demonstrates the uses of some office equipment in the classroom	3.39	.76	**A**	3.25	.97	**A**

A=AGREE; D= DISAGREE; M=Mean; SD=Standard Deviation; R=Result

The study results in Table 1 show that the recommended instructional strategies for the 'office practice' contents of the Business Studies curriculum were extensively implemented. However, the experiential approaches involving taking students to offices outside the school for practical learning and observation must be improved at public and private schools (item 1 = =2.23; 1.03; Item 4 = =2.28; 2.

Table 2. Quality of Instruction for Commerce Contents

	Commerce	Private School			Public School		
		M	SD	R	M	SD	R
1.	The teacher leads students to markets and finds out chemicals suitable and not suitable for use	2.30	1.22	**D**	2.22	1.19	**D**
2.	Teachers invite business owners to speak to students in the classrooms	2.59	1.14	**A**	2.48	1.11	**D**
3.	The teacher takes students to commercial organizations such as banks, insurance companies, etc.	2.20	1.21	**D**	1.71	.87	**D**
4.	The teacher guides students to role-play the rights of a consumer	3.25	.98	**A**	3.14	.99	**A**
5.	The teacher takes students to markets to observe people buying and selling	2.32	1.18	**D**	2.10	1.09	**D**
6.	Teacher displays advertising radio or television jingles in the classroom	2.19	1.12	**D**	2.36	1.19	**D**
7.	The teacher organizes students in groups to visit transportation units such as motor parks, railway stations, etc.	2.27	1.23	**D**	2.14	1.08	**D**
8.	The teacher demonstrates to students how to write a simple business plan	3.39	.85	**A**	3.39	.84	**A**

A=AGREE; D= DISAGREE; M=Mean; SD=Standard Deviation; R=Result

As shown in Table 2, the study's results reveal that the recommended instructional strategies for the 'Commerce' contents of the Business Studies curriculum were not implemented accordingly. Students were not exposed to experiential learning in the industries and the communities. Although private schools were able to invite business owners and experts to the classrooms for more enlightenment (item 2 = = 2.59), both public and private

schools restricted their teaching and learning to the four walls of the classroom (Item 4 = = 3.25; 3.14; Item 8 = = 3.39; 3.39).

Table 3. Quality of Instruction for Book-keeping Contents

	Book-keeping	Private School			Public School		
		M	SD	R	M	SD	R
1.	The teacher demonstrates how to record information in the source documents	3.66	.64	A	3.50	.74	A
2.	Teacher shows how to debit and credit accounts in the classroom	3.57	.69	A	3.43	.78	A
3.	The teacher guides students on how to enter information from source documents into books of original entry	3.62	.66	A	3.38	.78	A
4.	The teacher guides students in exercises on cash book preparation	3.64	.67	A	3.42	.75	A
5.	The teacher shows students how to record personal expenses	3.38	.82	A	3.37	.82	A
6.	The teacher supervises students in preparing trading, profit, and loss accounts in the classroom	3.56	.78	A	3.45	.79	A

A=AGREE; D= DISAGREE; M=Mean; SD=Standard Deviation; R=Result

The study results in Table 3 show appreciable compliance with the recommended instructional strategies for 'Book-keeping' contents of the Business Studies curriculum at both public and private schools. However, a thorough look at the recommended instructional strategies reveals they are confined to the classroom, hence the level of compliance.

Table 4. Quality of Instruction for Keyboarding Contents

	Keyboarding	Private School			Public School		
		M	SD	R	M	SD	R
1.	Teacher demonstrates correct sitting posture for keyboarding	3.73	.58	A	3.28	.86	A
2.	The teacher demonstrates the correct finger position on the keyboard	3.65	.64	A	3.21	.89	A
3.	The teacher goes around to inspect students' typing during the keyboarding lesson	3.43	.95	A	2.96	1.04	A
4.	Teacher demonstrates how to send an e-mail to students	3.06	1.02	A	3.01	1.01	A
5.	The teacher demonstrates to students how to type business letters	3.32	.94	A	3.34	.87	A
6.	Teacher asks students questions on the topic taught in the classroom	3.58	.68	A	3.52	.75	A
7.	The teacher explains the lessons verbally in the classroom	3.53	.69	A	3.44	.79	A

A=AGREE; D= DISAGREE; M=Mean; SD=Standard Deviation; R=Result

The study's results, as displayed in Table 4, show that the recommended instructional strategies for the 'Keyboarding' contents of the Business Studies curriculum were appropriately implemented at both public and private schools. However, the recommended 'Keyboarding' contents and instructional strategies would inculcate twenty-first-century employability skills in the learners is highly debatable.

Hypothesis One: The quality of the recommended instructional strategies used for the Business Studies Curriculum is similar between Public and Private upper-basic schools in Lagos, Nigeria.

Table 5. T-test for differences in the quality of instructional strategies used

School Type	N	Mean	SD	t	Sig	Decision
Public	367	81.70	10.99			
				-2.89	.005	**H_0 Rejected**
Private	100	85.11	9.83			

t = -2.89, Sig = .005; p < 0.05.

The results presented in Table 6 show the difference between the perception of upper-basic school students from public school (Mean = 81.70, Sd = 10.99) and private school students (Mean = 85.11, Sd = 9.83) on the quality of instructional strategies used for Business Studies curriculum in Lagos, Nigeria. The difference in the quality of instructional strategies between public and private schools was significant (t = -2.81; p < 0.05). Thus, the null hypothesis, which states that there is no considerable difference in the quality of instructional strategies used for the Business Studies Curriculum between public and private upper-basic schools in Lagos, Nigeria, was rejected. Specifically, the private school students (Mean = 85.11, Sd = 9.83) have a higher rating of instructional strategies used for the Business Studies Curriculum than their counterparts in public schools (Mean = 81.70, Sd = 10.99).

B. Research Question Two

What are the recommended non-human instructional resources for the Business Studies Curriculum at upper-basic schools in Lagos, Nigeria?

The study results in Fig. 2 show the availability and functionality of the recommended non-human instructional resources at upper-basic schools in Lagos, Nigeria. The diagram reveals that most of the recommended non-human instructional resources needed to be adequately and functionally available in the sampled schools. Although some resources such as computer systems, photocopiers, and printers appeared to be functionally available, they needed to be more adequate for effective delivery of technological and entrepreneurial contents of the Business Studies curriculum considering the class size. The bar graph revealed that all recommended resources must be adequately available and functioning.

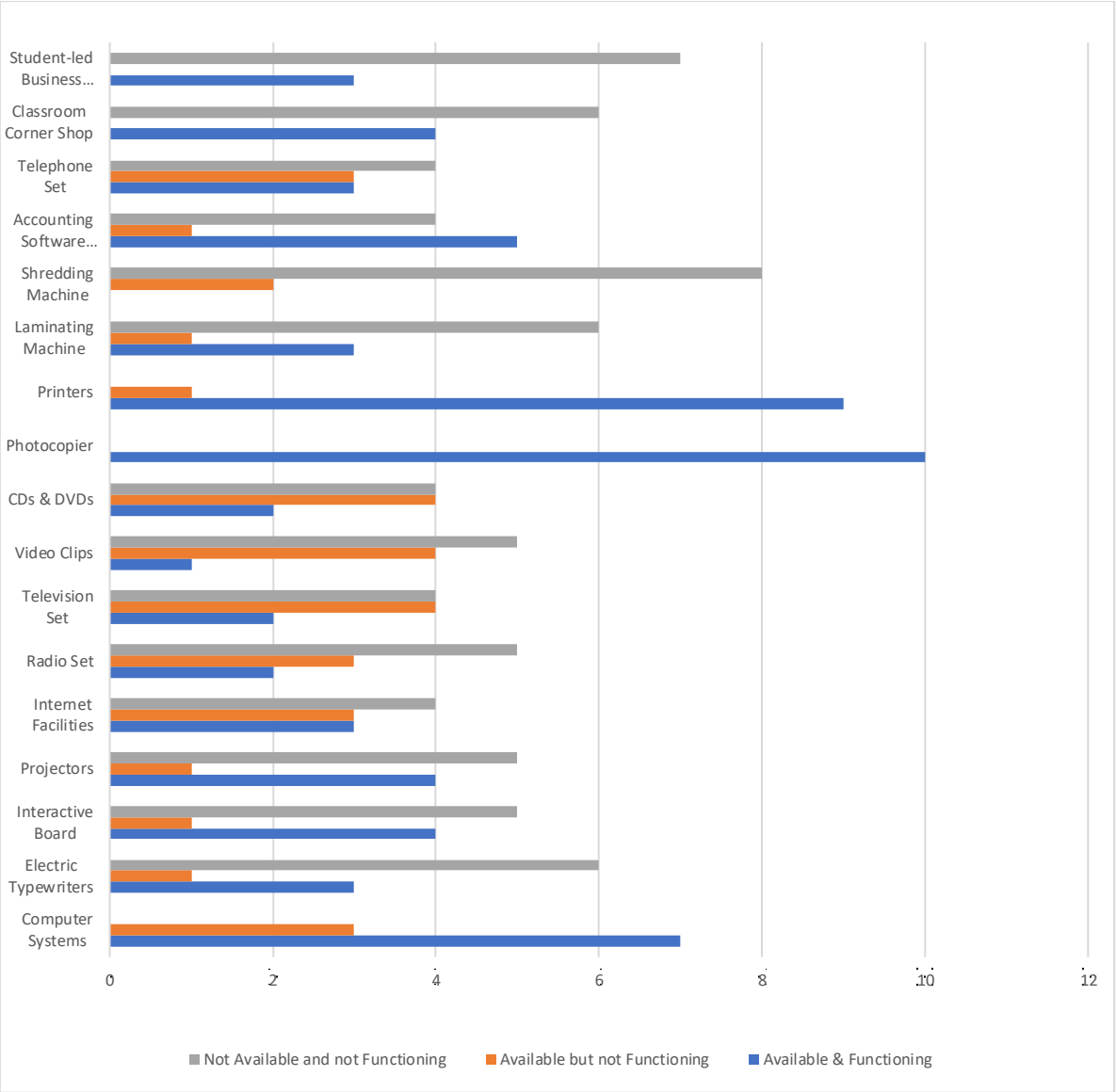


Fig. 2. The availability and functionality of the recommended non-human instructional resources

Hypothesis Two: The entrepreneurial mindset of Business Studies students is similar between public and private upper-basic schools in Lagos, Nigeria.

Table 6. T-test for difference entrepreneurial mindset for self-employment

School Type	N	Mean	SD	t	Sig	Decision
Public	367	15.83	4.57			
				-.46	.64	**H_0 Not Rejected**
Private	100	16.07	4.74			

t = -.46, Sig = .64; p > 0.05.

The results presented in Table 7 show the difference between the perception of upper-basic school students from public school (Mean = 15.83, Sd = 4.57) and private school students

(Mean = 16.07, Sd = 4.74) on their entrepreneurial mindset for self-employment. The difference in the entrepreneurial mindset of public and private schools was not significant (t = -.46; p = .64). Thus, the null hypothesis, which states there is no significant difference in entrepreneurial mindset for self-employment between public and private upper-basic schools in Lagos, Nigeria, was not rejected. This implies that students from both public and private schools had the same perspective on the entrepreneurial mindset for self-employment.

C. Research Question Three

What entrepreneurial mindset do Business Studies Students have at both Public and Private Upper-Basic Schools in Lagos, Nigeria?

Table 7. Entrepreneurial mindset of Business Studies Students

	Students' Entrepreneurial Mindset	Private School			Public School		
		M	SD	R	M	SD	R
1.	I do not have the passion to establish a business of my own in the future	1.98	1.22	**D**	2.04	1.16	**D**
2.	I prefer working for a business organization to establishing my own business	2.22	1.22	**D**	2.44	1.21	**D**
3.	I do not acquire enough knowledge and skills to establish my own business	2.14	1.17	**D**	1.94	1.07	**D**
4.	The quality of the Business Studies Curriculum needs to improve to prepare me adequately for self-employment.	3.35	.86	**A**	3.00	1.07	**A**

A=AGREE; D= DISAGREE; M=Mean; SD=Standard Deviation; R=Result

Even though the results of the study in Table 5 appreciably showcase the expression of the entrepreneurial mindset of student respondents, the majority of them (Item 4 = = 3.35; 3.00) at both public and private schools exclaimed that the quality of the Business Studies curriculum needs to improve to prepare them for self-employment adequately.

Hypothesis Three: There is no significant gender difference in the entrepreneurial mindset of Business Studies students at upper-basic schools in Lagos, Nigeria.

Table 8. T-test for gender difference in entrepreneurial mindset

School Type	N	Mean	SD	t	Sig	Decision
Male	233	16.21	4.51			
				1.55	.12	**Ho Not Rejected**
Female	234	15.55	4.68			

t = 1.55; Sig = .12; p>0.05;

The results presented in Table 8 show the difference between the perception of male students (Mean = 16.21, SD = 4.51) and female students (Mean = 15.55, SD = 4.68) on entrepreneurial mindset for self-employment. The difference in the entrepreneurial mindset of male and female students was not significant (t = 1.55; p = .12). Thus, the null hypothesis, which states there is no significant gender difference in entrepreneurial mindset for self-employment of upper-basic schools in Lagos, Nigeria, was not rejected. This implies that both

male and female students have the same perspective on the entrepreneurial mindset for self-employment.

Discussion

The study examined the quality of the recommended instructional strategies used for Business Studies subjects at upper-basic public and private schools in Lagos, Nigeria. The Business Studies curriculum has significant divisions, such as 'Office Practice,' 'Commerce,' 'Book-keeping,' and 'Keyboarding,' while each has peculiar instructional strategies and pedagogical activities. As shown in Table 1, the study's results revealed excellent compliance with the recommended instructional strategies for 'Office Practice' contents at public and private upper-basic schools. This finding agrees with the study of Ref. [12] that instructional strategies were extensively used in Business Studies subject because teachers were said to be adequate in quality and quantity. Nevertheless, the results in Table 1 still establish that experiential approaches that link the students with the practices in the industry were not adequately implemented. The findings of Ref. [11] that teaching and learning Business Studies were ineffective in Enugu State, Nigeria, also buttressed this finding. Students of business studies at upper-basic schools in Nigeria are expected to be well exposed to the industry's practices for up-to-date competencies for employability, employment generation, job creation, and self-employment. Therefore, constant visits to industries, collaborations, and interactions with business professionals and experts are sine qua non.

It is quite worrisome to discover, through the study, as shown in Table 2, that 'Commerce' contents of the Business Studies curriculum were not taught as recommended at both public and private upper-basic schools, Lagos, Nigeria. Teaching and learning activities were restricted to the classroom, whereas exposures to practical commercial activities through experiential pedagogies are non-negotiable in 'Commerce.' Whatever the constraints, the quality of instruction for 'Commerce' contents of Business Studies at upper-basic schools in Lagos, Nigeria, needs urgent intervention of all the stakeholders before the goals and objectives of the subject can be adequately achieved.

Expectedly, the study results in Table 3 show that the recommended instructional strategies for teaching and learning the 'Book-keeping' contents of the Business Studies curriculum were sufficiently implemented. However, the recommended instructional strategies were confined to the classroom. The experiential approaches seemed to be neglected. The advancement of technologies has made it mandatory to link every teaching and learning experience with the actual practices in the labor market. The traditional methods of imparting Book-keeping competencies cannot suffice to produce a virile workforce demanded by twenty-first-century employers. Therefore, the recommended instructional strategies for the Book-

keeping contents of the Business Studies curriculum at upper-basic schools in Nigeria must be revisited for amendment and review. The recommended instructional strategy should include using software packages to compute accounting analysis in bookkeeping and collaboration between the institutions and the industry.

Another exciting but debatable finding of the study in Table 4 was the adequate implementation of the recommended instructional strategies for 'Keyboarding' contents of the Business Studies curriculum at upper-basic schools in Lagos, Nigeria. The 'Keyboarding' contents of the Business Studies curriculum are skill-based and should empower the recipients to develop sustainable employability and self-employment competencies in case they cannot proceed to senior secondary schools or tertiary education [4]. A thorough examination of the contents and the recommended instructional strategies for Keyboarding contents of the Business Studies curriculum show that it lacks innovative and twenty-first-century content. The curriculum must be dynamic and move with the trends in the society and business world. This is the era where youth learn more fundamental but relevant computer skills such as computer programming, data coding, graphics, Microsoft Word, Microsoft Excel/Spreadsheet, and Microsoft PowerPoint, among others. Much time, money, and energy are being expended on teaching and learning Typewriting, typing of letters, use of manual typewriters, and some other unsustainable skills while neglecting the innovative skills that can guarantee the achievement of the job-creating, employment-generating, and entrepreneurial goals and objectives of Business Studies curriculum at upper-basic schools in Nigeria. Stakeholders should intervene quickly, revamp the Business Studies curriculum contents, and enforce innovative instructional strategies while providing sufficient modern instructional resources in the schools. The study results in Table 6 show that private schools used the recommended instructional strategies for Business Studies more than the public schools at upper-basic schools in Lagos, Nigeria. Therefore, stakeholders should focus more on public schools than private ones while proffering solutions to the lapses in innovative instructional strategies in Nigerian upper-basic schools.

The business Studies curriculum at upper-basic schools in Nigeria is a peculiar subject because it is technologically driven. It requires using basic but modern business machines and equipment for practical and proper acquisition of business skills. This study examined the availability and functionality of the recommended non-human instructional resources for Business Studies subjects, and the study results, as displayed in Figure 2, are pretty surprising. Some of the recommended business equipment needed to be updated and counter-productive considering the trends in the twenty-first-century business world. The relevant non-human instructional resources were selected for this study. Figure 2 shows that most of the recommended non-human instructional resources needed more adequately available or

functioning. Many of the recommended non-human instructional resources were unavailable in the schools. The results of the studies of Ref. [5],[15],[16] corroborated this finding. As reflected in Fig. 2, students cannot acquire the expected employable and self-employment skills where computer systems, interactive boards, Internet facilities, accounting software packages, and student-led business ventures, among others, are not available and functioning. It is high time the stakeholders took deliberate actions to provide relevant, sufficient, and modern instructional resources for the effective teaching and learning of the Business Studies curriculum at upper-basic schools in Nigeria.

The study results in Table 5 revealed that the respondents had self-efficacy (Item 3) and mindset for entrepreneurship (Items 1& 2). However, the results in Item 4 show that the respondents were only sure of their self-efficacy and mindset for self-employment if there was a significant improvement in the Business Studies curriculum. The study of Ref. [20],[37],[38], which emphasized the relationship between instructional strategies and the entrepreneurial mindset and intention of students, supported these findings. Other findings, as shown in Tables 7 and 8, depict that neither gender differences nor school type significantly influenced students' entrepreneurial mindset. The conclusion in Table 7 contradicts the study's outcome by Ref. [39], which established that male students had higher and better performance in Business Studies subjects than their female counterparts. It is, therefore, necessary to give equal exposure to both male and female students in teaching and learning Business Studies at upper-basic schools for entrepreneurial capacity building required to achieve an egalitarian society and equilibrium economy. In other words, any intervention strategies to improve students' entrepreneurial mindset at upper-basic schools in Nigeria must be equally administered to all students and schools.

Conclusion

Efforts to curb the increasing youth unemployment and its attendant crises in society through quality education necessitated this study, which assesses the quality of instruction in the Business Studies curriculum at upper-basic schools and students' entrepreneurial mindset in Lagos, Nigeria. Even though the study acknowledges the appreciable compliance to the recommended instructional strategies for the 'Office Practice,' 'Book-keeping' and 'Keyboarding' contents of the Business Studies curriculum at upper-basic schools in Lagos, Nigeria, it was revealed through the findings that experiential instructional strategies that expose students to practical learning in the industries and communities were inadequately implemented. The study also concluded that most of the recommended non-human instructional resources were irrelevant to the twenty-first-century business skills acquisition; most of the seemingly pertinent resources selected for this study were inadequately supplied

while many were not functioning. Despite the student respondents' acclaimed achievement of entrepreneurial mindset, enhancement of entrepreneurial mindset for sustainable businesses of the twenty-first century is only achievable when the Business Studies curriculum is reviewed at the upper-basic schools in Nigeria.

Conflict of Interest

There is no conflict of interest.

References

[1] African Development Bank Group (2016). *Jobs for youth in Africa: catalyzing youth opportunity across Africa*. www.afdb.org/afdb/images

[2] Wikipedia (2022). *List of African countries by population*. www.en.m.wikipedia.org

[3] Akor, C. (2022). *Youth unemployment and the coming anarchy in Nigeria and South Africa*. www.businessday.ng/Columnists

[4] NERDC (2012). *Business Studies curriculum for upper primary education: Junior secondary 1-3*. Nigerian Educational Research and Development Council.

[5] Emeasoba, N. C. (2018). An evaluation of equipment for the teaching and learning Business Studies in public junior secondary schools in Enugu State. *International Journal of Vocational and Technical Education, 10*(7), 54-60. https://academicjournals.org>article-full-text-pdf

[6] Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC Press.

[7] Rotua, A. O. (2017). Strategies for improving teachers' quality in business education programme in Nigerian colleges of education. *International Journal of Innovative Education Research, 5*(2), 16-22. https://seahipaj.org>IJIER>full>IJIER-J-3-2017

[8] Kearns, L-L (2020). Learning with and from indigenous people: Navigating transformative pedagogy and privilege in teacher education. *Alberta Journal of Educational Research, 66*(4), 387-405.

[9] Inegbedion, J., Njoku, C. U. & Ekpenyong, L. E. (2008). *BED 113: Principles of business education*. Lagos: National Open University of Nigeria. https://nou.edu.ng/sites/default/files

[10] Smith, R. J., Petta, K. & Markopoulos, C. (2021). Roots of collaborative inquiry and generative dialogue for educational leadership. *Alberta Journal of Educational Research, 67*(3), 273-282.

[11] Okonkwo, C. J. & Ugwa, M. (2018). Strategies for effective teaching and learning of business studies in secondary schools in Enugu North Local Government Area, Enugu State. *International Journal of Educational Research, 1*(1), 1-14. https://www.researchgate.net/publication/340950412

[12] Okorie, O. & Okoli, B. E. (2014). Perceived adequacy of business studies teachers for the implementation of upper basic education business studies curriculum in Nigeria. *British Journal of Education, 2*(5), 13-21.

[13] Okolocha, C. C. & Onyeneke, E. N. (2013). Secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra State, Nigeria. *Journal of Education and Practice, 4*(2), 171-179.

[14] OECD (2016). *Innovating education and educating for innovation: The power of digital technologies and skills*. Organisation for Economic Cooperation and Development Publishing. www.oecd.org.

[15] Tety, J. L. (2016). Role of instructional materials in academic performance in community secondary schools in Rombo District. *Dissertation*. The Open University of Tanzania. https://core.ac.uk/download/pdf

[16] 2som, M. & Okolocha, C. C. (2013). Assessment of the adequacy of instructional resources in business education programmes relative to NCCE standards for colleges of education in Nigeria. *Journal of Education and Learning, 2*(2), 165-178. https://files.eric.ed.gov/fulltext

[17] Onajite, G. O., Olaniyi, O. N., Oyerinde, D. O., Onyesom, M. & Aina, M. A. (2019). Teachers utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. *Mediterranean Journal of Social Sciences, 10*(6), 27-37.

[18] Gbaranen, V. D. & Amaewhule, W. (2019). Availability and adequacy of resources for teaching business studies in junior secondary schools in South-East Senatorial District, Rivers State. *International Journal of Innovative Social and Science Education Research, 7*(4), 64-70. https://seahipaj.org/full/IJISSER-D-8-2019

[19] Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruta, M. V. & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability, 12*, 1267, 1-33. www.mdpi.com/journal/sustainability

[20] Israel, K. J. (2014). Entrepreneurial mindset among female university students: A study of University of Jos students, Nigeria. *Chinese Business Review, 13*(5), 320-332. http://www.davidpublisher.com/contribute
[21] Balogun, O. G. (2020). Entrepreneurship education: A study of culture, mindsets and teaching practices in Nigeria. *Dissertation*. The University of Pennsylvania.
[22] Jiatong, W., Murad, M., Bajun, F., Tufail, M. S., Mirza, F. & Rafiq, M. (2021). Impact of entrepreneurial education, mindset, and creativity on entrepreneurial intention: Mediating role of entrepreneurial self-efficacy. *Frontiers in Psychology, 12*, 724440. www.doi.10.3389/fpsyg.2021.724440d
[23] Ho, M-HR., Uy, M. A., Kang, B. N. Y. & Chan, K. Y. (2018). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. *Frontiers in Education, 3*(13), 1-10.
[24] Ibrahim, N. A. & Lucky, E. O. (2014). Relationship between entrepreneurial orientation, entrepreneurial skills, environmental factor, and entrepreneurial intention among Nigerian students in Universiti Utara Malaysia (UUM). *Entrepreneurship and Innovation Management Journal, 2*(4), 203-213.
[25] Ni, H. & Ye, Y. (2018). Entrepreneurship education matters: Exploring secondary vocational school students' entrepreneurial intention in China. *Asia Pacific Education Researcher, 27*(5), 409-418.
[26] Amuda, O., Zubairu, U., Ibrahim, B. & Maitala, F. (2019). Assessing the impact of entrepreneurship education on the entrepreneurial intention of Nigerian entrepreneurship students. *International Journal of Education, 12*(1), 1-8.
[27] Purwana, D., Suhud, U. & Wibowo, S. F. (2018). Determinant factors of students' entrepreneurial intention: A comparative study. *Dinamika Pendidikan, 13*(1), 1-13.
[28] Usman, Y. D. (2016). Educational resources: An integral component for effective school administration in Nigeria. *Research on Humanities and Social Sciences, 6*(13), 27-37.
[29] Okoro, J. (2013). Strategies for enhancing the functionality of business studies in the Universal Basic Education Programme in South-South, Nigeria. *Journal of Education and Practice, 4*(17), 131-136.
[30] Nwosu, B. O. & Ojo, K. E. (2015). Improving self-employment awareness and opportunities through the business education programme in Nigeria. *International Journal of Education and Evaluation, 1*(8), 44-50.
[31] Alao, O. E., Onah, N. F. & Alao, P. O. (2020). Instructional strategies and students' entrepreneurial empowerment through Marketing Trade subject in Lagos State, Nigeria. *Asian Journal of Assessment in Teaching and Learning, 10*(2), 62-71. https://doi.org/10.37134/ajatel.vol10.2.7.2020
[32] Ayodele, K. O. (2013). Demographics, entrepreneurial self-efficacy and locus of control as determinants of adolescents' entrepreneurial intention in Ogun State, Nigeria. *European Journal of Business and Social Sciences, 1*(12), 59-67. http://www.ejbss.com/recent.aspx
[33] Verster, J. & Sayed, Y. (2020). Constraints influencing the efficacy of a PGCE Mathematics program: A case study. *Alberta Journal of Educational Research, 66*(2), 192-206.
[34] Lazaro, T. R. (2020). Integrating health promotion and wellness into neurorehabilitation. *Umphred's Neurological Rehabilitation*, *33*, 938-952.
[35] Barbaranelli, C., Paciello, M., Biagioli, V., Fida, R., and Tramontano, C. (2019). Positivity and behaviour: the mediating role of self-efficacy in organisational and educational settings. *Journal of Happiness Studies 20*, 707–727. www.doi:10.1007/s10902-018-9972-4
[36] Newman, A., Obschonka, M., Schwarz, S., Cohen, M., and Nielsen, I. (2019). Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurement, antecedents, and outcomes, and an agenda for future research. *Journal of Vocational Behaviour, 110*, 403–419. www.doi:10.1016/j.jvb.2018.05.012
[37] Pfeifer, S., Šarlija, N., and Zeki´c Sušac, M. (2016). Shaping the entrepreneurial mindset: Entrepreneurial intentions of business students in Croatia. *Journal of Small Business Management, 54*, 102–117. www.doi:10.1111/jsbm.12133
[38] Karyaningsih, R. P. D., Wibowo, A., Saptono, A., and Narmaditya, B. S. (2020). Does entrepreneurial knowledge influence vocational students' intentions? Lessons from Indonesia. *Entrepreneurship, Business and Economics Review 8*, 138–155. www.doi:10.15678/EBER.2020.080408
[39] Udoukpong, B. E., Emah, I. E. & Umoren, S. E. (2012). Business studies academic performance differences of secondary school juniors in Akwa-Ibom State of Nigeria. *International Education Studies, 5*(2), 35-43.

Authors



Olusegun Ezekiel Alao, Ph.D., is a Business Education lecturer at the University of Lagos, Nigeria, with academic and professional training and qualifications. Through experiential pedagogies and impactful instruction, he has engaged in capacity building of tertiary institution students for workplace proficiency, entrepreneurial empowerment, and societal sustainability. Olusegun is a member of several Professional Bodies such as the National Business Education Association (NBEA), USA; Association of Business Educators of Nigeria (ABEN); Association of Vocational and Technical Educators of Nigeria (AVTEN), among others. Olusegun has been published in both local and international academic Journals. Olusegun's research interests include curriculum and instruction in business education, vocational education, sustainable entrepreneurship, education for sustainable development, sustainable human resource management, and information technology (email: ealao@unilag.edu.ng).



Christiana Chikodi Njoku is a graduate of the Business Education Programme at the University of Lagos, Nigeria. She is currently a practicing teacher and academic mentor to several youths. Her passion is to become a great educationist and researcher whose works will contribute to nation-building and proffer sustainable solutions to global social, economic, and environmental problems (email: njokuchristy56@gmail.com).



Azeezat Oluwatoyin Hamzat is a graduate of the Business Education Programme at the University of Lagos, Nigeria. My passion is to become an accomplished Business Educator with problem-solving research outputs and an entrepreneurship skills trainer in fashion design and other vocational trades for youth capacity building and sustainable development globally. (email: turayooluwatoyin@gmail.com).



Bukola Victoria Omopariola is a graduate of the Business Education program from the University of Lagos, Nigeria. I am currently undergoing developmental training as a web developer. Her career ambition is to become a renowned academic Professor of Business Education with entrepreneurial exploits, youth capacity building in Information Technology, and web developer for global sustainability. (email: kolapariola@gmail.com).