

Lecturers' Pedagogy and Undergraduate Business Education Students' Attitude and Academic Performance

*¹Joshua Sule Mamman, ²Oluranti Oluwasina Olawuyi

¹Kara State University, Nigeria

²Kwara State University, Nigeria

Keywords

Lecturers'
Pedagogy,
Attitude, Academic
Performance,
Business Education

Abstract

This study examined lecturers' pedagogical influence on business education students' attitudes and academic performance. The study adopts a descriptive survey design. The study population comprised 4,809 business education students in public universities in the Southwestern region of Nigeria. A sample of 356 students was selected using The Research Advisors (2006). Lecturer Pedagogy, Students' Attitude and Performance Questionnaire (LPASQ), with 20 items, was used to gather data for the study. The LPASQ was duly validated by three experts with a Cronbach Alpha reliability coefficient of .87. The research questions were answered with mean and standard deviation. Independent samples t-tests and one Analysis of Variance (ANOVA) were used to test the study's hypotheses at a 0.05 significance level. The study's findings revealed that lecturers' pedagogy positively influences learning attitude and academic performance of business education students to a very high extent (mean = 3.37, SD = 0.72; mean = 3.40, SD = 0.69, respectively); there was a significant difference between the mean perception of male and female students regarding the influence of lecturers' pedagogy on learning attitude of business education students ($t_{344}=19.66$, $P<0.05$) and there was a significant difference in the mean perception of respondents regarding the influence of lecturers' pedagogy on academic performance of business education students based on states of location ($F_{2, 343}=102.557$; $P<0.05$). The study concludes that lecturers' pedagogical approaches can significantly affect business education students' learning attitudes and academic performance.

Article History

Received
Apr 23, 2024
Revised
June 24, 2024
Accepted
June 29, 2024
Published
June 30, 2024

*Correspondence to Joshua Sule Mamman, Kara State University, Business and Entrepreneurship Education, Malete, Nigeria ✉E-mail: joshua.mamman@kwasu.edu.ng

Introduction

Business education involves teaching students the business field's essential ideas, concepts, theories, and procedures. Knowledge and new skills are crucial for enhancing one's social status. General education encompasses a vital element that concentrates on cultivating aptitudes and proficiencies especially tailored for utilization in office and business-related professions. It greatly influences the development of the skills necessary for success. Academic education primarily focuses on the promotion of knowledge and intellectual growth. Academic education places a high importance on and highlights the progress and development of knowledge. Students are presented with a carefully crafted curriculum that is structured systematically, starting with basic principles and then progressing to more intricate topics. The primary objective of the Business Education curriculum at the university level is to provide graduates with the necessary skills and abilities to succeed in any business organization. The skills mentioned encompass excellent communication, abstract thinking and problem-solving abilities, leadership qualities, strong organizational skills, competency in information and communication technology, and self-motivation (Amoor, 2014) Also, abstract thinking and problem-solving abilities, leadership qualities, strong organizational skills, competency in information and communication technology, and self-motivation are skills that are required in the 21st century (Singh, & Kumar, 2022; Zhao & Li, 2023). The skill categories indicated include the three specialized subjects of Business Education at the university level: Accounting Education, Office (Secretarial) Education, and Marketing (Distributive) Education. Teaching pedagogy refers to intentional efforts made by one person to enhance the educational experience of another individual. Pedagogy refers to the art, science, and practice of teaching and learning. It encompasses the strategies, methods, and approaches educators use to facilitate students' acquisition of knowledge, skills, and values (Johnson & Garcia, 2022). With the advent of technology, the educational field has experienced significant transformations, which present difficulties for teachers in their roles.

There is considerable demand from various sources to adopt reforms. After conducting a comprehensive evaluation of technology, there has been a substantial rise in competitiveness, along with broad access to internet connection, search engines, social networking platforms, electronic devices, and a lifestyle change. Information can be easily accessed by clicking a mouse. It is essential to acknowledge that student communities no longer require teachers to acquire knowledge currently. Academics attribute business students' low attendance and job placement rates to this reason. It is the ideal time to develop new and innovative teaching approaches. Additionally, attributes such as self-directed learning, intellectual curiosity, and the ability to work collaboratively are highly prized within the academic setting (Lee & Choi, 2022). It is vital to contemplate many modifications to enhance the caliber of business education. The proposed improvements include expanding the syllabi to cover a broader range of topics, improving the infrastructure, utilizing open education resources like database sites, incorporating diverse and relevant themes into the curriculum, aligning the syllabi with the needs of industry and society, emphasizing research-based learning, using various teaching methods such as classroom instructions, field experience, E-learning, individual projects, and guest lectures. Additionally, the improvements involve incorporating case studies, workshops, seminars, live projects, interactive lectures, project presentations, tutorials, class tests, management games, film reviews, field surveys, grooming sessions, business laboratories, book reviews, social projects, mentoring, observation, and utilizing various sources such as newspapers, magazines, TV

channels, and the internet. These improvements also aim to encourage active participation through role plays, group discussions, simulations, and social dramas while moving away from passive notetaking and finally incorporating measuring measures to evaluate the quality of education (Obadara, 2015).

Teachers are accustomed to employing several instructional approaches to impart knowledge and skills to students, primarily to achieve success in final or certification exams. Regarding the implementation of teaching and learning in practice, the ratio of application is relatively low. According to Alexander (2014), teachers attribute this condition to many factors. Some scholars argue that using various educational methodologies can incur significant financial costs. Nevertheless, many educators discover specific methods that are both cost-effective and user-friendly, irrespective of their efficacy in promoting learning and information acquisition among young children. It is crucial to acknowledge that high school kids originate from diverse backgrounds and possess different levels of learning aptitude. Hence, educators must carefully choose effective instructional methods to accommodate these variations. Economics is the discipline that deals with the administration of finances, commerce, resources, and industry and the advancement of a specific set of individuals. Teaching should focus on practicality and the skill of making analogies and presenting information in a way that improves students' understanding (Umar, 2017). Practical teaching enables learners to understand concepts better (Mamman & Saba, 2022). The digitalization of ideas in the modern era has made analog systems obsolete. Children are strongly inclined to explore and interact with various economic systems using their senses to enhance their academic abilities during tests and in their future careers, especially in their chosen subject of study. School administrators and teachers frequently depend on cost-efficient and easily executable teaching methodologies, including storytelling, games, questioning, process approach, project-based learning, field excursions, and conceptual learning. These methods cultivate scientific attitudes in learners, such as curiosity, rationality, suspended judgment, open-mindedness, critical thinking, objectivity, honesty, and humility. This is particularly relevant in science and social science disciplines (Odunusi, 2016).

The instructional methodologies clarify natural phenomena and promote essential scientific process skills such as observation, manipulation, classification, communication, inference, prediction, hypothesis formation, data interpretation, and experimentation. Furthermore, this assists learners in applying scientific skills and knowledge obtained from studying science to tackle common environmental problems, promoting scientific attitudes (Obadara, 2015). The researcher recommends implementing cooperative learning, problem-based learning, contextual learning, and integrating information and communication technology (ICT) to improve teachers' effectiveness in teaching economics or other science and social science courses in schools. This strategy seeks to attain more gratifying and meaningful outcomes. Cooperative learning is utilized to evaluate the interactions among learners, both during and after their instruction. A substantial portion of the training period will be allocated to supporting teachers in arranging appropriate interactions between students and educational resources, such as books and curricular programs. This training can also be customized to prioritize how teachers actively involve students and develop a framework for student engagement, which has hitherto been neglected. Fehintola (2014) asserts that life is abundant with obstacles, and education should prioritize tackling these numerous issues. If the act of teaching can effectively provide resolutions to life's issues, then it effectively accomplishes educational objectives. This includes mathematical calculations, cartography, analysis of map data, and predicting future performance by completing assignments or

engaging in constructive classroom activities. This requires a connection to real-life situations. Obadara (2015) asserts that instructors are vital in ensuring the efficient operation of the educational system and are pivotal in fostering educational advancement. According to Odunusi (2016), instructors with acceptable professional attitudes are essential for adequately operating an educational system, as all educational structures' total quality and effectiveness rely on them. Educators are widely recognized as essential pillars of the educational system. Educators' skills in delivering lessons can motivate students to learn as they become more independent and responsible for their learning (Nguwap & Mamman, 2022). A school system's effectiveness and curricula are only relevant if competent and proficient teachers are in charge of implementing them.

Fehintola (2014) emphasizes the significance of a skilled educator demonstrating exemplary attitudes when teaching in a traditional classroom setting. Teachers must exhibit attitudes that strongly impact learners in the three areas of learning: cognitive, emotional, and psychomotor. A professional teacher must demonstrate exemplary attributes such as intelligence, neatness, and desirable traits. Teacher professional development significantly influences various aspects, including student motivation, teaching strategies, communication skills, material structure, lesson planning, student involvement, teacher confidence, and topic mastery (Maende, 2012). Attitude manifests individuals' ideas and actions, enhancing or hindering their ability to complete activities and fulfill responsibilities. Attitudes can be either positive or negative. Children who display negative attitudes at school are more prone to academic underperformance, while children with positive attitudes are more likely to obtain superior academic results. The instructional methods used by a teacher, whether on purpose or by accident, directly or indirectly influence pupils' attitudes toward a specific subject. Shittu and Oanite (2015) have shown that the teaching approaches used by educators considerably influence students' motivation to learn. The professional conduct of teachers in areas such as communication, classroom management, and pedagogy can significantly influence students' attitudes and academic accomplishments at educational institutions. Teachers with a robust professional demeanor towards their teaching responsibilities will likely foster good attitudes among students. In contrast, if teachers demonstrate negative attitudes while carrying out their duties, it could decrease pupils' classroom engagement. Adesoji and Olatunbosun (2015) contend that a correlation exists between student attitudes and instructor qualities in their research. According to Wirth and Perkins (2013), teachers' attitudes significantly influence student attention in classes. The study's findings revealed that teachers' positive attitudes positively influenced students' character development and academic accomplishments. Burman and Mutendwahothe (2014) examine the challenges faced by business studies teachers in Botswana's junior secondary schools. The researchers conducted interviews to ascertain the difficulties, which they classified into three primary domains: difficulties related to teaching, the content being taught, constraints in implementing entrepreneurial teaching methods, and inadequate financial resources. There are several challenges related to the students, such as their limited prior knowledge of the subject, the requirement for scaffolding assignments in courses with students of varying abilities, the immaturity of students about the subject content, and their misunderstandings about the subject being complex. One of the challenges is related to policy, notably the difficulty in implementing the teaching methods described in the syllabus. They propose the implementation of educational materials, the utilization of practical teaching techniques, the resolution of scheduling issues, and the incorporation of individualized learning into classroom instruction as a means to overcome these challenges. Burman (2015) conducted a study investigating the teaching methods used by business studies

teachers in Botswana's junior secondary schools. He recommended that curriculum writers, educational authorities, and school administrators align their teaching methods with business teachers by adhering rigorously to time-bound and well-structured syllabi. Joshi and Chugh (2019) argue that educational blogs can enhance teaching and learning by promoting critical thinking skills and serving as evaluating tools in accounting education. Krishna Kumar suggests that Indian Business Schools adapt their instructional methodologies to meet the market's demands. Narakessari and Gerald (2014) investigate pedagogical strategies in business marketing education, emphasizing the significance of educational institutions in delivering thorough conceptual and contextual understanding through meticulously crafted curricula and influential teaching techniques. The NBEA (2014) advises business instructors to integrate authentic industry expertise into their instructional approaches and offer courses focused on international business.

Research Questions

1. To what extent does lecturers' pedagogy influence the learning attitude of business education students?
2. To what extent does lecturers' pedagogy influence the academic performance of business education students?

Hypotheses

H₀₁: There is no significant difference between the mean perception of male and female respondents regarding the influence of lecturers' pedagogy on the learning attitude of business education students.

H₀₂: There is no significant difference in the mean perception of respondents regarding the influence of lecturers' pedagogy on the academic performance of business education students based on their states of location.

Methods

The study adopts a descriptive survey design. The population comprised 4,809 business education students in universities in Southwestern Nigeria. A sample of 356 students was selected using The Research Advisors (2006). A proportionate sampling technique was employed to ensure equitable representation of each institution. A questionnaire tagged 'Lecturer Pedagogy, Students' Attitude and Performance Questionnaire' (LPASQ) was used to gather data for the study. The LPASQ consists of 20 structured items that were raised after an extensive literature review. The LPASQ was duly validated by three experts with a Cronbach Alpha reliability coefficient of 0.87. The items were placed on a four-point rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. 356 copies of LPASQ were administered with the help of three research assistants, and 346 were retrieved, representing a 97.2% return rate. The data collected to answer the research questions were analyzed using mean and standard deviation. The hypotheses were tested using independent samples t-test and one-way Analysis of Variance (ANOVA) statistics at a 0.05 significance level. The following boundary limits were used for the decision on research questions: Very High Extent (3.25-4.00), High Extent (2.50-3.24), Low Extent (1.75 - 2.49), and Not Needed (1.00-1.74). The hypothesis was rejected when the observed p-value was less than the fixed p-value of 0.05. The hypothesis was not rejected when the observed p-value was equal to or greater than the fixed p-value 0.05.

Results

Research question one: To what extent does lecturers' pedagogy influence the learning attitude of business education students?

Table 1

Mean and Standard Deviation of Responses of Lecturers' Pedagogy and Attitude of Students

S/N	Item Statements	\bar{X}	SD	Remark	
1.	Lecturers' teaching skills enhance students' learning attitude towards acquiring required skills.	3.57	0.62	Very	High Extent
2.	Lecturers' styles of instruction enhance students' attitudes toward learning business education courses.	3.38	0.67	Very	High Extent
3.	Lecturers' good demonstration of subject contents influences students' learning attitude of business education students towards Business education courses.	3.39	0.70	Very	High Extent
4.	Lecturers' approach to students' questions in the classroom affects their learning attitude towards Business education courses.	3.27	0.82	Very	High Extent
5.	Business education students consider practical lessons to be the most difficult due to the approach of the concerned lecturers.	3.22	0.80	High Extent	
6.	Business education lecturers' lesson presentations stimulate students' attitude towards learning business education courses.	3.34	0.74	Very	High Extent
7.	Lecturers' teaching style encourages students to participate in the classroom for Business education courses.	3.38	0.68	Very	High Extent
8.	Effective lesson delivery of business education course content makes it easy for students to develop a learning attitude toward Business education courses.	3.36	0.74	Very	High Extent
9.	Business education students are motivated to advance their knowledge their lecturers expose them to the rudiments of the subject matter.	3.38	0.72	Very	High Extent
10.	The lecturers' adoption of an interactive learning style enhances students' learning attitude toward business education.	3.39	0.74	Very	High Extent
Weighted average		3.37	0.72	Very	High Extent

Data in Table 1 show the mean and standard deviation of responses on the influence of lecturers' pedagogy on business education students' learning attitude towards business education courses. The table reveals that the respondents indicate that lecturers' teaching skills enhance students' learning attitudes towards the acquisition of required skills; lecturers' styles of instruction enhance students' learning attitudes towards learning business education courses; lecturers' good demonstration of subject contents influences students' learning attitude of business education students towards business education courses; and lecturers' approach to students' questions in the classroom affects their learning attitude towards business education courses to a very great extent (mean = 3.57, 3.38, 3.39 and 3.27, respectively). In the same way, the respondents indicate that business education students consider practical

lessons most difficult due to the approach of the concerned lecturers to a great extent; respondents indicate business education lecturers' lesson presentations stimulate students' learning attitude towards learning business education courses and lecturers' teaching style encourages students to participate in the classroom for business education courses to a very high extent (mean = 3.22, 3.34 and 3.38, respectively). Also, the respondents indicate that effective lesson delivery in business education courses makes it easy for students to develop a good learning attitude toward business education courses. Business education students are motivated to advance their knowledge due to their lecturers' ability to expose them to the rudiments of the subject matter. The lecturers' adoption of an interactive learning style enhances students' learning attitude toward business education to a great extent (mean = 3.36, 3.38, and 3.03, respectively). Table 1 shows that lecturers' pedagogy has a positive, high-extent influence on the learning attitude of business education students (mean = 3.37, SD = 0.72).

Research question two: To what extent does lecturers' pedagogy influence the academic performance of business education students?

Table 2

Mean and Standard Deviation of Responses on Lecturers' Pedagogy and Academic Performance of Students

S/N	Item Statements	\bar{X}	SD	Remark
11.	Good lecturers' communication skills assist students in achieving excellent academic performance.	3.57	0.65	Very High Extent
12.	The use of information technology in delivering lectures to students positive influence students' academic performance.	3.37	0.65	Very High Extent
13.	The ability of lecturers to facilitate learning for business education students increases their academic performance.	3.41	0.69	Very High Extent
14.	Lecturers' presentation of subject matter always boosts the morale of students for good academic performance.	3.39	0.71	Very High Extent
15.	Presentation of contents of the lesson by the lecturers clearly and logically aids better comprehension of students.	3.41	0.67	Very High Extent
16.	The lecturers' use of relevant examples promotes the students' acquisition of appropriate skills and consequently improves their academic performance.	3.35	0.73	Very High Extent
17.	Lecturers' questioning technique enhances better understanding of the students, leading to better academic performance.	3.53	0.65	Very High Extent
18.	Lecturers' subject knowledge enhances students' quick assimilation for excellent performance.	3.28	0.66	Very High Extent
19.	Lecturers' teaching skills enhance a better understanding of business education students.	3.37	0.74	Very High Extent
20.	Lecturers' good interaction with the business education students enhances their excellent performance.	3.32	0.78	Very High Extent
Weighted average		3.40	0.69	Very High Extent

Data in Table 2 show the mean and standard deviation of responses on the influence of lecturers' pedagogy on the academic performance of business education students. The Table reveals that the respondents indicate that good communication skills of lecturers assist students in actualizing an excellent academic performance; the use of information technology in delivering lectures to students has a positive influence on their academic performance; and the ability of lecturers to influence knowledge to business education students increases their academic performance to a very great extent (mean = 3.57, 3.37 and 3.41 respectively). In the same way, the respondents indicate that lecturers' presentation of subject matter always boosts the morale of students for good academic performance; the presentation of contents of the lesson by the lecturers clearly and logically aids better comprehension of students, and using relevant examples by the lecturers promote the acquisition of appropriate skills by the students, which consequently improve their academic performance to a very great extent (mean = 3.39, 3.41 and 3.35, respectively). Finally, the respondents indicate that lecturers' questioning technique enhances better understanding of the students and consequently improves their academic performance; lecturers' subject knowledge enhances students' quick assimilation for excellent performance; lecturers' teaching skills enhance better understanding of business education students; and lecturer's good interaction with the business education students enhances their outstanding performance to a very great extent (mean = 3.53, 3.28, 3.37 and 3.32, respectively). Table 2 shows that lecturers' pedagogy has a positive, high-extent influence on the academic performance of business education students (mean = 3.40, SD = 0.69).

H₀₁: There is no significant difference between the mean perception of male and female respondents regarding the influence of lecturers' pedagogy on the learning attitude of business education students.

Table 3

Independent Samples T-Test of Lecturers' Pedagogy and Learning Attitude of Business Education Students Based on Gender

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	135	4.00	0.00	19.66	344	0.00	Rejected
Female	211	2.96	0.61				
Total	346						

*p<.05

Data in Table 3 reveal a significant difference between the mean perception of male and female respondents regarding the influence of lecturers' pedagogy on the learning attitude of business education students ($t_{344} = 19.66$, $P < 0.05$). Therefore, the null hypothesis was rejected, which states that there is no significant difference between the mean perception of male and female respondents regarding the influence of lecturers' pedagogy on the learning attitude of business education students. This implies that male and female students differ statistically significantly in their responses regarding the influence of lecturers' pedagogy on the learning attitude of business education students.

*H*₀₂: There is no significant difference in the mean perception of respondents regarding the influence of lecturers' pedagogy on the academic performance of business education students based on their states of location.

Table 4

ANOVA Analysis of Lecturers' Pedagogy and Academic Performance of Business Education Students Based on States

States	N	Mean	SD	F	Df	Sig.	Decision
Lagos	65	2.78	0.98				
Ogun	188	3.33	0.41	102.557	2, 343	0.00	Rejected
Ekiti	93	3.97	0.06				
Total	346	3.40	0.66				

**p*<.05

The analysis of variance, as presented in Table 4, reveals that the calculated value of *F* was 102.557, and the observed probability value is 0.00, which is less than the fixed probability value of 0.05 (*P*<0.05). This indicates that the null hypothesis, which states that there is no significant difference in the mean perception of respondents regarding the influence of lecturers' pedagogy on the academic performance of business education students based on states, was rejected ($F_{2,343}= 102.557$; *P*<0.05). This implies that respondents differ statistically significantly in their responses regarding the influence of lecturers' pedagogy on the academic performance of business education students when comparing them based on their states of location.

Table 5

Scheffe Post Hoc Tests Results

(I) State	(J) State	Mean Difference (I-J)	Sig.
Lagos State	Ogun State	-.55345*	.000
	Ekiti State	-1.18821*	.000
Ogun State	Lagos State	.55345*	.000
	Ekiti State	-.63475*	.000
Ekiti State	Lagos State	1.18821*	.000
	Ogun State	.63475*	.000

Data in Table 5 show the Scheffe Post Hoc test, which indicates a pairwise comparison of the respondents' mean responses based on their states of location. The Table reveals a significant difference between all the groups (*P*=0.000).

Discussion

This study aimed to determine how lecturers' pedagogy influences business education students' attitudes and academic performance. The finding shows that lecturers' pedagogy influences the learning attitude of business education students towards studying business education courses (mean =3.37, SD = 0.72). The lecturers' practical teaching skills and instructional styles positively influence students' attitudes towards acquiring the required skills. Additionally, the ability of lecturers to demonstrate subject contents proficiently

influences the learning attitude of business education students towards these courses. This finding supports the earlier finding of Burman (2015), who found that the teaching style of the teacher has a significant impact on motivating students to learn. This is also in line with Nguwap and Mamman (2022), who stated that Educators' skills in delivering lessons can motivate students to learn as they become more independent and responsible. This finding also corroborates Odunusi (2016), who stated that the teacher is the focal point of whether students can learn. The study's findings also reveal a significant difference between the mean perception of male and female respondents regarding the influence of lecturers' pedagogy on the learning attitude of business education students. This difference in perception suggests that gender plays a role in how male and female respondents perceive the influence of lecturers' pedagogical approaches on the learning attitude of business education students (mean difference = 1.04). The variance in perception based on gender underscores the importance of considering male and female business education students' unique experiences, preferences, and learning styles.

The study's finding reveals that lecturers' pedagogy positively influences the academic performance of business education students. Lecturers' ability to impart knowledge, practical communication skills, utilization of information technology in delivering lectures, and presentation of subject matter significantly contribute to students achieving excellent academic performance. This finding aligns with Shittu and Oanite (2015), who found that educators' teaching approaches significantly impact students' academic performance. They also noted that teachers' professional conduct in communication, classroom management, and pedagogy can profoundly affect students' attitudes and academic achievements. This finding aligns with Johnson and Garcia (2022), who found that faculty teaching style goes a long way in determining what students learn. The study's findings further reveal a significant difference in the mean perception of respondents regarding the influence of lecturers' pedagogy on the academic performance of business education students based on the state of location. However, it is essential to note that the influence of lecturers' pedagogy on academic performance may vary across different states. Factors related to regional context, educational policies, cultural differences, or institutional practices within specific states may influence how lecturers' pedagogy is perceived and their subsequent influence on academic performance. Further analysis is required to understand the specific factors contributing to the variation in state perception. This is in line with Eze (2018), who pointed out the strategies to enhance business education research include students actively seeking relevant literature sources, familiarizing themselves with research procedures guided by their supervisors, demonstrating a willingness to conduct thorough research, and acquiring knowledge about the process of selecting appropriate research topics.

Conclusion

Based on the findings of this study, it was concluded that lecturers' pedagogy positively influences the learning attitude and academic performance of business education students. The pedagogical approaches lecturers utilize significantly affect business education students' learning attitudes and academic performance. This implies that better pedagogical approaches will motivate business education students to develop positive learning attitudes toward academics, leading to improved academic performance.

Recommendations

Based on the study's findings, we offer two recommendations: (i) University management should prioritize continuous professional development for business educators to enable them to cultivate innovative teaching methodologies tailored towards the requirements of business education students. Such efforts will contribute to fostering a positive learning attitude among students. (ii) Lecturers should be responsible for personally developing themselves in pedagogical approaches. This can be done by attending workshops, seminars, and peer collaboration.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

References

- Adesoji, F. A. & Olatunbosun, S. M. (2015). Student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo State, Nigeria. *The Journal of International Social Research*, 1(2), 13–34.
- Alexander, R. J. (2014). *Culture and pedagogy: International comparisons in primary education* (3rd ed.). Oxford.
- Amoor, S.S. (2014). The need to improve teacher quality in business education programmes in Nigerian universities. *International Journal of Education Reserve*, 11(1), 42–51.
- Burman M.S. & Mutendwahothe W.L. (2014). Pedagogical challenges besetting business studies teachers in secondary schools: A Botswana Perspective. *Journal of Social Sciences*, 32(1), 71–80.
- Burman, M.S. (2015). Pedagogical practices of business studies teachers in Botswana junior secondary schools: Are teachers and curriculum planners singing from the Same Hymnbook? *International Journal of Scientific Research in Education*, 3(1), 21–28.
- Cheng, Y. C. (2014, April 6-9). *Paradigm shifts in quality improvement in education: Three waves for the future* (Paper Presentation). International Conference for Professionals in Teaching, New York, United States.
- Eze, C. E. (2018). Problems militating against research in business education in selected tertiary institutions in Nigeria. *Business Education Journal*, 7(2), 55–59.
- Fehintola, J.O. (2014). Teachers' characteristics as correlates of students' academic performance among secondary school students in Saki–West Local Government Area of Oyo State. *Journal of Educational and Social Research*, 4(6), 78– 88.
- Johnson, A. B., & Garcisa, E. (2022). Exploring the foundations of effective pedagogy. *Teaching and Teacher Education*, 108, 103506.
- Lee, S. M., & Choi, B. K. (2022). Developing academic attributes through innovative pedagogies. *Innovative Higher Education*, 47(3), 245–260.
- Mamman, J.S., & Saba, M.T., (2022). University lecturers' perception of the essential skills and tasks for successful online teaching in the post-covid-19 era. *KWASU International journal of education (KIJE)* 4(1), 134-149
- Maende, B. J. (2012). *Influence of professional development on teacher effectiveness in public secondary schools in Mumias District, Kenya* [Unpublished Master's Thesis]. Maseno University.

- Narakessari N. & Gerald Z. (2014). The pedagogy of executive education in business markets. *Journal of Business-to-Business Marketing*, 5(2), 112–122.
- National Business Education Association (2014). *This we believe about business education in a global environment*. Reston.
- Nguwap, S.T., & Mamman, J.S., (2022). E-teaching skills needed by business education lecturers for teaching in covid -19 era *KWASU International Journal of Education*, 4(1), 220-230.
- Obadara, N. O. (2015). A prospective longitudinal study of psychological predictors of achievement. *Journal of School Psychology*, 14(8), 102–112.
- Odunusi, M. A. (2016). Essential elements of strong parent involvement programs. *Educational Leadership Journal*, 38, 11–19.
- Shittu, R. O. and Onaite, R. A. (2015). Teachers' attitudes: A great influence on teaching and learning of social studies. *Journal of Law, Policy and Globalization*, 42, 131–137.
- Singh, R., & Kumar, N. (2022). Enhancing employability through soft skill development: A study of management graduates. *Education + Training*, 64(2), 145-160
- Umar, A.M.A., (2017). The effect of classroom environment on achievement in English as Foreign Language (EFL): A case study of secondary school students in Gezira State: Sudan. *World Journal of English Language*, 7(4), 112–119.
- Wirth, K. R. & Perkins, D. (2013). *Learning to learn*. www.macalester.edu/academics/geology/wirth/learning.do.
- Zhao, L., & Li, J. (2023). Cultivating the next generation of leaders: Integrating soft skills into higher education. *International Journal of Management Education*, 21(1), 100637.