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**CURRICULUM CONTENT OF RECOMMENDED BUSINESS STUDIES TEXTBOOKS
AND PERFORMANCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN
SELECTED EDUCATION DISTRICTS IN LAGOS STATE**

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Abstract

Curriculum content of any subject provides guidance for textbooks as it serves as the major learning materials for achieving its learning objectives. Hence, this study investigated curriculum content of recommended Business Studies textbooks and performance among junior secondary school students in selected Education Districts in Lagos State. Four research questions and two null hypotheses guided the study. The study adopted descriptive survey research, ex-post-facto and quasi-experimental designs. The population of the study comprised 309 Business Studies teachers and 142589 students. The sample size for this study was 1312 participants comprising 122 Business Studies teachers and 1190 students selected randomly from 61 junior secondary schools in Lagos State. The research instruments used in the study were teachers' and students' questionnaires, checklist guide, and Business Studies Students' Achievement Test. Descriptive statistics of frequency counts, percentage, mean and standard deviation were used to answer the research questions, while the hypotheses were tested using contingency correlation, Pearson correlation, contingency Chi-square and Independent t-test at 0.05 level of significance. The findings of this study revealed among others that: the content of the Business studies recommended textbooks is important to learners' cognition; and there is a significant influence of students' possession of Business Studies recommended textbooks on their performance at the Junior Secondary School level in Lagos State. The study concluded based on the findings, that students' performance in business studies depends on content and possession of the recommended textbooks. The study recommended among others that Business studies teachers should make use of recommended textbooks for proper guidance on preparation and delivery of lessons to enhance learners' cognition and performance; and government should subsidize the cost of buying recommended Business Studies textbooks by the students.

Introduction

Textbooks play crucial role in the educational process. Maduekwe (2015) described textbooks as specified instructional or reference materials, which the teachers use to support teaching and learning activities in the classroom. It is used to help teachers in planning, delivering and assessing instructions

for the purpose of achieving the objectives of their lessons. Effective teaching and learning process depends largely on the content and quality of textbooks recommended for use by both the teachers and the students. Curriculum content of any subject provides guidance for textbooks as it serves as the major learning materials for achieving its learning objectives. According to Igwe and Agosu (2009), there is a symbiotic relationship between textbooks and the curriculum, since the curriculum content is usually emphasised and prescribed in the recommended textbooks. Thus, subject curriculum requires relevant textbook(s) for its effective implementation and better students' academic performance.

Academic performance is the major criteria often used to measure the effectiveness of teaching and learning of any school subject like Business Studies. According to Ndifon, Cornelius-Ukpepi and Okpo (2020), academic performance is the outcome of education that indicates how well a student or class of students is doing academically. It refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers (Ishola, Gatta & Mohammed-Oladunn, 2022). It shows the knowledge gained by students as assessed by marks given by a teacher and/or an institution based on the goals set to be achieved over a specific period of time.

Business Studies is one of the pre-vocational subjects offered at the junior secondary school level in Nigeria. According to Nigerian Educational Research and Development Council (NERDC, 2008), the general objectives of Business Studies include: to provide the orientation and basic skills with which to start an occupation for those who may not have opportunity to further training; to provide basic business skills for personal use now and in the future; to prepare students for further training in Business Studies and to develop basic skills in office occupations.

Business Studies textbook that presents information logically, adequate visual presentation and adheres to learner cognitive level through adequate teaching and learning also results in achievements of

learning objectives propagating mastery of concepts yielding sustained learning outcome in schools (Margolis, 2020). Business Studies textbook whose content are structured chronologically may promote effective teaching and learning activities. This is based on the fact that chronological arrangement of content will enable the learners to move from already acquired knowledge or experiences to the new one which is being introduced. Business Studies textbooks which contents are not logically presented may hinder effective learning as learners may be discouraged from reading such textbook(s). In line with this view, Kebritchi, Lipschuetz and Santiago (2017) affirmed that Business Studies textbook which presents learning information logically may be a source of inspiration for learners' construction of knowledge; while Business studies textbook that disregards logical presentation hinders learning and discourages reading culture among learners.

Pictures in business studies recommended textbooks captivate learner in knowledge construction, consequently supporting application of knowledge learnt to real life situation leading to mastery of concepts. Thus, appropriate use of graphical illustrations in recommended textbooks has tendency to enhance learners' knowledge construction and performance in Business Studies. A well-designed Business Studies recommended textbook has tendency to motivate learners' to learn and understand business concepts and principles, and reinforces their acquisition of necessary skills. Also, if language in business studies recommended textbooks are correct and easy for learners to understand, concepts supporting imagination and creativity can be identified. Hence, grammatical usage in a textbook serves as motivation for academic success. Likewise, practical exercises in Business Studies textbooks help the students to better understand concepts, resulting in academic fulfillment for success in school. The revision exercises in business studies recommended textbooks will support autonomous learning and encourage skills development among business studies students and may lead to better academic performance.

The teaching of Business Studies focuses on real world activities because its curriculum is vocational and practical in nature. This necessitates students' possession and usage of quality Business studies recommended textbooks and availability of such textbooks in the school libraries for students' and teachers' use. This is based on the fact that Business studies recommended textbooks with relevant content to the needs of the students, adequate and appropriate visual presentation and good presentation style may encourage effective teaching and learning, which result to better academic performance among the students. It is against this background that this study investigated curriculum content of recommended Business Studies textbooks and performance among junior secondary school students in selected Education Districts in Lagos State.

Statement of the Problem

There seems to be discrepancies between the content of Business studies curriculum and the content of the books written by authors as recommended Business studies textbooks for the junior secondary school level in Lagos State. Business studies textbooks that does not match curriculum content is inappropriate and may hinder learning; and students who study with textbooks that are not in conformity with the curriculum are likely to perform poorly in their internal and external examinations in Business Studies. This is due to the fact that inadequate curriculum content coverage of the Business Studies recommended textbooks discourages independent effective learning and hinders academic excellence among learners. This often leads to poor learning outcomes among Business Studies students. Thus, the need to address the issue of students' failure associated with textbooks content. Business studies recommended core textbook(s) amplifies interesting instructional content which is appropriate for varied capabilities assisting learning satisfaction. However, if poor students' performance continues in business studies without any

attention or intervention, it will likely lead to decrease in the number of manpower in the area of Business Education and extinction of the course in the nearest future. From the available literature, there is probably little or no study exists on the relationship between curriculum content coverage of the Business Studies recommended textbooks and Business Studies students' performance, especially at the junior secondary school level in Lagos State. Therefore, it is on this ground that this study sought to ascertain the curriculum content of recommended Business Studies textbooks and performance among junior secondary school students in selected Education Districts in Lagos State.

Purpose of the Study

The purpose of this study was to investigate curriculum content of recommended Business Studies textbooks and performance among junior secondary school students in selected Education Districts in Lagos State. The specific objectives of the study are to:

1. ascertain the importance of the content of the Business studies recommended textbooks to learners' cognition;
2. examine the quality of the visual representation in the Business studies recommended textbooks;
3. assess the students' level of possession of Business studies recommended textbooks at the junior secondary school in Lagos State; and
4. examine the performance level of business studies students at the junior secondary schools.

Research Questions

The following research questions were raised to guide this study:

1. Of what importance is the content of the Business studies recommended textbooks to learners' cognition?
2. What is the quality of the visual representation in the Business studies recommended textbooks?

3. What is the level of students' possession of Business studies recommended textbooks at the Junior Secondary Schools in Lagos State?
4. What is the performance level of business studies students at the Junior Secondary Schools?

Research Hypotheses

The following research hypotheses were tested in this study at 0.05 level of significance:

Ho1: Students' possession of Business Studies recommended textbooks has no significant influence on their performance at the Junior Secondary School level in Lagos State.

Ho2: There is no significant relationship between quality of recommended Business textbooks and students' performance at the Junior Secondary School level in Lagos State.

Methodology

Ex-post facto, descriptive survey research and quasi-experimental designs were adopted for the study. The population of the study comprised 309 Business Studies teachers and 142589 students. The sample size for this study was 1312 participants comprising 122 Business Studies teachers and 1190 students selected randomly from 61 junior secondary schools in Education Districts II, III and V in Lagos State. This study adopted a multi-stage sampling process and involved the use of simple random sampling technique, purposive sampling technique, and proportionate sampling technique. The research instruments used in the study were Business Studies Instructional Delivery Questionnaire (BSIDQ) for teachers, Business Studies Students' Questionnaire (BSSQ) and Business Studies Students' Achievement Test (BSSAT). The reliability of the research instruments used in this study was determined using the Cronbach Alpha. The instruments yielded coefficients of reliability of 0.83, 0.81 and 0.89 for Business Studies Instructional Delivery Questionnaire (BSIDQ), Business Studies Students' Questionnaire (BSSQ) and Business Studies Students' Achievement Test (BSSAT) respectively. Descriptive statistics of frequency counts, percentage, mean and standard deviation were

used to answer the research questions, while the hypotheses were tested using contingency correlation, Pearson correlation, and contingency Chi-square at 0.05 level of significance.

Results

Research Question 1: Of what importance is the content of the Business studies recommended textbooks to learners' cognition?

Table 1: Mean and Standard Deviation of the Responses of Teachers on Importance of the content of the Business studies recommended textbooks to learners' cognition (N= 114)

S/N	Statements	Mean	S.D	Remarks
1	Activities in the business studies recommended textbooks stimulate hands on learning.	3.35	0.48	Agreed
2	Business studies recommended textbooks promotes growth of learners thinking processes	2.98	0.72	Agreed
3	Business studies recommended textbooks content matches learners' ability to understand	2.86	0.95	Agreed
4	Business studies recommended textbooks provides room for creativity and innovation	3.18	0.69	Agreed
5	The Business Studies recommended textbooks have clear specific objectives that meet learners' cognitive ability.	3.39	0.49	Agreed
6	The Business Studies recommended textbooks have varied practice/revision questions for enhancing learners' cognition.	3.54	0.50	Strongly Agreed
7	The contents of the Business Studies recommended textbooks ensure lesson differentiation for learners.	2.74	0.93	Agreed
8	The languages used in most of the Business Studies recommended textbooks are easy to understand by the students.	3.11	0.31	Agreed
9	The examples used in the Business Studies recommended textbooks are in congruence with the students' level of cognitive ability.	3.35	0.48	Agreed
10	The content of the Business Studies recommended textbooks encourages self-evaluation among the students.	3.46	0.50	Agreed
	Grand Mean	3.20	0.61	Agreed

Source: Survey, 2023

Scales: SA=Strongly Agreed ($X \leq 4$), A=Agreed ($X \leq 3$), D=Disagreed ($X \leq 2$), SD=Strongly Disagreed ($X \leq 1$)

Table 1 shows that the grand mean of the ten items was 3.20 with a standard deviation of 0.61. Hence, the answer to research question two is that the content of the Business studies recommended textbooks is important to learners' cognition.

Research Question 2: What is the quality of the visual representation in the Business studies recommended textbooks?

Table 2: Mean and Standard Deviation of the Responses of Teachers on Quality of the visual representation in the Business studies recommended Textbooks (N= 114)

S/N	Statements	Mean	S.D	Remarks
1	Content in the business studies recommended textbooks integrates real world images	2.78	0.94	Agreed
2	The diagrams and images in the business studies recommended textbook are relevant to students' needs.	3.40	0.49	Agreed
3	The diagrams in the business studies recommended textbook are adequate where applicable	2.72	0.70	Agreed
4	The content in the business studies recommended textbooks is highly visualized	2.54	1.15	Agreed
5	Current pictorial illustrations are used in the Business studies recommended textbooks.	2.94	1.03	Agreed
6	The tables in the business studies recommended textbooks are adequate where applicable	3.07	0.58	Agreed
7	The diagrams in the Business Studies recommended textbooks can be easily interpreted by the students.	2.79	1.03	Agreed
8	The images in the Business Studies recommended textbooks aid learning among the students.	3.19	0.40	Agreed
9	The pictorial illustrations in the Business studies recommended textbooks can motivate students to read the texts.	3.31	0.46	Agreed
10	The tables in the business studies recommended textbook can be easily understood by the students.	2.96	0.93	Agreed
Grand Mean		2.97	0.77	Agreed

Source: Survey, 2023

Scales: SA=Strongly Agreed ($X \leq 4$), A=Agreed($X \leq 3$), D=Disagreed($X \leq 2$), SD=Strongly Disagreed($X \leq 1$)

Table 2 shows that grand mean of the ten items was 2.97 with a standard deviation of 0.77. Therefore, the answer to research question three is that the visual representation in the Business studies recommended textbooks is of high quality (value).

Research Question 3: What is the level of students' possession of the Business studies recommended textbooks at the junior secondary schools in Lagos State?

Table 3: Level of students' possession of the Business studies recommended textbooks at the junior secondary schools in Lagos State

S/N	List of Business Studies Recommended Textbooks	I have	I do not have
1	WABP Junior Secondary Business Studies, Authors: Egbe T. Ehiamefor,; Kate O. Osu-Nwifo; Grace I. Makeri-Yahaya, Titilayo G. Oladunjoye. Publisher: West African Books Publishers(WABP).	76 6.9%	1021 93.1%
2	Business Studies for Junior Secondary Schools Book 3. (Basic 9) Author: Francis Okpako. Publisher: Cosmopolitan Publishers.	8 0.7%	1089 99.3%
3	Business Studies for Junior Secondary Schools, Authors: B. A. Adelekan et al. Publisher: Bounty Publishers.	11 1.0%	1086 99.0%
4	Nelson Business Studies for Junior Secondary Schools, Authors: O. Odunsi, et al Publisher: Evans Brothers Nigeria Publishers Ltd.·	10 0.9%	1087 99.1%
5	Business Studies for Junior Secondary Schools. Authors: L. I. Ahukannah, M. E Akpomi, W. A. Olajide, Friday Nwidum. Publisher: University Press Plc.	8 0.7%	1089 99.3%
6	Business Studies for Junior Secondary Schools. Author: Anjorin Olajumoke Adeola; Publisher: Metropolitan Publishers.	0 0.0%	1097 100.0%
7	Classic Business Studies for Junior Secondary Schools 3, (UBE Edition), Authors: A. A Arimoro; D. D. Nwachukwu & A. A. Abdulmalik. Publishers: THURMAY Publishers.	27 2.5%	1070 97.5%
8	Progress in Business Studies Author: Isiaq Abdullahi, et al. Publisher: RASMED Publishers.	0 0.0%	1097 100.0%
9	New Basic Business Studies for Junior Secondary Schools. Author: Merry Ukeagbu et al. Publisher: MEYBIKS Publishers	0 0.0%	1097 100.0%
10	Fundamental of Business Studies for Junior Secondary Schools, Author: Offor F. E., Publishers: B Wright Integrated Publishers Ltd.	0 0.0%	1097 100.0%
11	Spectrum Business Studies for Junior Secondary Schools, (BEC Edition). Authors: Eno L. Inanga, Ebun C. Ojo, A. Mustapha. Publisher: Spectrum Books Limited.	10 0.9%	1087 99.1%
12	Longman Business Studies for Junior Secondary Schools. (Revised Edition), Authors: .A. Lawal, F. O. C Ezeah, J. E Yaro, J. E. Agbassi. Publisher: Longman Publishing Company.	3 0.3%	1094 99.7%
13	Basic Concepts of Business Studies for Upper Levels 7-9 (Junior Secondary Schools), Author: Adekunle, K. O., Publisher: Faman Publisher.	2 0.2%	1095 99.8%
14	Others (Comprehensive Business studies), Author: A. S. Omotuyole	88 8.0%	1009 92.0%
Total		243	

Source: Survey, 2023

Table 3 shows that most of the students have Comprehensive Business Studies by A. S. Omotuyole.

Also, the overall analysis shows that 243 students out of the 1097 have recommended Business Studies

textbooks. This implies that about 22.2% of the sampled students have recommended Business Studies textbooks. Hence, the answer to research question five is that the level of students' possession of the Business studies recommended textbooks at the junior secondary schools in Lagos State is low.

Research Question 4: What is the performance level of business studies students at the Junior Secondary School?

The research question four was answered using results of the students' achievement test. Students' performance in Business studies was subjected to percentage analysis. Their minimum, maximum and range scores were 2, 38 and 36 respectively. The range was divided by three levels (low, average and high) and the cut off was 12. Thus, 0- 11, 12-23, 24 and above scores indicated low, average and high performance level respectively.

Table 4: Students' Performance Level in Business Studies at Junior Secondary School

Performance Level	Frequency	Percentage (%)
Low	336	30.6
Average	516	47.0
High	245	22.4
Total	1097	100.0

Table 4 reveals that 336 (30.6%) of the sampled students had a low performance in business studies after being taught with the used textbooks, 516 (47.0%) of them had an average performance in business studies after being taught with the used textbooks, while 245 (22.4%) had a high-performance level in business studies after being taught with the used textbooks. It implies that above average of the sampled respondents (69.4%) had not less than an average writing performance.

Hypotheses

Ho1: Students' possession of Business Studies recommended textbooks has no significant influence on their performance at the Junior Secondary School level in Lagos State.

Table 5: Contingency Chi-Square Table showing the influence of students' possession of textbooks on their performance in Business Studies

		Performance				x ² -value	P-value
		High	Average	Low	Total		
Possession	HT	97	135	11	243	546.283	.000
	DHT	148	381	325	854		
Total		245	516	336	1097		

Keys: HT (Have Textbooks), DHT (Don't have textbooks)

Table 5 shows that there is a significant influence of students' possession of Business Studies recommended textbooks on their academic performance at the Junior Secondary School level in Lagos State ($\chi^2 = 546.283$, $p < 0.05$). Hence, the null hypothesis which states that students' possession of Business Studies recommended textbooks has no significant influence on their performance at the Junior Secondary School level in Lagos State was rejected. In addition, the individual analysis of the level of students' possession of Business Studies recommended textbooks in relation to their performance showed that students with Business Studies recommended textbooks performed better than those without textbooks.

Ho2: There is no significant relationship between quality of recommended Business Studies textbooks and students' performance at the Junior Secondary School level in Lagos State.

Table 6: Contingency correlation showing relationship between quality of recommended Business studies textbooks and students' performance

		Performance				x ² -value	P-value
		High	Average	Low	Total		
Quality:	Instructional Content	126	295	086	507	376.347	.000
	Presentation Style	030	069	151	250		
	Visual Presentation	089	152	099	340		
Total		245	516	336	1097		

Table 6 shows that there is a significant relationship between quality of recommended Business textbooks and students' performance at the Junior Secondary School level ($\chi^2 = 376.347$, $p < 0.05$).

Hence, the null hypothesis which states that there is no significant relationship between quality of recommended Business textbooks and students' performance at the Junior Secondary School level was rejected.

Discussion of Findings

This paper found that the content of the Business studies recommended textbooks is important to learners' cognition. Supporting this finding, Bekele et al. (2022) who investigated the instructional content and quality of business studies textbook in secondary school in Kenya found that factors such as learner cognition influence quality of instruction content and encourage learning. Still in line with the finding of this study, Liu and Khine (2016) indicated that diagrams in textbooks keep rich details of information facilitating understanding of difficult concepts thereby leading to acquisition of requisite knowledge and skills by the learners. Also, Demir and Erdogan (2018) argued that success in academics is usually inspired by properly structured instructional content in Business studies textbooks. Likewise, Alqurashi (2019) asserted that well-planned material sequencing meets cognitive characteristics of learners and facilitates better learning achievement through textbook. This implies that the content of the Business studies recommended textbooks is important to learners' cognition.

This paper also revealed that the visual representation in the Business studies recommended textbooks is of high quality (value). This may be due to fact that effective teaching and learning processes depend largely on the content and quality of textbooks recommended for use by both the teachers and the students. In line with the finding of this study, Igwe and Agosu (2009) asserted that there is a symbiotic relationship between textbooks and the curriculum, since the curriculum content is usually emphasised and prescribed in the recommended textbooks. Thus, appropriate use of graphical illustrations in recommended textbooks has tendency to enhance learners' knowledge construction and performance in Business Studies. Equally, Bekelei et al. (2022) found

that meticulously developed business studies textbook facilitates individualized learning contributing to the achievement of learning objectives even in the absence of the teacher. This is based on the fact that curriculum content of any subject provides guidance for textbooks as it serves as the major learning materials for achieving its learning objectives.

This study revealed that the level of students' possession of Business studies recommended textbooks at the junior secondary schools in Lagos State is low; and there is a significant influence of students' possession of Business Studies recommended textbooks on their performance at the Junior Secondary School level. This may be the reason Bekele, Amollo, Mwangi and Lilian (2022b) argued that textbook selection depends on factors such as availability of textbooks, marketing by publishers, the familiarity of textbooks and textbook content for realization of academic goals among learners. In relation to the level of students' possession of the Business studies recommended textbooks at the junior secondary school level, Bekelei et al. (2022) argued that availability of appropriately structured textbook promotes reading culture across schools therefore yielding improvement in knowledge construction through the textbook. The researchers added that appropriately selected textbooks will enhance quality learning leading to the increased learning outcome in Business Studies. This implies that students' acquisition or possession of relevant Business studies textbooks will promote good reading culture, support knowledge creation and enhance their performances in the subject (Business Studies).

This research found that the performance level of business studies students at the Junior Secondary School is majorly average. In line with this finding, Udoukpong, Emah and Umoren (2012) who investigated Business Studies academic performance differences of Secondary School Juniors in Akwa Ibom State of Nigeria found that students' academic performance in Business Studies

differed significantly on the basis of gender and self-concept. Also, this present study found that there is a significant relationship between level of availability of textbooks and students' performance at the junior secondary school level. In line with the finding of this study, Okoli and Okorie (2015) in their study on adequacy of material resources required for effective implementation of Upper Basic Education Business Studies Curriculum in Nigeria reported that the adequacy of business studies curriculum compliant textbooks in urban and rural junior secondary schools is low; and there is no significant difference between the adequacy of business studies curriculum compliant textbooks in urban and rural junior secondary schools. The core textbook is essential in promoting individuals learning and academic progress across the school system through exposing learner to real life situation to further cement the learnt concept.

Conclusion

The importance of textbook in promoting individuals learning and enhancing academic performance among learners cannot be underestimated. In view of the findings from this study, most business studies teachers do not use appropriate teaching techniques for the implementation of business studies curriculum in junior secondary schools in Lagos State due to large class size. Likewise, many students do not have recommended business studies textbooks in most junior secondary schools in Lagos State. This tends to affect the utilization of such recommended textbooks among the students. It can be concluded that students' performance in business studies depends on content and possession of the recommended textbooks.

Recommendations

Based on the findings from this study, the following recommendations were put forward:

1. Business studies teachers should make use of recommended textbooks for proper guidance on preparation and delivery of lessons to enhance learners' cognition and performance.

2. There should be periodical review of guidelines for producing Business Studies textbooks to ensure that they (textbooks) have appropriate visual representation and quality.
3. The cost of buying recommended Business Studies textbooks by students should be subsidized by the government. This has tendency to increase the level of students' possession of the Business studies recommended textbooks at the junior secondary schools in Lagos State
4. Steps should be taken by business studies teachers to adopt and apply appropriate teaching methods and materials for the implementation of business studies curriculum at the junior secondary schools level in Lagos State. This will enhance students' understanding of the content and lead to improved academic performance.

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