

## Systematic review of effective teaching methods in business studies education in African secondary schools

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### Abstract

*This systematic review aims to synthesise the existing literature on effective teaching methods in business studies education. With the dynamic nature of the business field, it is essential to identify instructional approaches that best prepare learners for success in a competitive and ever-evolving business environment. A comprehensive search of academic databases and sources was conducted using predetermined search terms and criteria. The inclusion criteria did not focus on studies published in between January 2004 to August 2024, encompassing various research designs, sample sizes, and should only be from Africa. A total of 28 studies met the inclusion criteria, and their findings were systematically analysed. The review identified a range of effective teaching methods in business studies, including case-based learning, active learning strategies, experiential learning, and the integration of technology into the classroom. These methods were associated with improved learner engagement, critical thinking skills, and a better understanding of real-world business challenges. The synthesis of the literature highlights the significance of innovative and interactive teaching methods in business studies education. Educators and institutions should consider adopting a mix of pedagogical approaches that encourage active participation and critical thinking to better prepare learners for the demands of the business world. Furthermore, this review underscores the need for ongoing research in this area to adapt to the changing landscape of business education and address the diverse needs of learners.*

**Keywords:** *business studies education, teaching methods, systematic review, pedagogical approaches, active learning, case-based learning, experiential learning*

### Introduction

In teaching and promoting business studies education of learners, it is a guide in the provision of adequate knowledge, skills and competencies, which are relevant in the current and future global economy. The subject familiarises the learners with concepts like management, finance, marketing, entrepreneurship and economic; at the same time helping to develop their critical thinking, decision making and problem-solving skills. Technological advancement, globalization and changes in the market environment has greatly called for an effective and effective teaching methods in teaching business studies (Wolmarans, 2006). Consequently, educational systems need to change in a way that will enable them to prepare the learners for the future economy that awaits them.

In many African contexts traditional modes of classroom practices, which include the transmission mode of teaching practices such as teacher-centered approach popularly called Lecture method of teachers dominate practices. These approaches have been widely used and they do not warrant active participation of the learners, or the development of critical and creative talents needed in today's

economy. But today's educators and scholars are beginning to appreciate the need to embrace student-centered, participatory and technology-enhanced teaching practices (Moyo & Sibanda, 2018). This process comprises the use of Information Communication Technology, high engaging activities as well as collaborating techniques, which not only enhances the learner's interest but also the ability to understand the application of the learnt theories in solving business problems (Meintjes et al., 2015). Observations made in the recent studies in African countries have revealed the possibilities in the use of various instructional methods in the teaching of business studies. For instance, the use of mobile device and social media platform; WhatsApp and blog has been established to energize learners and teachers and transformed the process of learning into a more active and dynamic affair (Dintwa & Sithole, 2021). Likewise, business simulations and case-based learning have been deemed as very effective models for increasing learners' interest and CO-OP connective gap between contents and contexts (Gillespie, 2004; Sumanth & Nazeer, 2022). These methods enhance a learners' understanding of the

process and puts him/her in an actual decision-making position.

In addition, increased focus in the cultivation of practical experiences to earn reasonable and proper rewards to innovate the business world has resulted to advocacy for incorporation of workplace ounce-based education and entrepreneurial games in educations business curriculum. These methodologies based on the active learning Forbes not only consolidate the concepts but also engage the learners by providing actual learning world scenarios (Bushman, 2020; America & Mallon, 2020). Others teaching techniques that have been considered as enhancing learning and facilitating learners' active participation include field trips, collaborative learning, and computer-aided instructions which were found effective in the African secondary schools.

However, some of the following difficulties are still an issue in the process of implementing of innovative practices into business studies education. The following are some of the challenges, inadequate resources, old and dilapidated facilities, a lack of training and professional development for the teachers and learners (Ngwenya et al., 2023). Additionally, most of the teachers continue to use teacher-centered approaches like lecturing and memorization methods that limit learners' opportunities to work on complex problems and exercises as well as foster enterprising traits (Naidoo & Mabaso, 2020). This goes a long way in showing the need the have holistic teacher training programs that prepares competent teachers who will be able to deliver student-centered and effective technology integrated learning. This review provides a broader and comprehensive outlook of the methods of teaching business studies education in Africa without having to conduct several independent studies.

Evaluating the impact of instructional interventions such as mobile learning, social networking, business simulation, case approach and smart boards, this review highlights opportunities and challenges faced in the field. It also gives pragmatic guidance on the improvement of the teaching and learning of business studies with an overall goal of developing learners' entrepreneurship disposition, critical thinking skills, and preparedness for the global market. This review, therefore, aims at adding to such literature by compiling all the existing literature on the subject so as to improve the teaching of business

studies education for better preparation of the future generation for the inter-connected and competitive world.

### ***Teaching methods in business studies education***

In the realm of business studies education, the diversity of teaching methods is paramount, with the selection of methods contingent on specific learning objectives, content, and learners' needs. Effective teaching methods within this discipline cultivate critical thinking, practical skills, and a more profound understanding of business concepts.

#### *Lecture method*

Traditionally, the lecture method has been widely employed, where instructors orally convey information to learners (Alaagib et al., 2019; Miller et al., 2013). While lectures are effective in providing foundational knowledge, their efficacy is significantly enhanced when combined with interactive activities that actively engage learners (Alaagib et al., 2019; Miller et al., 2013).

#### *Case studies*

Another method frequently utilized in business studies is the case study approach. Case studies present actual or simulated business scenarios for learners to analyse and solve, encouraging critical thinking, decision-making, and the application of theoretical knowledge to practical situations. They are considered to be more effective than traditional lectures (Arastiet et al., 2012; Farashihi & Tajeddin, 2018; McEwen, 2010).

#### *Active learning*

Active learning strategies require learners to actively participate, discuss, and engage with the material. Activities may encompass group discussions, debates, problem-solving exercises, or peer teaching (Arastiet et al., 2012; Farashihi & Tajeddin, 2018; McEwen, 2010). Active learning involves learners working on real business projects for organizations, integrating practical experience with classroom learning (Arastiet et al., 2012; Emeasoba & Igwe, 2016; Farashihi & Tajeddin, 2018; McEwen, 2010).

#### *Experiential learning*

Furthermore, business studies make use of experiential learning, which places emphasis on acquiring knowledge via first-hand experiences. Individuals may engage in internships,

simulations, role-playing, or business projects to get practical knowledge about company operations (Emeasoba, 2016; Oyewole & Ihionkhan, 2020).

#### *Team-based learning*

Team-based learning, often referred to as group work and collaboration, is advocated for its role in promoting teamwork, communication skills, and problem-solving abilities essential in the business world (McErwin, 2010).

#### *Flipped classroom*

The flipped classroom method involves learners independently acquiring core content outside of class, allowing in-class time for discussions, activities, and problem-solving guided by the teacher (Dintwa & Sithole, 2021). Leveraging technology tools like learning management systems, simulations, online quizzes, and virtual classrooms can enhance the delivery of business studies content and engage learners (Dintwa & Sithole, 2021; Nhete et al., 2016).

#### *Guest speakers*

Bringing industry professionals as guest speakers exposes learners to real-world insights and experiences, connecting classroom learning to practical business scenarios (Wolmarans, 2006).

#### *Business simulations*

Business simulations and games enable learners to make decisions as managers, simulate market scenarios, and experience the consequences of their choices (Farashihi & Tajeddin, 2018; McEwen, 2010; Woolmarans, 2006).

#### *Problem-Based Learning (PBL)*

Problem-Based Learning (PBL) exposes learners to intricate, practical challenges, fostering self-directed inquiry and the development of problem-solving abilities (Emeasoba & Igwe, 2016).

#### *Role playing*

Role-playing activities enable learners to act out scenarios, such as negotiations, sales presentations, or management situations, fostering interpersonal and communication skills (Arastiet et al., 2012; Emeasoba & Igwe, 2026; Farashihi & Tajeddin, 2018; McEwen, 2010).

#### *Peer engagement*

Encouraging peer teaching and peer assessment deepens understanding and promotes a sense of

ownership in the learning process (Arastiet et al., 2012; Emeasoba & Igwe, 2016; Farashihi & Tajeddin, 2018; McEwen, 2010).

#### *Problem-solving workshops*

Problem-Solving Workshops, focus on developing problem-solving skills, often by presenting complex business problems and guiding learners through the process of finding solutions (McEwen, 2010; Oyewole & Ihionkhan, 2020; Wolmarans, 2006).

#### *Service learning*

Service learning combines community service with academic study, with learners working on real projects for non-profit organizations, connecting learning to social responsibility (Emeasoba & Igwe, 2016). The selection of teaching methods should be contingent on the learning objectives, subject matter, and learner characteristics. Effective business studies education typically employs a mix of these methods to provide a comprehensive and engaging learning experience.

#### **Research objectives**

1. To identify and synthesize the most effective teaching methods in business studies education based on existing research literature.
2. To assess the impact of various teaching methods on learner engagement, learning outcomes, and skill development in the context of business studies.
3. To provide evidence-based recommendations for educators, curriculum developers, and institutions to improve the quality of business studies education.
4. To highlight gaps in the existing literature and suggest areas for future research in business studies pedagogy.

#### **Research questions**

1. What teaching methods are most employed in business studies education, and what are their respective strengths and weaknesses?
2. How do different teaching methods impact learner motivation, critical thinking, problem-solving skills, and their ability to apply theoretical knowledge to real-world business scenarios?
3. What gaps or limitations exist in the current body of literature on teaching methods in business studies education, and what areas require further research to address these limitations?

- How can the findings of this systematic review be translated into practical recommendations for educators, curriculum developers, and institutions to enhance the quality of business studies education and better prepare learners for the challenges of the business world?

### Methodology

The research employed a systematic review design as a secondary research approach. Systematic reviews can be broadly defined as a method of synthesizing research findings. They are conducted by review groups with specialized skills, aiming to identify and retrieve international evidence relevant to specific questions. The results of this search are then assessed and synthesized to inform practice and policy decisions (Aromataris & Pearson, 2014). The reason for using a systematic review is that it relies on explicit, systematic methods chosen to minimize bias, thus producing more reliable findings that can support conclusions and decision-making (Aromataris & Pearson,

2014). Systematic reviews follow a structured and predefined process, demanding rigorous methods to ensure that the results are both dependable and meaningful for end users.

In this study, articles were exclusively considered if they were written in English and publicly available within the timeframe between January 2004 and August 2024. Keywords such as “effective teaching methods”, “business studies” and “schools” were used for searching on Google Scholar, Scopus, and Sabinet. This search process generated a total of 760,000 results. Additionally, a manual review of relevant articles’ references was conducted. The study’s screening criteria followed the PRISMA (Page et al., 2021) guidelines. Investigations conducted before 2004 were not included in the sample. The primary focus of the study was on Secondary Schools in Africa. Out of the initial 795,943 queries, 52 records were considered valid, and after a careful review of their significance and any potential redundancy, 28 articles were selected for inclusion in the study.

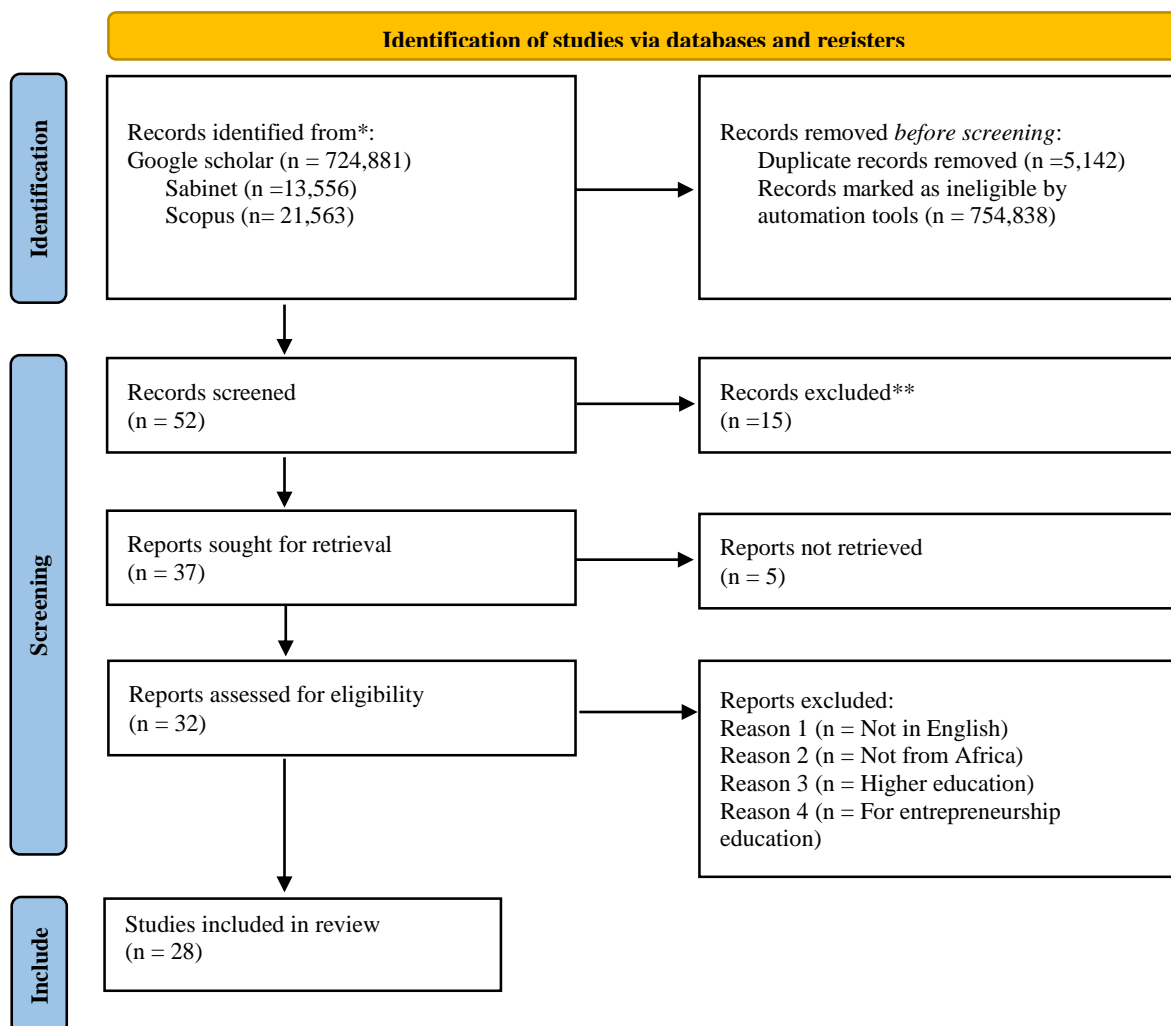


Figure 1: PRISMA (Page et al., 2020)

During the data extraction phase, the following protocols were followed for article selection:

- Articles had to feature original research.
- The use of the English language was preferable throughout the articles.
- The publication year was limited to between January 2004 and August 2024

- The articles had to focus on research conducted in Africa.

As a result, a total of 28 articles pertaining to teaching methods in secondary school accounting were included.

**Table 1: Articles assessed**

No.	Authors	Country	Methodology	Findings
1	Dintwa & Sithole (2021)	Botswana	Descriptive survey design	Both educators and learners expressed that the utilization of mobile devices and social media in business studies invigorates and inspires them in their roles as teachers and learners, respectively. The research also highlighted that various mobile devices and social media platforms, including blogs and WhatsApp, possess the potential to improve the teaching and learning experience when integrated effectively in the classroom. The studies concluded by suggesting that teachers should transition from conventional teaching methods and incorporate technology into their instructional approaches.
2	Oyewole & Ihionkhan (2020)	Nigeria	Survey design used 80 teachers.	Regularly conducting seminars, workshops, and conferences is essential for business educators across all education levels. Industrial training for business education learners should encompass more than just computer training and extend to valuable training centres such as local markets where real transactions occur. The establishment of modern retail trading centres or outlets is necessary for practical in-school training. Furthermore, the country's business studies curriculum should be aligned with international standards to ensure global competitiveness.
3	Nhete et al. (2016)	South Africa	Quantitative	Many teachers regarded smart boards as valuable pedagogical tools with a favourable influence on student learning. They believed that smart boards enhanced learners' curiosity, involvement, and enthusiasm. Additionally, smart boards were seen as catalysts for rendering lessons more interactive and action-oriented by fostering greater learner engagement in discussions and other classroom activities. As educators continuously explore innovative methods to create engaging and interactive learning experiences for learners, this study underscores the potential of smart boards in achieving this goal. It also emphasizes the importance of investing in teacher training to enhance

				their competence, confidence, and attitudes regarding the use of smart boards in classroom instruction.
4	Emeasoba & Igwe (2016)	Nigeria	Quantitative	It is strongly recommended that highly successful experimental teaching techniques be used mandatorily in the teaching of skills courses in business studies education in all secondary schools. The objective of this method is to empower schools to cultivate capable and independent learners who can actively contribute to the sustainable development and disaster management initiatives of the country.
5	Wolmarans (2006)	South Africa	Mixed methods	Business simulations receive positive feedback from learners who view this teaching method favourably.
6	Gillespie (2004)	All North African countries	Quantitative	The case technique replicates the actual business setting by putting learners in the role of a decision-maker in management.
7	Samwel (2010)	Whole Africa	Systematic review	Use of applied pedagogical approaches such case study, simulations.
8	Becheikh et al. (2022)	All North African countries	Quantitative	Promote case-based learning.
9	Gcabashe (2024)	South Africa	Qualitative study	The survey found that business studies professors are adopting learner-centred pedagogy and understanding the need of teaching 21st-century business skills. Even with these results, instructors should be given seminars and short courses to assist them adopt and maintain learner-centred teaching.
10	Gcabashe & Adebola (2023)	South Africa	Qualitative	The poll revealed that instructors hold the belief that WhatsApp facilitates student learning. The study recommended increasing the use of WhatsApp in business studies courses as a means to enhance learning. According to the poll, business studies instructors use WhatsApp as a means to enhance their teaching methods.
11	Americia & Mallon (2020)	South Africa	Mixed methods	Active learning of this kind may include practical job experience and formal schooling. This study argues for the implementation of workplace-based business studies education using the "connectedness" pillar of the productive pedagogies paradigm.
12	Naidoo & Mabaso (2023)a	South Africa	Qualitative	Social constructivist teaching and learning in Grade 11 business courses was evaluated. Direct teaching helped instructors cover content and manage pupils. Teachers said social constructivist approaches impeded syllabus coverage and increased classroom turmoil. Time and class load were obstacles.

13	Naidoo & Mabaso (2023)b	South Africa	Qualitative	The prevalent approach of explicit instruction, which involves reading definitions and transcribing notes, provided learners with a rudimentary comprehension of subjects and their constituent elements. The content that necessitates learners to analyse, deduce, and extrapolate was not present. The absence of appropriate content and illustrations, such as textbook case studies, has restricted the formation of concepts and cognitive progress. These techniques hinder learners from gaining a comprehensive academic grasp of the area.
14	Ndlela et al. (2020)	Eswatini	Mixed methods	According to this research, business research teachers mostly teach large organisational topics (LOTs) rather than focusing on individual human organisations (HOs). The survey indicates that the majority of business studies instructors use question and answer, lecture, and teacher-led discussion as their instructional methods. Despite the use of closed-ended questions by lecturers, the most common strategy was still the use of questions and answers. The majority of business studies teachers did not use permitted methodologies. The research found that the education provided for the development of higher-order thinking (HOT) skills, as recommended by the curriculum, is insufficient. Business studies learners are deficient in job, and life skills. Cluster seminars were suggested as a means for educators to have a comprehensive understanding of Revised Bloom's Taxonomy and to learn teaching approaches that promote higher-order thinking skills (HOTS).
15	Meintjes et al. (2015)	South Africa	Mixed methods	The intervention had a substantial positive impact on the learners' abilities to solve entrepreneurial problems and recognise patterns. Furthermore, Business studies was beneficial for these pupils. This study contends that providing school pupils with hands-on experience in a simulated business environment may enhance their entrepreneurial abilities and contribute to the economic growth and employment opportunities in our country.
16	Bushman (2020)	South Africa	Thematic analysis method	This research suggests that including entrepreneurial games in business studies courses creates an immersive learning environment that captivates learners and enhances comprehension. Additionally, the research discovered that these games provide a connection between academic

				ideas and their practical implementation in the real world. Moreover, they motivate learners by their interactive and experiential nature.
17	Ademiluyi & Musa (2024)	Nigeria	Mixed Methods	The use of the jigsaw teaching technique and peer-tutoring teaching method yielded favourable outcomes in the field of business education.
	Onyesom & Igberaharha (2021)	Nigeria	Survey design	In African secondary schools, effective teaching methods in business studies education include fostering patience, tolerance, fairness, empathy, and utilizing peer-assisted learning and individualized attention for inclusive education.
18	Azeez (2020)	Nigeria	Survey design	Field trips are effective supplementary teaching methods in business studies education in African secondary schools, enhancing learning outcomes and learner engagement, as shown in Kwara State, Nigeria.
19	Hüsni (2023)	South Africa	Descriptive Survey design	The study evaluates entrepreneurship education effectiveness in South African PILs, highlighting the importance of active teaching methods to stimulate learner interest in starting their own businesses.
20	Folakem (2019)	Nigeria	Systematic review	The study highlights that teacher factors like qualifications, materials, and funding influence effective teaching of business studies in Nigerian junior secondary schools, emphasizing the need for incentives and support.
21	Atepor (2019)	All African countries	Systematic review	Strategies for effective teaching in African business education include integrating ethics, competency-based training, retraining educators, and adopting online learning methods to enhance learners' learning experiences.
22	Okolocha & Chibuzor (2018)	Nigeria	Quantitative	Business studies teachers in Anambra State utilize concept mapping effectively for planning, delivering instruction, and assessment, enhancing teaching methods in African secondary schools.
23	Sumanth & Nazeer (2022)	All African countries	Quantitative	The study emphasizes using innovative methods like case studies, simulations, and interactive techniques to enhance management education effectiveness, which can be applied to improve business studies education in African secondary schools.
24	Edokpolor (2018)	Nigeria	Descriptive survey	The research highlights underutilization of learner-centred methods in teaching business studies in junior secondary schools in Edo State, suggesting a need for increased implementation in African secondary schools.



25	Moyo & Sibanda (2018)	All African countries	Systematic review	Collaborative learning, case studies, computer-aided learning, and brainstorming are effective teaching methods in business studies education at the secondary level in African schools, as per the research findings.
26	Onajite et al. (2019)	Nigeria	Quantitative	Teachers in Delta State utilize instructional materials minimally for effective business studies teaching. Strategies like funding support, collaboration, improvisation, and maintenance can enhance teaching methods in African secondary schools.
27	Ngwenya et al. (2023)	All African countries	Systematic review	The challenges faced in teaching Grade 12 business studies in rural African schools include outdated textbooks, language barriers, and learner absenteeism, impacting effective teaching methods in this context.
28	Puri (2020)	All African countries	Systematic review	The case method is an effective teaching tool in business studies, bringing real-world scenarios into the classroom, enhancing learning in African secondary schools.

### Results and discussions

This paper investigated the integration of technology in the teaching and learning process on business studies and how it has affected the classroom. Dintwa and Sithole (2021) noted that both the educators and learners displayed positivism on the incorporation of mobile devices and social media in business studies. Hypotheses regarding the positive outcome of integrating new forms of platforms such as blogs and WhatsApp into learning was substantiated by the results as such platforms helped educators introduce changes to shift from traditional forms of teaching to the more technologically driven forms of teaching. In the same vein, Gcabashe and Adebola (2023) found out that WhatsApp has become popular in the teaching strategies and learning with business studies lessons. Such evidence strongly emphasises to extend the use of technology for making the lessons more effective and learner centred.

Still, business education enhancement is not primarily associated with the development of technology. Similarly, Nhetete et al. (2016) supported their feelings noting that smart boards facilitate learners' participation, increase classroom interactivity. The study also realized that teacher training is crucial in the use of these technological tools; something that other researchers have emphasized on the need for professional development in technology use. Another area of interest is specificity of real-life

experiences in the scope of business learning. Based on the above analysis, Oyewole and Ihionkhan (2020) supported seminars, workshops and industrial training that could be performed in the practical settings like local markets to enhance learners' competitiveness on the international level. A similar recommendation is made by Meintjes et al. (2015) that encourage real life practice exercises in business related mimicked environments to enhance the entrepreneurial training to enhance the skills for economic growth and employment.

It is stressed in a number of works that only activity-oriented and learner-based approaches are effective. For example, Ademiluyi and Musa (2024) confirmed that the use of jigsaw teaching methodology as well as peer tutoring was effective in business education. Bushman (2020) also pointed out that entrepreneurial games contribute positively to the development of engaging and effective simulation-learning models that perfectly aligns learners' classroom knowledge with practical application. Naidoo and Mabaso (2020) confirmed that social constructivist methods focus on teamwork and are adapted in the learning-teaching process despite the observed difficulties, including time limitations and control issues. Nevertheless, in line with Naidoo and Mabaso (2023), the limitation of textbook, such as memorization and writing definitions, may not allow learners to gain a good

appreciation of business ideas.

Several studies also examine new approaches to teaching as well. Gillespie (2004), Samwel (2010) and Puri (2022) encouraged the use of case study because it mirrors actual business environment and improves learners' critical thinking functions. Furthermore, Sumanth and Nazeer (2022) advocated that use of models and play as methods of enhancing management education could be useful when introducing secondary level business concepts. On the other hand, the various studies point out the lack of effectiveness of the teaching methods in use currently. Ndlela et al. (2020) noted that business studies teachers give most of their lessons through lectures and question and answer sessions and fall short in the training of these skills (HOTS). They suggested holding cluster seminars to improve the teachers' knowledge of how to use the Revised Bloom's Taxonomy in the process of educating learners and fostering critical thinking skills. In addition, other works indicate on improving the utilitarian approach to management training.

According to Azeez (2022), the research done in 2020 revealed that field trips have a positive impact on student learning and their level of engagement. In a related study, Wolmarans (2006) found that learners who participated in business simulations had positive responses towards the activity, hence the positive findings of this study. Meanwhile, Becheikh et al. (2022) and Atepor (2019) proposed an increase in competency-based and ethics-driven business education to enhance students' learning.

This study discovered that there are some difficulties which are encountered in business education especially in the African rural settings. Some of the challenges noted by Ngwenya et al. (2023) included use of old textbooks, language and learners' absenteeism which are factors that influence the teaching of business studies in rural schools. In the same vein, Onajite et al. (2019) observed the dearth of instructional materials in Delta State and recommended such approaches as sourcing for funds and partnership to enhance the methods of teaching.

***What teaching methods are most employed in business studies education, and what are their respective strengths and weaknesses?***

The literature highlights a variety of teaching methods in business studies education, each with its own strengths and weaknesses:

- *Mobile devices and social media* (Dintwa & Sithole, 2021; Gcabashe & Adebola, 2023): They enhance the process of teaching and learning besides encouraging and attracting the participation of learners. However, their use should be well coordinated so that it does not cause a lot of distraction and all learners have a fair chance of using the technology.
- *Seminars, workshops, and industrial training* (Oyewole & Ihionkhan, 2020; Ndlela et al., 2020): Thus, these practical approaches add realism to training and build practical experience while at the same time being quite difficult to schedule because of logistics and cost.
- *Smart boards and interactive tools* (Nhete et al., 2016): These foster learner, curiosity, engagement and interactivity but are very costly in terms of developing a pool of trained teachers to teach using the techniques and building an elaborate system of technological support.
- *Experimental teaching techniques* (Emeasoba & Igwe, 2016; Ademiluyi & Musa, 2024): Active learning strategies such as simulations and peer tutoring learning assistance design helps the learners, although such techniques require many resources and may be difficult to apply in settings that have many learners.
- *Business simulations and case studies* (Wolmarans, 2006; Gillespie, 2004; Samwel, 2010): These techniques afford decision making exposure but may be less demanding than the business scenarios.
- *Learner-centred pedagogy* (Gcabashe, 2024): Enhances identification and nurturing of 21 st century skills and talents but the program needs the teacher to undergo through constant professional development education for effective implementation.
- *Direct teaching and social constructivist approaches* (Naidoo & Mabaso, 2020; 2023): However, direct teaching guarantees coverage of the syllabi while constructivism enhances the learning of concepts although it hails time management problems.
- *Collaborative and field-based methods* (Moyo & Sibanda, 2018; Azeez, 2020): Group work promotes not only problem-solving and inter-personal skills, but also helps to develop a sense of group responsibility; practical learning activities – the use of exposure trips. Both however are resource dependent as much as the resource

willing is willing to be tested, challenged and explored.

***How do different teaching methods impact learner motivation, critical thinking, problem-solving skills, and their ability to apply theoretical knowledge to real-world business scenarios?***

- *Mobile and social media tools (Dintwa & Sithole, 2021) and WhatsApp (Gcabashe & Adebola, 2023):* These methods increase learner's motivation because they make the learning process more friendly, rich and easy to access. They also foster peer interaction, but their impact on critical thinking and problem-solving is not very dramatic unless it is used in conjunction with more engaging tools.
- *Business simulations (Wolmarans, 2006) and entrepreneurial games (Bushman, 2020):* The use of these methods fosters problem solving and critical thinking as learners solve business-oriented problems using knowledge gained in class. They improve realism but can sometimes not be as challenging and varied as working on a real-life task.
- *Case studies (Gillespie, 2004; Becheikh et al., 2022):* Stimulates learners' problem-solving skills as they are exposed to scenarios and situations that are real life business environment. However, they may distort complicated situations and fail to foster the development of skills which can be practically applied.
- *Active learning and workplace-based education (Amercia & Mallon, 2020):* Offers practical experience, which enhances facility of translating existing knowledge to practical environments among the learners. This method helps learners to scale between campus learning environment and the business world but has limited partnership with industries.
- *Constructivist approaches (Naidoo & Mabaso, 2020):* These enhance learners' participation and improvement of advanced learning skills, but their implementation is somewhat hindered by syllabus from coverage learning approach.

***What gaps or limitations exist in the current body of literature on teaching methods in business studies education, and what areas require further research to address these limitations?***

Several gaps and limitations in the current literature are apparent:

- *Limited focus on rural education:* Some of the recent surveys like Ngwenya et al. (2023) reveals the problems pertaining to the rural schools like inadequacy of textbooks, and frequent lesson loss due to disabling factors but very little studies are being done regarding effective teaching in these settings.
- *Teacher training and resources:* Several studies including Nhete et al. (2016) and Ndlela et al. (2020) postulate that lack of adequate training and teaching resources as hindrances to the effective use of efficient practices such as smart boards, higher-order thinking, etc. Future studies can examine ways of adapting to these challenges in masses especially in schools with limited resources.
- *Impact of technology integration:* There is, however, limited research on the long-term effects of such technologies such as mobile devices and social media tools on learners' learning (Dintwa & Sithole, 2021; Gcabashe & Adebola, 2023) and how classroom management can be enhanced of these technologies in an array of contexts.
- *Assessment of entrepreneurial skills:* Meintjes et al. (2015) argue that there is an effectiveness of simulated business environment it is developing entrepreneurial skills and thus there should be further research on how these skills can be measured within learning contexts.

***How can the findings of this systematic review be translated into practical recommendations for educators, curriculum developers, and institutions to enhance the quality of business studies education and better prepare learners for the challenges of the business world?***

The findings can be translated into several practical recommendations:

- *Adopt technology thoughtfully:* Include mobile devices, social media and smart boards in the curriculum but support with enhanced teachers' professional development (Dintwa & Sithole, 2021; Nhete et al., 2016). Teachers should therefore be careful not to have their learners distracted with the technology used in their lessons.
- *Promote real-world exposure:* Promote the application of business simulations, case studies and, workplace integrated methods

to help small the gap between theory and practice (Wolmarans 2006; America & Mallon 2020). These affiliations with the local companies could make the learner gain some real-life touch on the operations of the business.

- *Focus on teacher development:* Incorporate periodic seminars as well as, workshops to educate the teachers on the learner-centred technique, and 21<sup>st</sup> Century business techniques (Oyewole & Ihionkhan, 2020; Gcabashe, 2024). This will assist the educators who will be able to embrace changes in new techniques of teaching and also sustain the learner's attention.
- *Develop collaborative and peer-learning environments:* Encourage learners through the use of instructional strategies like the jigsaw method, and cooperative learning approach and peer mentoring so that they would fully develop their ability for critical thinking, teamwork and problem-solving skills. (Ademiluyi & Musa, 2024; Moyo & Sibanda, 2018).
- *Ensure curriculum alignment with global standards:* Timely revision and innovation of business studies syllabi and course offerings to meet international benchmark that put our learners in competitive global standard (Oyewole & Ihionkhan, 2020).

### **Recommendations for policy and practice**

Based on the systematic review of teaching methods in business studies education, several key recommendations emerge for both policy and practice to enhance the quality of business studies education and better prepare learners for real-world business challenges.

#### ***Use of technology in classroom teaching***

- *Policy recommendation:* To the authorities of the respective countries and schools the use of technology in business studies education must be made compulsory and every school must be supplied with effective tools of teaching such technology as smart boards, mobile devices, and education software. Curriculum reforms should also facilitate the uptake of technologies in delivery of education and learning.
- *Practical implementation:* Teachers should receive professional development on the application of technology assets such as smart boards, business games, and online environments for increasing teacher-learner interaction. There is also the necessity for

schools to setup discovery centres that supports the usage of technology in learning.

#### ***Incorporation of enhanced ubiquity and readily learning activities***

- *Policy recommendation:* National education policies should ensure that field visits, case methods, Business Labs and peer tutoring are included in the content of business studies. They have been demonstrated to improve critical thinking; problem solving, and practical application of learned concepts.
- *Practical implementation:* It is suggested that educators need to involve more case, simulation and the related entrepreneurial games into teaching activities. Schools should engage business enterprises in an endeavour to incorporate exercises such as field visits and work experience placements which help in associating between class learning and business realities.

#### ***Teacher content knowledge***

- *Policy recommendation:* The education department should create dedicated follow-up professional development programs, for teachers teaching business studies, especially for underprivileged schools, that will present new methods of teaching their subjects. Topics that must be addressed by this training include the 21<sup>st</sup> century business skills, technologies in the classroom and higher order thinking skills (HOTS).
- *Practical implementation:* All institutions should organize workshops, seminars and industrial training programs for educators of business studies to expose them on how to apply new techniques of teaching while at the same time ensuring that their teaching styles conform to global standards.

#### ***Learner-centered pedagogy***

- *Policy recommendation:* This research suggests that business studies curricula need to change in favour of more learner participation, learning with and from each other. Such this shift from traditional direct instruction approach can potentially foster more engaging, and diverse classrooms.
- *Practical implementation:* Teachers should embrace learner-centred strategies which include jigsaw method and course projects. For the sake of effectiveness, schools should embrace the monitoring and the conducting of periodic assessments of these methods,

while extending support to teachers in times of difficulty relative to the methods at hand like inadequate time management, and interjections in the learning process.

#### ***Adherence to curriculum standards with international benchmark***

- *Policy recommendation:* Authorities should also briefly describe that frequently business studies curricula should be reviewed based on the international business education requirements in order to prepare learners for the market competition. Courses should provide material of various nature: ethical, environmental, and technological innovations in the sphere of business.
- *Practical implementation:* The curriculum developers must upscale and incorporate global business education agenda into their standards to build capacity of the learners. Institutions should also try to liaise with international associations of education in order to constantly update the business.

#### ***Closing of existing gaps in infrastructure and resource***

- *Policy recommendation:* As a result, governments and other players in the education sector require investing in facilities and instrumentality especially in rural and parts with poorly equipped schools to ensure quality business studies education for all learners. Culturally feasible modifications that should be employed to alleviate the barriers include outdated books, language, and learners' absenteeism.
- *Practical implementation:* Schools should employ partnerships with local business in sharing resources, informality in using instructional utensils and proper conservation of utensils. Policy interventions should also embrace funding support to rural school to enable them to acquire new teaching resources.

#### ***Ethics and competency-based training: an integration***

- *Policy recommendation:* The curriculum in business studies should embrace ethics and competency-based training in order to equip the learners with ethical decision making skills when exposed to real life business scenarios. The curriculum should also involve development of the competencies of an entrepreneur and skills for job markets.

- *Practical implementation:* Teachers should also use ethical cases, tests and exercises and real entrepreneurial activities in their teaching. The purpose of promoting ethical business practice is that schools should encourage business ethics by organizing ethical business activities such as ethics business and workshops and business ethics collaborated projects.

#### ***Promoting more scholarship on instructional techniques***

- *Policy recommendation:* Business educators should – and in some cases already do – develop new approaches to the teaching of business studies, and policymakers should commit to the funding of this research more especially considering that research on teaching business studies in African and in the developing world more broadly is sparse. This research should need to break down on the level of understanding of the different teaching methods that will enhance the thinking skills and practical problem solving abilities of the learners as well as their ability to apply their knowledge in solving practical everyday life problems.
- *Practical implementation:* Educational researchers should engage universities to conduct research with the aim of establishing the effects of various approaches to teaching. Teachers should also be taken through action research so that they practice the research process in teaching innovative ways.

#### **Conclusion**

Therefore, to progress business studies education essential strategic pioneers and managers of educational improvements, policymakers, institutions, and teachers should suppose collective efforts to prepare business teaching innovative curricula and support superior methods that reply to the improvement demands of an increasing business environment. In so doing the education system can enhance entrepreneurial orientation, ethical reason, and sustainability problem solving amongst learners through technology infusion, active learning, emphasis on teacher development and curriculum consonance with international best practices. Continued implementation and enhancement to address gaps in infrastructure together with promoting learner-centered teaching will continue to afford equal opportunity for learners regardless

their locations. Finally, the provided recommendations for policy and practice envision a more vibrant, pluralist, and prepared business studies curriculum that enables learners to meet the challenges of the current global economy.

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