

# An Assessment of Strategies that Enhance the Teaching and Learning of Business Studies at Advanced Level in Imbizo District of Bulawayo Metropolitan Province

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## Abstract

The study focused on assessing strategies that enhance the teaching and learning of Business Studies at Advanced Level. Interpretivist paradigm, qualitative approach and case study design were adopted in this study. Purposively selected participants comprised four teachers and twenty-nine students. Data collected through semi-structured face to face interviews and focus group interviews were thematically analysed. The study established that schools used case studies, collaborative learning, computer-aided learning and brainstorming to enhance teaching and learning. Nonetheless, the results revealed that the main challenges encountered in using the strategies included lack of finance and locally published textbooks. The study concluded that though schools faced numerous challenges, there were some elements of good practices that had positive impact on instructional delivery of Business Studies. The study recommends that the Ministry of Primary and Secondary Education should encourage the Business Studies teachers to author local textbooks which are relevant to the students.

**Key words:** strategies, teaching, learning, good practices

## 1. Introduction

Business Studies is broadly recognized as an effective pivot for development of professional or skilled manpower in all facets of commercial, industrial and managerial fields (Ahmed, 2015). Business Studies is a dynamic subject which concocts students for the challenges of the 21st century by acquainting them with the world of business (Eneasoba & Igwe, 2016). Amoor (2010) confirms that Business Studies plays a noteworthy role in economic development by providing knowledge and skills to the students, thereby, empowering them to effectively impart knowledge into others, and be in a position to deal with sophisticated information communication technology systems. Thus, the advent of Business Studies in the school curriculum exposes students to skills and competencies which are essential to their day to day lives and the nation at large (Shizha & Kariwo, 2012). Considering the crucial role played by Business Studies in preparing the students to be active participants in economic development of a country, it is essential to interrogate whether the strategies used by teachers at Advanced Level enhance the teaching and learning of Business Studies.

## 2. Background

Many countries world over have restructured their secondary school curricular in the light of existing economic and social factors with a view to provide students with an education that will adequately prepare them for the world of work (Sithole, 2012). The Department of Education of Papua New Guinea emphasizes the use of a variety of teaching strategies so as to motivate students to learn (Curriculum Department Division of the Department of Education of Papua New Guinea, 2008). In New Zealand, the Ministry of Education recommends the use of experiential learning approaches to enable students to construct knowledge on their own (New Zealand, Ministry of Education, 2008). The same teaching strategies are encouraged in United States of America where the Policies Commission for Business and Economic Education Policy Statement 74 as outlined by the National Association of Supervisors for Business Education (2004) states that Business Studies educators must implement effective instructional strategies to enable students to understand and apply global business concepts.

In recent years, many African governments have attempted to introduce Business Studies in their curricular in response to problems of youth unemployment. Countries like Ghana, Senegal, Botswana, Mozambique and Swaziland have incorporated basic business skills into the secondary school curriculum in an attempt to expose students to pre-employment skills (African Union, 2007). Lauglo (2005) highlights that the issue that drives Business Studies curriculum in secondary education in Africa is the attempt to provide an economically relevant education that prepares students for the world of work. In Botswana, efforts to include Business Studies in

secondary school curriculum are spelt out in the Revised National Policy of Education (RNPE) of 1994. The Department of Education in South Africa (2008) states that Business Studies offers students an opportunity to deal with real life issues that are relevant to the country context which is in line with other African countries' educational philosophies.

Zimbabwe, like other developing countries is experiencing the phenomenon of dwindling formal job opportunities, hence, the adoption of the new curriculum. This move is based on the premise to enable students to be job creators instead of job seekers after completing tertiary education. The Nziramasanga Commission (1999) postulates that the educational system should be relevant to the needs of its economies and should equip individuals with skills and attitudes necessary for them to adapt to changing conditions and for constructive participation in the task of social change.

In Zimbabwe, the Ministry of Primary and Secondary Education Business Studies Syllabus (MoPSEBSS) (2015) stipulates that an Advanced Level Business Studies timetable should have at least eight, forty minutes lessons per week. The Education Strategic Plan (2015) states that teachers should use teaching strategies that are student-centred. In addition, the Curriculum Development Unit (CDU) through the MoPSEBSS (2015) seeks to enable students to more readily adapt to the dynamic environment, through the use of their learned skills, competencies and knowledge, thus, promoting internationally competitive businesses (MoPSEBSS, 2015).

Despite the immense benefits of the subject to individuals and societal development, a study by Ncube (2013) revealed that there is an outcry among stakeholders in education over the growing rate of failure in Zimbabwean high schools in recent years. In response to the problem, Lupane State University in collaboration with Ministry of Primary and Secondary Education (MoPSE) initiated Lupane University Commercials Enhancement Programme (LUCEP) (Katongomara, 2017).

In spite of the measures by the MoPSE and other organisations, there are complaints from the public that students after completing high school lack crucial skills to enable them to be job creators (Moyo, 2018). Given the above observations, it has been noted that there are some schools that have shown good practices in the teaching and learning of Business Studies. However, it is not clear how those schools are using the strategies that enhance the teaching and learning of Business Studies. Hence, it is necessary for this study to assess the strategies that enhance the teaching and learning of Business Studies at Advanced Level in Imbizo District of Bulawayo Metropolitan Province.

### **3. Theoretical framework**

The study was guided by Vygotsky's (1978) Social Constructivist Theory. The major principle of Vygotsky's theory is that social interaction plays a fundamental role in the development of cognition and that knowledge is mutually built and constructed. Vygotsky emphasizes collaboration or assisted performance, social interaction and socio-cultural activity. By interaction with others, students get the opportunity to share their views and thus generate a shared understanding related to the concepts (Kalpana, 2014). The second principle is the concept of more knowledgeable other (MKO) which refers to anyone who has a better understanding or a higher ability level than the student, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, older adult, peers, a younger person, or even computers (Vygotsky, 1978). The third principle of Vygotsky's theory is the idea that the potential for cognitive development depends upon the zone of proximal development (ZPD), which is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. According to Vygotsky, learning occurred in this zone (Vygotsky, 1978).

### **4. Literature Review**

The primary purpose of teaching at any level of education is to bring a fundamental change in the student (Tebabal & Kahsay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit given objectives and students' exit profiles. Teachers require effective and motivating teaching strategies which make students want to learn more and be interested in learning (Ayeni, 2011). This, therefore, suggests that Business Studies teachers should be vigilant and select effective teaching strategies during instructional delivery. Thus, various scholars have mentioned that effective Business Studies teaching strategies encompass case studies, computer aided learning, collaborative learning, brainstorming and many others (Warui, 2014).

#### *4.1 Case Studies*

Previous studies confirm that case studies are widely used in the teaching and learning of Business Studies (Azuama, 2014). Case studies are active learning methods which present the scenarios that apply the concepts learned in the classroom to the real life situation (Beckisheva, Gasparyan & Kovalenko, 2015). Research has revealed that use of case studies improve students' ability to synthesize complex analytical questions about the real-world issues which has resulted in students' motivation to participate in class activities, thereby, promoting learning and increasing performance on assessments (Bonney, 2015).

#### *4.2 Computer-aided learning*

Computer-aided learning (CAL) is one of the methods recommended for teaching Business Studies in the 21<sup>st</sup> century classroom. Tolbert (2015) states that computer-aided learning is the use of computers and software applications to teach concepts or skills. Computer-aided learning eases the process of learning (Cingi, 2013) enhances the degree of student participation, motivation and self-esteem, and changes the roles of student and teacher (Din & Wheatley, 2007). Ya-nan (2013) confirms that as a new teaching method, CAL tends to be all-round, multi-level, and it can make the teaching contents vivid, interesting and fascinating. Additionally, CAL allows students opportunities to engage in problem-solving investigations that develop logical reasoning (Tolbert, 2015). According to Cingi (2013) one of the most significant advantages of CAL is the potential to individualise instruction so as to meet the particular needs of the student. However, a study by Law, Pelgrum and Plomp (2008) revealed that in the developing countries, there is still a lot of knowledge gap in the use of technology to support the learning process and this has a negative impact in enhancing the teaching and learning of Business Studies at Advanced Level.

#### *4.3 Collaborative learning*

Collaborative learning is viewed as a learning process emphasizing group or co-operative efforts among students, stressing active participation and interaction on the part of both students and instructors (Harper, 2002). According to Kalpana (2014) collaborative learning is an arrangement in which students working in mixed-ability groups are rewarded on the basis of the success of the group. The underlying assertion for collaborative learning is founded in social constructivist philosophy and is closely associated with theorists such as Vygotsky (Gordon, 2009). The major benefits of collaborative learning to individual students are that it increases motivation amongst group members; improves students' achievement and enhances the retention of knowledge acquired; encourages critical thinking; and the learning process itself benefits from the diversity of knowledge and experience existing within the group (Rafael & Jose, 2013). Harper (2002) adds that collaborative learning can also be effectively used for research projects and simulations. However, Slavin (2004) warns that if the possibility exists that one or more group members find an answer and share it with the others, or perform the intellectual part of the group assignment while others only observe, then in that case, collaborative learning has not been achieved.

Studies conducted have shown that collaborative learning leads to a higher degree of satisfaction with the learning process, greater motivation to learn, and better performance (Mohammadjani & Tonkaboni, 2015). Ganyaupfu (2013) who conducted a study in South Africa found that collaborative learning stimulates more active thinking than the lecture method, hence, facilitates effective teaching and learning of Business Studies. Similarly, a study carried out in Kenya by Wanza (2012) found that collaborative learning technique is more effective teaching strategy than lecture method in developing concepts and problem solving skills.

#### *4.4 Brainstorming*

The use of instructional strategies forms a major subject of discourse in educational studies. Educators have been advocating for a paradigm shift from traditional talk and chalk approach of teaching to an all engagement of students in the teaching and learning process (Filgona, Sababa & Iyasco, 2016). Hence, the instructional strategies like brainstorming become central in the teaching and learning process, especially in Business studies. Kimotho (2016) acknowledges that brainstorming strategy is one of the most important strategies in provoking creativity and solving problems during instructional delivery. Mateen (2013) observes that brainstorming not only arouses students' attention but also interests them to participate in the class in an interactive and fun-active manner while motivating them towards the topic in focus. Research has revealed that most teachers use brainstorming during lesson introduction to ascertain what their students know about a particular topic (Warui, 2014). Kimotho (2016) found that teachers used brainstorming frequently to attract the attention of the learners

and make them active participants in the class. Furthermore, studies carried out by Wanza (2012) in Kenya and AlMutairi (2015) in Kuwait showed that brainstorming was more effective and stimulates active thinking as compared to traditional method of teaching.

## 5. Challenges faced by teachers in implementing strategies

A number of educational researchers have made significant efforts to bring to light the various problems encountered in instructional delivery. A study conducted by Azuama (2014) in Nigeria revealed that, Business Studies lacks basic instructional tools for effective teaching and learning. Similarly, an observation by Tikly (2010) points out that lack of infrastructural resources is a problem which has negative effect on teaching and learning. Ncube and Tshabalala (2016) in their study revealed that, in Zimbabwe, there is lack of financial resources, equipment and specialist rooms for the practical activities in schools.

Another problem restraining the performance in Business Studies in high schools is inadequate textbooks, workbooks and other teaching aids (Cantrell, 2014). A study conducted by Azuama (2014) in Nigeria revealed that there is a serious dearth of textbooks and other instructional materials for Business Studies. Cantrell (2014) also reveals that Business Studies as a subject, suffers from lack of books in the libraries, badly equipped classrooms that makes it difficult to conduct effective lessons. Thus, lack of resources in high schools might negatively influence the use of strategies that enhance the teaching and learning of Business Studies at Advanced Level. Hence, in the light of this backdrop, this study sought to respond to the following research questions: (i) Which strategies are used by teachers to enhance the teaching and learning of Business Studies at Advanced Level? (ii) What challenges are experienced by high schools in using the strategies that enhance the teaching and learning of Business Studies at Advanced Level?

## 6. Research Methodology

The study was embedded on interpretive research paradigm because of its strengths that come from its naturalistic approach and relying on natural forms of human communication (Creswell, 2003). Qualitative approach was adopted as it helped the researchers understand the social phenomenon from the perspective of the participants (Saunders, Lewis & Thornhill, 2009). A case study design was employed because it enabled the researchers to visit participants in their natural setting of everyday life and to get an in-depth and detailed understanding of the phenomenon under study (Cohen, Manion & Morrison, 2006). The population comprised ten high schools and participants who constituted four teachers and twenty-nine students were purposively sampled. Data was collected using semi-structured face to face interviews with teachers and focus group interviews with students and was coded, transcribed and thematically analysed to address research questions (Arthur & Nazroo, 2003).

To enhance trustworthiness and credibility of the findings, the researchers audio recorded interview sessions to ensure an accurate reflection of the participants' views, transcribed interviews verbatim and provided thick descriptions of the data (Tracy, 2010). Regarding ethical considerations, the issues of consent, privacy and confidentiality, and protection from harm were respected by the researchers in data gathering, management and reporting (Willig, 2008).

## 7. Results

The presentation of the results is based on strategies used by teachers to enhance the teaching and learning of Business Studies which involve case studies, computer aided learning, collaborative learning and brainstorming. The participants are identified as follows: School A to D = four high schools, Tr1A to Tr4D = Business Studies teachers from four high schools, FGD1A to FGD4D = focus groups for students from four high schools.

### 7.1 Strategies used by teachers to enhance the teaching and learning of Business Studies

#### 7.1.1 Case studies

Participants were asked to give their views on the impact of using case studies in enhancing the teaching and learning of Business Studies at Advanced Level. Basically, their responses indicated that case studies have a positive impact on the teaching and learning of Business Studies. Some of their responses are as follows:

FGD1A: *Case studies help us to marry theory with practice and they enable us to see the practical aspects of the subject. Case studies also help us assess if we have understood the concepts or not.*

Tr4D: *Sometimes case studies motivate students if they are able to identify answers in the case or they understood the topic in question. Case studies help students develop skills and the ability to transfer concepts learnt in class to real life contexts. They also promote interaction among students and students are able to use their experiences to apply the lessons learnt.*

Regarding the question of frequency of use of case studies by teachers, these were the participants' responses:

Tr1A: *I normally use case studies once a month.*

Tr2B: *I use case studies after every topic.*

Tr4D: *I use case studies after we finish a topic, at least once a month.*

However, responses from focus group interviews revealed that teachers from some of the selected schools did not use case studies more frequently. For example, FGD1A said their teacher uses case studies every time they write a full paper, that is, once per term. Nevertheless, student participants from FGD2B and FGD4D confirmed that their teachers use case studies frequently when necessary.

Concerning students' participation when using case studies, the responses given below suggest that case studies motivate students.

Tr1A: *Students respond enthusiastically, usually captivated because some cases present them with the real situation or applications to similar situations throughout the lesson.*

However, in some schools, it was revealed that most students had problems with the use of case studies. Their sentiments are presented as follows:

Tr3C: *Case studies are a real problem because students fail to apply theory to real life situation as presented in the case hence application is a challenge.*

FGD2B: *We actively participate if we are familiar with the topic, so our level of participation depends on the level of difficulty of the topic.*

As for the problems militating against the use of case studies as a teaching strategy, most of the participants confirmed that there were no case studies with local examples. Participants indicated that they resorted to the use of foreign cases whose information was not suitable for the scope of the syllabus. Even if they try to improvise by creating local case studies, they did not have a projector to project the case studies for the students. For instance, this is what they said:

Tr4D: *We do not have local cases, many a times we use case studies of American companies which students are not familiar with and it is hard for students to relate, also we have a problem of lack of sufficient resources to enable all students to have a case before them hence they end up sharing.*

Evidence from the responses of participants indicated that case studies were used in some selected schools as a teaching strategy that enhance the teaching and learning of Business Studies at Advanced Level. Although there were some challenges which led to minimal use of case studies in some schools, there is evidence of good practices in use of strategies that enhance teaching and learning in some selected schools.

### 7.1.2 Computer-aided learning

The participants were asked to give their opinion on how computer-aided learning (CAL) facilitates the teaching and learning of Business Studies at Advanced Level. Participants had this to say:

Tr1A: *CAL brings to the classroom flexibility to the teaching methodologies. With CAL sometimes I can pre-record and play lessons, then I can do the final touches before presenting to students, I can correct the lesson*



*prior to teaching my students. The use of interactive boards make learning more interesting on the part of the students and help them to grasp concepts more easily because students are captivated.*

*Tr4D: CAL makes the classroom learning more interesting, students are always fascinated by technology and it captivates their interest and helps catch their attention throughout the lesson.*

*FGD2B: CAL makes it easy for us to understand some concepts because it is more detailed. Using the internet, for example, we are able to familiarize ourselves with the business world outside the classroom, so it strengthens our level of understanding concepts.*

To further establish if teachers used CAL in the teaching and learning of Business Studies, the student participants were in agreement with teachers' responses that teachers sometimes used CAL to enhance the teaching and learning of Business Studies at Advanced Level. For instance, they attested that:

*FGD1A: Yes, our teacher uses CAL sometimes. Visual methods create some interest and we usually enjoy the lessons.*

However, *FGD4D: Not real, our own teacher is a BBT (Born Before Technology) and she has never exposed us to CAL when teaching Business Studies.*

The responses of students were in agreement with their teachers where Tr1A, Tr2B acknowledged that they expose their learners to CAL during the teaching and learning process. Nonetheless, Tr4D had this to say: *To be honest, I have never used any because I do not know how to use information and communication technology tools.*

In view of the above presented information, the participants highlighted that there are some schools which engaged the students in CAL in the teaching and learning of Business Studies. It emerged from the participants' responses that use of CAL enriched the students' research skills and also enabled them to access some of the textbooks which were not available as hard copies in their schools. Though there were a few teachers who could not expose students to CAL because of lack of information and communication technology knowledge and skills, there is evidence of good practices exhibited by some schools in the teaching and learning of Business Studies at Advanced Level.

### *7.1.3 Collaborative learning*

In respect of the value of collaborative learning in the teaching and learning of Business Studies, the participants gave the following responses:

*Tr2B: Collaborative learning enables students to share ideas and assist each other whenever they have problems.*

*Tr4D: Students benefit from interacting with each other. It enables students to be actively involved in their learning and each group member is given the opportunity to contribute in small groups, hence, it helps in sharing ideas. Collaborative learning increases students' retention and builds self-esteem in students.*

When asked on the frequency of use of collaborative learning in their classes, teachers gave almost similar responses as indicated below:

*Tr2B: I use collaborative learning in every lesson.*

*Tr3C: I use collaborative learning when my students are working out problems on a daily basis.*

However, Tr1A mentioned that: *I use collaborative learning once or twice a week at most but with pressures of the syllabus I usually use the lecture method.*

A contrary opinion was expressed by FGD2B, FGD3C and FGD4D who stated that their teachers hardly used collaborative learning when teaching Business Studies. This was confirmed by the comments presented below:

FG4D: *Not often, usually our teacher concentrates on individual work. The teacher usually uses collaborative learning when there are supervisors from outside.*

Relating to the question on student participation when teachers use collaborative learning, the responses were as follows:

Tr1A: *Students actively participate very well, some students who do not usually participate end up participating as they share information.*

Tr2B: *Most students do participate very well with their peers than during class discussion.*

On the other hand, students were asked to give their opinions on how the use of collaborative learning facilitates their understanding of concepts in Business Studies. Students unanimously agreed that collaborative learning had positive impact on their learning. Examples of their responses are presented below:

FGD3C stated:

*Collaborative learning enhances more understanding of concepts because other students bring different sources hence different ideas are shared among students.*

FGD4D: *Information from a colleague is easier to understand than what the teacher says. The way students share information is better than the way the teacher teaches, at times colleagues are better because some of us are good in other topics. The teacher might not know everything, sometimes students might know the information that the teacher might not know then we help each other.*

The above data reveal that both teacher and student participants agreed that collaborative learning was a dominant strategy used in schools understudy to enhance the teaching and learning of Business Studies at Advanced Level. The responses indicated that use of collaborative learning led to active involvement of students in their learning. Thus, showing some good practices in facilitating the learning of Business Studies at Advanced Level.

#### 7.1.4 Brainstorming

Participants were asked when they usually use brainstorming during instructional delivery in Business Studies. Responses from all participants were in agreement as follows:

Tr2B: *I normally use brainstorming when introducing a lesson so as to find out how much students know about a particular concept and during revision.*

Tr3C: *I usually use brainstorming when recapping previous lesson, introducing a new topic just to find out how much they know.*

FGD1A, FGD2B and FGD4D: *Our teacher normally uses brainstorming at the introduction stage of the lesson and during revision sessions.*

Concerning the benefits of brainstorming sessions in the teaching and learning of Business Studies at Advanced Level, the following views were expressed:

Tr2B: *It encourages students to read before a lesson and they are always prepared.*

Tr4D: *Brainstorming sessions stimulate and enhance the creativity of students, it provokes thinking skills, encourages a constructivist approach where a learner is a constructor of knowledge.*

FGD1A: *Brainstorming helps us to recall learnt concepts. It also encourages us to read ahead in preparation for the lesson. Brainstorming allows us to think outside the box or to think widely. It also helps in clarifying concepts not understood earlier.*

Pertaining to the question on student participation during brainstorming sessions, the participants' responses revealed that though most of the students become active participants during the lessons there are some students who experience some challenges especially those who might have not read in advance. Examples of the participants' views are as follows:

Tr1A: *We always have those students who think faster than others usually participating a lot and those reserved ones lagging behind.*

Tr3C: *Brainstorming instils confidence in students because during the sessions if students manage to give positive responses they feel very much confident and feel motivated.*

FGD4D: *As students, if you are asked a question and you give a wrong answer fellow students laugh at you, so it motivates you to read more and always have information on our fingertips. However, at times it can demotivate especially if you are laughed at by colleagues. Sometimes the teacher just goes direct, she just calls out a name and asks a question and we are always ready and prepared. As a result, brainstorming helps us to read in advance.*

From the above participants' responses it is clear that teachers use brainstorming as a teaching strategy and students find it very useful in enhancing their understanding of Business Studies concepts. The presented information indicates that the use of brainstorming encourages students to always read ahead, hence, these are the features of good practices that enhance the teaching and learning of Business Studies at Advanced Level.

## *7.2 Challenges experienced by high schools in using the strategies that enhance the teaching and learning of Business Studies at Advanced Level*

Pertaining to the challenges that are faced by high schools in using the strategies that enhance the teaching and learning of Business Studies at Advanced Level, participants complained of lack of financial resources, congested time-table and inadequate teaching materials as these have negative impact on instructional delivery. The following are some of the participants' responses:

Tr4D: *Our major challenge is lack of resources, we do not have adequate and relevant textbooks in Business Studies, we do not have a viable library where students can research and do their assignments. Also we need internet connection, laptops and projectors as well as refresher courses on how to use ICT tools in teaching.*

Tr2B: *Timetabling is another problem, we are supposed to be allocated 10 periods a week but because of the wide curriculum we end up having 8 periods which is not enough to cover the long syllabus of Business Studies.*

FGD1A: *There is shortage of sources (textbooks), for example, the main textbook that we use in Business Studies, Stimpson has European examples hence we lack local textbooks with local examples that we can relate to. Our school wifi is poor hence researching is a challenge. When we were enrolled for Lower six, the school head told us to bring our gadgets but without wifi the gadgets are rendered useless. Another challenge that we face as Business Studies students is inadequate computers for research. There are about 6 for all students at Advanced level and also projectors are not enough, they are about two for the whole school.*

The presented data depict that there are some constraints that have adverse impact on the teaching and learning of Business Studies at Advanced Level in the selected schools. It was revealed by both teacher and student participants that inadequate resources such as local textbooks, computers, internet connectivity, congested timetable and lack of financial resources hinder effective instructional delivery in schools understudy.

## **9. Discussion**

From the findings of the current study, it was revealed that in some schools case studies are used to enhance the teaching and learning of Business Studies. The study found that in schools where case studies were used, students were motivated to learn Business Studies. The findings of this study confirm the results of the study by Azuama (2014) which revealed prevalence in use of case studies in the teaching and learning of Business Studies in Nigerian Secondary Schools. The results of this study are also in line with Bonney's (2015) observation that use of case studies improve students' ability to synthesize complex analytical questions about the real-world issues which has resulted in students' motivation to participate in class activities, thereby, promoting learning



and increasing performance on assessments. However, the current study also indicated that there were a few schools where case studies were rarely used, hence, students lack skills that bridge the gap between theoretical knowledge and real world applications (Beckisheva, Gasparyan & Kovalenko, 2015).

The study established that there are some schools which engaged the students in CAL in the teaching and learning of Business Studies. The findings of the current study are commensurate with views of scholars that computer aided learning eases the process of learning, enhances the degree of student participation, motivation and self-esteem, and changes the roles of student and teacher (Ya-nan, 2013). It also emerged from the study that use of CAL enriched the students' research skills and also enabled them to access some of the textbooks which were not available as hard copies in their schools. This finding from the current study upholds Tolbert's (2015) view that CAL allows students opportunities to engage in problem-solving investigations that develop logical reasoning. The finding of this study also attests Vygotsky's (1978) social constructivist theory principle of using the more knowledgeable other (MKO) who can be a teacher, coach or even computers to support the student's learning.

However, the results of this study revealed that in some schools, there were a few teachers who could not expose students to CAL because of lack of information and communication technology knowledge and skills. Thus, the stated finding of the current study affirms the observation by Law, Pelgrum and Plomp (2008) which revealed that in the developing countries, there is still a lot of knowledge gap in the use of technology to support the learning process.

The study revealed that collaborative learning is extensively used in the teaching and learning of Business Studies at Advanced Level as it encourages team building and sharing of ideas among students. This is in line with Vygotsky's (1978) social constructivist theory which emphasises the social contexts of learning and that knowledge is mutually built and constructed which is achieved through collaboration or assisted performance, social interaction and socio-cultural activity (Kalpana, 2014).

The results of this study further indicated that collaborative learning led to active involvement of students in their learning. The results of the study are in agreement with observation that collaborative learning leads to a higher degree of satisfaction with the learning process, greater motivation to learn and better performance (Mohammadjani & Tonkaboni, 2015).

The results of this study revealed that brainstorming is frequently used in the selected schools in teaching and learning of Business Studies at Advanced Level. It emerged from the findings of the current study that most teachers use brainstorming during introduction stage to find out the students' knowledge on a particular concept to be taught. This is commensurate with the findings of the study conducted by Warui (2014) in Kenya which indicated that most teachers use brainstorming during lesson introduction to ascertain what their students know about a particular topic. Similarly, the results of this study confirm Kimotho's (2016) findings that the teachers used brainstorming frequently to attract the attention of the students and make them active participants in the class.

The current study further established that the use of brainstorming encourages students to always read ahead. Accordingly, this finding acknowledges the findings of studies carried out by Wanza (2012) in Kenya and AlMutairi (2015) in Kuwait which disclosed that brainstorming was more effective and stimulates active thinking as compared to traditional method of teaching. Another confirmation of this finding is revealed by the results of the study carried out by Zarif and Matten (2013) which indicated that brainstorming was helpful for improving learning outcomes.

The study found that most of the schools understudy lacked locally published Business Studies textbooks with local examples and case studies. It came out from the findings that the schools relied on imported textbooks which are meant for Cambridge syllabus and were expensive to purchase. These findings are in line with Cantrell's (2014) observation that another problem restraining the performance of Business Studies in high schools is inadequate textbooks, workbooks and other teaching aids. The results of the current study also affirm the findings of the study by Azuama (2014) in Nigeria which revealed that there is a serious dearth of textbooks and other instructional materials for Business Studies.

It further came out from this study that lack of financial resources, computers, internet connectivity and congested timetable hinder effective instructional delivery in schools understudy. The results of this study are consistent with Cantrell's (2014) view that Business Studies as a subject suffers from badly equipped classrooms

that makes it difficult to conduct effective lessons. The findings of the current study also confirm the findings of the study by Ncube and Tshabalala (2016) which revealed that in Zimbabwe, the teaching and learning process was hindered by lack of equipment in most schools.

## 10. Conclusion

The study assessed the strategies that enhance the teaching and learning of Business Studies at Advanced Level. The results of the study revealed that the selected schools used strategies which encompass case studies, computer-aided learning, collaborative learning as well as brainstorming to enhance the teaching and learning of Business Studies. The major challenges encountered by schools in using strategies included inadequate resources such as lack of locally published textbooks, computers, internet connectivity, congested timetable and lack of financial resources. Despite the challenges experienced by schools, the study concludes that there were some elements of good practices in terms of use of strategies that enhance the teaching and learning of Business Studies. The study recommends that the Ministry of Primary and Secondary Education should encourage the Business Studies teachers to author local textbooks which are relevant to the students. Since a small sample was used in this study, it is recommended that a larger sample which will give a holistic picture on strategies that enhance the teaching and learning of Business Studies in high schools should be used.

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