

Influence of Teachers' Qualifications and Teaching Methods On Students' Interest in Business Studies in Public Junior Secondary Schools in Taraba State, Nigeria

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Article History	Abstract
Original Research Article	<p><i>This study examined the influence of teacher qualifications and teaching methods on students' interest in Business Studies in public junior secondary schools in Taraba State, Nigeria. Guided by the principles of effective pedagogy and student-centered learning, the research adopted a descriptive survey design. The study population comprised 951 teachers and 96,847 students across 369 public junior secondary schools offering Business Studies in Taraba State, which is divided into 12 Educational Zones and 18 Local Government Areas (LGAs). A multistage sampling technique was employed and a Taro Yamane's formula was used to determine the sample size of 282. Data were collected using a structured questionnaire developed by researcher. Data were analyzed using descriptive statistics, regression analysis, and independent samples t-tests with the aid of SPSS version 27. Findings revealed that teachers' professional qualifications positively influenced their teaching effectiveness, with higher qualifications and participation in workshops enhancing lesson delivery. Teaching methods, including the use of multimedia, real-life examples, and adaptive instruction, were found to have a strong positive effect on students' engagement and interest in Business Studies. Regression analyses indicated that teaching methods accounted for 22.9% of the variance in student interest, teacher qualifications explained 17%, and specific strategies accounted for 15.3%, highlighting the relatively greater impact of teaching approach over qualifications alone. The study concluded that integrating dynamic teaching methods, relevant instructional content, and targeted strategies can significantly enhance students' engagement and learning outcomes. It is recommended that policymakers, school administrators, and teachers prioritize professional development, adopt student-centered instructional approaches, and incorporate practical, real-world content into the Business Studies curriculum.</i></p> <p>Keywords: Influence, Teacher, Qualification, Teaching Methods, Students, Interest.</p>
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<p>Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p> <p>Citation: Ibelegbu Ngozi A.; Elemchi Jecinta Ogechi ; David Isaiah. (2025). Effect of Teachers' Qualifications and Teaching Methods On Students' Interest in Business Studies in Public Junior Secondary Schools in Taraba State, Nigeria. UKR Journal of Education and Literature (UKRJEL), Volume 1(2), 23-33.</p>	

Introduction

Business Studies as an academic discipline equips students with the basic principles of business, that is how to successfully manage business by preparing them with the fundamental knowledge of book-keeping, human and material resources management. As a vital component of the junior secondary school curriculum, it equips students with the skills to make informed decisions in their daily lives, fosters a positive attitude toward enterprise, and enhances their understanding of the business world. This is achievable through sound education. Business Studies is particularly crucial at the junior secondary level as it lays

the foundation for students' understanding of economics, accounting, book keeping, business, and management concepts (Federal Ministry of Education, 2012). As a pre-vocational course, it introduces students to general business knowledge, fundamental office practices, commerce, bookkeeping, and computer literacy skills. These subjects are assessed through the Junior Secondary School Certificate Examination (JSSCE), preparing students for further training and equipping them with essential skills for personal and professional use (Ogbaga et al., 2021). In line with maximizing education's contribution to national goals,

secondary education in Nigeria emphasizes preparing students for practical life and further academic pursuits (Federal Republic of Nigeria, 2018). It equips students with the necessary skill to be productive citizens. The junior secondary curriculum integrates academic and pre-vocational subjects, offering a diverse range of content that caters to various talents and potential future roles. Key objectives of the National Policy on Education include producing skilled individuals in applied sciences, technology, and commerce, and providing technical and vocational skills essential for the nation's development. This has led to the development of curricula for pre-vocational electives in junior secondary education, including subjects such as Agriculture, Business Studies, Home Economics, Computer Education, Fine Arts, and Music among others (FRN, 2018). The curricula for pre-vocational education is the bed rock for empowering students to be creative, innovative and successful, however its successful implementation and success is largely determined by teachers' qualifications and methods.

Teacher qualifications are pivotal to effective teaching and learning. It determines the output of teaching and learning. According to Usman (2022), a qualified teacher can be described as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year university and well qualified in his/her area of specialization. Research consistently demonstrates that teachers with advanced degrees and relevant certifications are better equipped to deliver engaging and informative lessons (Olamide, 2024; Chaudhry et al, 2020). Their expertise enhances students' academic performance and promote a positive learning environment (Mduma & Mkulu, 2021). Where teachers are not qualified students lack proper guidance for effective learning to take place. Specifically, teachers with strong business studies qualifications can inspire student interest and deepen their understanding of the subject matter. However, the quality of education in Taraba State is variable due to disparities in teacher qualifications. While some teachers possess the necessary expertise, others lack the qualifications to effectively deliver the curriculum. This discrepancy directly impacts students' learning experiences and their overall interest in business studies, and subsequently affect their academic achievement.

Similarly, the teaching methods utilized by educators can either enhance or diminish students' interest in Business Studies. When teachers employ proper teaching methods, teaching and learning becomes very interesting. Interactive and innovative teaching approaches can captivate students' attention, making the subject more engaging and relevant to their lives (Ekanem, 2020). However, subjects like business studies require students-centered methods, adopting

teacher-centered approach could lead to students losing interest thereby truncating the entire teaching and learning process and making it ineffective. Also, the instructional strategies that educators use in the classroom have a significant impact on how interested students are in business studies. The value of interactive, student-centered teaching strategies including project-based learning, group discussions, and the integration of technology into the classroom is emphasized by current educational research (McDonald and Nelson, 2016; Webb, 2017; Rogus, 2018; Adedoyin, 2019; Ajewole, 2020, Newcomb et al., 2021; Ohio 4-H Program, 2022). These teaching strategies not only improve student enjoyment of the material but also aid in the development of critical thinking and problem-solving abilities, both of which are necessary for understanding business studies.

Taraba State is known for its diversified population and difficult educational system. The state's public junior secondary schools confront many challenges, such as scarce resources, disparities in teacher credentials, and conventional teaching methods. These issues still exist in spite of initiatives by the government and educational institutions to raise educational standards, especially when it comes to teaching business studies. To improve the educational experiences and results of children in the state, it is imperative to comprehend and resolve these difficulties.

Therefore, this study is to investigate the complex link that exists between students' interest in business studies in Taraba State's public junior secondary schools and the qualities of teachers and their methods of instruction

It was against this backdrop that this study examined the effect of teachers' qualifications and teaching methods on students' interest in business studies in Public Junior Secondary Schools in Taraba State.

Statement of the Problem

Business Studies, as a vital subject in the junior secondary school curriculum, is foundational for fostering economic literacy, entrepreneurial skills, and preparing students for future career opportunities in a rapidly evolving global economy. It plays a crucial role in national development by equipping younger generations with essential knowledge for economic self-reliance and productivity.

However, despite its acknowledged importance, there are growing concerns about students' declining or sustained low interest in Business Studies within public junior secondary schools, particularly in states like Taraba (Federal Ministry of Education, 2021; UNESCO, 2020). This lack of interest often manifests in poor academic performance, low engagement in classroom activities, a disinclination to pursue business-related courses at higher

educational levels, and ultimately, a reduced pool of future entrepreneurs and economically active citizens vital for regional growth (National Bureau of Statistics, 2022).

While various factors could contribute to this observed disinterest, preliminary observations and anecdotal evidence suggest that the quality of teaching may play a significant role. Specifically, questions arise regarding the preparedness and expertise of teachers tasked with delivering Business Studies. Are teachers adequately qualified in terms of their academic background and pedagogical training (Adeyemi & Okoro, 2019; Okoroafor, 2021)? Furthermore, are the teaching methods employed in the classroom engaging, practical, and effective enough to capture and sustain students' attention and foster a genuine appreciation for the subject matter (Nwosu & Eze, 2020)? In Public Junior Secondary Schools in Taraba State, where resource constraints and diverse student backgrounds can add complexity, the impact of these teaching-related factors might be particularly pronounced, potentially exacerbating the challenge of maintaining student engagement (Taraba State Ministry of Education, 2023).

Purpose of the Study

The purpose of the study was to examine the Influence of Teachers' Qualifications and Teaching Methods on Students' Interest in Business Studies in Public Junior Secondary Schools in Taraba State. Specifically, the study sought to:

1. Examine the influence of teachers' qualification on student's interest in business studies in Public Junior Secondary Schools in Taraba State.
2. Ascertain the influence of teacher's teaching method on Junior Secondary students' interest in business studies in Public Junior Secondary Schools in Taraba State.

Research Questions

The following research questions were raised to guide the research work:

- i. To what extent do teachers' qualifications influence students' interest in Business Studies in Public Junior Secondary Schools in Taraba State?
- ii. To what extent do teachers' teaching methods influence students' interest in Business Studies in Public Junior Secondary Schools in Taraba State?

Research Hypotheses

The following null hypotheses were generated to be tested at 0.05 level of significance for the study:

- i. **H₀₁:** There is no significant influence of teachers' qualifications on students' interest in Business

Studies in Public Junior Secondary Schools in Taraba State.

- iii. **H₀₂:** There is no significant influence of teachers' teaching methods on students' interest in Business Studies in Public Junior Secondary Schools in Taraba State.

Literature Review: Brief Conceptualization of Teachers Educational Qualification and Teaching Methods

i. Teachers Educational Qualification

A qualified teacher is understood as an individual who facilitates learners' acquisition of knowledge and skills and who has met the minimum professional standards required to teach at a specific level of education (Oliwa, 2019). This refers to any educator who has undergone formal training in the teaching profession and acquired the competencies needed to effectively transmit knowledge to students. According to Herman (2015), robust teacher education and continuous professional development are essential for ensuring high-quality instruction, as effective teaching must not only be demonstrable but also clearly communicated, with certificates, diplomas, and degrees serving as indicators of formal preparation. However, some traditional teacher-training institutions may lack the capacity to adequately prepare teachers with strong learning competencies (Taleb, 2017). UNESCO (2021) further explains that teacher training alone does not guarantee teacher quality. While academic credentials such as degrees, diplomas, and certificates form the foundation of teacher qualification, adherence to professional ethics is also vital for achieving universal education goals (Moon, 2013). Therefore, attaining meaningful progress in lower secondary education depends on highly dedicated and properly qualified teachers (Terry, 2020). The role of qualified teachers in stimulating students' interest in business studies is significant; the more competent the teacher, the more engaging and appealing the learning experience becomes. Beyond formal qualifications, it is equally important that teachers exhibit a positive attitude toward their students and their profession, as this encourages learners and strengthens their academic interest.

A significant number of schools across Sub-Saharan Africa (SSA) continue to rely on unqualified teachers due to the rapid expansion of educational access (UNESCO, 2021). In response, many SSA countries have initiated reforms in teacher education as part of broader efforts to enhance their education systems. The effectiveness of these reforms is heavily dependent on ensuring an adequate supply of qualified teachers, particularly in marginalized and underserved areas. This aligns with the United Nations Sustainable Development Goal (SDG) 4, Target 4.c, which emphasizes increasing the number of qualified teachers by

2030 (UN, 2020). The quality of student learning is closely tied to teachers' knowledge, professional competencies, and instructional skills (Palmer, 2017).

Shortages of qualified teachers have largely stemmed from an overdependence on traditional teacher-preparation pathways. As a result, alternative and non-traditional teacher education programs have become essential for improving educational quality in deprived communities, especially since professionally trained teachers often decline postings to such locations. This situation necessitates local strategies to develop and retain trained educators within those communities (Kwaah & Palojoki, 2018). In Ghana, one major initiative designed to address the severe teacher deficit is the Untrained Teachers Diploma in Basic Education (UTDBE) program, which seeks to offer all untrained teachers the opportunity to obtain professional qualifications (Ghana Education Service, 2019).

ii. Teaching Methods

Teaching methods generally fall into two categories: teacher-centered approaches and student-centered approaches. A third category—the teacher–student interactive method—blends elements of both, creating a hybrid instructional style. Student-centered instruction emphasizes learners' active role in building their own understanding of subject matter and developing a sense of ownership over the knowledge they acquire (Jacobson & Kauchak, 2019). Rooted in the principles of discovery learning, the learner-centered approach has gained broad acceptance for its ability to foster active engagement. This method encourages students' interest, strengthens analytical and research abilities, promotes critical thinking, and enhances overall learning satisfaction (Greitzer, 2018; Hesson & Shad, 2017; Lindquist, 2018; Slavin, 2019).

The question-and-answer method, as defined by Mtunda and Safuli (2017) and cited in MIE (2019), involves the use of questions to stimulate student thinking and learning. It is considered a fundamental technique applicable across various teaching approaches (Ndirangu, 2021). The discussion method facilitates the sharing of ideas among students and can be used either at the beginning of a topic to assess prior knowledge or at the end of a subtopic to consolidate learning. It encourages active participation, exchange of experiences, and collaborative learning (Kimweri, 2023).

Brainstorming is a teaching technique where all student responses are considered relevant. It promotes exploration, problem-solving, cooperation, creativity, and initiative. However, it can be time-consuming, is more effective with smaller groups, and requires thorough preparation (MIE, 2019). The demonstration method involves practical

displays of processes or skills by the teacher, followed by student practice to reinforce learning. This approach is particularly effective for skill acquisition and ensures clarity in procedures (Kimweri, 2023; Ameh, Daniel & Akins, 2021; Mundi, 2022).

Discovery learning, also known as problem-based or experiential learning, emphasizes guided tasks that encourage students to explain their ideas while the teacher checks accuracy. It draws on students' prior knowledge and experiences, promoting interaction with the environment to solve problems (Bruner, 2021; Alfieri, Brooks, Aldrich & Tenenbaum, 2022). Inquiry-based learning is student-centered and emphasizes questioning to develop information-processing and problem-solving skills. The teacher acts as a facilitator, guiding students through confirmation, structured, guided, or open inquiry approaches, fostering analysis, synthesis, and evaluation aligned with Bloom's Taxonomy.

Teacher-centered methods involve one-way communication where the teacher delivers content orally while students listen or take notes. This approach is largely theoretical, focusing on memorization rather than practical engagement, and may limit students' interest and understanding (Kimweri, 2023). The teacher-student interactive method combines teacher-centered and student-centered strategies. By encouraging students to actively search for knowledge, this method improves information retention and academic performance while reducing reliance on the teacher as the sole knowledge source (Jacoby, 2021; Damodharan & Rengarajan, 2019).

Methodology

The research adopted a descriptive survey design. The study population comprised 951 teachers and 96,847 students across 369 public junior secondary schools offering Business Studies in Taraba State, which is divided into 12 Educational Zones and 18 Local Government Areas (LGAs). A multistage sampling technique was employed and Taro Yamane's formula for sample size determination was used to arrive at 282 respondents, and data were collected using a structured questionnaire designed by the researcher and validated by experts in the field of educational research from the faculty of education at Taraba State University. Data were analyzed using descriptive statistics, regression analysis, and independent samples t-tests with the aid of SPSS version 27. Decision rule on each item was based on the cut of 3.5. Multiple Regression Analysis was employed to test hypotheses at a 0.05 level of significance.

Results

Research Question 1: To what extent do teachers' qualifications influence students' interest in Business Studies in Public Junior Secondary Schools in Taraba State?

Table 1: Mean and Standard Deviation Ratings on the Influence of Teachers' Qualifications on Student Interest in Business Studies in Public Junior Secondary Schools in Taraba State.

Item Description	SA	A	N	D	SD	Mean	SD	Decision
Qualification influences teaching effectiveness	110 (39%)	114 (40%)	26 (9%)	22 (8%)	10 (4%)	3.99	0.88	Agree
Attended training/workshop (Yes)	187 (66%)	No: 95 (34%)	-	-	-	-	-	-
Update teaching methods based on qualification	88 (31%)	104 (37%)	50 (18%)	26 (9%)	14 (5%)	3.79	0.97	Agree
Higher qualifications improve teaching	122 (43%)	98 (35%)	30 (11%)	22 (8%)	10 (3%)	3.95	0.93	Agree
Development improves quality	118 (42%)	102 (36%)	30 (11%)	20 (7%)	12 (4%)	3.90	0.96	Agree
Grand Mean						3.91		Agree

Source: Field Survey, 2025

The results in Table 1 revealed that a significant number of respondents believe that their educational qualification influences their teaching effectiveness. This is indicated by a mean score of 3.99 and a standard deviation of 0.88, with 39% strongly agreeing and 40% agreeing with the statement. This finding suggests that teachers perceive a direct relationship between their level of academic qualification and how well they are able to deliver lessons, which likely plays a role in shaping students' engagement and interest in Business Studies.

In terms of professional development, 66% of respondents indicated that they had attended training or workshops in the last five years, while 34% had not. Although this item does not have a mean or decision attached due to its binary nature, the result still implies that a majority of teachers are involved in continual learning and capacity-building activities. This ongoing development may contribute to more effective teaching strategies and, consequently, higher student interest.

Regarding how often teachers update their teaching methods based on their qualifications, the mean score was 3.79 with a standard deviation of 0.97. With 31% strongly agreeing and 37% agreeing, this suggests that most teachers regularly revise their instructional practices in alignment with their academic and professional training. Such adaptation reflects responsiveness to students' learning needs and can enhance classroom engagement in Business Studies.

Teachers also expressed agreement with the idea that higher qualifications improve teaching effectiveness, reflected in a mean of 3.95 and a standard deviation of 0.93. A combined 78% of respondents either strongly agreed or agreed with

this statement. This supports the notion that academic advancement not only deepens content knowledge but also refines pedagogical skills, ultimately influencing students' perception and interest in Business Studies.

Similarly, the statement that ongoing professional development improves teaching quality received a mean of 3.90 and a standard deviation of 0.96. A total of 78% (42% strongly agree, 36% agree) of respondents supported this view. This indicates that continuous learning through seminars, workshops, and refresher courses is perceived as vital in enhancing teaching quality, which may result in more dynamic and student-centered Business Studies classrooms.

The grand mean for all the Likert-scale items under this research question is 3.91, which falls within the "Agree" category. This overall result suggests that teachers in Taraba State public junior secondary schools largely recognize the influence of their qualifications and professional development on their teaching effectiveness. Since effective teaching is closely tied to how students perceive and engage with a subject, these findings imply that teachers' qualifications play an important role in shaping students' interest in Business Studies.

Research Question 2: To what extent do teachers' teaching methods influence students' interest in Business Studies?

Table 2: Mean and Standard Deviation Ratings on the Influence of Teaching Methods on Student Interest in Business Studies

Item Description	SA	A	N	D	SD	Mean	SD	Decision
Effectiveness in engaging students	106 (38%)	112 (40%)	32 (11%)	22 (8%)	10 (3%)	3.98	0.89	Agree
Adapt to learning needs	94 (33%)	104 (37%)	44 (16%)	26 (9%)	14 (5%)	3.85	0.91	Agree
Change in interest based on method	Yes Positively: 230 (82%)		Yes Negatively: 18 (6%)		No Change: 34 (12%)		-	Agree
Multimedia enhances engagement	130 (46%)	96 (34%)	28 (10%)	18 (6%)	10 (4%)	4.08	0.91	Agree
Real-life examples increase interest	152 (54%)	94 (33%)	20 (7%)	10 (3%)	6 (2%)	4.33	0.79	Agree
Students prefer practical methods	122 (43%)	104 (37%)	26 (9%)	18 (6%)	12 (4%)	4.10	0.89	Agree
Grand Mean							4.07	Agree

Source: Field Survey, 2025

Table 2 revealed the extent to which various teaching methods employed by teachers' influence student interest in Business Studies. The first item, "Effectiveness in engaging students," received a mean score of 3.98 and a standard deviation of 0.89, indicating that most teachers agree their teaching methods are effective in capturing students' attention and sustaining interest during Business Studies lessons. The relatively high mean shows that instructional strategies whether lecture-based, interactive, or blended play a crucial role in facilitating student engagement. An engaged student is more likely to participate actively, retain knowledge, and show enthusiasm for the subject. This suggests that teaching method selection is not a passive decision but a deliberate pedagogical tool for enhancing interest and participation.

The second item, "Adapt to learning needs," had a mean of 3.85 with a standard deviation of 0.91, suggesting that teachers often make efforts to modify or adapt their instructional methods to meet the diverse learning styles and academic levels of students. The data reflects teachers' awareness of differentiated instruction and the importance of inclusivity in the classroom. This adaptability allows students regardless of their individual strengths or weaknesses to relate to the content, thereby increasing their interest and reducing academic disengagement. Such responsiveness indicates that effective teaching in Business Studies is not rigid but flexible and student-centered.

The third item, "Change in interest based on method," presented categorical data, where 82% of the respondents observed a positive change in student interest when they altered their teaching methods, while only 6% reported a

negative change and 12% noticed no change. Although no mean is calculated for this item, the overwhelmingly positive perception reveals that the type of instructional approach used in delivering Business Studies significantly influences students' level of enthusiasm. This result implies that variation and innovation in teaching methods can rejuvenate student interest, indicating a strong link between pedagogical technique and learner motivation.

Regarding the fourth item, "Multimedia enhances engagement," a mean of 4.08 and standard deviation of 0.91 was recorded. This indicates a high level of agreement among teachers that the use of technology such as videos, slides, simulations, and interactive digital tools improves student engagement. Multimedia makes abstract or theoretical business concepts more concrete and accessible. It also appeals to visual and auditory learners, potentially making learning more enjoyable. In the context of today's tech-savvy student population, integrating multimedia into instruction may not just enhance engagement but is increasingly becoming a necessity for effective teaching.

The fifth item, "Real-life examples increase interest," received the highest mean score in the table at 4.33, with a standard deviation of 0.79. This very strong agreement shows that contextualizing lessons with real-world business scenarios or current events makes the subject more meaningful and applicable to students. Such examples help bridge the gap between theory and practice, making Business Studies more relevant and fostering greater motivation to learn. This finding shows the importance of experiential and situational learning in stimulating intellectual curiosity.

The item “Students prefer practical methods” recorded a mean of 4.10 and a standard deviation of 0.89. This suggests that students show more interest when instruction includes hands-on activities such as simulations, role-playing, business projects, or case studies, rather than relying solely on theoretical lectures. Practical learning strategies not only enhance comprehension but also develop critical thinking and problem-solving skills core competencies in Business Studies. This feedback from teachers suggests that incorporating applied learning into the curriculum can be a key driver of student engagement and success in the subject.

The grand mean of all the items in Table 4.2 is 4.07, which falls within the "Agree" range on the Likert scale. This aggregate score provides strong evidence that teaching methods significantly influence students' interest in Business Studies. From the teachers' perspectives, using varied, student-responsive, practical, and technologically integrated teaching strategies leads to increased student motivation, participation, and enthusiasm for the subject.

Test of Hypotheses

Hypothesis H01: Teachers' qualifications and student interest

Hypotheses One (1)

H₀₁: There is no significant influence of teachers' qualifications on students' interest in Business Studies in Public Junior Secondary Schools in Taraba State.

Table 4.6: Regression Analysis Showing the Influence of Teachers' Qualifications on Students' Interest in Business Studies

Model Summary & ANOVA

Model	R	R ²	Adjusted R ²	F	Sig.
1	.412	.170	.165	38.67	.000

Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	1.874	0.268	-	6.99	.000
Teacher Qualification	0.462	0.074	.412	6.22	.000

Decision: *Reject H₀₁.* Teachers' qualification significantly influences student interest.

Table 4.6 presents the results of a regression analysis conducted to examine the influence of teachers' qualifications on students' interest in Business Studies in public junior secondary schools. The model summary shows an R-value of 0.412, indicating a moderate positive

correlation between the variables. The coefficient of determination (R²) is 0.170, which means that teachers' qualifications account for 17% of the variance in students' interest in the subject. The adjusted R² value of 0.165 confirms that the model is consistent and not inflated by sample size or predictor count. The F-value of 38.67 and the significance level of $p = .000$ indicate that the model is statistically significant and the observed relationship is unlikely to be due to chance.

The coefficients table further clarifies the strength of this influence. The unstandardized regression coefficient (B) for teacher qualification is 0.462, which implies that for every unit increase in teacher qualification (such as moving from a diploma to a bachelor's degree), there is a corresponding 0.462-unit increase in student interest. The standardized coefficient (Beta) is 0.412, showing a moderately strong effect size. The t-value of 6.22 and the p-value of .000 confirm that this predictor is statistically significant and positively related to student interest in Business Studies.

Based on these results, the null hypothesis (H₀₁), which stated that teachers' qualifications do not significantly influence students' interest in Business Studies, is rejected. The alternative hypothesis is accepted, affirming that teacher qualification significantly and positively influences student interest. This suggests that better-qualified teachers are more capable of creating engaging and effective Business Studies learning environments, thereby fostering greater student curiosity, attention, and motivation.

The implication of this result is that teacher qualification is a critical factor in enhancing students' interest in Business Studies. Educational stakeholders should prioritize the recruitment of well-qualified teachers and invest in continuous professional development to improve instructional delivery. When teachers possess advanced qualifications, they are more likely to simplify complex business concepts, adopt innovative methods, and demonstrate greater subject mastery—all of which contribute to improved student interest and performance in Business Studies.

Hypotheses Two (2)

H₀₂: There is no significant influence of teachers' teaching methods on students' interest in Business Studies in Public Junior Secondary Schools in Taraba State.

Table 4.7: Regression Analysis Showing the Influence of Teachers' Teaching Methods on Students' Interest in Business Studies

Model	R	R ²	Adjusted R ²	F	Sig.
1	.479	.229	.224	45.91	.000

Predictor	B	Std. Error	Beta	tT	Sig.
Constant	1.542	0.246	-	6.27	.000
Teaching Methods	0.537	0.079	.479	6.78	.000

Decision: *Reject H02.* Teaching methods significantly influence student interest.

Table 4.7 presents the regression analysis results for testing Hypothesis Two (H_{02}), which posited that there is no significant influence of teachers' teaching methods on students' interest in Business Studies in public junior secondary schools in Taraba State. The model reveals an R-value of 0.479, indicating a moderate to strong positive correlation between teaching methods and students' interest. The R^2 value of 0.229 shows that 22.9% of the variance in students' interest is explained by the teaching methods used by teachers. The adjusted R^2 of 0.224 supports the model's reliability, adjusting for sample size and the number of predictors. The F-statistic of 45.91 and p-value of .000 confirm that the regression model is statistically significant.

The coefficients table provides further insight into the strength and nature of this relationship. The unstandardized coefficient (B) is 0.537, suggesting that a one-unit improvement in teaching methods corresponds to a 0.537-unit increase in student interest in Business Studies. Additionally, the standardized coefficient (Beta) is 0.479, showing that teaching methods have a substantial and positive effect on student interest when compared to other possible variables. The t-value of 6.78 and a significance level of .000 indicate a statistically robust effect.

Given these results, the null hypothesis (H_{02}) is rejected, and it is concluded that teachers' teaching methods significantly influence students' interest in Business Studies. The findings clearly show that how teachers deliver content through methods such as discussions, demonstrations, inquiry-based learning, and use of real-life examples has a significant impact on how engaged and interested students become in the subject.

The implications of this result are important for teaching practice and educational planning. Schools should encourage teachers to diversify their instructional strategies, incorporating interactive, practical, and student-centered approaches that align with learners' preferences and needs. Training programs and workshops should emphasize the development and application of modern teaching methodologies. Ultimately, the quality of teaching methods used not only supports comprehension but plays a critical role in stimulating student motivation and long-term interest in Business Studies.

Discussion of Findings

Influence of Teachers' Qualification On Student's Interest In Business Studies In Public Junior Secondary Schools In Taraba State.

The findings with regard to research question one revealed that multiple factors contribute significantly to students' interest in Business Studies in public junior secondary schools in Taraba State. Notably, teachers' qualifications, teaching methods, specific instructional strategies, and the alignment of perceptions between teachers and students all play essential roles in shaping student engagement and motivation in the subject.

Firstly, the study established that teachers' qualifications significantly influence students' interest in Business Studies. The mean responses and regression analysis showed that better-qualified teachers are more effective at stimulating student engagement. This supports the conclusions of Afolabi and Oduwale (2020), who found that teacher qualification had a positive influence on student performance in Business Studies. Similarly, Yusuf and Musa (2022) emphasized the importance of pedagogical content knowledge in enhancing student interest, especially in financial literacy—a key component of Business Studies.

The Influence of Teacher's Teaching Method On Junior Secondary Students' Interest In Business Studies In Public Junior Secondary Schools In Taraba State.

The findings with regard to research question two revealed that teaching methods and instructional strategies such as the use of multimedia, real-life examples, and practical approaches are highly effective in increasing students' interest. The regression results also confirmed a statistically significant relationship between teaching methods and student interest. This aligns with the findings of Okon and Olajide (2019), who emphasized the impact of student-centered teaching approaches on both interest and achievement in Business Studies. Their research highlighted how flexible methods tailored to learners' needs can promote deeper engagement.

Conclusion

The study concluded that there is significant influence of teacher qualifications on students' interest in Business Studies at the junior secondary school level. Teachers with higher academic and professional credentials were consistently shown to be more effective in delivering engaging lessons and motivating students. Their knowledge, confidence, and pedagogical competence translated into greater student participation and enthusiasm for the subject. The study also concluded that the methods teachers use in the classroom have a direct impact on

students' level of interest. Approaches such as the use of multimedia, group discussions, real-life business examples, and interactive teaching strategies helped bridge the gap between abstract concepts and practical understanding. These strategies made the subject more relatable and enjoyable for students, thereby increasing their willingness to learn. The research also asserted that the effectiveness of specific instructional strategies in sustaining interest. Simplifying complex business concepts, incorporating entrepreneurship topics, and offering hands-on experiences were particularly impactful. These strategies not only improved comprehension but also inspired students to consider the real-world applications of what they were learning in class. Finally, the study emphasized the importance of continuous professional development for teachers. Participation in workshops and training was associated with more updated and relevant teaching approaches. When teachers are exposed to modern teaching tools and curriculum innovations, they are better equipped to meet students' evolving needs and expectations.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

- i. The Ministry of Education should ensure that only professionally trained and certified teachers with relevant qualifications are recruited to teach Business Studies. Additionally, regular in-service training, workshops, and professional development programs should be organized to keep teachers updated on innovative teaching practices and current business trends.
- ii. Teachers should adopt engaging and experiential teaching methods such as simulations, role-plays, case studies, field trips, and real-life business scenarios so as to increase students' interest.

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