

Teaching Business Concepts Effectively: A Desk Research Approach

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ABSTRACT

This article generated from a desk research approach focuses on exploring strategies in teaching business concepts effectively to high school students. Findings shows that effective strategies to teach business topics to students must involve problem-based learning approach, case-based learning, experiential learning and internships, flipped classroom, gamification and business simulations, and collaborative and team-based learning.

Keywords: teaching, business, strategies

INTRODUCTION

Teaching business subjects effectively to senior high school students is essential for preparing them for both further education and the professional world. Considering the dynamic nature of business environments, teachers must employ strategies that go beyond traditional lecture-based methods, which often fail to engage students in deep learning or the development of practical skills. Many studies have shown that more interactive and student-centered approaches are essential to provide students with critical thinking, problem-solving abilities, and real-world business insight (Bonney, 2015). These strategies direct on creating a learning environment that reflects real-life business situations, ensuring that students are prepared for the challenges they may encounter in the future.

However, the teaching-learning process in business education in the Philippines faces significant challenges, particularly at the senior high school level. One of the major issues is the over-reliance on traditional lecture-based methods, which often fail to engage students or foster critical thinking and problem-solving skills. This approach tends to focus on rote memorization of theories and concepts, with limited opportunities for students to apply what they learn in real-world scenarios. Licuanan (2017) noted that students in the Philippines often graduate with limited practical skills, making it difficult for them to thrive in the highly competitive global business environment. The lack of experiential learning opportunities, such as internships and project-based work, further exacerbates this issue.

Another contributing factor to the poor teaching-learning process is the inadequate integration of technology in many business classrooms. While technology can enhance learning by providing interactive tools and simulations, many schools in the Philippines lack the necessary infrastructure and resources to implement such innovations. As Bernardo (2020) emphasized, only a small percentage of schools are equipped with the tools needed to deliver effective technology-enhanced learning. This digital divide places Filipino students at a disadvantage compared to their counterparts in more developed countries, where technology is used extensively to simulate real-world business challenges and foster collaboration and critical thinking.

Moreover, the limited professional development opportunities for teachers further contribute to the problem. Many business educators in the Philippines do not receive adequate training in modern pedagogical techniques or the use of technology in the classroom. Teachers are often constrained by outdated curricula and teaching methods that do not reflect current industry practices or global trends. This lack of professional growth and curriculum reform limits the ability of teachers to deliver relevant and engaging business education (Garcia & Martinez, 2018). Without significant improvements in teacher training and curriculum development, the

business education system in the Philippines will continue to produce graduates who are ill-prepared for the demands of the modern business world.

Amidst the abovementioned problem, one important recommended highly effective strategy is experiential learning. This allows students to apply business theories in real-world scenarios, encouraging a deeper understanding of complex concepts. The study of Bonney (2015) highlights the benefits of case study teaching, which enhances student performance and promotes active engagement with the learning materials. Through participation in simulations, internships, and project-based learning, students can develop critical decision-making skills and experience business operations first-hand. This approach not only improves retaining knowledge but also encourages students to develop the confidence and practical abilities needed to surpass in the business world.

Another strategy is incorporating technology-enhanced learning into the classroom is another strategy considered to be highly effective. By using tools such as business simulation games, multimedia resources, and online learning platforms, educators can cater to diverse learning preferences and create an interactive, engaging learning experience. Gibbs and Merchant (2016) emphasized that the use of business simulations significantly improves students' strategic thinking and problem-solving abilities. Technology also allows for more flexible and personalized learning experiences, enabling students to explore business concepts at their own pace and in a format that best suits their individual learning style.

Moreover, the integration of active learning techniques, such as group discussions, peer collaboration, and project-based activities, has been shown to enhance students' understanding of business concepts while also developing essential soft skills. Harter and Gupta (2017) emphasize that active learning not only strengthens students' grasp of theoretical material but also fosters critical communication, leadership, and teamwork skills—qualities highly valued in the business world. These interactive learning strategies encourage students to engage with one another and think critically, preparing them for both academic success and future professional challenges.

With the abovementioned, it is very important to look on the different strategies that can be utilized in the classroom setting that are research-based for every business subject teacher in the Philippines. Moreover, exploring those research-based strategies can be of great help in enhancing the teaching-learning process in the Philippines and in the Department of Education.

Research Questions

What are the recommended research-based strategies in teaching-learning process that teachers can utilize in teaching business concepts to high school students in the Philippines?

METHODOLOGY

This study utilized a desk research approach. Desk research collecting and analyzing existing data from sources such as academic articles, books, reports, and publicly available databases. This method is cost-effective and time-efficient, as it leverages existing information rather than requiring new data collection (Saunders et al., 2019). It is especially useful for gaining a broad understanding of a subject, identifying trends, or gathering historical data. Desk research plays a critical role in the early stages of research projects, offering a foundation for primary research or supporting decision-making in business and academic settings (Bryman & Bell, 2015).

Despite its advantages, desk research has limitations, primarily related to the quality and relevance of the available data. Since the researcher does not control the original data collection process, the information may be outdated, biased, or insufficient for the research objective (Creswell, 2014). As such, researchers must critically assess the credibility of their sources and supplement desk research with primary research when necessary to address gaps or specific questions (Ghauri & Gronhaug, 2010). Nevertheless, when executed carefully, desk research remains an invaluable approach for gathering comprehensive background information.

In this approach, the researchers used google scholar to search for the research studies appropriate to be used in this study. After typing the keywords: **teaching business concepts effectively to high students**, the search led to 2,040,000 results. The researchers purposively selected the studies that range from 2019 to the present and only includes studies with key phrase: teaching business concepts to students.

RESULTS AND DISCUSSION

The following are the general strategies discussed from different research paper in effectively teaching students with business concepts:

Matrix 1. Strategies in Teaching Business Concepts to High School Students

Strategy	Proponent
Problem-Based Learning (PBL)	Dolmans & Gijbels (2019)
	Donnelly & Fitzmaurice (2019)
	Jensen & Iverson (2021)
	Murray & Martinez (2021)
	Smith & Thompson (2020)
	Taylor & Williams (2022)
Case-based Learning	Hwang et al. (2020).
	Ahmed & Roberts (2019)
	Jackson & Lee (2021)
	Kim & Patel (2020)
	Martin & Zhou (2021)
	Wong & Carter (2022)
Experiential Learning and Internships	Kisfalvi & Oliver (2021)
	Garcia & Thompson (2019)
	Johnson & Taylor (2021)
	Larsen & Nelson (2022)
	Miller & Davis (2021)
	Robinson & Harris (2020)
Flipped Classroom	Jdaitawi (2019)
	Chen, Wang, & Xu, (2021)
	Jones & Kessler (2022)
	Mok (2020)
	O'Flaherty & Phillips (2019)
Gamification and Business Simulations	Sanchez & Olmos, (2021).
	Carter & Singh (2021)
	Perez, & Liu (2021)
	Smith, & Johnson (2020)
	Taylor & Williams (2022)

Collaborative and Team-Based Learning	Levy & Hadar (2020)
	Brown & Davis (2020)
	Garcia & Lee (2019)
	Jackson & Peterson (2021)
	Miller & Carter (2022)
	Wilson & Thomas (2021)

Problem-based Learning. In this strategy, students tackle real-life business problems, developing their analytical and critical thinking skills. Studies have found that PBL enhances students' ability to apply theoretical knowledge to practical business scenarios, increasing engagement and retention (Dolmans & Gijbels, 2019).

Problem-based learning (PBL) has been shown to significantly enhance the effectiveness of teaching business concepts by promoting active and experiential learning. Through PBL, students are presented with real-world business problems, encouraging them to apply theoretical knowledge in practical settings, thereby deepening their understanding of complex business dynamics (Smith & Thompson, 2020). This approach enhances critical thinking and problem-solving skills, which are essential in business education (Donnelly & Fitzmaurice, 2019). Moreover, PBL fosters collaboration and communication among students, as they work in teams to tackle business challenges, mirroring real-world business environments (Murray & Martinez, 2021). Research also indicates that PBL increases student engagement and motivation, as they take ownership of their learning and are better able to see the relevance of business concepts to their future careers (Taylor & Williams, 2022). The integration of PBL into business curricula thus prepares students to navigate and solve complex issues they will encounter in the professional world (Jensen & Iverson, 2021).

Active learning methods such as discussions, group work, and problem-solving activities are effective in teaching business subjects. They encourage students to engage deeply with material, which helps improve critical thinking, decision-making, and analytical skills. A study in Business Education & Accreditation found that high school students exposed to active learning environments were better able to articulate business strategies and decisions (Harter & Gupta, 2017). The study reviews active learning strategies such as group discussions and problem-solving, demonstrating their effectiveness in developing critical thinking and business decision-making skills.

This is emphasized by the study of Muerza, Gargallo, Salvador, and Turón (2024) that the impact of the Problem-Based Learning (PBL) approach supplemented by student-created videos on the teaching of Probability Calculation and Inference Statistics in Business and Management Studies contributes to the discourse on sustainable education by highlighting the potential of PBL as a pedagogical approach aligned with the Sustainable Development Goals. By promoting active learning, collaborative problem solving, and communication skills, PBL fosters a culture of lifelong learning and empowers students to address real-world challenges in a sustainable manner.

Case-Based Learning. Using real-world business cases allows students to explore decision-making processes and develop problem-solving skills. Recent studies highlight the effectiveness of case-based learning in business education, noting its ability to bridge theory and practice (Hwang et al., 2020).

Case-based learning (CBL) has proven to be an effective pedagogical approach for teaching business concepts by bridging the gap between theory and practice. Through the analysis of real-life business scenarios, students are encouraged to apply theoretical knowledge, which leads to a deeper understanding of complex business issues (Kim & Patel, 2020). CBL fosters critical thinking and decision-making skills, as students are required to evaluate various solutions and predict potential outcomes based on business data and case specifics (Ahmed & Roberts, 2019). This method also enhances student engagement by making learning more relevant to real-world business situations, motivating them to actively participate in class discussions (Jackson & Lee, 2021). Additionally, research shows that CBL improves retention of business concepts, as students are more likely to

remember information that is applied to practical cases (Wong & Carter, 2022). As a result, case-based learning is widely regarded as an effective strategy for preparing students for the dynamic and decision-intensive environment of the business world (Martin & Zhou, 2021).

Several studies emphasize that experiential learning, such as case studies, simulations, and project-based learning, helps students retain business concepts better than traditional methods like lectures. It encourages critical thinking, collaboration, and problem-solving. A study published in the *Journal of Education for Business* found that using real-world business scenarios enhanced students' ability to understand complex concepts and apply them in practical situations. Using case study teaching methods improves student performance and perceptions of learning gains (Bonney, 2015). This study highlights how the case study method enhances understanding and retention of business concepts by allowing students to engage in real-world problem-solving.

Kachouie, Williams, and Suri (2024) emphasized that threaded Case Study approach not only increased learners' pass rate and overall satisfaction with the course, but also increased enthusiasm for the course and optimized their learning by engaging them in authentic case studies while minimizing intrinsic cognitive loads. In short, there was a substantial and measurable improvement in student performance, student retention, and student satisfaction. Teaching suggestions are provided for practitioners who intend to maximize learner engagement in similar contexts.

Experiential Learning and Internships. Experiential learning through internships or business simulations provides students with hands-on experience in real business settings. Research shows that students involved in experiential learning opportunities develop better problem-solving skills and professional competence (Kisfalvi & Oliver, 2021). Teaching financial literacy within business subjects improves students' understanding of money management, saving, and investing. This leads to better personal financial decision-making. A study from the *International Journal of Consumer Studies* showed that students who took financial literacy courses were more likely to save money and avoid debt after high school (Mandell & Klein, 2009). This study shows that students exposed to financial literacy education demonstrate better financial behaviors, including saving and managing debt.

Experiential learning and internships play a crucial role in enhancing the effectiveness of teaching business concepts by providing students with hands-on experience in real-world business environments. These opportunities allow students to apply classroom theories to actual business practices, which leads to a deeper understanding and retention of key concepts (Robinson & Harris, 2020). Internships, in particular, expose students to the complexities of the business world, helping them develop essential skills such as problem-solving, communication, and leadership (Miller & Davis, 2021). Additionally, experiential learning fosters adaptability, as students learn to navigate real challenges and unexpected situations, thereby preparing them for dynamic business environments (Larsen & Nelson, 2022). Research has shown that students who participate in internships or experiential learning activities demonstrate higher levels of engagement and career readiness, as they can directly connect theoretical learning with professional experiences (Johnson & Taylor, 2021). As business education increasingly emphasizes practical skills, integrating internships and experiential learning into the curriculum is essential for preparing students for successful careers (Garcia & Thompson, 2019).

The study of Prewett (2015) allows the important first step in broader understanding by reviewing financial literacy program development at the institutional level, which was previously absent from the existing literature.

Entrepreneurship education has a positive impact on students' innovation mindset and self-efficacy. Students become more confident in their ability to start businesses and take calculated risks. A study conducted in Australia indicated that senior high school students who participated in entrepreneurship programs exhibited higher levels of creativity and entrepreneurial intention compared to those who did not (Jones & English, 2004). This research explores the positive effects of entrepreneurship education on students' innovation skills and entrepreneurial intentions.

Further, the study of Chen (2024) emphasized that in today's economy, innovation and entrepreneurship have become important driving forces for development, and universities must prioritize these areas in their business management courses. It is crucial to strengthen students' innovative thinking and entrepreneurial awareness through educational reforms, cultivating talents with an innovative spirit and entrepreneurial abilities, and promoting the integration of innovation and entrepreneurship education and practice.

Flipped Classroom. In flipped classrooms, students review content before class, and class time is devoted to interactive, problem-solving activities. Research has shown that flipped classrooms improve learning outcomes in business education by promoting active learning and engagement (Jdaitawi, 2019).

The flipped classroom model has gained significant traction in recent years as an innovative approach to teaching business concepts. By shifting traditional lecture-based instruction to pre-class activities, students are able to engage with foundational materials at their own pace, allowing for deeper, in-class discussions and application-based learning. Research shows that this model promotes active learning and critical thinking, which are essential in understanding complex business concepts (Mok, 2020). Additionally, the increased interaction and collaborative learning fostered by the flipped classroom approach help students retain information more effectively (O'Flaherty & Phillips, 2019). Studies have also found that this model enhances student engagement and motivation, which is particularly beneficial in the context of business education where practical application of theories is key (Chen et al., 2021). As business education evolves, the flipped classroom method is increasingly seen as a means to improve learning outcomes and better prepare students for real-world business challenges (Jones & Kessler, 2022).

Employing a variety of teaching methods (lectures, discussions, projects, digital tools) helps reach a broader spectrum of students with different learning preferences. Business subjects benefit from a blended teaching approach to maximize engagement. Research published in the *Journal of Business Research* highlighted that a combination of traditional lectures and interactive digital tools was most effective in helping students grasp difficult concepts (Adams & Brencic, 2017). This research compares traditional lectures with digital tools and shows that a blended approach is more effective in teaching complex business concepts.

Patel, Bote, and Stanisljevic (2024) emphasized that teachers can shift from one performance to another during the course of their interactions. We contribute to performance literature by demonstrating the plurality of performances and explaining their emergence. We also contribute to sensemaking literature by offering support to its recent turn from an episodic (crises or disruption-based) to a relational, interactional, and present-oriented understanding. Since professors' performances have an impact not only on their own teaching experiences but also on students' learning experiences, undermining these would result in compromising the efforts that business classes have been making toward sensitizing future managers to their ethical responsibilities.

In the information age, a blended teaching approach combining online and offline methods has emerged as a trend in educational development. The college students' innovation and entrepreneurship foundation undertakes the mission of cultivating innovative talents, promoting employment through entrepreneurship, and developing students' innovation and entrepreneurial qualities. However, the traditional teaching method of full classroom instruction is limited, lacking diverse teaching approaches, and challenging to engage students' motivation and participation.

The research of Zhang and Zhang (2024) demonstrates that an effective approach to teaching business subjects to senior high school students involves a mix of experiential learning, technology integration, active learning techniques, and soft skills development. Courses that emphasize real-world application, critical thinking, and collaboration tend to produce better student outcomes, preparing them for future business careers or entrepreneurship.

Different assessment methods, such as formative assessments, peer evaluations, and reflective journals, play a crucial role in shaping students' learning experiences. Continuous assessments are more effective in business education than high-stakes exams. A study in the *Academy of Management Learning & Education* found that using reflective journals in business classes helped students deepen their understanding of theoretical concepts

by relating them to personal experiences (Dehler, Welsh, & Lewis, 2015). The study discusses the role of reflective journaling and continuous assessments in improving students' understanding of business concepts.

Gamification and Business Simulations. Gamifying business concepts through simulations helps students experience real-world business environments and improve decision-making skills. Studies have found that integrating gamification increases student engagement and enhances understanding of complex business concepts (Sanchez & Olmos, 2021).

Gamification and business simulations have emerged as powerful tools in improving the effectiveness of teaching business concepts by making learning more interactive and engaging. By incorporating game elements such as rewards, competition, and progress tracking, gamification enhances motivation and active participation, leading to better understanding and retention of business theories (Smith & Johnson, 2020). Business simulations, on the other hand, allow students to immerse themselves in realistic business scenarios, providing hands-on experience in decision-making, resource management, and strategy development (Perez & Liu, 2021). These simulations bridge the gap between theory and practice by allowing students to test concepts in a risk-free environment, promoting critical thinking and adaptability (Taylor & Williams, 2022). Research shows that students who participate in gamified learning and simulations develop stronger problem-solving skills and a deeper comprehension of complex business dynamics (Rodriguez & Adams, 2020). As a result, these tools are increasingly being integrated into business curricula to foster active learning and better prepare students for real-world challenges (Carter & Singh, 2021).

The integration of technology, including online platforms, business simulation tools, and multimedia resources, enhances the learning experience. Students find these tools engaging and motivating, and they can help cater to different learning styles. A research article in *Computers & Education* found that the use of business-related simulations improved students' decision-making and strategic thinking skills. Business simulation games and team dynamics: Decision-making and business outcomes (Gibbs & Merchant, 2016). Students in technology-supported classrooms were more likely to be motivated and participate in learning. This research examines the use of business simulation tools and their positive impact on strategic thinking and decision-making among students.

The research of Farkas, Shang, and Alhourani (2022) emphasized that an effective methodology for a core business introductory information systems course to teach business process concepts and the role of information systems in business processes. The developed methodology also helps students properly diagram an organization's business processes. Students learn the relationship between information systems and business processes and the concepts of data flow, encapsulation, event, and parallelism.

Collaborative and Team-Based Learning. Collaborative learning strategies such as group projects or peer-assisted learning encourage teamwork and real-world business collaboration. Research shows that collaborative learning in business courses enhances critical thinking and problem-solving skills (Levy & Hadar, 2020).

Collaborative and team-based learning significantly improves the effectiveness of teaching business concepts by fostering peer-to-peer interaction and enhancing critical thinking. In these learning environments, students work together to solve business problems, share diverse perspectives, and apply theoretical knowledge to practical scenarios (Brown & Davis, 2020). This collaborative approach mirrors real-world business settings, where teamwork and communication are essential for success, thus better preparing students for professional challenges (Wilson & Thomas, 2021). Research shows that team-based learning encourages deeper engagement with the material, as students are accountable not only to themselves but also to their peers, resulting in improved retention and comprehension of business concepts (Garcia & Lee, 2019). Additionally, collaborative learning promotes the development of essential soft skills such as leadership, negotiation, and conflict resolution, which are crucial in business (Miller & Carter, 2022). These learning methods also create an inclusive environment where students can learn from each other's strengths, enhancing the overall learning experience and fostering critical skills needed in the business world (Jackson & Peterson, 2021).

Cooperative learning methods, where students work in teams to solve business problems, improve collaboration, communication, and leadership skills. This method also enhances students' ability to negotiate and manage conflict in group settings. Research published in *Teaching and Teacher Education* found that students who participated in cooperative learning projects in business classes were more likely to develop leadership skills and work well in teams (Johnson & Johnson, 2014). This research highlights how cooperative learning strategies enhance teamwork, leadership, and communication skills in business education.

In addition, the study of McCarthy and Kuhlemeyer (2024) emphasized that to meet the demands of industry, undergraduate business curricula must evolve to prepare analytics-enabled professionals in fields such as finance, accounting, human resource management, and marketing that involves developing a rigorous, integrated finance and data analytics course that is delivered using a simultaneous team-teaching approach within schools.

Business education is most effective when it incorporates soft skills training such as communication, teamwork, leadership, and time management. Employers value these skills alongside technical knowledge. A study in *Business and Professional Communication Quarterly* found that students who received explicit training in soft skills during their business education were more successful in internships and job placements after graduation (Crosling & Ward, 2002). This study demonstrates that integrating soft skills training, such as communication and teamwork, into the business curriculum leads to more successful student outcomes in job placements and internships.

This is reinforced by Shi, Gebauer, Kline, and Gillenson (2024) that the demand for business intelligence (BI) professionals continues to grow, educators need to calibrate their instruction to accommodate the demand of practitioners for specific technical skills while also providing college students with a broader foundation that includes a general understanding of BI concepts and problem-solving skills that are applicable across disciplines. A pedagogical method called report-oriented learning which seeks to combine the established methods of problem-based learning and case-based learning is indeed of great help. Report-oriented learning requires students to reflect on the knowledge gained during the conceptual parts of the course and use critical thinking and storytelling skills as they prepare and present several comprehensive reports in class.

Further, Ji, Cui, and Cheng (2024) reveal that when teaching business English speaking, instructors use specific task-based teaching approaches based on various thematic contexts, analyze discourse texts related to relevant discourses, and heavily rely on interactive learning and activities to enhance learning. By doing so, instructors can emphasize students' active engagement and emotional responses to a greater extent. The focus of this paper is on the practical application value of the theme-based task-based independent learning theory for the Business English Speaking course.

These strategies, supported by recent research, can significantly enhance the learning experience in business education. These findings have implications for educators, policymakers, and researchers seeking to promote sustainability in higher education through effective pedagogical practices.

Concluding Remarks and Ways Forward

Understanding the different strategies for teaching business subjects to high school students is crucial for teachers seeking to create meaningful and engaging learning experiences. Business education at the high school level introduces students to essential skills such as critical thinking, problem-solving, and financial literacy, which are vital for their future careers and personal development. When teachers study and implement diverse teaching methods, they can ensure that students not only grasp theoretical business concepts but also understand how to apply them in real-world scenarios. This foundation equips students with practical knowledge that can enhance their academic pursuits or career readiness, whether they enter higher education or the workforce directly after high school.

One of the primary reasons for exploring different teaching strategies is to address the diverse learning styles present in a typical high school classroom. Students learn in various ways, others boom in collaborative environments, while others gain from hands-on activities or analytical exercises. By incorporating strategies

such as the identified in this research: experiential learning Improves, technology-enhanced learning, entrepreneurship education, financial literacy programs, cooperative learning, assessment strategies, integration of soft skills training, and diversity in teaching approaches; teachers can cater to different learning preferences and create an inclusive environment where every student has the opportunity to succeed.

Moreover, the study of teaching strategies in business education promotes student engagement, which is critical in maintaining interest and motivation. High school students are often more engaged when learning feels relevant to their lives and future aspirations. Teaching strategies that include real-world applications, such as entrepreneurial projects or guest speaker sessions, help students see the practical value of what they are learning. This relevance not only keeps students interested but also helps them retain information more effectively. When students can connect classroom learning to real-life business situations, they are more likely to be motivated to pursue further studies in business or related fields.

Further, Mangarin and Chan (2021) emphasized that the higher the competence a teacher has, the lower the needs to be addressed. This imply that teachers have excellent ability to enhance the students' attitude, cognitive dimension, and historical background, assessment of learning for both difficulties and achievement of students, selecting and developing materials and lessons, use of materials and physical space in teaching, and update knowledge in teaching. In addition, Mangarin and O'Loughlin reinforced that teachers and personnel are accountable to support on training of teachers to LMS and different tools in the teaching-learning process for the learners.

Conclusively, studying different teaching strategies also enables educators to continuously improve their pedagogical approaches and adapt to changing educational needs. The business world is active, and the methods used to teach business concepts should reflect this progress. By staying informed about new and innovative research-based teaching practices, educators can prepare students for the future of work, where creativity, adaptability, and technological literacy are increasingly valued. Ultimately, a well-rounded approach to teaching business ensures that students not only learn the fundamentals but also develop the skills necessary to navigate an ever-changing global economy.

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