

Business Studies Teachers' Job Performance and Learning Outcomes of Public Secondary School Students in Southwest, Nigeria

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ABSTRACT

Students' learning outcomes in Business Studies have consistently remained low in Nigeria, with pass rates declining from 62.6% in 2019 to 47.9% in 2023, implying that something is technically wrong with the teaching of the subject. Despite curriculum reforms and instructional efforts, there has been no significant improvement in students' performance over the past five years. This persistent trend raises concern about the effectiveness of teachers' instructional practices and overall job performance. Consequently, this study examined the influence of Business Studies teachers' job performance on students' learning outcomes in public secondary schools in Southwest Nigeria. A descriptive survey research design was adopted, with a population of 16,132 Business Studies teachers in public junior secondary schools. Using a multistage sampling technique, 900 teachers were selected as the sample. A researcher-developed and validated questionnaire tagged "Teachers' Job Performance Questionnaire" (TJPQ, $r = 0.81$) was used for data collection, while students' Cumulative Grade Point Average (CGPA) from NECO results (2019-2023) was used to measure learning outcomes. Regression analysis was used to answer research questions and test the hypothesis. Findings revealed a significant composite influence of the explanatory variables (subject mastery, commitment, and pedagogical skills) on the dependent variable (learning outcomes), $F(3, 858) = 229.750$, $p < .05$. All three explanatory variables were individually significant in determining learning outcomes: subject mastery ($\beta = .456$, $t = 17.57$, $p < .05$), pedagogical skills ($\beta = .258$, $t = 10.47$, $p < .05$), and commitment ($\beta = .179$, $t = 6.92$, $p < .05$). Subject mastery was found to be the most significant determinant of learning outcomes. It was concluded that teachers' job performance promotes positive learning outcomes. It was recommended that Business Studies teachers with mastery of the subject and well-groomed in teaching pedagogy should be allowed to teach Business Studies in schools, and that teachers should continuously equip themselves pedagogically through in-service training to enhance their job performance and students' learning outcomes.

Keywords: Job performance, commitment, teachers' subject mastery, pedagogy, learning outcomes, Business Studies, Nigeria

INTRODUCTION

Learning outcomes are measurable and verifiable knowledge, skills, abilities, and attitudes that students are expected to have upon completion of a course, programme, or service. According to Umeano et al. (2021), learning outcomes typically refer to either the desired learning objectives or standards that schools and teachers want students to achieve, or the educational, societal, and life effects that result from students being educated.

Ceuz et al. (2022) opined that students' learning outcomes are measured by students' achievement and survey of non-academic skills such as motivation to learn, self-efficacy, social awareness, and self-management, which are linked to long-term life outcomes.

One of the aims of every school is to ensure that students' learning outcomes in the form of academic performance are consistently achieved and improved upon. This statement is buttressed by Onyekuru and Ibegbumam (2020), who noted that teachers play a prominent role in the attainment of students' learning outcomes or academic achievement. Teachers are the hallmark of all educational goals to be achieved, serving as the key personnel to implement the curriculum. Okogbaa and Igbogi (2021) reiterated that not only that, but teachers must improve their job performance towards enhancing students' learning outcomes. Teachers' job performance is the measurement of the quality of instruction given to students by teachers in the school, which is the rightly intended accomplishment of the school.

According to the National Policy on Education (NPE) of Nigeria, Business Studies is defined as a pre-vocational subject taught at the junior secondary school level, designed to introduce students to the world of business and to equip them with basic business knowledge, skills, values, and attitudes necessary for effective participation in economic activities and for further studies in business-related subjects (Federal Republic of Nigeria [FRN], 2014). Business Studies represents the bedrock of general business information and prepares students for vocations while furnishing them with relevant information concerning their lives as individuals (Azih & Samuel, 2019).

Teachers' job performance is an abstract construct that cannot be pointed to or measured directly, but most scholars agree it is a multidimensional construct, meaning that it has multiple components and dimensions (Okogbaa & Igbogi, 2019; Chinda & Pepple, 2021; Gatugel, 2020; Adeyemi, 2020). This is because teachers are directly involved in the educational process and are responsible for imparting students' knowledge and acceptable behaviour. Thus, teachers' job performance in the school is an essential aspect to focus on, to produce world-class teaching and to maintain talented human capital. According to Chinda and Pepple (2021), teachers' job performance is the capacity of a teacher to engage in different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, as well as personal interaction with students and other members of staff.

Evidences abound that there are different indicators by which teachers' job performance can be measured, such as teachers' commitment, mastery of subject matter, and pedagogical abilities towards teaching, among others (Onyekuru & Ibegbumam, 2019; Evans, 2021). Commitment reflects a strong adherence to the values and goals of the organization, by a volition and intention to invest for the benefit of the target and by a strong desire to remain a member. Commitment leads to a specific behaviour that is the result of a set of attitudes at work (Insaf et al., 2021). Teachers' commitment revealed private commitment factors such as liking the students and having the support of colleagues or the principal. Teachers' intellectual resources and dispositions largely determine their capacity to engage students' minds and hearts in the learning process. Teachers' mastery of subject matter may be affected by the attitudes and expectations that their students bring to the classroom (Odhiambo, 2019). Teachers' understanding of subject matter affects their capacity to simplify content to help students to understand. Ademulegun (2017) added that students taught by teachers who are more qualified and experienced in terms of the subject matter perform better than those taught by far less qualified and experienced teachers. The pedagogical ability also plays a significant role in teachers' effectiveness in terms of students' academic performance (Odhiambo, 2019). Pedagogy refers to the pedagogical (teaching) skills or abilities teachers use to impart the specialized knowledge/content of their subject area(s). Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally (Yusuf & Amali, 2019).

Statement of the Problem

Business Studies learning outcomes in Nigeria show a declining trend, marked by high failure rates in exams, attributed to widespread issues such as insufficient qualified teachers, poor funding, outdated curricula, lack of practical resources, overcrowding, and poor student attitudes, leading to weak retention and practical skills. Stakeholders contribute to poor Business Studies outcomes in Nigeria through government underfunding and

policy issues, weak school administration/management, teacher-related problems (poor training, motivation, ratios), and parental/community disengagement or negative influence, creating a cycle of inadequate facilities, irrelevant curricula, lack of practical skills, and low student motivation, ultimately hindering quality learning and practical application.

Records have shown that there has been a decline in the academic performance of Business Studies students in public junior secondary schools in Nigeria. Records have also revealed that only 62.6% passed the subject at the Junior level examination organized by the National Examinations Council (NECO) in 2019; 56.3% in 2020; 51.88% in 2021; 50.9% in 2022; and 47.9% in 2023 (NECO, 2023). These downward trends of students' learning outcomes in Business Studies revealed that something technically is wrong in the system of Business Studies teaching and learning in junior secondary schools. Despite policy formulations and investments in the education system by both public and private entities, there has been no significant improvement in students' performance in the subject for the past five years. The ongoing underwhelming performance has piqued the interest of educational stakeholders, parents, and guardians to feel that teachers who are supposed to implement the curriculum effectively need to be examined. This brought the need for the present study to examine the influence of Business Studies teachers' job performance on learning outcomes of public secondary school students in Southwest, Nigeria.

Objectives of the Study

The overall objective of the study is to examine the influence of Business Studies teachers' job performance on learning outcomes of public secondary school students in Southwest, Nigeria. Specifically, the study sought to:

1. Examine the influence of teachers' subject mastery on Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria;
2. Find out the influence of teachers' commitment on Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria;
3. Ascertain the influence of teachers' pedagogical skills on Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria;
4. Examine the composite influence of explanatory variables (Business Studies teachers' subject mastery, commitment, and pedagogical skills) on students' learning outcomes in public secondary school in Southwest, Nigeria.

Research Questions

The following research questions guided this study:

1. What is the influence of teachers' subject mastery on Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria?
2. What is the influence of teachers' commitment on Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria?
3. To what extent does teachers' pedagogical influence relate to Business Studies students' learning outcomes in junior public secondary school in Southwest, Nigeria?

Hypothesis

The null hypothesis was formulated to be tested for the study at 0.05 alpha level of significance:

H₀₁: There is no significant composite influence of explanatory variables (Business Studies teachers' subject mastery, commitment, and pedagogical skills) on students' learning outcomes in public secondary school in Southwest, Nigeria.

Conceptual Review

Teachers' performance is a strong determinant of differences in students' learning, far outweighing the effects of differences in class size and class heterogeneity (Darling-Hammond & Adamson, 2020). Students who are

assigned to one ineffective teacher after another have significantly lower achievement and learning gains than those who are assigned to a sequence of several highly effective teachers (Sanders & Rivers, 2018). The possession of knowledge and skills is what makes a teacher competent, but the use of knowledge and skills in a classroom setting is the test of teachers' performance. Performing teachers should have high expectations of their students in terms of both standards of learning and behavior, and in addition, teachers should help these students meet those expectations (Obilor, 2019). Effective teachers have a thorough knowledge of their subject content, organize activities in strands, and assign students activities that promote understanding of skills and knowledge while focusing on engaging students to build their communication and social skills (MacSuga-Gage et al., 2018).

According to Okogbaa and Igbogi (2019), some methods have been proposed and utilized in assessing teachers' effectiveness, which include: student ratings, peer ratings, self-evaluation, alumni ratings, administrator ratings, and learning outcome measures. The factors which contribute to and influence teaching effectiveness include professional qualification, teaching experience, teacher remuneration, teacher-student ratio, and institutional leadership.

Subject mastery is an essential component of teacher knowledge. Buchman (2014) indicated that it would be very odd to expect a teacher to plan a lesson and evaluate related assignments if that teacher is ignorant about the subject matter. Teachers' subject mastery knowledge may be affected by the attitudes and expectations that their students bring to the classroom. Jadama (2014) indicated that a teacher who is ignorant or uninformed about subject content can pass inaccurate ideas to students, use texts uncritically, and even change unsuitably. Understanding of subject mastery enables teachers to plan their lessons and also to evaluate their assignments, teach well using different teaching methodologies, give varied and alternative questions, and clarify misconceptions on subject content.

Teachers' commitment is an attachment or bond, that is a personal voluntary decision based on calculated rationality, affective tendency, and moral judgment, which leads to a higher or lower degree of identification with, and involvement in, a particular organization, and is observable in the free effort extended in accomplishing organizational goals (Drent, 2014). Dixit and Bhati (2012) identified three types of teacher commitment: affective, continuance, and normative. Affective or moral commitment occurs when individuals fully embrace the goals and values of the organization. Continuance or calculative commitment occurs when individuals base their relationship with the organization on what they are receiving in return for their efforts and what would be lost if they were to leave such an organization. Normative commitment occurs when an individual commits to and remains with an organization simply because of feelings of obligation. According to Akinwale and Okotoni (2019), teachers' commitment in any secondary school can be generally categorized into four: teachers' commitment to the institution, teachers' commitment to the students, teachers' commitment to the teaching occupation or profession, and teachers' commitment to outcomes or objectives.

According to Yusuf and Amali (2016), teachers' pedagogical ability or skills enable classroom teachers to have a good and thorough understanding of the subject they teach and appreciate how the knowledge gained over time in their subject areas can be created, organized, and linked to other areas of knowledge. Pedagogical skills make teachers aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that are of assistance in addition to understanding and solving the possible difficulties likely to arise in the classroom and modify their practice accordingly. Ben (2018) stated that pedagogical knowledge is a quality in the teaching profession that is linked to enhanced and improved learning outcomes of learners. Odumosu et al. (2018) reiterated that pedagogy is a broad term that may be defined in many ways; the simple definition and explanation of pedagogy is commitment to student's learning and teaching efficacy.

According to the National Policy on Education (NPE) of Nigeria, Business Studies is defined as a pre-vocational subject taught at the junior secondary school level, designed to introduce students to the world of business and to equip them with basic business knowledge, skills, values, and attitudes necessary for effective participation in economic activities and for further studies in business-related subjects (Federal Republic of Nigeria [FRN], 2014). Business Studies is an expository and discovery subject, which enables students to discover their skills and potentials. According to Oluwalola (2020), Business Studies has been regarded as a basic subject that is required of students in the commercial world. The general objectives of Business Studies are to: provide the

orientation and basic skills with which to start an occupation for those who may not have opportunity for further training; provide basic business skills for personal use now and in the future; prepare students for further training in Business Studies; relate the knowledge and skills to the national economy; and develop basic skills in office occupations (Sakina, 2016).

According to Amalu et al. (2020), student learning outcomes are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a course or program in the form of academic performance. Amoor (2019) stated that learning outcomes are the intended result of a learning experience. Altun (2017) defined learning outcomes as what learners should know, be able to do, and value as a result of integrating knowledge, skills, and attitudes learned throughout the course.

THEORETICAL FRAMEWORK

The theoretical framework of this study is anchored on Bandura's Social Learning Theory (1988). Bandura's social learning theory emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. In applying Bandura's social learning theory, Kearsley (2014) suggests keeping the following principles in mind: the highest level of observational learning is achieved by first organizing and rehearsing the modelled behaviour symbolically and then enacting it overtly; individuals are more likely to adopt a modelled behaviour if the model is similar to the observer, has admired status, and the behaviour has functional value. The following are the implications of social learning theories for teachers' job performance and students' learning outcomes:

1. Improved teaching skills for teachers where learners are the focus: learner-centred instruction
2. Knowledge is shared among the teachers to promote mastery of their subject matters
3. It empowers teachers to avail themselves of all the means to make learning concrete and real
4. Improved social interactions that build confidence in them
5. Develop teachers to be researchers in new ideas in their areas of specialization
6. Mentoring opportunities among the experienced and young teachers

Empirical Review

Subject Mastery and Learning Outcomes: Obot (2022) determined the contributions of students' perception of teachers' competence in subject matter on students' interest in learning Social Studies Education. The ex-post facto research design was adopted, and findings showed that teachers' competence in subject matter has much influence on students' interest in learning. Ajayi et al. (2020) investigated how teachers' qualification, attitude, and mastery of content correlate with students' achievement in Senior Secondary Economics. Results revealed a significant relationship between teachers' mastery of content and students' achievement ($r = 0.507$, $P < .05$). Duru et al. (2020) examined the effects of teacher subject mastery on the academic performance of secondary school students in Jalingo LGA. The study revealed that subject mastery significantly affects academic performance. Adeyemi (2020) assessed the level of teaching effectiveness of Civic teachers in Osun State and found that teachers' effectiveness is a correlate of senior secondary school students' academic achievement.

Commitment and Learning Outcomes: Uwaleke et al. (2023) assessed the influence of teacher commitment on students' academic achievement in Nasarawa State secondary schools. Findings indicated that teacher commitment has a low significant influence on academic achievement. Hamdi (2023) explored the role of passion and commitment for effective teaching and learning and found that teachers with commitment and passion have great potential for excellent teaching and help their students achieve their goals. Geraldine and Quines (2022) investigated the mediating effect of teaching effectiveness on the relationship between passion and commitment among teachers, revealing a significant relationship between passion and commitment. Wapmuk et al. (2022) examined the effect of teachers' commitment on job performance and found that affective and normative commitment lead to an increase in job performance.

Pedagogy and Learning Outcomes: Odumosu and Areelu (2018) focused on teachers' content and pedagogical content knowledge on students' achievement in algebra. Results revealed that students were not equally affected by pedagogical knowledge in algebraic achievement ($F(2, 387) = 12.91$; $p = 0.00$). Yusuf and Amali (2016)

examined teachers' pedagogical skills and use of instructional materials as a correlate of students' performance in Social Studies. Results showed a positive correlation between teachers' pedagogical skills and students' performance. Ben (2018) determined the extent to which there could be a linear relationship between teachers' pedagogical content knowledge and academic performance among students, finding that there is an existing relationship between pedagogical content knowledge and academic performance.

METHODOLOGY

A descriptive survey research design was adopted. This gave the opportunity to analyze data through regression methods. The study was about determining the influence of the explanatory variables (subject mastery, pedagogical skills, and commitment) both individually and collectively on the dependent variable (learning outcomes). This design was appropriate since the study sought to obtain factual information about existing conditions without manipulating any variables.

The population of this study comprised 16,132 teachers of Business Studies in all 6,333 public junior secondary schools in Southwest, Nigeria (States Ministries of Education, 2023). The distribution was: Ekiti (899 teachers, 567 schools), Lagos (4,892 teachers, 1,672 schools), Ogun (2,891 teachers, 1,002 schools), Ondo (1,682 teachers, 892 schools), Osun (1,986 teachers, 983 schools), and Oyo (3,782 teachers, 1,216 schools).

Multistage sampling technique was used in this study. The first stage divided the area into six states. The second stage involved the use of purposive random sampling technique to select three states: Ogun, Lagos, and Oyo States. The reason for selecting these states was that they are the most commercialized states in Southwest Nigeria. From these three states, 900 Business Studies teachers were selected using proportionate sampling technique comprised 300 Business Studies teachers from each selected state.

The study used a self-developed questionnaire tagged "Teachers' Job Performance Questionnaire." The questionnaire requested responses on a 4-point rating scale (Very High Extent, High Extent, Low Extent, No Extent). The questionnaire was divided into sections: Section A focused on the demographic characteristics of the respondents; sections B, C, and D examined items relating to subject mastery, commitment, and pedagogical skills of Business Studies teachers with a total of 30 items. Students' performance in Business Studies from NECO was used for measuring learning outcomes.

The instrument was subjected to face validation by two experts in the Department of Business Education, Tai Solarin Federal University of Education, Ijagun, Ogun State; and one expert in the Department of Vocational Education, Yaba College of Technology, Epe Campus, Lagos State, to ensure that the instrument measured what it was developed to measure as stated in the research questions. The corrections and observations raised by the validators were duly noted and included in the final draft of the instrument.

The test-retest method of reliability, in conjunction with Pearson Product Moment Correlation formula, was used to establish the reliability of the instrument. The instrument was administered twice within a two-week interval to 40 Business Studies teachers in public junior secondary schools in Lagos State, Nigeria. The data so generated from the two administrations were later analyzed using Pearson Product Moment Correlation formula, which yielded a coefficient of 0.81, considered enough as reliable for the instrument (Nworgu, 2015).

Both primary and secondary data collection were used. Primary data were collected through the questionnaire administration on the targeted population. The researcher, with the help of 6 trained research assistants, distributed the copies of the questionnaire to the respondents, and this exercise took 6 months before completion. Out of the 900 copies of the questionnaire administered, only 863 were retrieved. Thus, the retrieval rate was 95.9%. National Examinations Council (NECO) results covering 5 years (2019-2023) were the secondary data collected to examine the relationship between Business Studies students' academic performance and learning outcomes.

The data collected for this study were analyzed through the use of descriptive and inferential statistics. Frequency count and percentage were used in analyzing and presenting demographic characteristics of the respondents. Research questions 1, 2, and 3 were analyzed using regression analysis, while the null hypothesis was also tested

using multiple regression analysis. If the p-value was less than the alpha significance of .05, the null hypothesis was rejected.

RESULTS

Demographic profile of the respondents

Table 1: Distribution of teaching experience

Teaching Experience	Frequency	Percentage
0-5 years	93	10.78
6-10 years	158	18.31
11-15 years	472	54.69
16 years and above	140	16.22
Total	863	100

Table 1 shows that 472 respondents (54.69%) had 11-15 years teaching experience, 158 (18.31%) had 6-10 years, 140 (16.22%) had 16+ years, and 93 (10.78%) had 0-5 years. This indicates that most business studies teachers in Southwest Nigeria are experienced professionals.

Table 2: Age-range distribution

Age-Range	Frequency	Percentage
25-30 years	27	3.13
31-35 years	299	34.64
36-40 years	333	38.59
41 years and above	204	23.64
Total	863	100

Table 2 shows that 333 respondents (38.59%) were aged 36-40 years, 299 (34.64%) were aged 31-35 years, 204 (23.64%) were aged 41 years and above, and 27 (3.13%) were 25-30 years. This indicates that most business studies teachers are in their productive age brackets, with 97% aged 31 years or above.

Research Question 1: Influence of Subject Mastery

Table 3: Influence of Teacher Subject Mastery on Learning Outcomes

Model	B	Std. Error	Beta	t	Sig.
(Constant)	16.406	1.035		15.854	.000
Subject Mastery	.696	.032	.593	21.624	.000

a. Dependent Variable: Learning Outcomes; $R = .593$, $R^2 = .352$

Table 3 shows that the coefficient of teacher subject mastery is positive, implying that an increase or improvement in it will increase Business Studies students' learning outcomes. The explanatory variable (subject mastery) was found to be significant and strongly determines Business Studies students' learning outcomes ($\beta = .593$, $t = 21.624$, $p < .05$).

Research Question 2: Influence of Teachers' Commitment

Table 4: Influence of Teachers' Commitment on Learning Outcomes

Model	B	Std. Error	Beta	t	Sig.
(Constant)	21.777	1.211		17.986	.000
Commitment	.522	.037	.431	14.015	.000

a. Dependent Variable: Learning Outcomes; $R = .431$, $R^2 = .186$

Table 4 shows that the coefficient of teachers' commitment is positive, implying that an increase or improvement in it will increase Business Studies students' learning outcomes. The explanatory variable (teachers' commitment) was found to be significant and strongly determines Business Studies students' learning outcomes ($\beta = .431$, $t = 14.015$, $p < .05$).

Research Question 3: Influence of Teachers' Pedagogical Skills

Table 5: Influence of Teachers' Pedagogical Skills on Learning Outcomes

Model	B	Std. Error	Beta	t	Sig.
(Constant)	25.348	1.139		22.249	.000
Pedagogical	.414	.035	.372	11.757	.000

a. Dependent Variable: Learning Outcomes; $R = .372$, $R^2 = .138$

Table 5 shows that the coefficient of teachers' pedagogical skills is positive, implying that an increase or improvement in it will increase Business Studies students' learning outcomes. The explanatory variable (teachers' pedagogical skills) was found to be significant and strongly determines Business Studies students' learning outcomes ($\beta = .372$, $t = 11.757$, $p < .05$).

Table 6: Model Summary - Composite Influence

Model	R	R ²	Adjtd R ²	Std. Error of Est.	R ² Change	F Change	df1	df2	Sig. F Change
1	.719 ^a	.517	.515	2.74105	.517	229.750	3	858	.000

a. Predictors: (Constant), Pedagogical Skills, Commitment, Subject Mastery

Table 7: ANOVA - Composite Influence

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6904.758	3	1726.190	229.750	.000 ^b
Residual	6446.442	858	7.513		
Total	13351.200	861			

Table 8: Coefficients - Individual Contributions

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	-1.128	1.361		-.829
Subject Mastery	.536	.030	.456	17.571
Commitment	.217	.031	.179	6.919
Pedagogical	.287	.027	.258	10.471

a. Dependent Variable: Learning Outcomes

Tables 6, 7, and 8 show that there was a significant composite influence of explanatory variables (teachers' subject mastery, commitment, and pedagogical skills) on the dependent variable (students' learning outcomes); $R = 0.719$, $p < .05$. About 51.5% (Adj. $R^2 = 0.515$) of the variance in students' learning outcomes was accounted for by the linear combination of the explanatory variables. The ANOVA results from the regression analysis showed that there was a significant influence of the explanatory variables on the dependent variables; $F(3, 858) = 229.750$, $p < .05$. All three explanatory variables were individually significant in determining learning outcomes: subject mastery ($\beta = .456$, $t = 17.57$, $p < .05$), pedagogical skills ($\beta = .258$, $t = 10.47$, $p < .05$), and commitment ($\beta = .179$, $t = 6.92$, $p < .05$). Subject mastery was found to be the most significant determinant of learning outcomes.

DISCUSSION OF FINDINGS

The finding that teachers' subject mastery was significant and strongly determined Business Studies students' learning outcomes ($\beta = .593$, $t = 21.624$, $p < .05$) aligns with previous research. Duru, Dominic, Udoha, and Ochuba (2020) found that subject mastery significantly affects the academic learning outcomes of secondary school students. Nelly and Thinguri (2014) established that when a student teacher is able to interpret and apply the subject matter knowledge learnt in class, it makes a huge impact on the learner. Adeyemi (2020) showed that the level of teaching subject mastery correlates with students' learning outcomes. Kiamba, Mutua, and Mulwa (2017) established that a teacher's subject matter knowledge had significant influence on students' learning outcomes. Amalu, Ngwu, Arop, and Obot (2020) showed significant positive influence of teacher subject mastery on students' academic performance. Obot (2022) revealed that teachers' competence in subject mastery has much influence on students' learning outcomes, as did Ajayi, Onibeju, and David (2020), who found a significant relationship between teachers' mastery of content and students' learning outcomes.

Teachers' commitment was found to be significant and strongly determined Business Studies students' learning outcomes ($\beta = .431$, $t = 14.015$, $p < .05$). This corroborates Geraldine and Quines (2022), who revealed a significant influence of teachers' commitment on students' learning outcomes. Osiesi, Odinko, and Oke (2022) revealed that Ekiti State teachers' commitment to the teaching profession is high and has significant influence on students' learning outcomes. Karupppannan and Jalani (2021) found that teacher commitment to the school was the main factor that contributes to students' learning outcomes. Nwankwo and Ifeanyi (2021) revealed a very high positive influence of teachers' job commitment on job performance. Khadija et al. (2020) revealed a positive influence of teachers' commitment on their students' learning outcomes. Abu, Wayan, et al. (2020) showed that teacher commitment has a significantly positive effect on students' academic performance. Hamdi (2023) found that teachers' commitment positively relates to the level of students' learning outcomes.

Teachers' pedagogical skills were found to be significant and strongly determined Business Studies students' learning outcomes ($\beta = .372$, $t = 11.757$, $p < .05$). This supports Odumosu et al. (2018), which revealed that teachers' pedagogical skills positively influence students' learning outcomes and that all categories of subject pedagogical skills equally affected students' achievement after exposure to teachers' content knowledge. Osiesi et al. (2022) concluded that teachers' commitment influences learning outcomes, and also revealed that teachers' attitude towards the teaching profession significantly influences teachers' teaching competence. Karupppannan and Jalani (2021) found that teacher subject mastery as well as their pedagogical competencies influence students' learning outcomes.

The significant composite influence of explanatory variables ($R = 0.719$, $p < .05$) explaining 51.5% of variance in learning outcomes confirms that teacher effectiveness is multidimensional. The hierarchy of influences (subject mastery > pedagogical skills > commitment) suggests that while all factors matter, content knowledge remains foundational. This supports Darling-Hammond and Adamson (2020), who emphasized that effective teachers have thorough knowledge of their subject content and organize activities to promote understanding.

SUMMARY OF FINDINGS

1. Teachers' subject mastery was found to be significant and strongly determine Business Studies students' learning outcomes in junior public secondary school ($\beta = .593$, $t = 21.624$, $p < .05$).
2. Teachers' commitment was found to be significant and strongly determine Business Studies students' learning outcomes in junior public secondary school ($\beta = .431$, $t = 14.015$, $p < .05$).
3. Teachers' pedagogical skills were found to be significant and strongly determine Business Studies students' learning outcomes in junior public secondary school ($\beta = .372$, $t = 11.757$, $p < .05$).
4. There was a composite influence of explanatory variables (teachers' subject mastery, commitment, and pedagogical skills) on the dependent variable (students' learning outcomes); $R = 0.719$, $p < .05$. About 51% of the variance in students' learning outcomes was accounted for by the linear combination of the explanatory variables. All three explanatory variables were individually significant, with subject mastery being the most significant determinant of learning outcomes.

CONCLUSION

The circumstances surrounding the learning outcomes of public secondary schools with particular reference to Business Studies students have become a source of concern to stakeholders in the area, with past records of students' learning outcomes in the subject showing a declining movement. Although different empirical studies as well as government efforts towards salvaging or changing the situation seem not to have brought a desired result. On many occasions like this, the role of teachers seems to be ignored, and no tangible results can be attained in education without teachers' job performance. This implies that teachers' job performance indicators such as mastery of subject, commitment level, and pedagogy adopted towards improving students' learning outcomes must receive attention from stakeholders in the sector. However, this study concluded that, if all things are equal, improvement in Business Studies teachers' job performance significantly improves learning outcomes of public secondary school students in Southwest, Nigeria.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are provided:

1. Government at all levels, with a meaningful and purposive collaboration with the organized private sector, should periodically provide windows of opportunity like learned workshops, seminars, and in-service training for Business Studies teachers to equip and improve their knowledge of subject mastery of Business Studies contents.
2. Business Studies teachers should equip themselves pedagogically through in-service training to enhance students' learning outcomes in Business Studies.
3. School administrators should encourage teachers to have positive feelings of identification with attachment to the work organization. Management should also encourage and motivate teachers to have a sense of belonging and identification to increase their commitment in the schools' goals and thus desire to remain with the organization.
4. Federal and state governments should make the teaching profession more desirable by ensuring the full payment of teachers' job benefits and the provision of facilities in the school.
5. Government should supply the schools with teachers that can demonstrate competence in pedagogical content knowledge.

Contributions to Knowledge

The contribution of this study to knowledge can be stated as follows:

1. The content of the study offers addition to the body of existing knowledge on how to improve Business Studies students' learning outcomes.
2. It showed the likely relationship as well as influence of teachers' job performance indicators and Business Studies learning outcomes.
3. It contributes to the body of literature on the importance of teacher job performance indicators.
4. In terms of methodological design, the study adopted a correlational research design which justified the adoption of this design for correlational study, using independent variables to explain dependent variables.

Suggestions for Further Studies

1. Similar studies could be conducted in Unity schools across geopolitical zones in Nigeria with the view to comparing their level of students' learning outcomes in Business Studies.
2. Similar studies could also be conducted in private schools in the country to find out the level of teacher job performance and students' learning outcomes.
3. Further studies can use different proxies for measuring teachers' job performance and students' learning outcomes.

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