

Edutainment Approach in Teaching and Learning of Business Education in Nigerian Secondary Schools: A Study of Southwest Nigeria

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Edutainment Business Education Secondary Schools Southwest Nigeria Pedagogical Innovation Digital Literacy Entrepreneurship Education	The teaching and learning of Business Education in Nigerian secondary schools faces persistent challenges including low student engagement, inadequate instructional resources, overcrowded classrooms, and limited practical exposure to real-world business scenarios. The edutainment approach integrating entertainment elements into educational content has emerged as a promising pedagogical innovation to address these challenges. This empirical study investigates the current state, effectiveness, and implementation challenges of edutainment in Business Education at the secondary school level in Southwest Nigeria. Drawing on a survey of 125 Business Education teachers from secondary schools and colleges of education across Ogun, Oyo, Lagos, Osun, Ondo, and Ekiti States, the study examines the extent to which edutainment resources are being utilised as scalable educational technology solutions. Findings reveal that business edutainment is currently utilised to a low extent in Business Education instruction, despite its proven potential to enhance student engagement, motivation, and skill acquisition. The study identifies significant awareness gaps, inadequate teacher training, and infrastructural constraints as key barriers to adoption. Based on these findings, the paper proposes a framework for integrating edutainment into Business Education curricula, emphasising teacher professional development, curriculum reform, and strategic partnerships with media and technology stakeholders. The study concludes that edutainment represents a viable pathway for transforming Business Education in Nigerian secondary schools, fostering entrepreneurial mindsets, and equipping students with the competencies required for the 21st-century economy.

1. Introduction

1.1 Background to the Study

Business Education occupies a strategic position in Nigeria's secondary education system, serving as a foundation for developing entrepreneurial skills, financial literacy, and vocational competencies among young learners. The business studies curriculum at the secondary school level encompasses subjects such as bookkeeping, accounting, economics, commerce, office practice, and entrepreneurship all designed to equip students with knowledge and skills for paid or self-employment as well as for higher education in business-related fields. Research has demonstrated that Business Education is essential for equipping students with entrepreneurial, employability, and global economic competencies (Nigerian Journal of Business Education, 2024). Despite these laudable objectives, the teaching and learning of Business Education in Nigerian secondary schools has been characterised by persistent challenges. These include outdated pedagogical approaches that emphasise rote memorisation over practical application, limited instructional resources, inadequate teacher training, and overcrowded classrooms that hinder individualised instruction (Nigerian Journal of Business Education, 2024). As a result, many students pass through the programme with little or no demonstrable skills, failing to achieve the entrepreneurial and vocational outcomes envisioned by the curriculum. The Southwest region of Nigeria, comprising states such as Ogun, Oyo, Lagos, Osun, Ondo, and Ekiti, represents a significant educational hub with a concentration of secondary schools, colleges of education, and universities offering Business Education programmes. However, persistent reliance on traditional lecture methods has been linked to passive learning and poor outcomes among pre-service Business Education teachers in Southwest Nigeria (Olafare, Falobi, & Gatta, 2025). Research has shown that conventional methods produce lower achievement gains compared to innovative pedagogical approaches (Olafare, Falobi, & Gatta, 2025).

1.2 Objectives of the Study

This study was guided by the following objectives:

- To examine the extent to which Business Education teachers in Southwest Nigeria utilise edutainment resources (YouTube channels, movie applications, and online documentaries) in their instructional delivery.
- To identify the factors influencing the utilisation of edutainment approaches in teaching Business Education in secondary schools in Southwest Nigeria.
- To ascertain the perceived benefits of edutainment in enhancing student engagement, understanding of business concepts, and motivation in Business Education instruction.
- To determine the challenges confronting the adoption and integration of edutainment in Business Education classrooms in Southwest Nigeria.

- To propose strategies for effective integration of edutainment into Business Education curricula and instructional practices in Nigerian secondary schools.

1.3 Research Questions

The study sought to answer the following research questions:

- To what extent are edutainment resources (YouTube channels, movie applications, and online documentaries) utilised by Business Education teachers in secondary schools in Southwest Nigeria?
- What factors influence the utilisation of edutainment approaches in teaching Business Education in secondary schools in Southwest Nigeria?
- What are the perceived benefits of edutainment in teaching and learning Business Education in secondary schools in Southwest Nigeria?
- What challenges confront the adoption and integration of edutainment in Business Education classrooms in Southwest Nigeria?
- What strategies can be proposed for effective integration of edutainment into Business Education curricula and instructional practices in Nigerian secondary schools?

2. Literature Review

2.1 The Edutainment Concept

Edutainment, a portmanteau of "education" and "entertainment," refers to the integration of entertainment elements such as gaming, storytelling, interactive media, and audio-visual content into educational experiences to enhance learning engagement and outcomes (Kanu & Mohammed, 2024). At its core, edutainment challenges traditional paradigms of education by incorporating elements that capture learners' imagination and interest while imparting critical knowledge and skills.

The theoretical foundation for edutainment lies in the recognition that learning is most effective when it is engaging, interactive, and relevant to learners' lived experiences. In the digital age, where students are increasingly exposed to multimedia content and interactive technologies, traditional lecture-based instruction often fails to sustain attention or foster deep learning (Odekeye & Jita, 2025). Edutainment addresses this gap by leveraging the motivational power of entertainment to create immersive, student-centred learning experiences. In the context of Business Education, edutainment can take various forms, including business simulations and serious games that allow students to operate virtual companies; YouTube channels featuring business-related content, case studies, and entrepreneurial success stories; movie applications showcasing business operations environments and practices; online documentaries on entrepreneurship journeys and business innovations; and gamified learning platforms that incorporate competition, rewards, and interactivity.

2.2 Rationale and Significance

The rationale for investigating the edutainment approach in Business Education is grounded in several converging factors. First, the global shift towards competency-based and student-centred learning has created an imperative for pedagogical innovation that moves beyond transmission models of instruction. Second, the proliferation of affordable Android smart technologies and expanding internet connectivity has made multimedia educational content increasingly accessible to Nigerian students. Research indicates that Nigeria is a high-growth market for edutainment platforms, with rising smartphone penetration, affordable Android devices, and expanding 4G coverage enabling millions of learners to access educational content (HTF Market Intelligence, 2026). Third, the Nigerian government's commitment to digital skills development through curriculum reforms creates a favourable policy environment for integrating technology-enhanced learning approaches.

The significance of this study lies in its potential to inform policy and practice in Business Education by providing empirical evidence on the current state of edutainment utilisation, its effectiveness, and the barriers to its adoption in Southwest Nigeria. By examining the experiences of 125 Business Education teachers, the study contributes to the growing body of knowledge on pedagogical innovation in Nigerian education and offers practical recommendations for enhancing the quality and relevance of Business Education instruction.

2.3 Theoretical Framework

2.3.1 Connectivism and Digital Learning

Connectivism, a learning theory developed by George Siemens and Stephen Downes, provides a theoretical foundation for understanding how edutainment can enhance learning in Business Education. Connectivism posits that learning is the process of forming connections between specialised information nodes, asserting that knowledge resides in networks and is distributed across links. In the digital age, learning increasingly occurs through technology-mediated networks, where learners access, evaluate, and synthesise information from diverse sources.

Edutainment resources such as YouTube videos, online documentaries, and interactive simulations serve as information nodes that learners can access to build their understanding of business concepts and practices. The ability to curate, evaluate, and apply information from these sources represents a critical competency for 21st-century learners. Connectivism emphasises the importance of learners' agency in navigating these networks, suggesting that edutainment can empower students to take greater ownership of their learning.

2.3.2 Experiential Learning Theory

David Kolb's experiential learning theory provides another important lens for understanding the potential of edutainment in Business Education. Experiential learning emphasises the role of concrete experience, reflective observation, abstract conceptualisation, and active experimentation in the learning cycle. Edutainment approaches particularly business simulations and gamified learning offer opportunities for learners to engage in simulated experiences that mirror real-world business scenarios.

The Culturo-Techno Contextual Approach (CTCA), which integrates cultural relevance, technology, and real-life contexts to enhance meaningful learning, has demonstrated significant positive effects on pre-service Business Education teachers' achievement, engagement, and retention (Olafare, Falobi, & Gatta, 2025). Research conducted in Southwest Nigeria found that CTCA produced the highest mean gain

in achievement compared to Active Learning and the control group (Olafare, Falobi, & Gatta, 2025). This method is particularly effective in entrepreneurship education, a domain that demands a nuanced understanding of diverse business cultures and global market dynamics.

2.3.3 Self-Determination Theory

Self-Determination Theory (SDT), developed by Deci and Ryan, emphasises the role of autonomy, competence, and relatedness in fostering intrinsic motivation and engagement. Edutainment approaches that incorporate elements of choice, challenge, and social interaction can support these psychological needs, enhancing students' motivation and persistence in learning (Alabi, 2025). Research on innovative pedagogies in Business Education has demonstrated significant improvements in student engagement and critical thinking when students are given opportunities for active participation through problem-solving and collaborative tasks.

2.4 Empirical Evidence on Edutainment in Business Education

2.4.1 Global Evidence

Internationally, the use of edutainment in business education has gained traction as a pedagogical innovation. Research on the use of documented films in business education has demonstrated positive outcomes. A study by Huq (2023) assessed the use of a documented film titled 'Grand Café,' which contained six episodes of an aspiring immigrant woman entrepreneur's journey. The findings revealed that the use of documented film enabled students to develop financial literacy skills for small-scale businesses and the consciousness to promote their own businesses even in environments where they are coping to survive.

Similarly, Roslim et al. (2021) investigated the use of movies for teaching and learning languages and found that using video films helped students develop interest in their career paths, develop oral presentation skills, and increase their motivation to participate in stage drama, therefore decreasing their anxiety and tension.

Cox et al. (2017) assessed the utilisation of a mini-series of edutainment in developing pharmacy preceptors; it was highly utilised to increase the confidence of the participants and received honourable mention for the American Association of Colleges of Pharmacy Innovations in Teaching Award in 2015.

2.4.2 Nigerian Evidence

In the Nigerian context, edutainment has gained attention as a strategy for making education more engaging and accessible. The organisation Edutainment First International Ltd/GTE, a dynamic social innovation community, has been driving meaningful social change through the fusion of education and entertainment (Kanu & Mohammed, 2024). Its flagship event, the Nigerian Edutainment Festival, brought together students, educators, and guests at the University of Abuja in July 2025 for a symposium where innovative ideas, entrepreneurial insights, and inspiration were shared with emerging leaders of Nigeria (Kanu & Mohammed, 2024).

In the STEM education space, edutainment programmes such as Cowbellpedia (a national mathematics quiz show), InterswitchSPAK (a science competition for secondary school students), and Brightest (an agricultural science competition) have engaged hundreds of thousands of secondary school students across Nigeria. These programmes demonstrate the potential of edutainment to reach large numbers of learners while making education engaging and attractive.

Research on YouTube-based edutainment in Ogun State found that students in the experimental group significantly outperformed the control group, demonstrating the effectiveness of technology-driven edutainment content in improving comprehension of complex topics (Odekeye & Jita, 2025). The study concluded that incorporating engaging, technology-driven content into instruction can foster more profound learning experiences.

2.4.3 The State of Business Edutainment in Nigerian Institutions

Research on the availability and utilisation of e-learning technology resources in teaching Business Education subjects in Colleges of Education in Niger State revealed that e-learning technology resources are not readily available, and the few available ones are not adequately utilised for the teaching of Business Education subjects (Abdulrazak & Adeoye, 2024). The study concluded that lecturers need to effectively utilise the few available e-learning technology resources for the teaching and learning of Business Education subjects. Similarly, a study on the extent of provision of instructional resources and physical facilities in business education programmes in selected tertiary institutions in South East Nigeria found that instructional resources and physical facilities are provided to a low extent (Okpala, 2025). The study recommended that government at all levels should increase the budget allocation for instructional resources, such as workbooks, digital projectors, and computers, to improve the quality of education.

Studies have shown that a lot of science teachers hardly use fun-related instructional strategies to make instruction interactive, especially since most private school teachers still use archaic, outdated, and unstimulating strategies to teach concepts (Alabi, 2025). It is expected that in private schools, where parents pay exorbitant fees for education, the mode of instruction should be commensurate with the amount of money paid.

3. Methodology

3.1 Research Design

This empirical study adopted a descriptive survey research design to investigate the extent of edutainment utilisation in Business Education in Southwest Nigerian secondary schools. The descriptive survey design was deemed appropriate for describing the current state of edutainment adoption and identifying the factors influencing its utilisation.

3.2 Study Area

The study was conducted in Southwest Nigeria, specifically targeting secondary schools and tertiary institutions offering Business Education programmes across six states: Ogun, Oyo, Lagos, Osun, Ondo, and Ekiti. The choice of Southwest Nigeria was informed by its status as a major educational hub with a concentration of secondary schools, colleges of education, and universities offering

Business Education programmes. The region's diverse institutional contexts (public and private, federal and state) provide a representative picture of Business Education delivery.

3.3 Population and Sample

The population for this study consisted of Business Education teachers from secondary schools and tertiary institutions across Southwest Nigeria. A sample of 125 Business Education teachers was drawn from the population using stratified random sampling technique to ensure representation across states and institution types. The sample size of 125 was chosen to provide sufficient statistical power for analysis while being manageable for data collection.

3.4 Instrumentation

Data were collected through a validated structured questionnaire developed by the researcher. The questionnaire was designed to assess the extent of utilisation of business edutainment from YouTube channels, the extent of utilisation of business edutainment from movie applications, the extent of utilisation of business edutainment from online documentaries, the factors influencing the adoption of edutainment in Business Education instruction, and the challenges confronting the use of edutainment in Business Education. The questionnaire employed a four-point Likert scale (Very High Extent, High Extent, Low Extent, Very Low Extent) to measure the extent of utilisation. It also included open-ended items to capture qualitative data on teachers' experiences and perceptions.

3.5 Data Collection Procedure

Data were collected over a period of four weeks. The researcher, with the assistance of trained research assistants, administered the questionnaires to the 125 Business Education teachers. Participation was voluntary, and respondents were assured of the confidentiality of their responses. A total of 118 questionnaires were returned and found suitable for analysis, representing a response rate of 94.4%.

3.6 Data Analysis

Data were analysed using descriptive statistics (mean, standard deviation, and percentages) to answer the research questions. Mean scores were interpreted using the following criteria: 3.50 - 4.00 indicated Very High Extent; 2.50 - 3.49 indicated High Extent; 1.50 - 2.49 indicated Low Extent; and 1.00 - 1.49 indicated Very Low Extent. Qualitative data from open-ended items were analysed using thematic analysis to identify recurring themes and patterns.

4. Results and Findings

4.1 Demographic Characteristics of Respondents

The sample comprised 55.9% female and 44.1% male teachers, reflecting the gender distribution typical in Business Education programmes. The majority of respondents had between 6 and 10 years of teaching experience (35.6%), with 57.6% holding a B.Ed. or B.Sc. Ed. degree. The largest proportion of respondents came from Lagos State (23.7%), followed by Oyo State (21.2%).

4.2 Extent of Utilisation of Business Edutainment

The findings reveal that business edutainment resources were utilised to a low extent overall. Among the three categories, online documentaries were utilised to the lowest extent, followed by YouTube channels and movie applications. The low mean scores across all items indicate that Business Education teachers in Southwest Nigeria are not fully leveraging the potential of edutainment resources to enhance instruction. This finding aligns with research showing that e-learning technology resources are not readily available, and the few available ones are not adequately utilised for the teaching of Business Education subjects (Abdulrazak & Adeoye, 2024).

4.3 Factors Influencing the Utilisation of Business Edutainment

Respondents identified several factors influencing the utilisation of edutainment in Business Education instruction. The most frequently cited factors were:

Inadequate Teacher Training : The majority of respondents (79.7%) identified inadequate teacher training as a key barrier to edutainment adoption. This finding is consistent with research that emphasises the need for instructor training on innovative teaching approaches to boost engagement and critical thinking (Olafare, Falobi, & Gatta, 2025). The study on CTCA and Active Learning recommended providing instructor training on innovative pedagogies and implementing participatory teaching approaches (Olafare, Falobi, & Gatta, 2025).
Lack of Awareness of Available Resources : 75.4% of respondents indicated that they lack awareness of available edutainment resources. Studies have shown that there is poor understanding among students and instructors about the educational benefits of technology-based learning resources (Alabi, 2025).

Limited Access to Internet and Digital Facilities : 66.1% of respondents identified limited access to internet and digital facilities as a constraint. Research on the Africa Low-Bandwidth Edutainment Platforms Market has highlighted that many African countries continue facing infrastructure constraints, making lightweight educational platforms essential for digital learning access (HTF Market Intelligence, 2026).

Lack of Time to Search for and Curate Edutainment Materials : 61.0% of teachers reported insufficient time to find and prepare edutainment resources.

Insufficient Locally Relevant Business Edutainment Content : 55.1% noted the scarcity of locally produced business edutainment content. Research has emphasised that educational content is becoming increasingly localised with indigenous languages, culturally relevant storytelling, and region-specific curricula supporting inclusive education (HTF Market Intelligence, 2026). However, the limited availability of such content remains a challenge in Nigeria.

4.4 Perceived Benefits of Business Edutainment

Despite the low extent of utilisation, respondents who had experience using edutainment resources identified several benefits:

Enhanced Student Engagement and Interest : 87.3% of teachers reported that edutainment enhances student engagement. Research on YouTube-based edutainment in Ogun State found that incorporating engaging, technology-driven content into instruction can foster more profound learning experiences (Odekeye & Jita, 2025).

Improved Understanding of Business Concepts : 76.4% noted improved understanding of business concepts. Studies have shown that edutainment approaches, including the Culturo-Techno Contextual Approach, significantly improve learning outcomes compared to conventional methods (Olafare, Falobi, & Gatta, 2025).

Increased Student Motivation : 72.7% reported increased student motivation. Research on edutainment in Imo State found that exposure to edutainment content had a significant positive impact on adolescents' sense of satisfaction with life and aspirations for the future (Asigbo & Anjorin, 2025).

Exposure to Real-World Business Practices : 69.1% noted that edutainment provides exposure to real-world business practices. Qualitative feedback from studies on edutainment has suggested that edutainment approaches resonate more deeply with learners than conventional instructional methods (Asigbo & Anjorin, 2025).

Scalability for Large Classes : 50.9% identified edutainment as scalable for large classes. The Africa Low-Bandwidth Edutainment Platforms Market analysis identified Nigeria as a high-growth market, with governments expanding digital education strategies to improve literacy, vocational skills, and teacher training (HTF Market Intelligence, 2026).

4.5 Challenges Confronting Edutainment Adoption

The study identified several challenges confronting the adoption of edutainment in Business Education instruction:

Inadequate Digital Infrastructure : 86.4% of respondents cited inadequate digital infrastructure (internet, computers, projectors) as a major challenge. Research has shown that business education programmes require physical facilities and adequate infrastructure such as reliable power supply, internet connectivity, and access to relevant software and hardware tools (Okpala, 2025).

High Cost of Data and Internet Access : 80.5% identified high data costs as a barrier. The Africa Low-Bandwidth Edutainment Platforms Market analysis noted that cost inflation in cloud services, telecom connectivity, and software engineering can significantly affect service affordability and accessibility (HTF Market Intelligence, 2026).

Irregular Electricity Supply : 74.6% cited irregular electricity supply as a constraint. Research on infrastructure in Nigerian institutions has highlighted that inadequate resources such as insufficient funding and limited facilities can impede proper curriculum execution (Okpala, 2025).

Lack of Training on Edutainment Integration : 71.2% identified lack of training as a challenge. Studies have emphasised that persistent reliance on traditional lecture methods has been linked to passive learning and poor outcomes, underscoring the need for teacher training on innovative pedagogies (Olafare, Falobi, & Gatta, 2025).

Limited Availability of Locally Produced Content : 64.4% noted limited availability of locally produced business edutainment content. Research has also identified broader challenges facing Business Education in Nigeria, including curriculum irrelevance, inadequate infrastructure, and undertrained educators (University of Lagos, 2026). These findings reflect the systemic challenges documented in the literature on entrepreneurship education in Nigeria, including policy-related challenges such as cosmetic reforms and weak political will; human capital and pedagogical deficits such as a shortage of entrepreneurial educators; and infrastructural limitations such as unstable internet access and underfunding (University of Lagos, 2026).

5. Discussion of Findings

5.1 Low Extent of Edutainment Utilisation

The finding that business edutainment is utilised to a low extent in Business Education instruction in Southwest Nigeria is consistent with research conducted in other regions of Nigeria. Research on the availability and utilisation of e-learning technology resources in teaching Business Education in Niger State revealed that e-learning technology resources are not readily available, and the few available ones are not adequately utilised (Abdulrazak & Adeoye, 2024). Similarly, a study on instructional resources in South East Nigeria found that instructional resources and physical facilities are provided to a low extent (Okpala, 2025).

The low utilisation of YouTube channels is particularly concerning given the educational potential of the platform. Research has demonstrated the effectiveness of YouTube-based edutainment in improving student learning outcomes (Odekeye & Jita, 2025). Studies have also shown that the integration of edutainment approaches can lead to significant positive impacts on learners' attitudes and aspirations (Asigbo & Anjorin, 2025).

5.2 Factors Influencing Edutainment Utilisation

The factors identified in this study inadequate teacher training, lack of awareness, and limited access to digital infrastructure are consistent with the challenges identified in the broader literature. The Culturo-Techno Contextual Approach research in Southwest Nigeria highlighted the importance of teacher training and institutional support in adopting innovative pedagogies (Olafare, Falobi, & Gatta, 2025). The study recommended integrating culturally responsive and technology-enhanced strategies into Business Education curricula and providing instructor training on innovative teaching approaches.

The economic barriers to edutainment adoption, including high data costs and irregular electricity supply, reflect the broader infrastructure challenges documented in the literature. Research on the implementation of Business Education curricula has identified inadequate funding, insufficient technical manpower, and technological advancement as key challenges (Okpala, 2025). The provision and maintenance of physical facilities are crucial for effective curriculum delivery.

5.3 Perceived Benefits of Edutainment

Despite the low extent of utilisation, teachers who had experience with edutainment resources reported significant benefits, including enhanced student engagement, improved understanding of business concepts, and increased motivation. These findings align with

the theoretical frameworks underpinning this study. Connectivism, which emphasises the importance of technology-mediated networks in learning, supports the use of edutainment resources as information nodes. Experiential learning theory, which emphasises the role of concrete experience and reflective observation, supports the use of edutainment to provide simulated experiences of real-world business scenarios. Self-Determination Theory, which emphasises autonomy, competence, and relatedness, supports the use of edutainment to enhance intrinsic motivation (Alabi, 2025).

The finding that edutainment can be a scalable solution for large classes is particularly significant in the Nigerian context, where overcrowded classrooms are a persistent challenge. The Africa Low-Bandwidth Edutainment Platforms Market analysis identified that platforms combining entertainment with curriculum-based learning through interactive videos, gamification, storytelling, quizzes, and animations are increasingly essential for digital learning access (HTF Market Intelligence, 2026).

5.4 Gender Considerations

Research in Southwest Nigeria on the Culturo-Techno Contextual Approach found that teaching methodology was more influential than gender in determining learning outcomes (Olafare, Falobi, & Gatta, 2025). This finding suggests that edutainment approaches may benefit both male and female learners, and that the focus should be on effective pedagogical integration rather than gender-specific interventions. Research on YouTube-based edutainment in Ogun State also found no significant difference in learning outcomes based on gender (Odekeye & Jita, 2025).

5.5 Curriculum and Policy Implications

The findings of this study have significant implications for Business Education curriculum and policy in Nigeria. Research has identified that persistent reliance on traditional lecture methods has been linked to passive learning and poor outcomes among Business Education teachers in Southwest Nigeria (Olafare, Falobi, & Gatta, 2025). The integration of edutainment approaches could help address this gap by making learning more engaging and practical. Research on entrepreneurship education in Nigeria has highlighted the need for curriculum reform, recommending a shift to digital and student-centred pedagogy, strategic academia-industry partnerships, and investment in capacity and infrastructure (University of Lagos, 2026). The study concluded that meaningful entrepreneurship education requires holistic reform to reposition it as a driver of job creation, innovation, and sustainable economic development in Nigeria. The Federal Government's commitment to digital skills development through curriculum reforms creates a favourable policy environment for integrating edutainment. The Africa Low-Bandwidth Edutainment Platforms Market analysis identified Nigeria as a high-growth market for edutainment, with rising smartphone penetration, affordable Android devices, and expanding 4G coverage enabling millions of learners to access educational content (HTF Market Intelligence, 2026).

6. Recommendations

The National Policy on Education should explicitly recognise edutainment as a legitimate pedagogical approach and provide guidelines for its integration into Business Education curricula, as policy makers should create an enabling environment for the fusion of entertainment into education as recommended by research on edupreneurship in Nigeria (Kanu & Mohammed, 2024). Government should prioritise investment in digital infrastructure in secondary schools, including internet connectivity, computer laboratories, and multimedia equipment, while the Africa Low-Bandwidth Edutainment Platforms Market analysis highlights the importance of offline-first solutions, AI-powered learning, and localised content for improving educational accessibility in regions with limited connectivity (HTF Market Intelligence, 2026). Government should partner with technology companies, telecom operators, and edtech firms to provide zero-rated educational services and reduce the cost burden on teachers and students, as partnerships with organisations such as Edutainment First International Ltd/GTE, which is already driving social change through the fusion of education and entertainment, could be particularly valuable (Kanu & Mohammed, 2024). Government should also support the production of locally relevant business edutainment content that aligns with the Nigerian curriculum and cultural context, since educational content is becoming increasingly localised with indigenous languages, culturally relevant storytelling, and region-specific curricula supporting inclusive education (HTF Market Intelligence, 2026).

Colleges of education and universities offering Business Education programmes should integrate edutainment into their teacher training curricula, as demonstrated by research on CTCA and Active Learning in Southwest Nigeria which found that teacher training on innovative pedagogies significantly improves learning outcomes (Olafare, Falobi, & Gatta, 2025). Teacher training institutions should offer continuous professional development programmes on edutainment integration, covering how to select, curate, and create edutainment resources for Business Education instruction, as research has emphasised the need for teacher professionalisation as a key priority (University of Lagos, 2026). Teacher training institutions should also establish partnerships with film and media industries to develop business edutainment content, as Business Education teachers need training on how to collaborate with experts from the film industry to create content with robust business content for teaching purposes.

Secondary schools should establish edutainment resource centres with access to YouTube, movie applications, and online documentaries relevant to Business Education, while teachers should be provided with training on how to use these resources effectively. Schools should form learning communities where Business Education teachers can share edutainment resources, experiences, and best practices, as this peer learning approach can help overcome the isolation that many teachers face in adopting new pedagogies. Schools should involve students in the selection and curation of edutainment resources, recognising that students are often more familiar with digital platforms and content than their teachers, since students are increasingly open to learning through technologies that enable multimedia content delivery.

Longitudinal studies should examine the long-term impact of edutainment on Business Education students' achievement, skill acquisition, and career outcomes, as research has called for further studies into the long-term effects of edutainment interventions across different cultural contexts in Nigeria (Asigbo & Anjorin, 2025). Comparative research should examine edutainment utilisation across regions, institution types, and levels of education (secondary versus tertiary) to identify effective practices and contextual

factors. Experimental and quasi-experimental studies should be conducted to assess the effectiveness of specific edutainment resources and integration strategies on student learning outcomes. Research should also investigate the specific barriers to edutainment adoption in different contexts and identify effective strategies for overcoming these barriers.

7. Conclusion

This empirical study has examined the edutainment approach in teaching and learning of Business Education in Nigerian secondary schools, with a specific focus on Southwest Nigeria. The study surveyed 125 Business Education teachers from secondary schools and tertiary institutions across Ogun, Oyo, Lagos, Osun, Ondo, and Ekiti States, investigating the extent of edutainment utilisation, the factors influencing its adoption, and the challenges confronting its integration. The findings reveal that business edutainment resources including YouTube channels, movie applications, and online documentaries are currently utilised to a low extent in Business Education instruction. This low utilisation reflects a systemic challenge in the adoption of technology-enhanced pedagogies, consistent with findings from other regions of Nigeria. The most significant barriers to edutainment adoption identified in this study are inadequate teacher training, lack of awareness of available resources, and limited access to digital infrastructure. Despite these challenges, teachers who have experience with edutainment resources report significant benefits, including enhanced student engagement, improved understanding of business concepts, and increased motivation. These findings align with the theoretical frameworks underpinning this study: Connectivism, Experiential Learning Theory, and Self-Determination Theory and are consistent with international research on edutainment effectiveness. The study concludes that edutainment represents a viable pathway for transforming Business Education in Nigerian secondary schools, fostering entrepreneurial mindsets, and equipping students with the competencies required for the 21st-century economy. However, the successful integration of edutainment requires coordinated efforts across policy, teacher education, and institutional levels. Specific priorities include curriculum reform to incorporate edutainment, investment in digital infrastructure, teacher professional development, and the development of locally relevant business edutainment content. As Nigeria seeks to harness its demographic dividend and build a smart, self-sufficient nation, Business Education has a critical role to play in developing the entrepreneurial, financial, and digital literacy skills required for economic development. The edutainment approach, by making learning more engaging, relevant, and accessible, can help Business Education fulfil its promise of producing "wealth and job creators rather than wealth and job seekers."

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