



# **Teaching Methods As Correlate Of Student Performance In Business Studies In Selected Public Secondary Schools In Port Harcourt**

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## **ABSTRACT**

One key responsibility of teachers especially of business study is to impart requisite skills/knowledge that will enable the student function well in the society of business as it prepares them for the world outside of school. If teaching method adopted in teaching are inadequate or ineffective, students' academic performance will be low. The study therefore seeks to assess teaching methods as correlate of students' Academic performance in Business Studies in Port Harcourt Local Government Area of Rivers State. Lecture method and discussion method were specifically used as representative of the two broad categories of teaching methods. To achieve the objective, the study adopted correlation research design using two research question and two null hypotheses. A sample of one hundred students from a randomly selected intact class of one randomly selected Junior Secondary school was used. Three items parallel forms of business studies achievement test were used for data collection and the test item validated by experts including two business educators and a test expert in measurement and evaluation from the Rivers State University. A reliability coefficient of 0.814 was obtained via a test – retest method applying Pearson Product Moment Correlation coefficient (PPMC) formula. this statistical tool was used in answering the research questions using  $r$  – values to determine weight of relationship between pre-test and post-test scores after using lecture and discussion methods respectively and to test the null hypotheses by comparing the calculated  $r$ -values and the critical  $r$  values of establish the significance of relationship at 98 for both lecture and freedom and 0.05 level of significance. Results revealed a coefficient of 0.70 and 0.92 for both lecture and discussion method indicating a significantly high positive relationship between pretest-test and post-test scores after using the two methods. Recommendation shows that teachers should continue to hone their skills, by attending workshops seminars and other teaching enhancing programmes and teachers should be aware of the rightful teaching methods to apply when one method is not effective.

**Keywords:** Teaching, methods, academic performance

## **INTRODUCTION**

Teaching has been described as one of the human endeavors which require more wisdom, humility, labour and dedication.; Odeh and Akoh (2014), explained that an experienced teacher in a particular field could understand better form success or failure, from the past, and this experience can be brought to bear upon content selection.

Teaching according to Iornem (2016), is an occupation (the job we do) also regards as an enterprise (a cluster of activities) which a teacher may engage in the process of practicing his occupation. The very act of teaching itself, explaining, reading, writing, illustrating, demonstrating, dramatizing, rewarding, punishing, motivating etc. its aim is to help the learner to acquire or change some skill, attitude, knowledge, ideas or appreciation.

Teaching becomes more successful when the teacher is able to understand the theories and use the methods effectively. Akoh and Musa (2011). Opined that the success or failure of any proposed curriculum depends heavily on the teachers because they are the implementers thereof, if teachers who are supposed to inculcate knowledge into students are incompetent, inexperienced and unqualified, it will affect the performance of the students. For Oladipo and Ayeni (2010), teaching involves bringing about or at least facilitating desirable change in learners. However, effective teaching requires the teacher to step out of the realm of personal experience and step into the world of the learners (Brown, 2017). In order to succeed in changing the behaviour of the learner, the teacher's ability to identify and apply the right type of teaching methods at the right time is pertinent, because every human activity has its own techniques for executing it and teaching methods is one of such techniques used in delivering instructions effectively.

According to Komba, Hizza and Jonathan (2013), Academic performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost and speed. It also refers to the act of academics in which students are engaged in their studies and how well they meet the standards set out by the authorities responsible. For Nwanhamisi (2014), the choice of a particular method of teaching are determined by a number of factors which includes the content to be taught the objectives of the teacher and learning resources, ability of the teacher and his willingness to improvise if conventional teaching aids are not available, education and follow-up activities, individual learner difference. Asikhia (2010) discovered that qualifications of teacher and student] involvement do not influence students for performance but teachers method of teaching influence academic performance.

Kimweri (2014), defined teaching methods as a variety of ways of organizing the participants and the type of methods to be used to facilitate learning process which are determined by different factors such as number of students, age and the topic to be taught. However, Osokoye (2016) aver that teaching method strategy (ies) or plan that outline the approach that a teacher intends to take in order to achieve the desirable objectives. Form the above perspective, the delivery or method used in teaching business studies ought to be in consonance with the learning objectives which is to lead the student from point A to point B.

Business studies builds a strong base for anyone who is seeking to advance in specialized training and further study in business like management, communication technology, international business, marketing, accounting, entrepreneurship, finance etc. At the junior secondary school level, it is called business studies, at the secondary school level, it is known as business subjects and at the tertiary level, it is called business education (Ubulom, 2012).

In National Policy on Education which established 6-3-3-4 system of education, stated that after the first tier of secondary education which has two tiers, three years of junior secondary level (JSS1-JSS3), and three years of senior secondary (SS1-SS2), that school leavers should acquire enough skills to be employable after the first year. At the junior secondary school level business studies it taught as an integrated pre-vocational course comprising of commerce, bookkeeping, office practice, shorthand and typewriting with the objective of equipping students with the knowledge and understanding of the role of commerce in the national economy, basic concepts and principles of commercial activities, acquisition of office and book keeping skills that helps them prepare for the world of business. It entails also the teaching of basic fundamentals components, theories and processes of business that provides the students with the knowledge, abilities, and skills to be gainfully employed or be able to set up his/her small scale business.

#### Concept of Teaching

Teaching: This involves imparting information to the learner and the acquisition by the learner of specific knowledge, ideas, facts, skill and other relevant data condensed in the information for the learner's academic and mental development. Teaching is an activity in which Mr. B learns from Mr. A instructs. Thus if Mr. B does not learn, Mr. A has not taught. To teaching is not just to engage in activities, but to pay attention to what is going on, to make diagnoses, and to change another's behaviour. Learning only takes place if a student correctly observes the lecturer and can repeat it. The

objective of teaching is, therefore, to bring about learning. Learning is defined as a relatively permanent change in behaviour as a result of experience. When an individual's behaviour is influenced or modified such that the individual thinks or behave differently consequent upon the newly acquired information, principles, data, skill or knowledge, learning is said to have taken place (Greyson & Lewis, 2009).

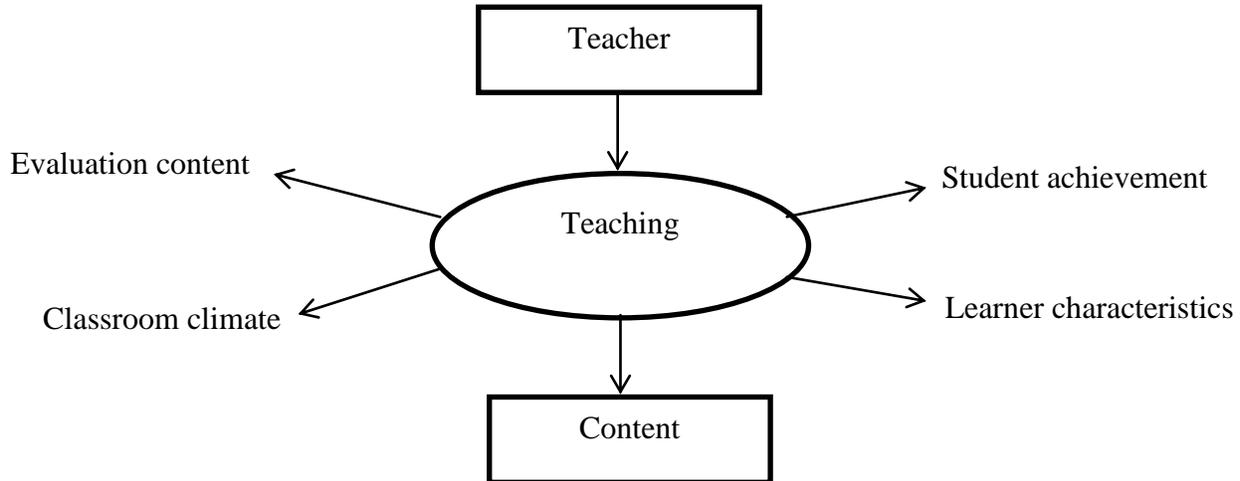


Fig 1.1: concept of Teaching

For Sequeira (2012), teaching is a set of events, outside the learners which are designed to support internal process of learning. The teacher's role is therefore characterized by the traditional role which is teacher centered and modern role which has the teacher as a facilitator and is student centered.

Fig 1.1 explains teaching as the process whereby teachers make use of the content in relationship with classroom climate or environment, learner characteristics, students' achievement and evaluation in order to achieve learning objective.

### Concept of Teaching Methods

#### Types of Teaching Methods

Teaching methods consist of the following two; teacher-centered method and student-centered method. Another type of teaching method is teacher-student interactive method which is a fusion of both teacher-centered method. Learner centered instruction refers to the students constructing their own understanding of content; develop a personal feelings that the knowledge is their own Jacobson and kauchak (2019).

#### Learner (Student) Centered Method

With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical; research; critical thinking and enjoyment among students (Hesson & Shad, 2007). (Lindquist, 2015). (Slavin 2016).

#### Question and Answer (citation) Method

Question and answer defined Mtunda and Safuli (1997) as cited in MIE (2017) as a method both for teaching and oral testing based on the use of questions to be answered by the student. Questioning techniques is one of the basic and successful ways of stimulating student thinking and learning (Ndirangu, 2007) it is applicable to all teaching approaches and method.

#### i. Discussion Method

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' pre-conceived notion of the subject matter or toward the end of a sub topic by presenting student with a new situation and asking them to explain in terms of what they have just learned.

Discussion group method entail a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Kimweri, 2014).

**ii. Brainstorming Method**

Brainstorming is a teaching technique in which every pupil's response that applies to a given topic is acceptable (MIE, 2004). The strength of brain storming are; promotes exploration, analysis and problem solving skills, develop the sense of cooperation and group cohesiveness in problem solving, encourages the generation of creative ideas, promotes generation of initiative in searching solution to problems. The limitations of brainstorming are; it is time consuming if not planned more useful to a limited number of learners and need through preparation.

**iii. Demonstration Method**

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actins involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (KIMwere, 2010). This refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. The teacher does whatever the learners are expected to do at the end of the lesson by show them own to do it and explaining the stop-by-stop process to them (Ameh, Daniel & Akins, 2017). Also, Mundi (2012) described demonstration method as a display or an exhibition usually done by the teacher while the students watch with keen interests.

**Discovery Method**

This is technique or inquiry often called problem based learning, experiential learning and 21<sup>st</sup> century learning credited to be constructivists like Jean Piaget, Jerome Bruner, and Seymour Papert. It requires providing guided task leveraging a variety of instructional techniques, students being able to explain own ides while teacher checks the accuracy of the idea. Discovery learning takes place on problem solving situation as the learners draws on his own experience and previous knowledge. Students are able to interact with their environment by exploring and manipulating objects, materials, to find solutions and provide feedback on a given problem, Bruner (1961) Alfieri, Brooks, Aldrich, and Tenenbaum (2011),

**Inquiry Method**

This approach is more students centered as it focuses on asking questions using the learning content as means to develop information processing and problem solving skills. The teachers acts s the facilitator and prompts the student ask meaningful questions. This method has four types which will only be mentioned, confirmation inquiry, structured inquiry, guided inquiry and open inquiry. Inquiry based leaning aims to develop students ability to analyze synthesize and evaluate information which is in line with Bloom\s Taxonomy.

**Teacher-Centered Methods**

Teacher-centered methods of teaching are the one-way communication where by the teacher delivers the material orally while the learner listen or takes down notes (Kimweri, 2004).under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 2009). It does not apply least practical, more theoretical and memorizing (Teo & Wong, 2009). It does not apply least practical activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost Zakaria, Chin & Daud (2010).

The method is autocratic in form and allows very little or no room for active participation of the learners , these method includes the following:

- i. Lecture Method
- ii. Presentation Method

iii. Seminar Method

**Teacher-Student Interactive Method**

This teaching method applies the strategies used by both teacher-centered and student centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 2011). The method encourages the student to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan and Rengarajan, 1999).

**Characteristics of Good Teaching Methods**

Onwugbu (2011) and Obiwusi (2013) summarized the characteristics of a good teaching method as follows:

- It should progress from simple activities to the more complex ones.
- It must possess the quality to arouse enthusiasm for active participation of students
- It should lend itself to accommodate the individual differences.
- A good teaching method helps students' like classroom activities with real life activities.
- It must be structured to satisfy the basic needs of the students.
- It should be able to put into action all five sense (hearing, seeing, feeling, testing and touching) for effective retention of knowledge and transfer of skill acquired.
- It should be a method that always motivates for higher achievement without boredom

**Factors that Influence Choice of Teaching Method**

The choice of methods of teaching depends on different factors for example knowledge of the teacher and flexibility MIE (2004) in order to make an informed choice of teaching method(s) in the teaching and learning process the teacher must know; the teaching method available, the strength and weakness of each method, the purpose of each can save and how each method can be used in practice. Other considerations during choosing a method of teaching are number of student to be taught, age, time and prior knowledge of the learner. Factors that influence the choice and selection of teaching methods in Business Education are:

- The method must be right for the learners
- The method must be also right to the teacher
- The method should be best for the subject matter
- The strategy must be right for the resources available
- Time Allocated
- Concept of Student Academic Performance

Performance measurement refers to the process of evaluating how well organizations are managed and the value they deliver for customers and other stakeholders (Moulin, 2007), performance measurement is a process of collecting, analyzing and reporting information regarding the performance of individual, group, organization system or component., student performance plays an important role in producing the best quality students who will become greater leader and manpower for the country's economic and social development (Ali, 2009). In Asikhia, (2010). Students academic performance can be affected by different factors like class schedules, class size, English textbooks, homework, environment of the class technology used and financial. Another study by (Laddunuri, 2012) found many factors contributing to the students' failure to include lack of competence trained teachers, poor infrastructural facilities in school, insufficient books in the school library, high cost of books and frequency changes curriculum.

Performance represents an individual's true position when being exposed to a particular or series of tests. It is the success or failure of an individual (Okorodudu & Osia, 2016). It is an index of general mental abilities which are responses to the test of different kinds. Performance has been defined by Carlson in Kimwelu (2015) as a specific event with its luminous nature for grounded, clearly separated from the rest of life, presented by performers and attended by audience both of whom regard the experience as made up of material to be interpreted, to be reflected upon, to be engaged in emotionally,

mentally, and perhaps even physically. However, academic performance can be expressed in form of good scores and prizes as a result of handwork and exceptional performance in the classroom test, assignment and examination (Modundu, 2001). A lot of factors could be responsible for students' success or failure and such may induce teachers' capability and proficiency in teachers, nature of school environment, level of motivation etc.

Educationally, Algarab el and Dasi (2001) saw achievement as the mastering of major concept, principles, important facts and propositions, skills, strategic knowledge and integration of knowledge. Emphasizing on the ways of its measurement, Kemjika (2005) stressed that educational or academic achievement of pupils is usually a measure of performance on test based on prescribed scheme of work or syllabus through teacher-made or standardized tests.]

Anastasi and Urbina (2007) explained that some indexes of academic achievement are employed in validating intelligence test. Stressing on its measurement, Asuru and Collier as cited in Oporum (2012) explained that it can be measured by teacher-made test in each subject area, by grading-point average, by student performance on tests designed by a school district to compare the performance of one group in relation to others.

According to Komba, Hizza, and Jonathan, (2013) academic performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost, and speed.

Studies have shown that there is a relationship between teaching method and students' performance as for example it has been found that teachers who used a specific style of evidence-based teaching and operate within a developmental learning paradigm had an increase effect on student learning outcome (Griffin, 2007) thus teaching method play an important role in producing good students' performance. Furthermore, several studies conducted on teaching method in many part of the world have demonstrated that teaching methods impact students' performance. For example in USA (Haas, 2002), Nigeria (Asikia 2010, Bategakee, 2012), and (Luntungan, 2012). These studies clearly indicate that teaching methods used by the teacher have an impact on students' performance and medium of instruction also impacts on students' performance (Senkoro, 2004 and Canton, 2007).

### **Statement of the Problem**

The study of business is quite important for growth and development of any country as the prosperity of a country largely depends on the number of large scale of businesses operating successfully in it. Business studies also prepare the student for the world outside of school and the business atmosphere. Teachers are therefore saddled with the key responsibilities of imparting the requisite knowledge that will enable the students function well in the society of business. If teaching method adopted in teaching are not adequate or effective, students' academic performance will be poor and this is a problem.

Adunola (2011) stressed that teachers need to be conversant with numerous teaching methods that take recognition of the magnitude of complexity of the concepts to be covered., it is against this backdrop that the study seeks to examine the adequacy and effectiveness of teaching methods as correlates of students' academic performance in business studies in secondary schools in Port Harcourt.

### **Purpose of the Study**

The purpose of this study is to examine teaching methods as correlate to students' academic performance in business studies in secondary schools in Port Harcourt.

- i. Determine the relationship between the lecture methods of teaching and students' academic performance in business studies.
- ii. Determine the relationship between discussion method of teaching and students' academic performance in business studies.

### **Research Questions**

The following research questions guided the study:

- i. What is the relationship between pretest scores and posttest scores after using lecture method and students' academic performance in business studies?

- ii. What is the relationship between pretest scores and posttest scores after using discussion method of teaching and students' academic performance in business studies?

**Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

**Ho<sub>1</sub>:** There is no significant relationship between the lecture method of teaching and students' academic performance in business studies.

**Ho<sub>2</sub>:** There is no significant relationship between the discussion method of teaching and Students' academic performance in business studies.

The study is aimed at adding to the teaching and learning processes, in secondary schools it will assist teachers, students, school proprietresses and administrators and other researchers who want to embark on study in this area. The teachers will explore other teaching methods that can be applied in teaching business studies and how each affect students' academic performance.

**METHODOLOGY**

Correlation research design was adopted for the study. The population of the study comprised of all junior secondary school (JSS 2) students which the study was delimited to, in the 15 junior secondary schools that make up the study area. A sample of 100 Junior Secondary School two (JSS 2) students from a randomly selected in text class of one randomly selected Junior Secondary school was used for the study. Pearson Product Moment Correlation coefficient statistics was used to answer research questions. Using r-values to determine weight of relationship between pre-test and post-test scores

**FINDINGS**

**Research question 1:** *What relationship exists between pre test scores and post test scores after using lecture method in teaching business studies in JS 2?*

**Table 1:** Correlational analysis of relationship between pre-test scores and post-test scores after using lecture method in teaching business studies to. JS 2 students.

Valuable	N	$\sum x$	$\sum x^2$	$\sum xy$	r-value	t-cal	t-crit	Remarks
		$\sum y$	$\sum y^2$					
Pretest	100	4446	215796	231544	0.70	9.70	1.98	High positive Relationship
				231544				
Post test	100	4961	259737					

The result in table 1 shows a correlation coefficient of 0.70, which means that high positive relationship, exists between pre-test scores and post test scores after using lecture method to teach business studies in JS 2 students. The implication of this finding is that students tend to score higher after using lecture method in teaching them business studies compared to their scores prior to the use of the methods.

**Research Question 2**

*What is the relationship between pre-test and post test scores of students after using the discussion method in teaching business studies to JS 2 Student?*

**Table 2: Correlation analysis on relationship that exists between pretest and post test scores of students after using discussion method in teaching business studies to JS 2 students.**

Valuable	N	$\sum x$	$\sum x^2$	$\sum xy$	r-value	t-cal	t-crit	Remarks
		$\sum y$	$\sum y^2$					
Pretest	100	4446	215796	246710	0.92	33.24	1.980	Very High positive Relationship
Post test	100	5141	285703					

**Table 2:** Reveals a correlation coefficient of 0.92 which indicates a very high positive relationship between pre-test and post-test scores after using discussion method in teaching business studies in Js2. This implies that students tend to score higher in business studies after teaching them using discussion method.

**Hypothesis 1:** There is no significant relationship between pretest and posttest scores of students after using lecture method in teaching business studies in JS 2.

**Table 3: Pearson product moment correlation coefficient analysis on pretest, posttest scores of students after using lecture method in teaching business studies.**

Valuable	N	$\sum x$	$\sum x^2$	$\sum xy$	t-cal	t-crit	Remarks
		$\sum y$	$\sum y^2$				
Pretest	100	4446	215796	231544	0.70	1.986	Reject Ho
Post test	100	4961	279737				

*Significant level = 0.05, df= 98*

The result in table 3 shows that the calculated r-value is greater than the critical r-value at a df of 98 and significant level of 0.05 and hence, the null hypothesis is rejected while the alternative is retained. The significance of r-value was further confirmed using t-test statistics at same level of significance and same degrees of freedom and was found to be 9.70 as against and above the critical t-value of 1.980. This implies that the high positive relationship that exists between the scores point to the fact that the use of lecture method in teaching business studies in JS 2 helps them to improve in their performance.

**Hypothesis 2:** There is no significant relationship between pretest and protest scores on using discussion method in teaching business studies in JS 2.

**Table 4:** Correlation analysis on pretest and post test scores of business studies taught using the discussion method of teaching.

Valuable	N	$\sum x$	$\sum x^2$	$\sum xy$	t-cal	t-crit	Remarks
		$\sum y$	$\sum y^2$				
Pretest	100	4446	215796	246710	0.92	1.986	Reject Ho
Post test	100	5141	285703				

P<0.05,df= 90

With a degree of freedom 98 at a significant level of 0.05, the table showed a critical value of  $r = 0.196$  which is less than the computed value of  $r = 0.92$ . The null hypothesis of no significant relationship is therefore not accepted as the calculated r-values is too significant to be attributed to sampling error. This suggests that there is significant positive relationship between pretest and post test scores implying that the use of the discussion method in teaching business studies after the pretest, has influenced the students upward performance. To reconfirm the significance of the value of r, a t-test was further conducted with a degree of freedom of 98 at a significant level of 0.05 and a computed value of  $t = 23.24$  was found against and above a critical t values of 1.980. This value of t-calculated which is greater than the table value re-establishes the significance of r as earlier stated.

**DISCUSSION OF FINDINGS**

Elvis (2013) carried out study on differential effectiveness of teaching methods on students’ academic performance in PC and business studies using experimental research design this current study used the correlation design method and Pearson Product Moment Coefficient statistic.

Elvis (2013), used a sample of 109 students using the students assessment test course prepared by the lecturer, this study on Teaching Methods as Correlate to Students' Academic Performance in Business Studies in selected public secondary schools in Port Harcourt, sampled an intact class of 100 JSS2 students using students achievement test scores with two research question and with two null hypotheses tested at 0.05 level of significance. The result of Elvis (2013) revealed that Teacher Student Method was more effective than Teacher centered method in students' academic performance. This current studied sought to determine the relationship between lecture and discussion method of teaching on academic performance of students in Business studies

In the study of Ogbulajah (2014) on the impact of students' field trips in academic performance in Agricultural Science in selected secondary schools in Rivers State, Ex-post Facto Design model was used. Three research questions and two null hypotheses were used. The statistical method used to analyze the data was mean score and hypothesis were tested with chi-square at 0.05 level of significance the result of Ogbulajah (2014) found that there was a significant difference between the learning experience acquired from agricultural field trip (which is also a method of teaching) and students' academic performance in Agricultural Science for this current study of teaching methods as correlate to students academic performance in business studies in selected public secondary schools in Port Harcourt, three 50 items parallel forms of business studies achievement test were used (Pre test, Post test 1 and post test 2). The results revealed that, students scored higher in the post test than in the pretest after the application of lecture method which is student directed. Whereas, the results

for the post test using discussion method was significantly higher than the post test results using lecture method which is in line with Slavin (2016) who suggested that this approach also motivates goal-oriented

behaviour among students, hence the method is ver> effective in improving students academic performance.

#### Recommendations

1. Teachers should continue to hone their skills by attending workshops seminars and other teaching enhancing programmes that can enable them be on top of their game,
2. Teachers should be aware of the right teaching methods to apply in teaching when one method is not effective since a combination of methods is considered most appropriate.
3. School owners and administrator should employ qualified teachers, train and retrain them from time to time so that they can meet up to the set standards.
4. School owners and administrators should create a conducive teaching a learning environment, particular in the area of class size.
5. Government should provide incentives that can boost the educational sector which the schools fait under in terms of infrastructure and basic amenities like, Water table, electricity supply, desks and chairs, chalk boards improved toilet facilities etc. most of the students, particularly in Nkpolu Government Secondary Schools are over one hundred in one arm alone. This can be quite cumbersome for the teacher(s)

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