



Effective Teaching Strategies of Business Education Teachers and Students' Academic Performance in Rivers State

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ABSTRACT

The focus of this research was to examine teachers' effective teaching strategies and students' academic performance in Business Education programme in Rivers State. Three research questions were raised to guide the study. The study adopted a descriptive research survey method. The total population of the study was 887 which consist of 94 lecturers and 793 final year Business Education students of the 2016/2017 academic session in the tertiary institutions in Rivers State. A sample size of 266 was drawn using simple random technique. The instrument for data collection was a self-structured questionnaire developed by the researchers and face and content validated by two experts in Business Education. The questionnaires were entitled: "Teachers' Effective Teaching Strategies and Students' Academic Performance in Business Education Questionnaire (TETSAP) Are. The two questionnaires were administered separately and directly by the researchers to two distinct set of respondents: the lecturers and the students of Business Education programme in Rivers State respectively. The questionnaire instruments contained 21 questionnaire items in a whole. Mean and Standard Deviation were used to analyze the research questions. The study revealed that changes in administrative policies, change of educational policy, organism in teaching strategy, student-teacher-class-ratio, teacher effective communication skills and availability of teaching aids are the trends in the educational process that have influenced the academic performance of students in Business Education programme in Rivers State. The study also revealed that teacher-centered teaching strategy, lecture method, story-telling about personal and family life and activities, lecturer-textbook-student instructional strategy, presentation method and book or chapter-to-chapter summary teaching strategy are the crude teaching strategies used by teachers in Business Education programme that are not effective in the improvement of the academic performance of students of Business Education in Rivers State. Based on the findings, it was concluded that the effective teaching strategies used by teachers in business education in teaching their students are group dynamism techniques, small group dynamism, committee projects and putting ideas into picture. It was recommended that, business education teachers should go for regular training and retraining so as to become more conversant with the use of contemporary effective teaching strategies which if used adequately, will in turn help to boost the academic performance of business education students in Rivers State.

Keywords: Effective teaching, Business Education programme, Strategies, Students' academic performance

INTRODUCTION

The primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about content, the type of certificate held, the highest degree earned, or the years they have been teaching. Rather the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classroom so as to improve their performance (Barge, 2014). Business education teachers are one of the key elements in any business education department; as such utilizing effective lesson content delivery strategies remains one of the pertinent propellers for student academic performance improvement. This implies

that, in every educational system, teacher effectiveness depends on the teacher's adequacy, good track records and devotion to duty. The teacher attains this status through the effective utilization of teaching strategies for the better performance of the students which depends on his professional pedigree and level of intellectual opulence.

Thus, teaching remains a continuous process that involves bringing about desirable transformation in the students through the use of appropriate effective teaching strategies. Therefore, to facilitate the process of knowledge transmission in business education programme in order to attain better student performance as teachers, the application of appropriate and effective teaching strategies that best suits specific instructional objectives remains pivotal (George, 2011; Ganyaupfu, 2013).

Sequel to this, as a programme that aims at developing suitable educational competences in the students, for better performance in different private and public fields of endeavour, there is the dire need for stakeholders to re-examine the extent to which effective teaching strategies have been utilized in business education programme in Rivers State. The above perception could be one of the reasons it is maintained that business education is an essential part of the preparation of youths for life and living. Business education is that facet of educational training that helps the individual to acquire relevant skills needed for living. If that being the case, the burden now falls on the shoulders of the teachers as facilitators of learning in students to deploy novel teaching effective strategies so as to improve the performance of the students of business education programme in Rivers State (Ajisafe, Bolarinwa & Edeh, 2015)

Also, in contemporary times, questions about the effectiveness of teacher strategies on student learning and performance have consistently generated considerable interest and attention especially in the thematic field of educational research thereby, making research on teaching and learning to constantly endeavour to examine the extent to which different teacher strategies can accentuate growth in student performance. Therefore, it could be contended that poor performance of most students in business education programme like other academic programmes, is fundamentally linked to the application of ineffective teaching strategies by teachers to impact knowledge on the students for a better performance (Ganyaupfu, 2013).

Substantial research on the effectiveness of teachers' strategies indicates that the quality of teaching is often reflected by the achievement of the students. However, for teachers' strategies to be effective, teachers in business education programme in Rivers State needs to get more acclimatized to the plethora of teaching strategies that take due cognizance of the magnitude of complexity of the concepts to be covered. Be that as it may, even though there may be no one best teacher effective strategy, teachers in the programme of business education in Rivers State, using varying teaching strategies will assist the students in maintaining interest, interacting with content and eventually improving the students' performance. Thus, there is the dire desire for the teachers in business education programme in Rivers State to be seen as developing and utilizing a range of research based on effective strategies to help improve the performance of their students who have varying backgrounds, abilities and interests (Barge, 2014).

Therefore, since teachers who are models of using effective and varying teacher strategies in the educational system typically seem to have a more student centered classroom where students are actively engaged in building upon existing knowledge and improving their performance. This research is increasingly considered to be necessary by the researchers

CONCEPTUAL FRAMEWORK

Concept of Strategies

The phrase "strategies" have a Greek Origin. According to the ancient Greek, the word strategy means the art of generalship, of devising and carrying out a military campaign. It was transferred from its military origins to the business world in the year before the ubiquitous MBA, at a time when the military career was considered a good qualification for a manager. As with the military, strategy was seen by business man as a high level function fit only for the minds of leaders and a small cohort of the brightest and best. However, corporate planning was usually a secretive operation that took place at irregular intervals (Hindle, 2008). In the sense of the "art of the general", which included several subsets of skills including "tactics", siegecraft, logistics, among others, the term came into use in the 6th century C.E. in East Roman terminology, and was translated into Western Vernacular languages only in the 18th century. From then until the 20th century, the word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict in which both adversaries interact (Wikipedia, 2017).

The concept of strategies has come to mean different things to disparate persons in different endeavours; while some persons may see it as a method or plan, others regard it as an art or science. Be that as it may, there is a general consensus to the ideology that strategy has an end point of enabling an individual, group or an organization to realize a common goal. However, strategies could be defined as the art or science of planning and marshaling resources for their most efficient and effective use. It is also a method or plan selected by an organization or group aimed at bringing about a desired future such as achievement of a goal or solution to a problem ([Business Dictionary](#), 2017).

Strategies are high level plans set out to achieve one or more goals under conditions of uncertainty. Strategies are important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking. Strategy is a pattern in a stream of decisions to contrast with a view of strategy as planning, while some experts argues that strategy is about shaping the future and is the human attempt to get to the desirable ends with available means, others view strategy as a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully. However, complexity theorists define strategy as the unfolding of the internal and external aspects of the organization that result in actions in a socio-economic context (Wikipedia, 2017). Thus, the concept of strategies could be further described in the following five ways:

- **Strategy as Plan:** a directed course of action to achieve an intended set of goals; similar to the strategic planning concept. Here strategy is viewed as a futuristic phenomenon which is predicated on the attainment of set of organizational objectives.
- **Strategy as Pattern:** a consistent pattern of past behaviour or method of discharging a particular task or broad objectives, with a strategy realized over time rather than planned or intended. Where the realized pattern was different from the intent, he referred to the strategy as emergent.
- **Strategy as Position:** locating brands, products, or companies within the market, based on the conceptual framework of consumers or other stakeholders; a strategy determined primarily by factors outside the firm.
- **Strategy as a Ploy:** a specific maneuver intended to outwit a competitor. It encompasses those activities and/or programs carried out by an individual, group of individuals or organisations with the core objective of attempting to defeat closest competitors within an industry.
- **Strategy as Perspective:** executing strategy based on a “theory of the business” or natural extension of the mindset or ideological perspective of the organization.

Thus, it will interest you to note that strategy involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis and developing guiding policies. It includes such activities like strategic planning and strategic thinking. Implementation refers to the action plans taken to realize the goals established by the guiding policy of an organization or individual.

Concept of Academic Performance

The concept of academic performance is often used interchangeably with academic achievement and it can be defined by the students’ reporting of past semester CGPA/GPA and their expected GPA for the existing semester. The grade point average can be deployed by the department of business education as a convenient summary measure of the academic performance of their students. Thus, academic performance could be said to be that which represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define specific goals. Academic achievement is the degree of a student’s accomplishment of his or her tasks and studies. Obviously, the most well-known indicator of measuring academic achievement is grades which reflect the students’ “score” for their subjects and overall tenure (Duruji, Azuh & Oviasogie, 2014). The issue of academic achievement of students in business education has become the focus of plethora of actors in the field of business education.

Effective Teaching Strategies and Business Education teachers in Rivers State

According to the works of the Center for Teaching and Learning (CTL, 2017) University of North Carolina, several contemporary and effective teaching strategies are in existence. However, some of these effective teaching strategies are seen to be used by the teachers in business education programme while others are yet to be used. Thus, as involve, group dynamism technique, small group brainstorming, election of male and female hall of fame, brain construction, preparation of exhibition, putting idea into picture, carrying out rock convention, using technology and instructional resources, organizing units of instruction by topics, using sociometric text to make sociometric analysis of class, using case studies reported in literature to illustrate psychological principles and facts, coaching that is providing special succor for students having difficulty in the course, survey, committee projects, audio tutorial lessons (individuals instruction), verbal illustrations using anecdotes and parables to illustrate, role playing, panel of exhibits and displays by students, use of motion pictures, educational films, videotapes by a student or student committee, use of dramatization, skills and plays, class projects and individual projects.

However, amidst the novel strategies established above, it is observed that there have been a preponderant use of few of the teaching strategies by the teachers in the business education programme. Accordingly, some of these strategies used by them are determined as follows:

1. Survey study
2. Committee class individual or projects
3. Construction of exhibition and displays by students
4. Coaching – special assistance provided for students having difficulty in the course
5. Use of technology and instructional resource
6. Small group brainstorming
7. Class discussion conducted by a student or student committee
8. Audio-tutorial lessons
9. Role playing
10. Formal debates

Also, the other effective teaching strategies that the business education programme teachers uses to teach students are as follows: the student centered approach, the inquiry-based approach and the corporative learning (Teaching Method, 2017).

Trends in the Educational Process and Academic Performance of Business Education Students in Rivers State

Like every other sector of Nigerian economy, as a component of general education has metamorphosed from one trend to another from one point to another. In the educational sector different trends have come and gone with each having discrepant influence on the student academic performance in Business Education programme in Rivers State. However, while some of these trends are caused by external factors, others are also caused by internal factors. The internal factors may be regarded as being the controllable factors while the external factors could also be called the uncontrollable. However, some of these trends in the educational process may include the following (Ohaka, 2017); change of administrative policies, change of Educational Policies, organism in teaching strategies, student–teacher class ratio, teacher effective communication skills and availability of teaching aids.

In most instances, these trends determine the performance students on regular intervals. Most of them have become an integral aspect of the business education in Rivers State tertiary institutions. Constant changes and amendments of educational polices is one trend that most times hinders the performance of students as most of not student centered. When the policies are being enacted, most students who cannot cope with the trend experience retarded academic growth and educational development. Organism in teaching strategies is another significant trend in educational process that impacts either positively or negatively on business education’s student’s academic performance. Teaching strategies is one veritable tool of feeding that have transformed over time. Each generation comes with new sets of suitable strategy or the other. So, when such strategies are not being enforced, students may lack the capacity to cope since that may be the most befitting strategy for that age.

For effecting teaching and learning to take place, the teacher must be able to identify the students in terms of their names, learning abilities, values, among others. If this is the case, the issue of teacher-students class ratio as one of the educational trends that influences the conduct of students is one thing that must not be taken for granted. So, with harmonized class size which makes for a better

student/teacher class ratio, students could improve their academic performance as their will be a closer rapport between the teachers and students which encourages learning.

Effective communication skills are essential for teachers and beneficial to students in terms of their academic performance in business education programme. In contemporary times, there have been increased advocacy for a more simplified communication process for teaching including the business education lecturers which can also accentuate students' academic performance. As a trend in the educational process, effective communication skills greatly determine students' academic performance. When the trend turns out to be favourable, students benefits academically but when it becomes unfavourable, students may become adversely affected.

Similarly, these educational trends are becoming incredibly integral. So, while we constantly strive to adapt to such changing trends in the educational process, it should be our major concern to how with instigate whatever adverse effects it could have on the business education students. Regularly, we must also consider and reconsider the impact it could have on the business education programme curriculum as a way of reevaluating the system.

Crude Teaching Strategies and Business Education Teachers' Teaching Outcome

Teaching strategies are all those methods available to a teacher during the teaching process for communicating ideas, knowledge, skills, attitudes, etc., to the students so that at the end of instruction, the students can behave in the manner stated in the objective for the lesson. There are several teaching strategies in use in classrooms the world over. Some of them in use are based on philosophical principles; others are based on psychological principles derived from experiments (Awotua-Efebo, 1999). Be that as it may, while some of these teaching strategies may still be popular and consistent with the contemporary society, others have become unpopular, inconsistent and crude.

Thus, Crude teaching strategies are those anachronistic, ineffective and inconsistent instructional patterns or methods used by teachers, trainers or instructors to deliver ideas or instructions to their target audience. One thing is unequivocal about a crude teaching strategy. A crude teaching strategy sometimes may appear to be adequate and effective depending on the situation leading to its usage or the environment. It does not tend to serve the purpose in which it is meant to serve at all times. Although, crude teaching strategies may appear too simple, not all business education teachers either prefer to use them or even know how to use them. But despite its inadequacy in our contemporary milieu, some teachers in business education programme still prefer to use them. This condition may be consequent upon its simplistic nature in terms of approaches and usage. A crude teaching strategy is the means through which a teacher delivers his instruction or subject matter to the class or group of students centered on preselected instructional objectives that culminates in producing undesirable learning outcomes (Ohaka, 2017).

Even though crude teaching strategies are gradually ebbing away in the field of education due to its inconsistency, inadequacy or unpopularity in this 21st century, there are still some occasions when the need for their usage may arise especially in those moments when a teacher in business education will have no other option than to improvise maybe in order to meet up with the academic calendar or to cover the course contents. But this should not always be the case or taken undue advantage of by the business education teachers as it will not make for a healthy academic development of the students and the programme at large. However, some of these crude teaching strategies used by teachers in Business education programme that are not effective in the improvement of Academic performance of students in Rivers State could be identified as follows (Ohaka, 2017);

- 1) Teacher-centered teaching strategies
- 2) Lecture methods which do not promote the teaching of skilled subjects in business education programme.
- 3) Story telling about personal and family life and activities which does not synchronize with the subject matter of the course.
- 4) Lecturer-textbook-student instructional strategy. This is a strategy in which the lecturer reads directly and verbatim from the textbook to the students without laying much emphasis on pertinent concepts, phrases and ideas.
- 5) Presentation method. This is a pattern in which the business education teachers deliver the instruction as though it was an official occasion for paper presentation/defense or conference paper presentation.

- 6) Book or chapter-to-chapter summary teaching strategy. Here, the teachers of business education assume that they have covered their course outline as soon as they direct the students to summarize a book or some chapters of a book.

Obviously, These teaching strategies does not have the intrinsic potential to promote the academic performance of students in business education as students are encouraged to summarize what they do not understand. This is because, a student can only speak or write what he/she comprehends. The original intend of every teaching strategy should be to bring about positive student academic performance at all times. When choosing a teaching strategy, business education teachers must examine the extent to which such a strategy will be considered to be effective and ascertain its level of crudity.

Statement of the Problem

Despite the observation which has revealed that the greatest contributory factor that impacts teachers’ effectiveness may depend on the teachers’ ability to use varying and engaging effective strategies to deliver knowledge and skill to the student in their classroom (Barge, 2014), it seems that some teachers in business education programme in Rivers State neither have access to these effective strategies or know how to use them for better student performance. This trend in the educational process may have influenced the academic performance of students of business education programme in Rivers State.

Notwithstanding the truism that business education programme was designed to improve the cognitive, affective and psychomotor domains of her recipients through teaching and learning, it still appears that some of the institutions running business education programme in Rivers State have not adequately carried out as some teachers still relies on the crude and ineffective teaching strategies to deliver their lessons. Some of the teachers still uses the teacher-centered strategies which is no longer adequate or befitting for the contemporary educational trends.

However, it seems that these teacher’s ineffective teaching strategies may be considered to be one of the factors that greatly influences the students’ academic performance in business education programme in Rivers State. Some of those crude teaching strategies used by the teachers of business education programme in Rivers State are the teacher-centered teaching strategy and the one-way communication system that does not seek to bring out the best from the students so as to improve their academic performance. The researchers therefore pose the following questions;

- 1) How can the effective teaching strategies used by teachers in business education programme in teaching their students be determined?
- 2) How can the trend in the educational process that may have influenced the academic performance of students in business education programme in Rivers State be determined?
- 3) How can the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Rivers State be determined?

RESEARCH METHODOLOGY

The research adopts descriptive survey research design because it enhances gathering of information for the study. The rationale for this was based on the fact that data was collected from a representative sample upon which inferences and generalization was made on the entire population. The total population of the study is 866 which consist of 96 lecturers and 770 final year business education students in the tertiary institutions in Rivers State studied by the researchers.

Table: 1: Population Distribution

S/N	Institutions	Academic Staff	Final Year Students
1.	Rivers State University (RSU), Nkpolu-Oroworukwo, Port-Harcourt	11	203
2.	Ignatius Ajuru University of Education (IAUE), Rumuolumeni, Port-Harcourt	60	390
3.	Federal College of Education (Technical) Omoku (FCET)	23	200
	Total Grand Total	94	+ 793
		887	

Source: Exams and Records officers of the three (3) institutions, (2018)

266 persons comprising 28 lecturers and 238 students being 30% of the total population made up the sample. The simple random technique was employed. This is represented in table 2 below;

Table 2: Sample Size

S/N	Institutions	Staff	Students
1	Rivers State University (RSU), Nkpolu-Orowukwo, Port- Harcourt	3	61
2	Ignatius Ajuru University of Education (IAUE), Rumuolumeni, Port- Harcourt	18	61
3	Federal College of Education (Technical) Omoku (FCET)	7	60
	Total	28	238
	Grand Total		266

Source: Survey Data, (2018)

The instrument for data collection was a self structured questionnaire entitled: Teachers' Effective Teaching Strategies and Students' Performance in Business Education Questionnaire (TETSAP). The questionnaire has two sections: Section A and B. Section A sought information on the demographic data of the respondents while section B contained responses of the respondents to the questionnaire items. The questionnaire instrument contains a total of 21 questionnaire items and adopts the 4 point scaling of Strongly Agree (SA: 4points), Agree (A: 3points), Disagree (D: 2points) and Strongly Disagree (SD: 1point). The instrument was developed by the researchers and face and content validated by experts in the field of Business Education and two other measurement and evaluation experts. The reliability of the study was established using test-re-test method which involved administering the instrument twice at different intervals. The Pearson Product Moment (PPM) Correlation Coefficient Statistical tool was used to correlate the sets of scores. The computation yielded correlation coefficient of 0.81. A total of 266 questionnaires were administered out of which 255 were retrieved and used for the study. A total of 266 questionnaires were distributed out of which 255 were retrieved which formed 85 of the total population.

RESULTS

Research Question 1: *How can the effective teaching strategies used by teachers in business education programme in teaching their students be determined?*

To answer this research question, the mean ratings of the responses were calculated and the result presented in table 2 below.

Table 3: Mean analysis of the ways in which the effective teaching strategies used by teachers in business education programme in teaching their students be determined

S/N	Questionnaire Items	SA	A	D	SD	Mean	S.D	Remarks
	<ul style="list-style-type: none"> <i>Business education teachers uses the following teaching strategies in teaching their students in Rivers State;</i> 							
1.	Group dynamism technique	25	80	100	50	2.31	0.80	Agree
2.	Use of dramatization	5	10	40	200	1.29	0.40	Disagreed
3.	Small group brainstorming	5	105	45	100	2.05	0.88	Agree
4.	Preparation of exhibition	2	59	69	125	1.76	0.69	Disagreed
5.	Committee projects	13	120	121	1	2.57	0.35	Agree
6.	Formal debate	5	20	70	160	1.49	0.52	Disagreed
7.	Putting ideas into picture	30	115	100	10	2.65	0.54	Agree
8.	Survey study	10	35	130	80	1.62	0.60	Disagreed
9.	The student-centered-approach	7	40	135	73	1.93	0.55	Disagreed
	Total Mean/S.D					17.69	5.33	
	Grand Mean/S.D					1.96	0.57	Disagreed

Source: Survey Data, (2018)

The result of the findings in table 3 above reveals how the effective teaching strategies used by teachers in business education programme in teaching their students can be determined. The respondents agreed that business education teachers use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as teaching strategies in teaching

their students in Rivers State. On the other hand, five 5 respondents disagreed teachers in business education programme uses dramatization, exhibition preparation, formal debate, survey study and the student centered approach in teaching the students in Rivers State. This means that the business education teachers will have to consider improving on their teaching strategies and develop novel ones that can be suitable for the contemporary educational trend.

Research Question 2: *How can the trend in the educational process that has influenced the academic performance of students in business education programme in Rivers State be determined?*

To answer this research question, the mean ratings of the respondents were calculated and the result presented in table 3 below;

Table 4: Mean analysis of the ways in which the trend in the educational process that has influenced the academic performance of students in business education programme in Rivers State be determined

S/N	Questionnaire Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Change of administrative policies	155	50	48	2	3.40	0.11	Strongly Agree
2.	Change of educational policies	161	80	13	3	3.58	0.46	Strongly Agree
3.	Organism in teaching Strategies	110	129	6	10	3.33	0.30	Strongly Agree
4.	Student-teacher class ratio	140	100	14	1	3.49	0.60	Strongly Agree
5.	Teacher effective communication skills	200	51	3	1	3.76	0.20	Strongly Agree
6.	Availability of Teaching aids	210	40	3	2	3.80	5.31	Strongly Agree
Total Mean/S.D						21.36	1.9	
Grand Mean/S.D						3.56	0.31	Strongly Agree

Source: Survey Data, (2018)

The result of the findings in table 4 above shows how the trend in the educational process that has influenced the academic performance of students in business education programme in Rivers State can be determined. The respondents strongly agreed to all the items in the table. This means that the trend in the educational process that has influenced the academic performance of students in business education programme in Rivers State are; changes in the administrative policies, change of educational policy, organism in teaching strategy, student-teacher class ratio, teacher effective communication skills and availability of teaching aids.

Research Question 3: *How can crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Rivers State?*

To answer this research question, the mean ratings of the responses were calculated and the result presented in table 4 below;

Table 5: Mean analysis of the ways in which the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Rivers State

S/N	Questionnaire Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Teacher-centered teaching strategy	133	67	49	6	3.28	0.12	Strongly Agreed
2.	Lecture method	110	90	15	40	3.06	0.13	Strongly Agreed
3.	Story telling about personal and family life	15	120	117	3	2.58	0.69	Agree
4.	Lecture-textbook-student instructional strategy	86	140	24	5	3.20	1.83	Strongly Agreed
5.	Presentation method	112	136	5	2	3.40	0.13	Strongly Agreed
6.	Book or chapter-to-chapter summary teaching strategy	60	101	90	4	2.85	0.08	Agree
Total Mean/S.D						18.37	2.98	
Grand Mean/S.D						3.06	0.50	Strongly Agreed

Source: Survey Data, (2018)

The result of findings as presented in table 5 above shows the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Rivers State. From the table, we could deduce that only item three 3 agreed while the other five 5 respondents strongly agreed to them. Therefore, these are indeed those ineffective crude teaching strategies used by teachers in business education. According to the findings, it now shows that teacher centered teaching strategy, lecture method, storytelling about personal and family life and activities, lecturer-textbook-student instructional strategy, presentation method and book or chapter-to-chapter summary teaching strategy. The nature of this finding may be consequent upon the emerging preponderant use of this strategy among business education teachers.

DISCUSSION OF FINDINGS

The result in table 3 presents the responses to the research question which shows the different teaching strategies used by teachers in business education programme in teaching their students. The table shows that teachers in business education programme in Rivers State do not use dramatization, exhibition preparation, formal debate, survey study and the student-centered approach as their effective teaching strategies. Rather, it reveals that they use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as their effective teaching strategies. This finding is in agreement with the report of the Centre for Teaching and Learning (CTL, 2017) stating that several contemporary teaching strategies are in existence and that some of these strategies are seen to be used by teachers in the business education programme while others are not. Thus, some of these teaching strategies that are in consonance with the findings of this study as recorded by (CTL, 2017) are; small group brainstorming, committee projects, group dynamism technique and putting of ideas into picture. The findings of the study disagreed with the view of (CTL, 2017) that preparation of exhibition and use of dramatization is the effective teaching strategies used by teachers of business education programme in Rivers State. Also, the findings disagreed with the report that the student-centered-approach is one effective teaching strategy used by teachers in business education programme in Rivers State. This obvious agreement and disagreement may be consequent upon the dynamism in the different natures of the learning environment that characterized the establishment of the different ideas.

The result in table 4 presents the responses to the research question which reveals the trend in the educational process that has influenced the academic performance of students in business education in Business education programme in Rivers State. The table reveals that there are actually some identifiable trends in the educational process that has influenced the academic performance in business education programme in Rivers State. These trends according to the findings includes; changes in administrative policies, change of educational policies, organism in teaching strategies, students-teacher class ratio, teacher effective communication skills and availability of teaching aids. This finding aligns with the work of Ohaka (2017) who argues that change of administrative policies, change of educational policies, organism in teaching strategies, student-teacher class ratio, teacher effective communication skills and availability of teaching aids are the trends in the educational process that have influenced the academic performance of students in business education programme in Rivers State. The finding is not in agreement with the report of Ohaka (2017) which reports that organism in teaching strategy is an identifiable trend in the educational process that have influenced the academic performance of business education students in Rivers State. This however, shows that in education programme in general, that the use of strategy is determined by different identifiable educational conditions of the teacher.

The result for research question three (3) which was presented in table 5 reveals the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of academic performance of students in Rivers State. The table shows that in business education programme Rivers State the teachers actually uses some crude teaching strategies that does not integrally accentuate the academic performance of students in Rivers State. According to the table, these crude teaching strategies involves; teacher-centered teaching strategy, lecture method which do not promote the teaching of skilled subjects in business education programme, storytelling about personal and family life and activities which does not synchronize with the subject matter of the course, lecturer-textbook-student-instructional strategy, presentation method and book or chapter-to-chapter summary strategy. This means that amidst the general education advocacy for the institutionalization of improved teaching strategy in the teaching business, the business education teachers are still deploying the use of some crude teaching strategies. However, considering the

strategic goal of business education programme, this is not expected. This result agrees with the report of Ohaka (2017) who identified six crude teaching strategies used by teachers of business education programme. Ohaka (2017) contrarily argued that though these crude teaching strategies may be inconsistent, inadequate or unpopular in this 21st century, there are still some occasions when the need for their usage may arise especially in those moments when a teacher in business education will have no other option than to improvise in order to cover the course content.

CONCLUSIONS

The core mandate of this empirical study was to find out how teacher's effective teaching strategies influences the students' academic performance in business education programme in Rivers State. The study further explicated the effective teaching strategies used by teachers in business education programme in teaching their students in Rivers State, trends in the educational process that may have influenced the academic performance of students in Business education programme in Rivers State and the crude teaching strategies used by teachers in business education programme that are not effective in the improvement of the academic performance of students in Rivers State. Thus, based on the findings of the study, it is concluded that;

1. The effective teaching strategies used by teachers in business education in teaching their students are group dynamism techniques, small group dynamism, committee projects and putting of idea into picture.
2. It is also concluded that change of administrative policies, change of educational policies, organism in teaching strategies, student-teacher class ratio, teacher effective communication skills and availability of teaching aids are the trends that have influenced the academic performance of students in Business education programme in Rivers State.

RECOMMENDATIONS

The following recommendations are presented for further considerations;

1. Teachers of business education programme in Rivers State should be given the lucrative opportunity to be armed with more effective contemporary teaching strategies through regular conferences, workshops, seminars, lectures and symposium. This will make them to become more conversant with those novel effective strategies that are potent enough to improve business education students' academic performance.
2. There should be an administrative policy enacted by the administrators of business education programme in Rivers State that is aimed at discouraging the use of crude teaching strategies amongst teachers of business education programme. This policy if backed up with adequate reinforcement will help to curtail the extent to which business education teachers resort to the use of crude teaching strategies thereby, contributing in the improvement of business education students' academic performance in Rivers State.
3. There should be regular supervision on the teachers of business education in order to constantly check and examine the kind of teaching strategies that are being used by them.
4. Business education teachers should go for regular training and retraining so as to become more conversant with the use of the contemporary effective teaching strategies which if used adequately, will in turn help to boost the academic performance of business education students in Rivers State.

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