Perceived Influence of Instructional Strategies on Academic Performance of Business Education Students in Rivers State

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 ABSTRACT
This paper examined perceived influence of instructional strategies on academic performance of business education students in Rivers State. Three research questions were posed, and three hypotheses guided the study. The descriptive survey research design was adopted for the study. The population of the study was 2,439 which consisted of all the students in the Department of Business Education in, Rivers State University, Ignatius Ajuru University of Education, and those in University of Port Harcourt all in Rivers State. A sample size of 420 respondents was drawn from the population using the Judgmental sampling technique, while the simple random sampling technique was adopted for the administration of the instrument. Face and content validation of the research instrument was carried out by the researcher, while a reliability coefficient of 0.69 was obtained from the pilot study using the Pearson's Product Moment Correlation. The data collected were analyzed using descriptive statistics of mean, standard deviation and inferential statistic of Analysis of Variance (ANOVA) to answer the research questions and to test the formulated hypotheses at 0.05 level of significance respectively. It was found that there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy, learner-centred strategy, and interactive strategy influence their academic performance in Rivers State. Given the above, the study concluded that instructional strategies are the techniques or methods that a teacher can adopt to meet the various learning objectives. Thus, the various strategies help students to walk on the path of independent learning and become strategic learners, and equip teachers to make learning fun and help students to awaken their desire to learn. Therefore, that instructional strategies adopted by teachers to enhance student academic performance includes; the teacher-centred methods, the learner-centred methods, content-focused methods and interactive/participative methods etcetera. It was therefore, recommended the adoption of instructional methods based on the topic and course content to be treated by business educators, and that at the beginning of a lesson or when giving out instructions, teacher-centred instructional strategies should be used rather than using it throughout the lesson, finally, that classes should be made to be interactive, and problem solving by business education teachers.
Keywords*:* Instructional Strategies, Academic Performance, Business Education Students, Rivers State

INTRODUCTION
The task of every business educator is to choose the right teaching strategy or combination of instructional strategies for developing desired practical skills in business education students as a

psychomotor-oriented area of specialization. Instructional strategies constitute the various styles and modes of communication employed by a teacher in order to deliver instructional content and achieve desirable change in the behaviour of the learner (Clement, 2014). Some of the instructional strategies often used include demonstration method, discussion method, brainstorming strategy, lecture method, problem solving method, project or contract method, discovery method, role-playing or drama method, etc. Traditionally, teachers widely applied teacher-centered strategies to impact knowledge to learners comparative to student-centered methods. One of the courses or subjects taught from the primary stage of education to tertiary institution is business education. Business education as a broad field curriculum at the tertiary level of education exposes students to accounting, management, marketing, and secretarial education in order to provide the student with a balanced business education foundation. In order to provide business education graduates with functional skills in the business world, business skilled courses such as accounting, shorthand, typewriting, word processing, , etc. are taught during the programme in the tertiary institutions offering the course in Rivers State. Elvis (2013) grouped instructional strategies into teacher-centered method, student-centered method, and teacher-student interactive method. Until today, questions about the effectiveness of instructional strategies and how instructional strategies affect students' academic performance have consistently raised considerable interest in educational research (Hightower 2011). Quite remarkably, regular poor academic performance by most students is fundamentally linked to application of ineffective instructional strategies adopted by teachers to impact knowledge to the students (Adunola, 2011). Substantial research on the effectiveness of instructional strategies indicates that the quality of teaching is often reflected by the performance of business education teacher. It is expected that every business education student should show mastery of accounting examinations, managerial ethics, marketing strategies, Shorthand, keyboarding, word processing, and computer application. The test scores, examination scores, grade and ability of a business education student to drill shorthand, type at acceptable speed and accuracy, and perform basic accounting functions practically are measures of their performance.

Instruction is closely related to teaching and training. In the literal sense, it is the act of telling the trainee or the learner what to do and what not to do. Ducasse (1958) in Oladosu (2007), defines instruction as the act of "building into the mind, knowledge of facts, relations or principles of one kind or another. In a physical training context, trainees are instructed to "quick match" and they instantly continue to march until a counter instruction is issued. This is to illustrate the fact that the concept of instruction makes the instructor – a supreme commander and the instructed "an obedient servant" who has no say or who is actually not allowed to say anything. According to Oladosu (2007) noted that instruction is preferred in the classroom situation involving the teaching of practical-oriented courses such as shorthand, typewriting, etc. Here, the teacher is assumed to possess more knowledge and practical experience than the learner(s); it therefore behooves the learner to follow whatever instruction given. In a broader perspective, instruction is more than teaching or training because it is systematic, specific and objective. Brunner (1966) cited in Oladosu (2007) defines instruction as "the process of leading the learner through the body of knowledge that can increase the learner's ability to grasp, transform and transfer what he is learning." The point here is that the term instruction implies that the business educator exercises full control of the class activities and makes sure that students do exactly what they are expected to do as a means of transmitting practical knowledge to them. It is the process whereby the environment of the learner or individual is deliberately managed to enable him to learn to exhibit certain behaviour under specified condition(s) or the response specified. For instance, Instruction could therefore be a process of education or a sub-set of education. For the purpose of this paper, instruction has been conceptualized as the step by steps taken by a teacher in order to guide the learner on how to acquire knowledge and practical experience. It is used interchangeably with teaching in this work.

Overview of Instructional Strategies
Instructional strategies are the techniques or methods that a teacher can adopt to meet the various learning objectives. These strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awaken their desire to

learn. Instructional strategies focus on not only the educational content but also on the method and environment of the teaching process, Students' development level, interests and experiences are considered while choosing a particular teaching strategy so that they can self-accomplish their goals. There is hardly any meaningful and successful activity that does not require well-thought out strategy. Instructional strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. Effective teachers calculatedly use various techniques, styles, methods, and tactics in altering learner's behaviour in a positive direction in line with the specific objectives of the lesson. The various ways and techniques used by educators in delivering instructional content and to achieve specific objectives are known as instructional strategies.

Types of Instructional Strategies
There are different types of teaching methods which can be categorised into four broad types. These are teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods. Asman (2017) categorized instructional strategies into the following.

(a) Instructor/Teacher Centred Methods
Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught that such methods are called "closed-ended".

(b) Learner-Centred Methods
In learner-centred methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence (2012), the teacher plays a dual role as a learner as well "so that his classroom extends rather than constricts his intellectual horizons". The teacher also learns new things everyday which he/she didn't know in the process of teaching. The teacher "becomes a resource rather than an authority". Examples of learner-centred methods are discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD).

(c) Content-Focused Methods
In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach (Asman, 2017).

(d) Interactive/Participative Methods
This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

Instructional Strategies and their Applications

Method	Uses	Advantages	Disadvantages
The Lecture Method A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships	1. To orient students. 2. To introduce a subject. 3. To give directions on procedures. 4. To present basic material. 5. To introduce a demonstration, discussion, or achievement. 6. To illustrate application of rules, principles, or concepts. 7. To review, clarify, emphasise or summarise.	1. Saves time. 2. Permits flexibility. 3. Requires less rigid space requirement. 4. Permits adaptability. 5. Permits versatility. 6. Permits better centre over contact and sequence.	1. Involves one way communication. 2. Poses problems in skill teaching. 3. Encourages student passiveness. 4. Poses difficulty in gauging student reaction. 5. Require highly skilled instructors.
The Discussion Method A method in which group discussion techniques are used to reach instructional objectives.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure student participation. 3. To emphasise main teaching points. 4. To supplement lectures, reading, or laboratory exercises. 5. To determine how well student understands concepts and principles. 6. To prepare students for application of theory of procedure. 7. To summarise, clarify points or review.	1. Increase students interest 2. Increases students acceptance and commitments. 3. Utilises student knowledge and experience. 4. Results in more permanent learning because of high degree of student participation.	1. Require highly skilled instructor. 2. Requires preparation by student. 3. Limits content. 4. Consumes time. 5. Restricts size of groups.
The Programmed Instruction Method A method of self-instruction	1. To provide remedial instruction. 2. To provide make-up instruction for late arrivals, absentees, or translents. 3. To maintain previously learned skills which are not performed frequently enough. 4. To provide retraining on equipment and procedures which have become obsolete. 5. To upgrade production. 6. To accelerate capable students. 7. To provide enough common background among students. 8. To provide the review and practice of knowledge and skills.	1. Reduce failure rate. 2. Improves end-of-course proficiency. 3. Saves time. 4. Provides for self instruction.	1. Require local or commercial preparation. 2. Requires lengthy programmer training. 3. Increases expenses. 4. Requires considerable lead time.
He Study Assignment Method A method in which the instructor assigns reading to books, periodicals, project or research papers or exercises for the practice.	1. To orient students to a topic prior to classroom or Laboratory work. 2. To set the stage for a lecture demonstration or discussion. 3. To provide for or capitalise on individual differences in ability, background, or experience through differentiated assignments. 4. To provide for the review of	1. Increase coverage of material. 2. Reduce classroom time. 3. Permits individual attention.	1. Require careful planning and follow up. 2. Poses evaluation problem. 3. Produce non-standard results.

	material covered in class or to give practice. 5. To provide enrichment material.		
The Tutorial Method A method of instruction in which an instructor works directly with an individual student.	1. To reach highly complicated skills operations or operations involving danger or expensive equipment. 2. To provide individualised remedial assistance	1. Permits adaptive instruction. 2. Stimulates active participation. 3. Promotes safety.	1. Requires highly competent instructor. 2. Demands time and money.
The Seminar Method A tutorial arrangement involving the instructor and groups, rather than instructor and individual.	1. To provide general guidance for a group working on an advanced study or research project. 2. To exchange information on techniques and approaches being explored by members of a study or research group. 3. To develop new and imaginative solutions to problems under study by the group.	1. Provides motivation and report. 2. Stimulates active participation. 3. Permits adaptive instruction.	1. Requires highly competent instructor. 2. Poses evaluation problems. 3. Is more costly than most other methods.
The Demonstration Method A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done.	1. To teach manipulative operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures.	1. Minimise damage and waste 2. Saves time 3. Can be presented to large groups.	1. Require careful preparation and rehearsal. 2. Requires special classroom arrangements.
The Demonstration Method A method of instruction is required to perform under controlled conditions the operations, skills or movement being taught.	1. To teach manipulative operations or procedures. 2. To teach operation or functioning of equipment. 3. To teach team skills 4. To teach safety procedures.	1. Builds confidence. 2. Enable learning evaluation. 3. Reduces damages and waste. 4. Promotes safety.	1. Requires tools and equipment. 2. Requires large block. 3. Requires more instructors.
The Buzz Group	1. To develop and express imaginative ideas, opinions. 2. Stimulate thinking.	1. Help trainers to draw breath. 2. Gauge the mood by listening to some discussion. 3. Change pace of discussion. 4. Encourage participants to reflect what was learnt.	1. Unfamiliarity in use. 2. Time required. 3. Need for group leaders.
Brainstorming	1. Discover new ideas, thoughts and responses very quickly.	1. Leads to a very animated and energising session. 2. More reserved participants feel free to contribute.	1. It takes time particularly if it is a large group. 2. May consume a lot of material e.g. flipcharts or writing materials. 3. Requires high level facilitation skills.
Role Plays	1. Exploring and improving interviewing techniques and examining complexities and potential conflicts of groups. 2. To consolidate different lessons in one setting.	1. Good energizers. 2. Promotes empathy of trainees for other situation. 3. Encourrages creativity in learning.	1. Participants might be reluctant. 2. May not work with trainees who do not know each other.

Source: Asman (1997). http://collections.infocollections.org/ukedu/uk/d/J gtz017e/6.9.1.html.

Concept of Students Academic Performance

In today's education reform era, student performance is king. We want to see our students succeeding. We want to see test scores rise. We want to know how we can better compete against foreign nations. We want assurances our students are getting a top-notch education measure by results, and not by processes. Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. However, student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teachers. Student performance measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student performance will increase when quality instruction is used to teach instructional standards.

However, in the view of Hightower (2011), the poor rate at which students of business education department gain little or no knowledge in the teaching learning process is on the high side. The teacher though is the determinant of the effectiveness of this process. Any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in any particular subject. The pattern, style, manner, approach, means adopted by the teacher in presenting information must be carefully selected as there are several instructional strategies, which includes teacher centered method, student centered method, content method and interactive/participatory method. The misuse of the most suitable different teaching methods in order to reach all students effectively could lead to distortion in the teaching and learning process and also hampers students' performance. Different subject matter and topic requires different teaching styles, for instance, a teacher that uses the lecture teaching method for skill courses like short hand and typewriting, will end up with students who have not learnt. . When the students cannot easily follow the instructions, the lessons become boring and engender negative attitude and low interest to the students towards the course being taught. This eventually results in low academic performance by the students. It was noted that difference in the performance of students has been attributed to teachers' methods or techniques of lesson presentation (Hightower, 2011).

Oladosu (2007) observed that whenever any individual is determined to succeed and is properly guided using effective strategy, the student in most cases performs excellently. It is against this backdrop that the study seeks to investigate the perceived influence of instructional strategies on academic performance of business education students in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does teacher-centred strategy influence academic performance of business education students in Rivers State?
2. To what extent does learner-centred strategy influence academic performance of business education students in Rivers State?
3. To what extent does interactive strategy influence academic performance of business education students in Rivers State?

Hypotheses

The following research hypotheses were formulated to guide the study and were tested at 0.05 level of significant.

HO_1: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy influences their academic performance in Rivers State.

HO₂: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which learner-centred strategy influences their academic performance in Rivers State.

HO₃: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which interactive strategy influences their academic performance in Rivers State.

METHODOLOGY

The descriptive survey research design was adopted for the study. The population of the study was 2,439 which consisted of all the students in the Department of Business Education in, Rivers State University, Ignatius Ajuru University of Education, and those in University of Port Harcourt all in Rivers State. A sample size of 420 respondents was drawn from the population using the Judgmental sampling technique, while the simple random sampling technique was adopted for the administration of the instrument. In this study, an instrument titled "Instructional Strategies and Business Education Students' Academic Performance" (ISBESAP) with a four point rating scale was used for data collection. Face and content validation of the research instrument was carried out by the researcher and experts in the field of measurement and evaluation, while a reliability coefficient of 0.69 was obtained from the pilot study using the Pearson's Product Moment Correlation. The data collected were analyzed using descriptive statistics of mean, standard deviation and inferential statistic of Analysis of Variance (ANOVA) to answer the research questions and to test the formulated hypotheses at 0.05 level of significance respectively.

RESULTS

Research Question 1*: To what extent does teacher-centred strategy influence academic performance of business education students in Rivers State?*

Table: 1. Mean of the Extent to which teacher-centred strategy influences academic performance of business education students in Rivers State

S/N	Questionnaire Items	$\overline{X}$	SD	Remarks
1	Overall application of lecture method does not carry students along.	2.98	1.68	High Extent
2	Teacher-centred strategies are most suitable for introducing lessons, and stating principles.	3.10	1.41	Very High Extent
3	Teacher-centred strategies such as lecture method are ideal in teaching large number of students.	2.84	1.82	High Extent
	Grand Score	**2.97**	**1.64**	**High Extent**

From the table above, the mean score of 2.98 and standard deviation score of 1.68 implies that overall application of lecture method does not carry students along. The mean score of 3.10 and standard deviation score of 1.41 accepts that teacher-centred strategies are most suitable for introducing lessons, and stating principles, the means score of 2.84 and standard deviation score of 1.82 also indicates that teacher-centred strategies such as lecture method is ideal in teaching large number of students, while the mean score of 2.97 and standard deviation score of 1.64 accepts that teacher-centred strategy influence academic performance of business education students in Rivers State to a high extent.

Research Question 2: *To what extent does learner-centred strategy influence academic performance of business education students in Rivers State?*

Table: 2. Mean of the Extent to which learner-centred strategy influences academic performance of business education students in Rivers State

S/N	Questionnaire Items	$\bar{X}$	SD	Remarks
4	The use of discovery method enhances students brainstorming and the capacity to discover new knowledge.	2.30	1.22	High Extent
5	Student-centred strategy increases students' knowledge and creativity.	2.36	1.40	High Extent
6	Learner-centred strategy is very suitable for research works and problem solving that is related to it.	2.27	1.61	High Extent
	Grand Score	**2.31**	**1.41**	**High Extent**

From the table above, the mean score of 2.30 and standard deviation score of 1.22 implies that the use of discovery method enhances students brainstorming and the capacity to discover new knowledge. The mean score of 2.36 and standard deviation score of 1.40 accepts that student-centred strategy increases students' knowledge and creativity, the means score of 2.27 and standard deviation score of 1.61 also indicates that learner-centred strategy is very suitable for research works and problem solving that is related to it, while the mean score of 2.31 and standard deviation score of 1.41 accepts that learner-centred strategy influence academic performance of business education students in Rivers State to a high extent.

Research Question 3: *To what extent does interactive strategy influence academic performance of business education students in Rivers State?*

Table: 1. Mean of the Extent to which teacher-centred strategy influences academic performance of business education students in Rivers State

S/N	Questionnaire Items	X	SD	Remarks
7	Concepts are clarified when both the teachers and students interact.	2.91	1.24	High Extent
8	When the teacher adopts interactive teaching method, the students are carried along.	1.87	1.85	Low Extent
9	Discussion method is motivating and enhances business education students' academic performance.	2.34	1.90	High Extent
	Grand Score	**2.37**	**1.66**	**High Extent**

From the table above, the mean score of 2.91 and standard deviation score of 1.24 implies that concepts are clarified when both the teachers and students interact. The mean score of 1.87 and standard deviation score of 1.85 accepts that when the teacher adopts interactive teaching method, the students are carried along, the means score of 2.34 and standard deviation score of 1.90 also indicates that discussion method is motivating and enhances business education students' academic performance, while the mean score of 2.37 and standard deviation score of 1.66 accepts that interactive strategy influence academic performance of business education students in Rivers State to a high extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy influences their academic performance in Rivers State.

Table 4: Analysis Of Variance (ANOVA) on the significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy influences their academic performance in Rivers State.

Sources of Variation	Df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.471.	.169	4.72	3.04	Reject H_o
Within Groups	418	81.810	.582			
Total	420	82.281				

From the F- ratio distribution, the critical value of F with 2 and 418 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 4.72 is greater than the critical value of 3.04, it is pertinent for the researcher to reject the null hypothesis H_o and accept the alternate. Thus there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy influences their academic performance in Rivers State.

Hypothesis 2: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which learner-centred strategy influences their academic performance in Rivers State.

Table 5: Analysis Of Variance (ANOVA) on the significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which learner-centred strategy influences their academic performance in Rivers State.

Sources of Variation	Df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.541.	.253	3.62	3.04	Reject H_o
Within Groups	418	61.290	.712			
Total	420	61.831				

From the F- ratio distribution, the critical value of F with 2 and 418 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 3.62 is greater than the critical value of 3.04, it is pertinent for the researcher to reject the null hypothesis H_o and accept the alternate. Thus there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which learner-centred strategy influences their academic performance in Rivers State.

Hypothesis 3: There is no significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which interactive strategy influences their academic performance in Rivers State.

Table 6: Analysis Of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State

Sources of Variation	Df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.602	.512	4.13	3.04	Reject H_o
Within Groups	418	79.211	.596			
Total	420	79.813				

From the F- ratio distribution, the critical value of F with 2 and 418 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 4.13 is greater than the critical value of 3.04, it is pertinent for the researcher to reject the null hypothesis H_o and accept the alternate. Thus there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which interactive strategy influences their academic performance in Rivers State.

DISCUSSION OF FINDINGS

Based on the analysis of the data it was found that there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which teacher-centred strategy influences their academic performance in Rivers State. This implies that the various types of teacher-centerd method such as expository or lecture methods allow little or no involvement of the learners in the teaching process. This findings is in line with the view of Koko (2006) that it is the lack of involvement of the learners in what they are taught that such methods are called "closed-ended''. According to Lawrence (2012), this method casts the teacher into the role of being a master of the subject matter. He further asserted that the teacher is looked upon by the learner as an expert or an authority. This finding negates the view of Clement (2014) that the teacher-centred method is always effective before, during and after the lesson since it enables the teacher to cover a wild scope of the subject matter. It was also found that there is a significant difference in the opinion of business education students in the three selected tertiary institutions on the extent to which learner-centred strategy influences their academic performance in Rivers State. This implies that the learner-centred method helps the business education students in achieving corporate academic excellence. This findings is in line with the view of Lawrence (2012) that the teacher plays a dual role as a learner as well "so that his classroom extends rather than constricts his intellectual horizons". He further stated that the teacher also learns new things everyday which he/she did not know in the process of teaching and that the teacher, "becomes a facilitator rather than an authority". Examples of learner-centred methods are discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD). This finding however negates the assertion of Adunola (2011) that the learner-centred method otherwise known as discussion method discourages the students learning ability as it gives room for discussion which transmits wrong information to the learner. Finally the study discovered that the interactive strategy improves business education students' academic performance. This implies that the interactive method otherwise called participative method enhances the ability of the business education students to achieve academic excellence. This finding is in line with the opinion of Asman (1997) that this methods is driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors. According to Elvis (2013), the interactive method of instructional strategy is also said to be discussion in nature as it motivates and enhances business education student academic performance. In the view of Hightower (2010), the interactive method in anyway does not encourage perfect learning.

CONCLUSION

It was concluded that instructional strategies are the techniques or methods that a teacher can adopt to meet the various learning objectives. Thus, the various strategies help students to walk on the path of independent learning and become strategic learners, and equip teachers to make learning fun and help students to awaken their desire to learn. Instructional strategies adopted by teachers to enhance student academic performance includes; the teacher-centred methods, the learner-centred methods, content-focused methods and interactive/participative methods etcetera. The various methods mentioned above individually have adverse effect on the students, ranging from their application, regulation as well as understanding by the students. Instructional strategies focus on not only the educational content but also on the method and environment of the teaching process, Students' development level, interests and experiences are considered while choosing a particular teaching strategy so that they can self-accomplish their goals. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic performance of students in addition to their intelligence and conscientiousness.

RECOMMENDATIONS

In the light of how instructional strategies influence business education students' academic performance, the following suggestions are made.

- The adoption of instructional methods based on the topic and course content to be treated by business educators.
- At the beginning of a lesson or when giving out instructions, teacher-centred instructional strategies should be used rather than using it throughout the lesson.
- Classes should be made to be interactive, and problem solving by business education teachers.

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