

# Students' Perceptions of Effects of Some Teaching Strategies on their Academic Performances In Ú'ā & Ĩ• Ā ~Accounting Ā OWERRI MUNICIPAL COUNCIL, IMO STATE

## Abstracts.

This study investigation students' perception of effects of some teaching strategies on their academic performance in principles of accounting in secondary schools in Owerri Municipal local government area of Imo state of Nigeria. Specifically, the study was to examine whether or not students perceived lecture teaching strategy, problem-solving teaching strategy, team teaching strategy and discussion teaching strategy as those affecting their academic performance in principles of accounting.

To achieve the objectives of the study, four research questions were formatted thus: do students perceive lecture teaching strategy as one that affects their academic performances in principles of accounts? Do students perceive team teaching strategy as one that affects their academic performances in principles of accounting? And do students perceive discussion teaching method as one that affects their academic performances in principles of accounting?

The research work was delimited to the above mentioned four teaching strategies and focused attention on only three state government owned secondary schools in Owerri Municipal council that offer principles of accounting. The schools are namely; Comprehensive development Secondary school, Ikenegbu Girls Secondary School and Owerri Girls Secondary school.

However, the study was a description research and the design used was population survey design. The population comprises all the senior secondary schools (SS1 – SS3) of the three state government secondary schools in Owerri Municipal Council offering principles of accounts. They were 463 in number, which consist of 47 male and 416 female students. Because of the small population the researchers studied the entire population; there was no sample and sampling technique. Structured questionnaires validated by researchers supervisor, was used for collection of relevant data. The questionnaires were administered personally by the researchers through direct contact with the respondents. Retrieval was immediate and the return was not 100%.

The collected data were organized, presented in tables according to research questions and the data were analyzed using mean scores. The analysis revealed that the respondents of the present study

answered the research questions in affirmative i.e. they perceived lecture methods of teaching as affecting their academic performance in principles of accounts.

The findings were and related to some authors works. Based on the findings, conclusions and recommendations were made which includes: variation of teaching strategies should be adopted in teaching principles of accounts; teachers teaching principles of accounting in secondary schools should constantly attend seminars and workshops in order to be acquainted with modern teaching strategies; some periods should be used by teachers teaching principles of accounting for problem solving and group discussions for students; lecture method of teaching should be limited, especially in working aspects of the subject; and team teaching should be practiced in state government secondary schools offering principles of accounting. Suggestions were made for further studies using private schools as case study, different instrument for data collection; and teachers' perception of effects of teaching strategies on students' academic performance.

## 1. INTRODUCTION

Poor performances of students have been attributed to the neglect of the learning process underlying subject instruction. In other words, the issue of how to teach and identify of some teaching strategies which can boost instruction to enable student benefit from a study and improve in their performance need to be fully addressed.

Furthermore, the inadequacy of teaching strategies makes understanding of concepts difficult and connection of ideas in different perception from the reality; that is to say, teaching strategies adopted by a teacher have effects on the performance of the students.

As a result of the above, this present study examined student's perception of the effects of some teaching strategies on their academic performance in principles of accounting in secondary school in Owerri Municipal Council.

### 1.1. Purpose of the Study

The main purpose of this study was to examine student's perception of effect of some teaching strategies on their academic performances in the principles of accounting.

Specifically, the study will investigate whether or not students perceive the following teaching strategies as those that affect their performances in principles of accounting.

1. Lecture teaching strategy
2. Problem-solving teaching strategy
3. Team teaching strategy
4. Discussion teaching strategy

### **1.2. Significance of the Study**

This research work will be educative and informative to students, teachers, counsellors, and school management stand to benefit.

The result of the finding on problem-solving teaching strategy will help students and teachers to understand that problem-solving strategy is not only finding the correct answer to a problem but also is an action which covers a wide mental period and abilities (Altun, 2002). Through findings on this teaching strategy, learners and teachers will eventually discover new facts; develop active thinking and capacities to solve problem.

Findings on team teaching strategy will enable management of schools to orient their teachers of the effects of modern teaching strategies on students' performance and also eliminate traditional methods of teaching. Conversely, findings on this teaching strategy will reawaken the teachers to serve the demands of students. The students

will in turn receive increased intellectual stimulation because of contacts they have made with teachers who possess several personalities rather than dealing with one individual teacher.

Results of the findings on lecture teaching strategy will help the teacher identify the limitation of the strategy in teaching and enable them know when and when not to use this strategy in order to improve student's performances.

The finding on discussion teaching strategy will enable students think critically and reflect on the ideas along with those of others, develop group agreement, stimulate analysis, encourage interpretation and pool knowledge and ideas cooperatively in task of trying to understand a problem by learning from one another. The result of the finding of this teaching strategy will also aid the counselors develop counseling strategies on problems with not more than one possible solution. The finding will also help the teachers understand the appropriate ways of initiating and monitoring discussion to ensure that effort is directed towards the attainment of the instructional objectives.

### **1.3. Research Questions**

In order to accomplish the objectives of the study, the following research questions will be formulated.

1. Do student perceive the lecture teaching strategy as one that affect their academic performances in principle of accounting?
2. Do student perceive problem-solving teaching strategy as one that influence their performance academically in principles of accounting?
3. Do students perceive team teaching strategy as one that affects their academic performance in principles of accounting?
4. Do student perceive the discussion method of teaching as one that affect their academic performance in principles of accounting?

#### **1.4. Delimitation/Scope of the study**

There are many teaching strategies that can be employed by teacher in teaching-learning process. This research was delimited to the following teaching strategies: lecture teaching strategy, problem-solving teaching strategy, team teaching strategy and discussion teaching strategy.

The study also focused attention on only students in the three state government owned secondary school in Owerri Municipal Council that offer principles of accounting namely:

- Comprehensive Development Secondary School

- Ikenegbu Girls Secondary School and
- Owerri Girls Secondary School.

## **2. Research Methodology**

This chapter is concerned with research methodology. The following issues are handled in this chapter:

- Design of study
- Area of study
- Sample and sampling techniques
- Instrument for the data collection
- Validation of research instrument
- Administration of instrument
- Method of data analysis

### **2.1. Design of Study**

This research is a descriptive research, which is non-experimental. The research design used was population survey. This is because the researchers used all the students offering principles of accounting.

### **2.2. Area of Study**



The study was carried out in Owerri Municipal Council of Imo State, Nigeria. Owerri Municipal is bounded on the east by Ngor-Okpala local government area, on the North, South and West by Owerri North local government area, Mbaitolu local government area, and Owerri West local government area respectively. It has nine state government owned secondary schools.

### 2.3. Population of Study

The population of the study was senior secondary students in three state government secondary schools in Owerri Municipal Council that offer principles of accounting. They are 463 in number, consisting of 416 female and 47 male students. The table below shows 2007/2008 population of students offering accounting in the three schools.

S/N	Name of Schools	Female	Male	Total
1.	Comprehensive Dev. Sec. Sch. Douglas Rd., Owerri	58	47	105
2	Ikenegbu Girls Sec. School, Owerri	195	0	195
3	Owerri Girls Sec. School, Owerri	163	0	163
	<b>Total</b>	146	47	463

Source: Secondary Education Management Board Headquarter, Owerri.

### 2.4. Sample and Sampling Techniques

Because of the small population of students offering principles of accounts, the researchers used the entire population of the students

offering principles of accounting in the three state government owned secondary schools. Therefore, no sample and sampling techniques were used for the study.

### **2.5. Instrument for Data Collection**

The researchers developed structured questionnaires as the instrument for collecting relevant data. The questionnaire for respondents was of two sections. Section A, was on the personal data where each respondent stated his/her school's name, class and sex. Section B, was made up of 20 items, five for each research questions framed. Alternatively – Responses pattern i.e. Agree or Disagree were used to elicit the opinion of the respondents.

### **2.6. Validation of Research Instrument**

The questionnaire items were constructed in group according to research questions for the purpose of content validity and submitted to our supervisor who scrutinized the items and helped in establishing the face validity of the items

### **2.7. Administration of Instrument**

The constructed questionnaires were administered personally by the researchers who visited schools under study. They were administered through direct contact with the respondents to ensure

high rate of returns and prevention of attrition, but some question items were uncompleted by the respondents, despite the instructions on how to respond to the items were clearly written on the questionnaire. Verbal explanations were given by the researchers to ensure that students responded to the items appropriately. The distributions for sought of reliable answers were made to students in SS 1 – SS 3 because the subject (principles of accounting) is done only in senior classes in the state government owned secondary schools.

## 2.8. Method of Data Analysis

The data collections were grouped according to research questions. The data were then organized and presented in tables. Frequency counts of agree and disagree responded were obtained and mean scores were used for data analysis.

The formula used for calculation is

$$X = \frac{\sum fx}{N}, \quad \text{where:}$$

X = Mean Score

$\Sigma$  = summation

fx = Frequency of scores or responses

N = Total questionnaire items of the group thereof .

### 3. DATA PRESENTATION AND ANALYSIS

This chapter dealt with the data presentation and analysis. The results of data collected for each question were presented in tables and brief analysis of presentation of the tables followed below.

3.1. **Research question One:** Do students perceive the lecture teaching strategy as one that affects their academic performance in principles of accounting?

Questionnaire items 1, 5, 9, 13, and 17 were used for answering research question one.

**Table I: Students' Perception of Effects of Lecture Teaching Strategy.**

S/N	QUESTION ITEMS	Responses	
		Agreed	Disagreed
1.	The teaching method that encourages on teacher performances or activities does not encourage student performances	161	277
5	Students are passive in class when the teacher does the talking alone in class	216	215
9	Teaching principles of accounting without in-depth explanation and examples will make students not to perform well	348	89
13	When the teacher does all the talking alone students easily loose interest in the lessons	306	131`
17	A teacher method which involves the teacher doing the talking is right for teaching principles of accounting	197	234
	<b>TOTAL</b>	<b>1228</b>	<b>946</b>

$$\text{Total sum Agree} = 1228$$

$$X = \frac{1224}{5} = 245.6$$

$$\text{Total sum for disagree} = 946$$

$$X = \frac{946}{5} = 189.2$$

Table 1 shows the questionnaire items and data collected for answering research question one. Data in table 1 show that the total sum for agreed responses for the five items is 1228, while the mean score is 245.6. The total sum for disagree responses for the five items is 949 while the mean is 189.2. Since the mean score (245.6) for agreed responses is higher than mean score (189.4) for disagree responses, it was concluded that the research question was answered in the affirmative i.e. the respondents for this study perceived lecture teaching method as affecting their academic performance.

**3.2. Research question Two:** do students perceive problem-solving teaching strategy as one that influences their academic performances in principles of accounting?

Questionnaire item 2, 6, 10, 14, and 18 were used for answering research question two.

**Table 2: Students' Perception of Effects of Problem-Solving Teaching Strategy**

S/N	QUESTION ITEMS	Responses	
		Agreed	Disagreed
2	Teaching strategy that provides students with the chances to learn from their successes and failures will reduce forgetting	314	118
6	Students will learn principles of accounting better and faster if accounting problems are practiced.	410	23
10	Student's Performance in principles of accounting will increase when the teacher involves students activity in teaching and learning	400	33
14	Use of a teaching method that will help a teacher to discover new facts and methods of solving problem will increase their performances in principles of accounting	368	32
18	Teaching method that will help students to think and carry out computation will enhance their performances	410	24
	<b>TOTAL</b>	<b>1902</b>	<b>230</b>

$$\text{Total Sum For Agree} = 1902$$

$$X = \frac{1902}{5} = 380.4$$

$$\text{Total Sum For Disagree} = 230$$

$$X = \frac{230}{5} = 46.0$$

Table 2 shows data collected on questionnaire items for answering research question two. Data in table 2 show that the total sum for agree responses on the five questionnaire items is 1902 and its

mean score is 380.4, while total sum for disagree is 230 and the mean score is 46.0. The result shows that the mean score (380.4) for agree is higher than the mean score (46.0) for disagree. This signifies that the research question was answered in affirmative. From this, it can be concluded that the respondents for this present research perceived problem-solving teaching strategy as a method of teaching that exert a great influence in their academic performance in principles of accounting.

**3.3. Research question three:** Do students’ perceive team-teaching strategy as a strategy that affects their academic performance in principles of accounting?

Questionnaire item 3, 7, 11, 15, and 19 were used for answering research question three.

**Table 3: Students’ Perception of Effects of team Teaching Strategy**

S/N	QUESTION ITEMS	Responses	
		Agreed	Disagreed
3	More than two teachers teach principles of accounting at the same time in your school.	237	196
7	Student will learn well when more than one teacher teach them on a subject	233	203
11	When a team of teachers are involved in a subject like principles of accounting, it helps to understand the need of the students	331	102
15	Students’ academic performance can be increased when they are taught by two or more teachers at the same time	83	350
19	Confusions and frustration can arise among student when they are faced with more than one teacher in a particular subject	322	113
	<b>TOTAL</b>	<b>1206</b>	<b>964</b>

$$\text{Total sum for Agree} = 1206$$

$$X = \frac{1206}{5} = 241.2$$

$$\text{Total sum for Disagree} = 964$$

$$X = \frac{964}{5} = 192.8$$

Table 3 shows questionnaire items and data collected for answering research question three. Data in table show that sum total for agree responses for the five items are 1206 and the mean score is 241.2. The total sum for disagree responses for the five items is 946 and the mean sum is 192.8. Since the mean score for agree responses (241.2) is higher than the mean score for disagree responses (192.8), this therefore shows that the respondents for this research answered the research question in the affirmative i.e. they perceive team-teaching strategy as a teaching strategy that affect their academic performances.

**3.4. Research Question Four:** Do students perceive the discussion method of teaching as one that affects their performance academically in principles of accounting?

Questionnaire items 4, 8, 12, 16, and 20 were used for answering research question four.

**Table 4: Students' Perception of Effects of Discussion Teaching Strategy**



S/N	QUESTION ITEMS	Responses	
		Agreed	Disagreed
4	The teaching method that encourages students to discuss the lesson topic will enable them to do well in principles of accounting	407	29
8	When students participate in discussing lesson topics in accounting, the topics become clearer to them	426	10
12	Students' level of understanding is increased when they are encouraged to participate in group discussion	390	34
16	Performance of students are greatly improved when they discuss and make discoveries rather than when they just accept the teachers' ideas	357	77
20	Rote learning is overcome when the students are allowed to participate in group and suggest possible solutions in teaching-learning exercises.	376	36
	<b>TOTAL</b>	<b>1956</b>	<b>184</b>

Total sum of Agree responses = 1956

$$X = \frac{1956}{5} = 391.2$$

Total sum of Disagree responses = 184

$$X = \frac{184}{5} = 36.8$$

Table 4 above shows the questionnaire items and data collected for answering research question four. Data in the table indicate that the total sum for agree responses for the five items is 1956; while the mean score is 391.2. The total sum for disagree responses for the five items is 184 while the mean score is 36.8. Since the mean score (391.2) for

agree responses is higher than the mean score (36.8) for disagree responses, it was concluded that the research question was answered in the affirmative i.e. the respondents for this study perceived effects of discussion method of teaching in their academic performance in principles of accounts.

#### **4. DISCUSSION OF FINDINGS, CONCLUSION, RECOMMENDATIONS, EDUCATIONAL IMPLICATIONS OF STUDY, SUGGESTIONS FOR FURTHER STUDIES, LIMITATIONS, AND SUMMARY**

This chapter dealt with discussion of findings, conclusion, recommendations, and educational implications of study, suggestions for further studies, limitation and summary of study.

**4.1. Discussion of Findings.** The discussion of the findings were analyzed as follows:

**4.1.1. Research Question One:** Do students perceive the lecture teaching strategy as one that affects their academic performances in principles of accounting?

Table 1. Based on the results of the five questionnaire items seeking answer to research question one, it was shown that the mean score for agreed responses is 245.6 while 189.2 is the mean score for disagreed responses. From the above, it was inferred that the

respondents for this present research perceived lecture teaching strategy as affecting negatively their academic performance in principles of accounting.

This finding is in line with the view and findings of Amadi, Iwu and Onyemerekeya (2001), which held that lecture teaching method is teacher-centered, and participation and contribution learners is not of much importance to the teacher. The finding is also in line with that of Rufai (2007), which agreed that in our contemporary technical/vocational schools, lecture teaching strategy and its procedures in our classroom is not healthy for technological development.

**4.1.2. Research Question Two:** Do students perceive problem-solving teaching strategy as one that influences their performance academically in principles of accounting?

Table 2 shows questionnaire items related to research question two. Data showed that the mean score responses on agreed was 380.4 while a mean score of 46.0 was obtained for disagree. With this result, it is accepted that respondents for this study perceived problem-solving teaching strategy as one exerting positive influence on their academic performance in principle of accounting.

The present result is supported by the work of Altun (2002) who noted that several teaching strategies can be used in principles of accounting teaching, according to the subjects' content problem-solving is one of them.

Moreover, this finding is in consonance with the findings of Ige (2001) who concluded that the use of problem-solving strategy encouraged students to take control of their learning (as it is learner centered) thus making them more reflective and critical in their thinking when compared with the traditional teaching method which emphasized teacher activity over pupil involvement.

From this. It could be seen that "practice makes perfect" is workable also in subject like principles of accounting. It is obvious from the findings of this research that secondary school students perceived increased academic performances when the teacher involved them actively in teaching-learning exercise and that discovery of methods of solving problems heightens when accounting problems are practiced.

**4.1.3. Research Question Three:** Do students perceive team teaching strategy as a strategy that affects their academic performances in principles of accounting?

Table 3, contains the results of five questionnaire items seeking answer to this research question three. The result showed that the

mean score for agreed responses is 241.2 while the mean score for disagreed responses is 192.8. Since the score of agree is higher than that of disagree, it was inferred that respondent of this perceived team teaching as affecting positively their academic performances.

This finding of the present study is in line with the views of Nosiri (2007), which held that team teaching is an instructional method that exposes students to ideas from different teachers.

4.1.4. **Research Question Four:** Do students perceive the discussion method of teaching as one that affects their academic performance in principles of accounting?

Table 4, contains five questionnaire items designed to elicit answers to this research question. The results in the table showed a mean score 391.2 for agree responses and 36.8 for disagree responses. With the results, it was concluded that the respondents for this present study perceived discussion method of teaching as one having positive influence on their performances academically in principles of accounting. This finding is in strategy as a key success strategy for students. The finding is also in line with that of Amadi, Iwu, Onyemerekeya (2001) which supported the use of discussion teaching strategy for encouraging learners participation.

## 4.2. Conclusion

Based on the findings of the study, the researchers concluded as follows:

1. Lecture teaching strategy affects negatively student's academic performances while problem-solving teaching strategy, team teaching strategy and discussion teaching strategy affect positively students' academic performances in principle of accounting.
2. Problem-solving teaching strategies and discussion method of teaching have the greater agreed responses, therefore, the two teaching strategies should be used in teaching principles of accounting because it promotes students' understanding in the teaching-learning exercise.

## 4.3. Recommendations.

Based on the findings, discussion and conclusion of the study, the following recommendations were made.

1. In teaching principles of accounting in secondary schools, no one teaching strategy should be permanent. This is because monotony 'kills interest'
2. The executors of education policies should subject teachers teaching principles of accounting to constant seminars and

- workshop in order to be acquainted with the modern teaching strategies that would shade the traditional methods.
3. Teachers of principles of accounting should use some periods for problem solving and group discussion for students.
  4. The use of lecture teaching strategy should be avoided in working aspects of the subject in secondary schools, because it reduces the chances of remembrance and does not provide room for initiative.
  5. All state government secondary schools offering principles of accounting should have a team of teachers teaching the student i.e. practicing team teaching.

#### **4.4. Educational Implication.**

This study found out that students' perceived lecture teaching method as negatively affecting their academic performances therefore, the teachers should be advised to minimize emphasis in the use of lecture method.

From the findings, it was revealed that students perceived problem solving, discussion and team teaching method as affecting positively their academic performance in principles of accounting. In that manner, teachers should devote more time to the use of these teaching strategies by giving students enough take home assignments to practice, engage students in group discussions, and avail the

student the opportunity of sharing from their potentialities. Obviously, these will create a healthy classroom where both students and teachers will be active; surface learning overcome and abstract principles and terminologies in the subject will be concretized.

#### **4.5. Suggestions for Further Studies**

The following suggestions are hereby made for further studies. The researchers suggest that similar studies should be carried out in other local government areas and other states of the federation to validate the claims of this research work.

On the other hand, this study should be carried out experimentally otherwise a different instrument for data collection and analysis to find out if the situation is the same.

Further studies should be carried out to find out the teachers' perception of effects of some teaching strategies on students' academic performances in principles of accounting using private school as case study.

#### **4.6. Limitations of Study**

The researchers narrowed down this study to only three state government secondary schools offering principles of accounting in Owerri Municipal Council of Imo state. It is one of the twenty-seven



(27) local government areas in the state. This limits generalizability of the results of this study. Thus the result can only be generalized to the students in Owerri Municipal Council of Imo State.

Furthermore, the respondents for this research may not have given their objective responses consequent upon language and interpretation difficulties, and taking the exercise seriously thereby affecting questionnaires not 100% returned. This must have affected the available data and results. So care must be taken in making generalization with the result of this research.

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## APPENDIX

### QUESTIONNAIRE ON STUDENTS' PERCEPTIONS OF EFFECTS OF SOME TEACHING STRATEGIES ON THEIR ACADEMIC PERFORMANCES IN PRINCIPLES ACCOUNTING.

This questionnaire is aimed at obtaining information on what you think about effects of your teacher's teaching methods on your performances in principles of accounts. Please read the statements below carefully and show your agreement or disagreement with each. The information you give will be treated as confidential. Thank you for your cooperation.

#### SECTION A: PERSONAL DATA

Instruction: indicate your responses with a tick (✓) in the boxes where necessary and complete the answers as required.

Name of School: .....

Class: SS1 , SS2 , SS3 .

Sex: Male  , Female  .

**SECTION B: Tick ( ✓ ) Agree or Disagree as it concerns you.**

S/N	STATEMENTS	Agreed	Disagreed
1	The teaching method that encourage on teacher		
2	Teaching strategy that provides student with the chance to learn from their successes and failures will reduce forgetting.		
3	More than two teachers teach principles of accounting at the same time in your school		
4	The teaching method that encourages students to discuss the lesson topic will enable them to do well in principles of accounting.		
5	Students are passive in class when the teacher does the talking alone in the class.		
6	Students will learn principles of accounting better and faster if accounting problems are practiced.		
7	Students will learn well when more than one teacher teach them in a subject.		
8	When students participate in discussing lesson topics in accounting, the topics become clearer to them.		
9	Teaching principles of accounting without in-depth explanations and examples will makes students not to perform well.		
10	Students' performance in principles of accounting will increase when the teacher involves students actively		

	in teaching and learning.		
11	When a team of teachers are involved in a subject like principles of accounting, it help to understand the needs of the students.		
12	Students' level of understanding is increased when they are encouraged to participate in group discussions.		
13	When the teacher does all the talking alone students easily loose interest in the lessons.		
14	Use of a teaching method that will help students to discover new facts and methods of solving problem will increase their performance in principles of accounting.		
15	Students' academic performance can be increased when they are taught by two or more teachers at the same time		
16	Performances of students are greatly improved when they just accept the teacher's ideas		
17	A teacher method, which involves the teacher doing the talking, is right for teaching principle of accounting		
18	Teaching method that will help students to think and carry out computation will enhance their performances.		
19	Confusions and frustration can arise among students when they are faced with more than one teacher in a particular subject		
20	Rote learning is overcome when the students are allowed to practice in-group and suggest possible solutions in teaching – exercises.		