

ASSessment OF BUSINESS STUDIES TEACHERS' EFFECTIVENESS IN USING QUESTIONING STRATEGY IN ANAMBRA STATE SECONDARY SCHOOLS

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Abstract

Questioning strategy is one of the universally acceptable strategies for the effective teaching of business education subjects at all levels in our educational institutions. This study therefore was designed to assess the effectiveness of business studies teachers in using questioning strategy in Anambra State Secondary Schools. The evaluative survey design was adopted. Two research questions and two null hypothesis tested at 0.05 level of significant guided the study. The population of the study comprised of 255 business studies heads of department in Anambra State secondary schools. The instrument developed by the researcher was used for data collection. Data collected were analyzed using mean rating and t-test inferential statistics. The finding reveals that secondary school business studies teachers were not popularly using recommended teaching strategies and they were not also effective in the use of questioning strategy. Based on this, it was recommended that secondary school business studies teachers should avail themselves regularly of short training programmes so as to improve on their teaching effectiveness.

Key words: Assessment, Business teachers, effectiveness, questioning, strategy.

Introduction

Business education is an aspect of education for economic growth and development. Business education programme is offered from junior secondary school level to tertiary level. Business education programme at junior secondary school level is referred to as business studies which is aimed at equipping students with knowledge and saleable skills that will enable them fit into the world of work and business. For business studies to achieve this goal, business teachers with pedagogical skills for effective teaching of the subject are required. Business studies teachers when properly trained by competent teachers with proven skills and appropriate teaching strategies contribute effectively to equipping students with the necessary skills, knowledge and competencies required in the field of work and in business occupation. On this note, Njoku (1992) maintains that for business education teachers to be competent to breed the right caliber of business students they should be skillful and ready to make effective use of appropriate teaching strategies during lesson instructions. According to Okolocha and Nwadiani (2014) for effective teaching of business studies, the business studies teacher should adopt learner-centred teaching strategies/methods where the teacher is mainly a



facilitator of learning. Halmat (2014) and Nwalado (2008) contend that for effective teaching of business education subjects, business studies inclusive, the teachers should make appropriate use of the following strategies; simulation, role play, questioning, field trips, problem solving, demonstration and discussion methods. Effectiveness in using appropriate teaching strategies is of paramount importance for a business studies teacher to achieve desired results. A teacher may be efficient in his teaching and still could not achieve significant results because of inadequacy in the use of appropriate teaching strategy during lesson delivery.

The study conducted by Umezulike (2008) reveals that some teaching strategies are relevant for the teaching of business education subjects at secondary schools. These include field trips, group discussion, simulation, demonstration, project method, questioning, assignment and drill and practice.

According to Ajao (2001) field trips training exposes learners to practical experience in their occupations using different locations and experiences. These locations are the various establishments or institutions where learner can go and acquire practical experience or learn through observing the working principles of machineries in their occupation. The learning environment should be a replica of where one should subsequently work.

Group discussion helps student's active participation and interaction in the teaching learning process. According to Ohoro and Nwankpa (2006), as the students operate in pairs or small groups, they build on the strengths of one another.

Imarbiagbe (2003) states that simulation provides opportunity for students to learn and practice skills under conditions, which reproduce, with some degree of realism, the actual life situations in which the skills will be eventually used.

Nwodo (2006) contends that project method involves a practical project situation where learners plan and execute in logical sequence every step from the beginning of the work to its completion under the guidance of a teacher. Project is useful in developing modes of thought, procedure and characteristics of business occupation and affords learners opportunities to acquire new business skills, knowledge and facts.

Demonstration method of teaching enables business teacher demonstrates business skills during delivery. Demonstration lesson helps the learner retain more of what is learnt and become interested to learn more in other areas of business.

Questioning strategy is an important strategy used for effective teaching and learning at all levels of education. It is used to determine what the students know before the lesson, what their individual backgrounds are, whether they did their homework and even to secure their interest for a new topic. Eyei (2007) asserts that questioning technique is effective when the teacher plans the questions to be used. The question must be specific, clear, unambiguous and challenging.



Using the assignment method, the content of a course is analysed and broken down into monthly units and the weekly and daily activities are given to the class. The class members are now given direction, instruction, books, equipment and other materials to start working on the activities. Akogwu (2005) states that assignment given to the students must be at the level of difficulty appropriate to their age and level of understanding.

Mediaseek (2001) defines drill and practice as a learning event in which a learner repeats a particular skill in order to fit in his or her mind. When using drill and practice strategy in a computer lesson, students are guided to work on exercise or review curriculum already taught with the help of computer which poses questions to them and answer.

The teaching of business studies must involve the use of standard teaching strategies so as to capture the student's interest and at long run achieve the objective of the programme.

It is therefore disheartening to observe that effective teacher utilization of appropriate and approved teaching strategies is faced with a number of problems. Njoku (1992), Arowolo (2004) and Okwuanaso (2004) identify some of the obstacles that hinder teachers' effective use of appropriate teaching strategies to include:

1. Lack of exposure to appropriate teaching methods
2. Insufficient time
3. Lack of commitment by business education teachers
4. Non availability of adequate instructional materials
5. Inadequacy of teaching facilities/equipment
6. Lack of accommodation
7. Non availability of funds.

These problems when properly tackled will bring about highly efficient and dedicated business education teachers that will make maximum use of appropriate teaching strategies to achieve programme objectives.

Statement of the problem

Business studies are a programme of business education at junior secondary school level. It is meant to equip students' saleable skills, knowledge and attitudes that will enable them fit into world of work on graduation or to advance on business courses. The use of questioning method is of paramount importance for teaching to be effective. Okwuanaso and Nwazor contend that effective use of questioning during classroom instruction guides students on what to learn the problems to tackle, the knowledge, facts and techniques required to be mastered or applied, the assumptions to make and theories to assume or utilize. Business studies teacher should make effective use of appropriate teaching strategies in order to produce competent business studies graduates with the



necessary skills needed in the world of work. On this note, Iwuoha (1999) laments that many school leavers are unemployed due to lack of employable skills.

The problem of this study therefore, is how effective are business studies teachers in use of questioning strategies.

Purpose of the study

The main purpose of this study was to ascertain Anambra State secondary business studies teachers' effectiveness in using questioning strategy from the point of view of business studies heads of department. Specifically, the study sought to:

1. Ascertain teaching methods that are popularly used by the Anambra State secondary school business studies teachers.
2. Ascertain Anambra State secondary school business studies teachers' effectiveness in the use of questioning strategy.

Research questions

The following research questions were developed to guide the study:

1. What are the ratings of business studies heads of department in Anambra State secondary schools in respect of teaching methods popularly used by business teachers?
2. In the ratings of business studies heads of department in Anambra State secondary schools, how effective are business teachers in the use of questioning strategy?

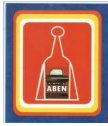
Null Hypotheses

H₀₁: Urban business studies heads of department do not differ significantly from rural business studies heads of department in their mean rating of the popularly used teaching methods by Anambra State secondary schools business studies teachers.

H₀₂: Male business studies heads of department do not differ significantly from their female counterparts in their mean rating of Anambra State secondary school business studies teachers' effectiveness in the use of questioning as a teaching strategy/method.

Methodology

The evaluative survey design was adopted in this study. The reason for adopting this design is that it aimed at determining heads of business studies department's assessment of Anambra State secondary school business studies teachers' effectiveness on the use of questioning as a teaching strategy. The study was conducted in Anambra State; it covered all the six education zones in the state. The population of the study comprised of 255 business studies heads of department from all the secondary schools in the state. No sampling was made, the whole population was used for the study. The instrument for data



collection was a structured questionnaire. It was validated by three business education experts from Nnamdi Azikiwe University. The reliability coefficient was established through a pilot survey of ten business studies heads of department in Enugu State secondary schools. Cronbach alpha measure of internal consistency was used to analyze the data and obtained reliability coefficient of 0.83 and 0.82 respectively. Mean was used to analyze research questions while inferential statistics (the t-test) was used to test the hypotheses at 0.05 level of significance. Mean rating between 4.5 to 5.00 were regarded as very effective or very popular. Mean ratings between 3.5 to 4.49 were regarded as effective or popular. Mean rating between 2.5 to 3.49 were regarded as undecided. Mean ratings between 1.5 to 2.49 were regarded as ineffective or not quite popular while mean ratings below 1.5 were regarded as very ineffective or not popular. A null hypothesis was rejected if the calculated t-value is equal to or greater than the critical t-value; otherwise the null hypothesis was accepted.

Data analysis and result

Table 1: Respondents rating of business studies teachers' popularly used teaching methods.

S/N	Popularly used teaching methods	Mean	SD	Remark
1	Lecture teaching method	1.55	1.04	Not quite popular
2	Simulation teaching method	1.83	1.17	Not quite popular
3	Questioning teaching method	4.20	0.93	Popular
4	Role play teaching method	1.79	0.94	Not quite popular
5	Field trips teaching method	1.66	0.81	Not quite popular
6	Problem solving teaching method	3.73	1.29	Popular
7	Demonstration teaching method	4.21	0.89	popular
8	Group discussion method	3.01	1.36	Undecided
9	Project method	4.33	0.82	Popular
10	Drill and practice	1.93	1.81	Not quite popular
11	Assignment/workbook method	4.24	0.84	Popular
Grand mean and standard deviation		2.95	1.08	Undecided

Data in table 1 shows that out of the eleven items, five items with mean ratings ranging between 3.73 to 4.33 were rated popular. The data shows that item eight (8) had mean rating 3.01 and is regarded as undecided, while five items with mean ratings ranging between 1.55 to 1.93 were rated not quite popular. The grand mean for this category was 2.95. This was regarded as undecided. Overall, business studies heads of department were undecided on business studies teachers' popularly used methods for effective teaching of business studies.

Table 2: Respondents' ratings of business studies teachers' effectiveness in the use of questioning as a teaching strategy.

S/N	Aspects of questioning	Mean	SD	Remark
12	Listing out several well planned questions	3.15	1.15	Undecided



13	Posing questions that are specific, clear and unambiguous and challenging to the students	3.40	1.02	Undecided
14	Asking questions on complete statement	4.01	0.68	Effective
15	Structuring the follow-up questions ahead of time	1.95	0.86	Ineffective
16	Writing questions on note cards or on the margins of the lesson notes	2.24	1.05	Ineffective
17	Discouraging chorus or group response by the students	3.48	1.12	Undecided
18	Using “who”, “what”, “when”, and “where” questions	3.30	1.23	Undecided
19	Encouraging students to ask questions	3.61	1.06	Effective
20	Giving clear answers to students’ questions	3.60	1.19	Effective
21	Considering students level and interest in reacting to their response	3.85	0.96	Effective
22	Using words of praise such as good, to reward students who answer questions correctly	2.85	1.16	Undecided
23	Allowing time for students to think before answering a question	2.86	1.15	Undecided
24	Avoiding the use of questions as a punishment	3.53	1.05	Effective
25	Avoiding condemning and ridiculing the student that ask non relevant questions	3.42	1.08	Undecided
Grand mean and standard deviation (SD)		3.28	1.05	Undecided

The data on table 2 reveals that out of the fourteen items in the aspects of questioning strategy, six had mean rating ranging between 3.53 to 4.01 indicating effective. The data also indicate that six items had mean ratings ranging from 2.85 to 3.48 indicating undecided while two items had mean ratings ranging from 1.95 to 2.24 indicating ineffective. The grand mean for this category was 3.25 indicating undecided. It was concluded that business studies heads of department were undecided on the level of effectiveness of business studies teachers’ use of questioning strategy.

Results of Test of Null Hypotheses

Table 3: t – test result of effect of location on respondents’ ratings

Location	N	\bar{x}	S^2	Df	Level of significance	t-cal	t-crit	Decision
Urban	111	2.94	1.55					
Rural	144	3.04	2.42					
	253	0.05	0.251	1.96	Accepted			

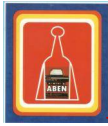


Table 3 shows that the calculated t of .251 is less than the critical t-value of 1.96. This means that the null hypothesis of no significance difference was not rejected. Hence, urban business studies heads of department do not differ significantly from rural business heads of department in their mean ratings of business studies teachers' popularly used teaching strategy.

Table 4: t-test result of effect of experience on respondents ratings.

Experience	N	\bar{x}	S^2	Df	Level of t-cal	t-crit	Decision
Less 6yrs	60	3.32	1.35				
253	0.05	.149	1.96	Accepted			
Above 6yrs	195	3.35	1.38				

Table 4 shows that the calculated t of .149 is less than the critical t-value of 1.96. This means that the null hypothesis was not rejected. Therefore business studies heads of department with less than 6 years experience do not differ significantly from business studies heads of department with more than 6 years experience in their mean rating of business studies teachers' effectiveness in using questioning strategy.

Discussion of Findings

The result of the study showed that business studies teachers were popularly using questioning, problem solving, and demonstration, project and assignment methods in the teaching of business studies at junior secondary school level. This result support the findings of Ezenwafor and Ndinechi (2004) that business teachers frequently use of questioning, assignment, problem solving, demonstration methods enhance effective teaching of business subject at secondary school level. The result of the study also revealed that secondary school business studies teachers were not regularly using field trips, simulation, role play, drill and practice during lesson instructions. This finding is in line with Kanu and Ohiri (2005) assertion that business teachers see making use of teaching methods such as field trips, simulation, role play as drawing them back from covering their scheme of work because enough teaching periods are not provided.

The findings also revealed that business studies teachers ask questions in a complete statement, consider students level and interest in reacting to their responses to questions, give clear answers to students questions and avoid use of questions as form of punishment to students. This is in line with Eya (2007) assertions that for effective use of questioning business teachers should ask question in complete statement, consider students level and interest before reacting to their responses to questions and give clear answers to student's questions. Proper use of questioning draws students into participation in teaching and learning process. On the other hand, the result of the study indicates that secondary school business studies heads of department were indifferent on business studies teachers' effectiveness in listing several well planned questions, posing



questions that are specific, clear, unambiguous and challenging to the students, discouraging group response by the students and using “who”, “what”, “when” and “where” questions. This is not in line with Balaraman, Fleming, Lacey, Khan and Nowichka (1995) and Eya (2007) view that mere posing questions is not enough to motivate students to move to higher level of learning instead use of different aspects of questioning strategy will enhance effective teaching and learning.

Conclusion

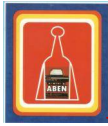
Effective use of appropriate teaching strategies by business studies will enable the programme achieve its goal of equipping the students with the salable skills, knowledge and competencies needed in the field of work and business occupation.

Recommendations

- Based on the findings of the study, the following recommendations were made:
1. Business studies teachers should involve themselves regularly in short training programmes in order to keep abreast of new knowledge, teaching methods and development.
 2. Government should make fund available for the purchase of basic teaching equipment in our tertiary institutions for effective production of competent business educators/teachers.
 3. Education administrators should make adequate provisions for the teaching of business studies on the school timetable.

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