



ASSESSMENT OF BUSINESS EDUCATORS' EFFECTIVENESS IN USING DEMONSTRATION AND FIELD TRIP TEACHING STRATEGIES IN SECONDARY SCHOOLS IN IKEDURU L.G.A OF IMO STATE

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Abstract

The study focused on Assessment of Business Educators' Effectiveness in Utilizing Demonstration and Field-trip Teaching Strategies in Secondary Schools in Ikeduru L.G.A of Imo State. Two research questions were posed in line with the two (2) specific objectives to guide the study with one null hypothesis tested at 0.05 level of significance. The population consisted of thirty four (34) business educators in secondary schools in Ikeduru L.G.A. Research Survey design was used and instrument for data collection was the questionnaire containing 22 items related to how effective business educators in secondary schools use demonstration and field-trip teaching strategies in the discharge of their duties. The instrument was validated by experts and the reliability co-efficient established was 0.84 index, using Crombach Alpha Analysis. The data collected were analyzed using Mean and T-test statistics rating. The result revealed that the business educators in secondary schools in Ikeduru Local Government Area were effective in the use of demonstration teaching strategy while they were ineffective in using field trip teaching strategy. Based on the findings, and conclusion made, it was recommended among others that school authorities should emphasize more on excursion as internal academic programme that should be embarked on termly, the government should make available fund and other facilities for practical to the schools as well for the students' accessibility.

Keywords: Business Educators, Demonstration, Field-trip, Strategies

Introduction

Business educators are graduates of business education programme, a programme that is an aspect of general education meant to prepare individuals for gainful employment through the acquisition of skills and knowledge needed in business world. The National Commission for Colleges of Education (NCCE) Minimum Standards (2012) specifies the objectives for business education programme of colleges of education in the country to include among others:

- To produce well-qualified and competent National Certificate in Education {NCE} graduates in business subjects who will be able to teach in secondary schools.
- To equip students with necessary competencies so as to qualify them for a post NCE degree programme in business education.
- To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.
- To produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the secondary school students.



Based on the minimum standards specification, Iwu (2016), described business education as that aspect of vocational and technical education specially designed to provide an individual with knowledge and occupational skills that will enable him/her fit into a job and find satisfaction in the labour market. Basically, the primary goal of business education is to produce competent, skillful and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete in the world of work.

The achievement of this National Commission for Colleges Education (NCCE) objectives is through the use of teaching strategies by the business educators that will enable the students acquire the required skills and knowledge. Okolo (2010) was of the view that if business education objectives are to be achieved generally, emphasis must be placed on the quality of content instructions and competency of the instructors who implement the education content instructions.

Teaching strategies could be referred to as methods or approaches used to impact learning activities that help students to learn the desired course content. They are the teaching structures, techniques and procedures which a teacher adapts during instruction delivery. According to Ezeabii and Obayi (2008), teaching strategies are the formal exposition of a desired teaching content by the teacher and effective use of quality teaching strategies ensure that learners come out of school as better citizen with sufficient skills to secure either paid or self-employed job. Okolocha and Ile (2011), emphasized that teaching strategy when properly matched with the objectives of a course of study, helps to stimulate students active learning through reflective thinking in areas of discussion, seeing, writing and doing as the students go through the course content with the teacher as the facilitator.

It is then obvious that when a teacher makes adequate use of appropriate teaching strategy to stimulate students' mind/interest for learning, such act goes a long way to enhance effective learning and proficiency. Business educator therefore, should be a master of his/her subject area and should be able to make effective use of various teaching strategies in delivery instructions for efficient outcome, more so, as teachers are seen as the hub of education process and if education unlock the doors to modernization, progress and development, then it is the teacher who holds the key to the doors.

The effectiveness of any strategy depends on the positive output. For a particular teaching strategy to be tagged appropriate and effective, it has to be in relation with the characteristic of the students and the type of learning it is supposed to bring out as the end-result. Puilato and Ulrich (2014) in their view see teaching strategies which have been in use for the teaching of business subjects to include lecture, inquiring and discussion strategies. These strategies however do not seem to be yielding the expected results. Umar, Abdullahi and Hassan (2015) advocated for the use of activity stimulating and student-centered teaching strategies such as demonstration and field trip (excursion) which involve showing, doing and telling students the point of emphasis that will influence their behavioral pattern, while the author suggests that, in teaching of practical skill acquisition courses, it is very appropriate to adopt a teaching method that can bring out the production process and exploration of materials into the classroom settings. They further stressed that regular embarking on excursion, use of apprenticeship system, use of models, computer simulations and cooperative training programmes are relevant alternatives to the teaching of practical skills in schools.

According to Dorgu (2015), demonstration teaching strategy exposes the students to practical and true life activities with physical materials that will illustrate some meaning to the students' cognitive domain as well as impart psychomotor skill, while the field trip exposes the student group out of the classroom and school environment to the actual source of information in order to attain instructional objectives. Dorgu (2015) further stated that the gain of using these teaching strategies lie in the fact that they bridge the gap between theory and practice as well as help to generate and sustain students' interest in their study or a particular subject.

Statement of the Problem

Business educators are teachers who have been trained in business education programme and who are expected to inculcate the vocational aspects of education to secondary school students alongside other objectives of business education. Events have eventually continued to show that students who offer business subjects in secondary schools do not perform creditably well in that field of study. Ojo (2011) attributed the poor performance of Business studies students to deficiency in the teaching strategies used by their teachers which has been more of lecture method. It appears that business educators' teaching strategies influence of the traditional method which restricted effective skill acquisition still holds sway in the present dispensation. The teachers appear to be facing difficulties such as technology-driven disruption and proper teaching method application (Irukaku and



Noeleen, 2018). Innovative teaching strategies which are more of problem-solving oriented, such as collaborative, demonstration, socrateic and field trip strategies are not yet widely recognized and utilized for teaching business subjects.

Teaching is meaningful and effective if the teacher is skillful, knowledgeable and makes use of appropriate teaching strategies that are innovative and problem-solving oriented. Therefore, the aim of this study is to assess how effective business educators use demonstration and field trip strategies in teaching in secondary schools in Ikeduru L.G.A. of Imo State.

The general objective of the study was to assess business educators' effectiveness in using demonstration and field trip teaching strategies in selected secondary schools in Ikeduru L.G.A of Imo State. Specifically, the study was out to:

1. Examine the effective use of demonstration as a teaching strategy by business educators in Ikeduru secondary school.
2. Ascertain the effective use of field trip as a teaching strategy by business educators in Ikeduru secondary school

Research Questions

The study was guided by the following research questions:

1. How effective do business educators in secondary school in Ikeduru L.G.A use demonstration as a teaching strategies.
2. How effective do business educators in secondary school in Ikeduru L.G.A use field trip as a teaching strategy.

Research Hypothesis

The following null hypothesis was formulated and was tested at 0.05 level of significance;

1. There is no significant difference between mean response of male and female business educators on the effective use of demonstration and field-trip as a teaching strategy in secondary schools in Ikeduru L.G.A of Imo State.

Methods

The study adopted survey design to assess the business educators' effectiveness on the use of demonstration and field trip as teaching strategies. The population of the study comprised thirty (four) 34 business educators in selected secondary schools in Ikeduru L.G.A of Imo State that are offering Business Studies. The instrument for data collection was a structured questionnaire with four point scale rating of very effective (4), effective (3), ineffective (2) and very ineffective (1) which was face and content validated by two experts from Alvan Ikoku Federal College of Education, Owerri and the reliability co-efficient was determined by administrating 20 copies of the instrument to five selected secondary schools in Aboh Mbaise L.G.A. of Imo State Crombach Alpha analysis was used and it yielded 0.84 index.co-efficient. The researchers personally administered copies of the questionnaire on the respondents after briefing them on the purpose of the study.

The data collected were analyzed using the mean to answer the research questions and any item with mean valued above 2.5 was regarded as effective, while any item with less than 2.50 was regarded as ineffective. The null hypothesis was tested with t-test at 0.05 level of significance and if the calculated t-table value was equal or greater than the critical table value, the null hypothesis was rejected but if the cal-table was less than the critical value, the hypothesis was accepted.

Results

The results of the data collected and analysed are shown in table 1 and 2 below;

Table 1:Rating of Business Educators' effectiveness in using demonstration teaching strategy.
M=34

S/N	DEMONSTRATION STRATEGY ITEMS I/C	X	REMARK
1	Identify topics that require demonstration	2.92	Effective
2	Items for demonstration arranged properly as not to distract students from its benefits	2.57	Effective
3	Applying demonstration strategy to teach practical topics	2.52	Effective
4	Organizing the students suitably well so as to allow each of them to observed without hindrance	2.55	Effective
5	Distinguishing between slow and fast learners in class	3.42	Effective



6	Limiting the demonstration to related activities one at a time with clear emphasis	2.44	Ineffective
7	Allowing learners to try their hands on the demonstration exercise/project	2.53	Effective
8	Asking the learners questions and allowing them to answer with demonstration	2.60	Effective
9	Summarizing the procedure at the end by demonstration	2.41	Ineffective
10	Giving the students opportunity to perform the operation where possible	1.47	Ineffective
	Grand mean	2.54	Effective

Analysis in table I showed that the mean responses of the ten items on the demonstration strategy of teaching ranged from 1.47 to 3.42. However, items 6 and 9 were assessed as ineffective, while item 10 was very ineffective. The grand mean of the result was 2.54 which depicts that the business educators effectively use demonstration teaching strategy in secondary schools in Ikeduru L.G.A. of Imo State.

Table 2: Mean responses of Business educators' effectiveness in using field trip strategy for teaching.

S/N	Field trip Strategy	Mean	Remark
1	Discovering various topics in the scheme that require field trip experienced	2.74	effective
2	Arranging the topics/units into components for easy excursion trips	2.51	Effective
3	Identifying relevant institutions for the class visit	2.24	Ineffective
4	Discussion with the school authority and stakeholders on intended action for approval for field trip.	2.04	Ineffective
5	Visiting establishments to seek audience	1.89	Ineffective
6	Arranging for the field trip with relevant units in schools and the students with adequate transport and security of students	1.73	Ineffective
7	Fixing appropriate time for the field trip	1.89	Ineffective
8	Educating the students on their visit and attitude/things required from them during the trip	2.10	Ineffective
9	Preparing questions for students and units heads of the establishment during the visit	1.92.	Ineffective
10	Giving students opportunity to discuss their experience of the field trip	1.78	Ineffective
11	Encouraging students to develop notes based on their views and benefits of the trip	1.93	Ineffective
12	Evaluating the students ability and comprehension of the things and areas visited by asking questions relative to the topic	2.09	Ineffective
	Grand mean	2.07	Ineffective

Table 2 showed that the mean rating of the 12 respondents on effective use of field trip as a teaching strategy by business educators in secondary schools ranged from 1.78 to 2.74. The grand mean was 2.05 which fell within ineffective category. This implied that business educators were ineffective in the use of field-trip as teaching strategy for business studies in some secondary schools in Ikeduru L.G.A. of Imo State.



Results of Hypothesis

Table 3. T.test result of the mean responses of male and female business educators on effective use of demonstration and field-trip as teaching strategies.

Gender	N	X	SD	DF	T-CAL	T-CRIT	DECISION
Male	10	3.25	0.52	32	0.136	1.96	Retained
Female	24	3.40	0.78				

Table 3 showed that the male respondents had mean of 3.25 and standard deviation of 0.52, while the female respondents had mean of 3.40 and standard deviation of 0.78. The t-calculation of 0.136 was less than the t-critical value of 1.96 at 0.05 level of significance, therefore, the null hypothesis was not rejected, which implies that demonstration and field trip teaching strategies effective usage responses of both male and female business educators in secondary schools in Ikeduru are the same.

Discussion of Findings

The findings in table 1 showed that business educators' effectively use demonstration strategy in teaching business subjects in selected secondary schools in Ikeduru as the grand mean score was 2.54. Demonstration teaching method is a very strong method of teaching that combines showing and doing activities for the development of student's psychomotor domain and most business subjects require practical. This supported the view of Musa (2015) who opined that demonstration method was better than the conventional lecture method for improving student's performance in financial accounting which is one of the business education courses.

Mean responses of the respondents on the 12 items presented in table 2 showed that business educators in secondary schools in Ikeduru, were not effectively using field trip as teaching strategy for business subjects. The grand mean scores was 2.04 which was within the ineffective region. This was in contrast to the view of Osuala (2004) which stated that for effective use of field-trip strategy, students and their teachers should often travel to firms capable of providing a useful practically and illustrative activities related to things targeted in classroom. In agreement, the researcher explain that the field trip exercise could make lesson more attractive and by doing, students comprehend more with the trip activities, that expose them to real-life events and knowledge.

The data on gender in table 3 showed that there was no significant difference between the male and female business educators in the effective use of demonstration and field trip as teaching strategy in secondary schools in Ikeduru L.G.A. The test of the hypotheses revealed that the t-cal value of 0.136 was less than the t-crit of 1.96. Therefore, the null H₀ was accepted. This means that business educators' opinion does not differ in the use of the teaching strategies irrespective of their gender. This supports the assertions of Shorinola (2014) that Business Education has positive effects on the future career through the physical and mental skills, ability and competence demanded by such profession regardless of the recipient's sex.

Conclusion

Demonstration and Field-trip are pro-active teaching strategies and from the findings and evidence adduced in the study, it was shown that business educators use demonstration strategy in their teaching of business subjects in secondary schools, while they don't so much use the field trip method in their teaching exercise. The educator's inability to make effective use of these appropriate and efficient teaching strategies resulted in hindering the achievement of the objectives of business education programme in secondary schools. However, it must be emphasized that these two teaching strategies, especially the field-trip is very necessary if the desired result is to be obtained in equipping the students with skills and knowledge required of them to perform in office/business enterprises. Although, it might be very tasking and expensive which often discourage both teachers and school authorities as well as parents. The field trip which is also called excursion needs money to enable schools embark on it, and findings as we all know, has never been a "sweet-tale" in Education.

Recommendations

Having established the fact that business subjects cannot be taught effectively without demonstration, field-trip and other technology-driven teaching strategies, the following recommendations were made in line with the stated objectives;



1. Business educators should be encouraged to use demonstration methods in teaching business subjects since the students learn more faster using practical activities;
2. The school authority and the agencies concerned should revisit the curriculum to emphasis Excursion as academic program that must be embarked on at least once every term to relevant industries and workplaces.
3. Funding of business education programme should be given priority by the Government and education authorities.

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