

**TEACHING METHODS AND ACADEMIC PERFORMANCE OF JUNIOR  
SECONDARY THREE BUSINESS STUDIES STUDENTS' IN ETIM EKPO LOCAL  
GOVERNMENT AREA IN AKWA IBOM STATE**

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**ABSTRACT**

*This examined the effect of teaching method on the performance of junior secondary three Business Studies students' in Etim Ekpo Local Government Area. The study adopted descriptive research design. The population of the study comprised of one thousand six hundred and seventy two students in Etim Ekpo Local Government Area. The sample size of the study was three hundred and ten Business Studies students', comprising of sixty two students each drawn from five public secondary schools in the area , determined using sampling size determination table . Three research questions were developed for the study as well as three hypotheses formulated and tested at 0.05 level of significance . Questionnaire was used as instrument for data collection and was validated by my supervisor. The reliability of the research instrument was determined using reliability coefficient technique via SPSS and a reliability coefficient of 0.82 was obtained. The data collected were analyzed using both descriptive and inferential statistics. The findings of the study revealed that lecture method , interactive method revealed insignificant positive effect on the academic performance of Junior Secondary Three Business Studies Students' while demonstration method revealed significant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area .The study concluded that lecture method , interactive method had insignificant positive while demonstration method revealed significant positive effect on the academic performance. The recommended that Ministry of Education and other relevant educational supervisory and regulatory bodies should discourage the use of lecture and interactive method in the studied area as they impacted insignificantly on the academic performance of students' while demonstration teaching method should be adopted by the relevant school heads since its application impacted significantly on the academic performance and it should be enforced by the relevant agencies.*

**KEYWORDS: Teaching methods, Academic performance.**

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## **INTRODUCTION**

Researches on teaching methods were borne out of the process of evaluating diverse teaching strategies effectiveness on students' performances. It has for long been of interest to teachers, curriculum planners and developers to ascertain the effectiveness of teaching on students' academic attainment or performance. Parents and other stakeholders are interested in the performance of their wards and children most especially the assurance that the students have been properly taught. Thus, diverse studies have been carried out in various subjects being taught across the educational sector, most importantly the correlation between teaching methods effectiveness and students' performance. The goal of teaching is learning and learning is measured in terms of overt behaviours observed in the cognitive, affective and psychomotor domains. These behaviours must be measurable or assessed quantitatively and are tagged behavioural objectives in the planning phase of the teaching-learning process. Research evidence shows that one major constraint confronting the teaching-learning process is basically on the methods of imparting the desired knowledge. It was argued by Adufe (2013) that teaching is based on methods which at the long run bring about effective teaching.

The role of teaching methods in shaping students' academic performance has been a subject of enduring interest and significance in the field of education. From traditional teacher-centered methodologies to modern student-centered paradigms, the spectrum of teaching approaches utilized in classrooms today is diverse and dynamic. Understanding the impact of these methods on students' academic achievement is paramount for educators, institutions, policymakers, and researchers alike (Hattie, 2009). Teaching methods are sets of principles used by educators to engage students, enhance understanding, and promote effective knowledge transfer.

Teacher-centered and student-centered methods are two distinct instructional paradigms that shape the way teaching and learning occur in the classroom (Gillespie, 2017). The teacher-centered approach places the educator at the epicentre of the learning process. In this paradigm, the teacher is the primary source of knowledge and authority in the classroom. Pedagogical activities are primarily driven by lectures, presentations, and the transmission of information from teacher to student. Students are expected to be passive recipients of knowledge, absorbing and regurgitating information, with limited autonomy over their learning experiences. Conversely, the student-centered approach shifts the locus of control from the teacher to the learner. This paradigm emphasizes active student engagement, critical thinking, and problem-solving. Educators in this methods serve as facilitators who guide and support students in their learning journeys. Students are encouraged to take ownership of their education, set goals, explore topics of interest, and participate actively in the learning process (Booth and Koedinger, 2013 and Soltis, 2009).

Teaching methods can influence the way students engage with course material, comprehend concepts, and retain information. On the global level, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Strategy of 2014-2021 advocates for learner-centered and inclusive teaching approaches that facilitate learners engage in the learning process to effectively acquire values, attitudes, and skills that can bring a positive transformation in society (UNESCO, 2014). Studies by Giata and Emanuelsson (2018) and

Levonen (2020) have shown that developed countries with high-performing education systems such as Sweden, Finland, and Germany implement teaching approaches that cater for the learning needs of students. For instance, in Sweden teachers and students collaborate in planning learning activities (Giota & Emanuelsson, 2018). Finland not only promotes holistic teaching approaches that promote the cognitive, academic, and social development of students as human beings, learners, and citizens (Lavonen, 2020). As a result, Finland is ranked as a high-performing education system with students scoring high performance in reading, science, and mathematics subjects (OECD, 2010). In Denmark teaching approaches that incorporate daily physical activity (PA) have been introduced in public schools since 2014. All subject teachers in Denmark are required to include physical activity in teaching (Knudsen et al., 2018). Despite the slow adaptation rate, PA-based teaching approaches have been recommended to be effective in promoting not only the physical but also the cognitive and academic development of students (Knudsen et al., 2021).

On the regional level, the African Union's Continental Education Strategy for Africa (2016-2025) emphasizes teaching approaches that address learning challenges experienced by students such as difficulties in retaining knowledge, lack of vocational skills, and minimal priority of special needs students (AU, 2016). Contrary to the AU recommendations, African countries apply didactic teaching approaches that not only encourage passive learning but also play a minimal role in promoting successful academic performance for the majority of students. Studies done in African countries such as South Africa, have shown that teachers typically use a question-response teaching approach to control classroom interactions (Ngubane et al., 2020).

Similarly, a study by Christine et al. (2019) has indicated in Kenya teachers apply a lecturing, question-and-answer learning approach which is centered on teachers (Christine *et al.* 2019). While the didactic approach allows a teacher to maintain order, it limits students' creativity and critical thinking. Moreover, the didactic teaching approach discourages successful academic performance. Likewise in Uganda, a study by Kokangora (2019) has shown that public schools largely apply traditional teaching approaches which prepare learners to reproduce learning materials rather than becoming independent thinkers. Learners fail to contribute to teaching-learning activities resulting in poor academic performances (Kokangoro, 2019).

The effectiveness of the various methods of teaching Business Studies at any level of education has been a matter of grave concern to the stakeholders in education over the last two decades. This is because especially; secondary school has been described as the determinant of the success and failure of the whole education system. Based on the philosophy of education in Nigeria, the ultimate aim of secondary school education is to transform the individual into a sound and effective citizen either to proceed to higher institutions or to start a life properly (Federal Republic of Nigeria, 2004). In a study by Oni in Abdu-Raheem (2010) pointed out that instructional format provided by the tutor seems to be the medium of effective learning and that good teaching makes learning more meaningful. The study further to affirm that while good teaching helps the learner to learn more quantitatively and qualitatively, poor teaching would lead to poor learning and hence poor performance. In support of this statement, Cresswell (2004) asserted that effective teacher's present information or skills clearly and enthusiastically, are non-judgmental and relaxed, keep the lessons task-oriented, aim at students' achievement, and interact with students through probing questions and assist students by elaborating their answers.

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level for the required outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Ofune, 2011). Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority of students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2016).

Several studies on teaching methods and academic performance of students revealed significant positive effect among such studies included the study carried out by Silver line (2022) revealed that demonstration and interactive methods had significant positive effect on students' achievement test in geography than that of the conventional method (lecture). While the study by Kimeli1 and Kubota (2023) revealed that student centred approach in teaching has more impact on academic performance than teacher centred approach. It is in the light of the above background that the researcher decided to study the effect of teaching methods on the academic performance of students in Business Studies in public secondary schools in Etim Ekpo Local Government Area.

### **STATEMENT OF THE PROBLEM**

Teaching methods are strategies adopted by teachers to pass across ideas and knowledge to the students in order bring the desired behaviour from them. In order to achieve this, the teaching methods should be appropriate and relevant to the subject matter being communicated and enhance the students' understanding of the subject matter. This would eventually the students' academic performance. Recent studies by these scholars Mbedule (2020) ; Mbuti (2022) ; Silverline (2022) and Kimeli1 and Kuboja(2023) respectively have shown that teaching methods affected academic performance of public secondary schools students positively in both developed and developing countries . It has been observed that students in public secondary schools perform poorly in both National and International Examinations in which stakeholders in the education sector claim that the poor performance of students is attributed to the wrong teaching methods and strategies employed by the teachers. It is therefore, necessary to investigate this acclaimed teaching methods and their effects on academic performance of students in Business Studies in Etim Ekpo Local Government Area.

### **PURPOSES OF THE STUDY**

The main purpose of this study was to examine the effect of teaching methods on the academic performance of students in Business Studies in Etim Ekpo Local Government Area. The specific purposes were to:

- i. Assess the effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.
- ii. Explore the effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

- iii. Assess the effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

### **RESEARCH QUESTIONS**

The following research questions were raised in line with the research purposes as follows:

- i. What is the effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area?
- ii. What is the effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area?
- iii. What is the effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area?

### **RESEARCH HYPOTHESES**

In line with the purposes of the study, the following hypotheses were formulated in null form as follows:

- H<sub>01</sub>:** There is no significant effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.
- H<sub>02</sub>:** There is no significant effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.
- H<sub>03</sub>:** There is no significant effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

### **REVIEW OF RELATED LITERATURE**

The review of the related literature for this study was carried out under the following subheadings: conceptual review, theoretical review, review of empirical studies and summary of literature review.

### **CONCEPTUAL REVIEW**

In conceptual review, the following concepts are explained; Concept of demonstration method, lecture method; interactive method and academic performance respectively. .

### **DEMONSTRATION METHOD**

This is a practical method. It shows doing, here the teacher displays the steps in the process and explain them clearly and the students practice by repetition. It is very effective because it acts as a bridge between the theory and practice. The teacher here can manipulate things. A Chinese proverb says tell me, I will forget, show me I will remember, involve me, I understand. The most effective way to teach something is to demonstrate (Oke, 2020).

### **LECTURE METHOD**

This is the traditional face methodology in which the teacher is the center of all activities. The environment of this lecture is not effective (Efe et al, 2016). Teachers plays the role of a master and expert or authority while the learners receive everything. It originated from the philosophy of idealism. It focuses on achieving cognitive domain. The teacher delivers a well-planned expository address on a topic. Theoretically in this study demonstration and interactive method are hinged on experiential learning theory by David Kolb (1984). It stated that it is the

process whereby knowledge is created through the transformation of experience or learns by doing. It entails that a person learns through action. The person directs the learning process.

### **INTERACTIVE METHOD**

This involves a method that is directed by the situation. What is the most important thing at the moment should be applied. It does not emphasise on learner, teacher or the content. There is usually participation by all. What will bring about good performance by the student is usually advocated (Oke 2020). Most teachers use it to promote interest, and critical thinking. It involves the students to search for relevant knowledge. It assists in developing the students higher learning skills, thereafter the students can really apply what has been instructed.

These interactive methods applies the strategies used by both teacher-centred and student-centered approaches.

### **THEORETICAL REVIEW**

#### **Constructivism theory**

This study is guided by constructivism theory. Several influential theorists and researchers developed the constructivism theory in education. The key figures associated with the development of constructivism include Jean Piaget and Lev Vygotsky. Jean Piaget (1896-1980) proposed a constructivist teaching approach through which children actively construct their knowledge and understanding of the world through their experiences and interactions with others (Gray & Macblain, 2012). Piaget emphasized a student-centered approach where the role of the teacher is to encourage cognitive development and foster active participation of students in teaching and learning activities (Fosnot, 2015).

Lev Vygotsky (1896-1934) emphasized sociocultural teaching approach. Vygotsky proposed the concept of the zone of proximal development (ZPD), which refers to the range of tasks that a learner can perform with guidance and assistance from more knowledgeable others (McClellan, 2023). A sociocultural approach to teaching involves teachers facilitating group learning activities, discussions, and collaboration among their students (Bergin & Bergin, 2018). The approach helps to create a sense of community in the classroom, students are allowed to learn from one another and build upon their collective knowledge (Kail & Cavanaugh, 2016). This approach allows for a more collaborative learning experience, where students can engage with their peers and develop important social and communication skills (Coon & Mitterer, 2014). Additionally, the sociocultural teaching approach can help to foster a sense of belonging and inclusivity among students, which can ultimately lead to higher levels of engagement and academic performance (Kail & Cavanaugh, 2016).

Constructivism theory has several strengths. First, it acknowledges various teaching approaches that can enable students to acquire, process, and utilize knowledge based on their prior experiences. Secondly, the theory provides lenses for understanding teaching approaches that align with the needs of students. Despite the strengths, constructivism theory does not acknowledge contextual factors that can affect teaching and learning approaches. The theory does not take into complexity of knowledge areas that may limit students' ability to work independently without teachers' supervision (Akyol & Fer, 2010) without proper guidance from teachers, students may reinforce inaccurate information acquired from prior experience.

This theory is relevant to this study because it highlights the role of different teaching approaches. Hence, the theory will guide the analysis of the effects of teaching approaches on academic

performance. This study will use constructivism theory as a lens to assess the effects of different teaching approaches on student academic performance in Arumeru District. The study will examine whether instructional methods that align with constructivist principles, such as student-centered learning, project-based learning, or problem-based learning, lead to higher levels of understanding, critical thinking skills, and retention of knowledge among students.

### **EMPIRICAL REVIEW**

Onzi et al. (2023) examined the relationship between different teaching approaches and student engagement in secondary schools in Arua City in Uganda. Specifically, the study focused on the correlation between constructivist teaching approaches, behaviorist teaching approaches, and the level of student engagement. The study used a quantitative research approach which involved a correlational research design to examine the relationship between teaching approaches and student engagement. Data was obtained using a self-administered questionnaire from a sample size of 341 students selected randomly from a population of 3487 students drawn from seven government secondary schools.

The study found a positive and significant relationship between constructivist teaching approaches, such as active, collaborative, and contextual learning, and student engagement. The study also found no significant relationship between behaviorist teaching approaches (continuous practice, immediate feedback, and reinforcement) and student engagement. The strength of the study is based on data analysis. The study carried out both descriptive and inferential analyses which provide comprehensive and detailed insights. However, the study had a limited demographic scope. The study was conducted on secondary school students in Arua City, Uganda. Hence, the conclusions may not apply to other areas in the country.

Oke (2020) assessed the effects of teaching approaches on academic performance among government secondary schools in Ibarapa East Local Government in Nigeria. The study applied a quantitative research approach which involved structured questionnaires in data collection and the use of descriptive and inferential statistics in data analysis. The study revealed that the teacher-centered approach was the least effective method in promoting academic performance. In terms of strength, the study applied experimental design which facilitated analysis of cause-effect relationships between variables. However, the study had geographical limitations. Hence, the findings were not generalized beyond the study's scope.

Christine et al. (2019) assessed the influence of teaching approaches on students' academic performance in Kiswahili subjects in public and private secondary schools in the Lang'ata sub-county in Kenya. The study used a mixed-method design that constituted interviews and questionnaires in data collection. The study revealed that teachers combined both traditional and interactive learning approaches. Traditional teaching approaches involved the use of lectures, questions and answers, and guided group work. The interactive learning approaches involved the use of demonstrations and role plays. The study further found that interactive teaching approaches have positive effects on students' performance by boosting confidence and enhancing knowledge retention.

Kangu (2015) examined the effectiveness of teaching strategies employed in science classrooms for deaf students at Rev. Muhoro Secondary Schools for the Deaf in Nyeri County in Kenya. A Descriptive Case Study design was utilized to investigate this phenomenon. The study sampled 56 respondents including a school principal, teachers, and students. Data

collection methods included the use of questionnaires, interviews, and lesson observations. The findings of the study revealed that a learner-centered teaching approach was found to be the most effective method in influencing academic performance in science subjects.

Mbedule(2020) conducted a study to determine the influence of Student-Centred Learning (SCL) methods on student's academic performance in Basic Mathematics in Dar es Salaam secondary schools. The study findings have shown that student-centered teaching methods such as Problem-Based Learning (PBL), Jigsaw, Discussion, and Role Play were employed in teaching Mathematics subjects. The study concluded that the SCL methods were influential in academic performance in terms of promoting collaboration, and cooperation, among teachers and students for effective results in Mathematics subject. In terms of strengths, the study applied experimental design which helped accurate assessment of teaching approaches. In terms of limitations, the study had a limited scope of only four secondary schools. The limited scope could not allow the generalization of findings to the entire population of secondary schools in Dar es Salaam region.

Kayega and Wandela (2021) assessed the role of teaching approaches in mastery of Biology subject among students in public secondary schools in Morogoro Municipality in Tanzania. The study applied a case study research design and involved 121 respondents including heads of schools and teachers. Data was collected using a combination of interviews and questionnaires. The study found that the use of lecturing approaches, and questions and answering approaches has negative effects on academic performance resulting in students' failure. Such methods discouraged critical thinking and problem-solving skills resulting in poor academic performance.

Isa et al. (2020) examined the impact of teaching methods on academic performance of secondary school students in Nigeria. The study used a descriptive research design. The sample size of 60 students were used. Students' center and teacher students' interactive method were recommended. Demonstration method had high impact on students' performance.

Briggs (2019) studied the teaching methods as correlate of student performance in Business studies in Port Harcourt local government area in Rivers State. He used a population of 100 students. There was a positive relationship between pretest and post-test. Oke (2020), studied teacher's teaching methods and students' academic performance in Oyo State. He used a sample of 100 students and inferential statistics. He used class test scores and used linear model based univariate ANOVA techniques. He examined 3 teaching methods and interactive method was more effective, followed by student center and teacher center methods.

Atandi et al (2019), in the study of teaching methods on the students' academic performance in Kiswahili reveal that lecture method influenced the students' academic performance negatively. Demonstration method favoured them. They used a population of 234 participants and adopted both qualitative and quantitative method.

Silverline(2022) investigated the effect of teaching method (lecture, demonstration and interactive methods) on students' achievement in geography in senior secondary school in Ikwerre local government area of Rivers State. Three research questions and one hypothesis guided the study. The study employed a quasi – experimental research design. The population for the study was 800 secondary two (SS II) students in nine (9) secondary schools. Three (3) secondary schools were used for the study using purposive random sampling technique. In each

of the schools selected, 3 intact classes of the SS II were used. One hundred and fifty students in the nine (9) intact classes constituted the sample for the study. The instrument for data collection was 30 items Geography Achievement Test (GAT). Using test retest formula, a reliability coefficient of 0.75 was obtained. Research questions 1-3 and the only hypothesis were answered using mean, standard deviation and analysis of covariance (Anova) at 0.5 level of significant. The result of the study revealed that demonstration and interactive methods had significant positive effect on students' achievement test in geography than that of the conventional method (lecture).

Kimeli and Kuboja (2023) investigate the "Effects of Teaching Approaches on Students' Academic Performance from Selected Public Secondary Schools in Arumeru District, Tanzania". A total of 95 respondents were sampled from three selected schools which had a population of 124 teachers. Data was analyzed using the Pearson Product Moment Correlation Coefficient and was used to determine the relationship between the variables. The findings revealed that student centred approach in teaching has more impact on academic performance than teacher centred approach. The study recommends that the Ministry of Education to see to it that teaching approaches are revisited and exposed to teachers through regular trainings and workshops to ensure that student's academic performance is a priority.

Nnajifor (2025) investigated effect of teaching methods on the academic achievement of students in public secondary schools in Anambra State. A quasi-experimental design was adopted for the study. The population of this study comprised of seven thousand, eight hundred and eighty-nine (7,889) secondary school teachers and students. However, Cohen's t-test formula was used to determine a sample size of one hundred and twenty-six (126) respondents. The obtained data were analyzed using simple percentage (%) and Likert rating scale while the stated hypothesis was tested using Chi-square statistic. The findings of this study revealed that the different teaching methods used by the teachers of secondary schools in Awka North, Anambra State include students-centered method, discussion method and demonstration method of teaching with mean numbers above 3.0. It was also revealed that students-centered method of teaching can influence the academic achievement of the secondary school students by developing their autonomy, stimulating their thinking and learning abilities through asking questions, making them to participate fully in the learning process and as well by making students with prior knowledge on the topic to contribute among secondary school teachers and students in Awka North, Anambra State. Also, the result of the tested hypothesis showed that there is a significant relationship between teaching methods and academic achievement of secondary school students in Awka North, Anambra State.

Shawver (2020) conducted an experimental study in advanced financial accounting courses, finding that while students in cooperative learning settings achieved higher quiz scores, they performed worse on exams compared to those in traditional lecture formats. This suggests that while CL can enhance certain aspects of learning, it may also present challenges in terms of exam performance. In the context of online education, Crocco and Culasso (2021) examined the transition of postgraduate accounting courses to online platforms, emphasizing the reliance on cooperative learning. The study highlighted both the challenges and benefits of implementing

CL in a virtual environment, noting that while students appreciated the collaborative approach, issues such as technological barriers and coordination among group members were prevalent.

Viinikainen et al. (2022) investigated the advantages of networked cooperative learning and collaboration with the professional world in the context of digitalized accounting education. The study found that positive interdependence among students enhances commitment to group work, which is crucial for developing competencies required in modern accounting practices.

Olawuni (2022) examined the impact of teaching techniques in Social Studies and learning for the academic performances of students in Junior Secondary School in Ogun State. The study adopted a descriptive survey research design where questionnaire was used to acquire necessary data for the research work. The population comprises all Social Studies Students of Federal College of Education, Abeokuta, Ogun State. Simple random sampling technique was used to select 100 students randomly from three level which is 100L to 300L chosen to make a total of 100 as sample for the study. Two (2) research hypotheses were raised and tested in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected was analyzed using Chisquare statistical tool. The research findings revealed that the three will be a significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies and also, there will be a significant influence on the teachers' teaching method and students' academic performance in Social Studies.

Abdulkadir et al., (2021) investigated the impact of teaching method on Geography student's performance in Zaria LGA, Kaduna State, Nigeria. The study findings revealed that the teachers the domination of male teachers and students in the study area over females. The study reveals some worrying information regarding students' perceptions concerning teaching methods as most students did not know the method used by teachers in teaching. The study also reveals the most used method applied by secondary school teachers.

Owolemi(2020) conducted a study titled teachers' Teaching Methodologies and Attitudes as Correlate of Pupils' Learning Outcomes in Surulere Local Government, Lagos State. The finding of the study revealed that a positive significant relationship exists between primary schools' teachers' attitudes and pupils' learning outcomes in Surulere Local Government Area of Lagos State. There is no doubt about this finding that the teachers covered in study know the implication of negative attitude therefore, they exhibit positive attitudes to ensure that effective teaching and learning take place for pupils to achieve maximally.

Khatun and Yadav (2023) examined the influence of teaching methods on students' academic performance in statistics for political science at higher secondary school. The study adopted a descriptive survey research design. The target population of the study comprise 500 students in the department of Political Science. 217 respondents were selected using a simple random sampling technique. The research instrument used for data collection in this study was a questionnaire designed. The internal consistency of the reliability test of 0.73 was acceptable. The hypotheses were subjected to inferential statistics while Chi-square was tested at a 0.05 level of significance. The findings of this study confirmed that the questions and answers method of teaching significantly affects students' academic performance in statistics for political science.

**METHODOLOGY**

**Research design**

The study adopted descriptive research design because of its ability to provide better understanding of the research problem and detailed data which well analyzed clearly depicted the extent of the problem. Achievement tests were used to measure students’ performance in Business Studies.

This research design is chosen because of its effectiveness in assessing the feelings and perceptions of the respondents regarding teaching methods as the independent variables. Thus, the design is consistent with the main objective of this research.

**POPULATION OF THE STUDY**

In selecting the study subjects, the researcher must define the target population. The target population is the entire population to which the findings of the study is applicable. It is the entire group of items which the researcher wishes to study and about which he plans to generalize (Baridam, 2018). It should, however, be pointed out that in a given project, the researcher cannot study the entire population. The researcher, in this circumstance, identifies the portion of the population to which he or she can have access which is technically known as accessible population. In this study, the target population consists of all the Public Junior Secondary School Business Studies students’ in Etim Ekpo Local Government Area. The Local Government has five (5) approved Public Secondary Schools with a total number of One Thousand Six Hundred and Seventy Two Junior Secondary School Students’( 1,672 ) ( Akwa Ibom State Education Statistics , 2013 ) .

**SAMPLE AND SAMPLE SIZE DETERMINATION**

The sample is the portion of the accessible population. The sample is the representative of population to which the researcher generalizes his findings (Baidam, 2018). The sample size of this study was three hundred and ten (310) students determined using Krejcie and Morgan (1970) sampling size determination table, purposively apportioned as follows: The researcher drawn sixty two (62) Students each from five (5) public secondary schools in the study area, making a total of three hundred and ten (310) Junior Secondary School Business Studies Students’ in Etim Ekpo Local Government Area which is the study area as follow:

S/N	NAME OF SCHOOLS	NO .OF SAMPLES DRAWN
1.	COMM. SEC. SCH , EKA URUK ESHIET	62
2.	IWUKEM HIGH. SCHOOL , IWUKEM	62
3.	COMM. SEC. SCH , ETOK URUK ESHIET	62
4.	COMM. SEC. SCH , ETIM EKPO	62
5.	COMM. SEC. SCH. URUK ATA	62
	<b>TOTAL</b>	<b>310</b>

**Figure 3.1**

The study adopted simple random sampling technique which gave every member of the population equal chance of being selected for the study.

### **DATA ANALYSIS TECHNIQUE**

The study adopted multiple regression statistical tool to analyze the data collected via SPSS statistical package and descriptive statistics respectively. Specifically, multiple regression technique was used to test the formulated research hypotheses. While weighted average approach was used to answer the research questions.

### **METHOD OF DATA COLLECTION**

The study used Business Studies Achievement Test (BSAT) and questionnaires respectively for data collection in which the instrument is researcher's made. The questionnaire developed has two sections , the first section (section A ) was designed to capture the respondents' biometric data while section two ( section B ) captures information on Business Studies Achievement Test using teaching methods as well as teaching methods. To measure academic performance of students in Business Studies, fifty (50) test items were developed and administered to the students, each item carried two marks. While twenty (20) items were developed in the questionnaire and administered to the respondents to measure teaching methods. The administration of the test items was done by the researcher via the assistance of supporting staff in the studied schools.

### **VALIDATION OF INSTRUMENT**

The validity of an instrument is the degree to which a test measures what it purports to measure. To ensure the validity of the instrument, the initial instrument was subjected to face validation. It was done by my supervisor in the Department of Business Education, Akwa Ibom State College of Education, Afaha Nsit to critically examine the instrument in terms of relevance of the content and clarity of the statement. Comments from the supervisor were taken into consideration in the final modification of the instrument.

### **RELIABILITY OF THE INSTRUMENT**

Reliability is the consistency in producing a reliable result (Kothari, 2004). This focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concepts. When questionnaires were administered at different times to the same individuals give the same results. This is technically referred to as the reliability of instrument. The reliability coefficient of the instrument of 0.82 was obtained using SPSS Statistics. This showed that the instrument was reliable for the study.

### **ADMINISTRATION OF THE INSTRUMENT**

The administration of instrument for the study was carried out by the researcher by taking the achievement test items to the respondents together with questionnaire concerned with the instruction on how to fill them. Each subject was told the aim of the research, which is to ascertain the effects of teaching methods on JSS3 Business Studies Students' Academic Performance in Etim Ekpo Local Government Area . The respondents took the achievement test independently and the achievement test scripts were later retrieved individually via the assistance of supporting staff. The Achievement tests were used to measure students' achievement in Business Studies through pre-test and post-test.

**MODEL SPECIFICATION**

A multiple regression equation is set up to investigate the hypothesized relationships between the dependent variable (Academic Performance) and independent variables (lecture method, demonstration method and interactive method respectively) in this study. The econometric form of the equation is given as:

$$AP = \beta_0 + \beta_1LM + \beta_2DM + \beta_3IM + e$$

Where:

AP = Academic Performance.

B1-β3 = Coefficient of the variables

LM = Lecture Method

DM = Demonstration Method

IM = Interactive Method

e = Stochastic variables

**DECISION RULE AND STATISTICAL PROCEDURE**

The decision rule for the test of hypotheses is stated thus:

Reject Ho if  $p > 0.05$  and  $T_{cal} > T_{tab}$

Do not reject Ho if  $p < 0.05$  and  $T_{cal} < T_{tab}$

**4.0 ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the analysis and results of data collected. The presentation is based on the three research questions and three null hypotheses formulated to guide the study.

**DATA PRESENTATION**

**Response rate**

The researcher achieved a response rate of 100% since 310 out of 310 issued questionnaires were fully filled and returned. Results on response rate are presented in Table 4.1.

**Table 4.1: Response rate**

Response	Total
Total number of issued questionnaires	310
Fully filled and returned questionnaires	310
Response rate	<b>100%</b>

**Research Question One:** What is the effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area?

**Table 4.2 Analysis of the effect of lecture method of teaching on academic performance of junior secondary three students' Business studies responses**

Item	Statements	SA (F) (%)	A (F) (%)	N (F) (%)	SD (F) (%)	D (F) (%)	Mean	SD	Decision
1.	Lecture method of teaching enables the teacher to cover a lot of content in a short space of time hence increasing students' academic achievement.	54 17.4	91 29.3	79 25.4	54 17.4	19 6.1	2.78	1.235	Disagreed
2.	Lecture method is the traditional face methodology in which the teacher is the center of all activities.	57 18.3	90 28.9	97 31.2	51 16.4	15 4.8	3.40	1.109	Agreed
3.	Teachers plays the role of a master and expert in lecture teaching method.	33 10.6	64 20.6	113 36.3	87 28.0	12 3.9	3.06	1.035	Disagreed
4.	The learners receive every instruction from the teacher in lecture teaching method	73 23.5	106 34.1	65 20.9	47 15.1	19 6.1	3.54	1.181	Agreed
5.	Lecture method focuses on achieving cognitive domain	73 23.5	93 29.9	75 24.1	50 16.1	19 6.1	3.49	1.190	Agreed
6.	Lecture method of teaching gives no room for active participation of learners.	65 20.9	99 31.8	66 21.2	60 19.3	20 6.4	3.42	1.200	Agreed
7.	Lecture method of learning can be boring for students as it does not allow them to express themselves.	68 21.9	96 30.9	66 21.2	59 19.0	21 6.8	3.42	1.214	Agreed

Source: Researcher's Computation (2025).

**Weighted Average =  $2.78 + 3.40 + 3.06 + 3.54 + 3.49 + 3.42 + 3.42 / 7 = 3.30$**

Data presented in Table 4.2 above showed the mean score of the data from the respondents' opinion about the effect of lecture method on the performance of junior secondary three students'

Business Studies. Item 4 showed the highest mean score of 3.54, showing the highest level of agreement while items 2, 5, 6 and 7 respectively agreed that lecture teaching method affected the performance of junior secondary three students' lowly. Also, items 2 and 3 respectively, with the mean scores of 2.78 & 3.06 and disagreed showed a low effect of lecture method on the performance of junior secondary three students' Business Studies. In terms of standard deviations, table 4.2 above showed that the respondents were not very far from their respective opinions and perceptions about the effect of lecture method on the performance of junior secondary three students' Business Studies as observed in the respective standard deviation values of 1.235, 1.109, 1.035, 1.185, 1.190, 1.200 and 1.214 respectively. On the whole, the respondents' opinion on the effect of lecture method on the performance of junior secondary three students' Business Studies showed the weighted average of 3.30, depicting a low effect.

**Research Question Two:** What is the effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area?

**Table 4.3 Analysis of the effect of interactive method of teaching on academic performance of junior secondary three students' Business studies responses**

	ITEM STATEMENTS	SA (F) (%)	A (F) (%)	N (F) (%)	SD (F) (%)	D (F) (%)	Mean	SD	Decision
8.	Interactive method of teaching aims at developing learners and teachers to promote class interaction.	54 17.4	92 29.7	91 29.4	53 17.1	20 6.5	3.35	1.144	Disagreed
9.	Interactive method of teaching stimulates students thinking and learning abilities through asking of questions.	65 21.0	80 25.8	81 26.1	57 18.4	27 8.7	3.32	1.238	Disagreed
10.	Interactive approach makes the students to participate fully in the learning process.	70 22.6	98 31.6	71 22.9	53 17.1	18 5.8	3.48	1.182	Agreed
11.	Students with prior knowledge on the topic can contribute in interactive method of learning.	74 23.9	92 29.7	70 22.6	49 15.8	25 8.1	3.45	1.237	Agreed
12.	Most teachers use interactive method to promote interest, and critical thinking.	66 21.3	104 33.5	78 25.2	43 13.9	19 6.1	3.50	1.151	Agreed
13.	Interactive method assists in developing the students higher learning skills	16 5.2	78 25.2	115 27.0	72 23.2	29 9.4	2.94	1.031	Disagreed

Source: Researcher's Computation (2025).

$$\text{Weighted Average} = 3.35 + 3.32 + 3.48 + 3.54 + 3.50 + 2.94 / 6 = 3.36$$

Data presented in Table 4.3 above showed the mean score of the data from the respondents' opinion about the effect of lecture method on the performance of junior secondary three students' Business Studies. Item 12 showed the highest mean score of 3.50 being the highest level of agreement, while items 10 and 11 respectively agreed that interactive teaching method affected the performance of junior secondary three students' Business Studies. Also, items 8, 9 and 13 respectively with the mean scores of 3.35, 3.32 & 2.94 and disagreed showed a low effect of interactive method on the performance of junior secondary three students' Business Studies. In terms of standard deviations, table 4.3 above showed that the respondents were not very far from their respective opinions and perceptions about the effect of lecture method on the performance of junior secondary three students' Business Studies as indicated in the respective standard deviation values of 1.144, 1.238, 1.182, 1.237, 1.151, and 1.031 respectively. On the whole, the respondents' opinion on the effect of lecture method on the performance of junior secondary three students' Business Studies showed the weighted average of 3.36, depicting a low effect.

**Research Question Three:** What is the effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

**Table 4.4 Analysis of the effect of interactive method of teaching on academic performance of junior secondary three students' Business studies responses**

	Item statements	SA (F) (%)	A (F) (%)	N (F) (%)	SD (F) (%)	D (F) (%)	Mean	St.Dev.	Decision
14.	Demonstration method of teaching enhances presentation of ideas in a logical form.	44 14.2	64 20.6	86 27.7	69 22.3	47 15.1	2.96	1.268	Disagreed
15.	Demonstration method of teaching promotes the students' depth of understanding and grasp of the subject matter.	3 1.0	54 17.4	103 34.8	129 41.6	16 5.2	2.67	1.268	Disagreed
16.	Demonstration method of teaching enhance students' academic achievement by making learners get the actual experience of what they are learning thus promoting their attention and retention.	15 4.8	107 34.5	96 31.0	68 21.9	24 7.7	2.67	0.855	Disagreed
17.	Demonstration method shows doing where the teacher displays the steps in the process and explain them clearly and the	55 17.7	68 21.9	75 24.2	87 28.1	25 8.1	3.07	1.033	Agreed

	students practice by repetition								
18.	Demonstration method aids the teacher to manipulate things	16 5.2	85 27.4	84 27.1	103 33.2	22 7.1	3.13	1.233	Agreed
19.	Demonstration method is very effective because it acts as a bridge between the theory and practice	87 28.1	66 21.3	61 19.7	64 20.6	32 10.3	2.90	1.044	Disagreed
20.	The most effective way to teach something is to demonstrate	42 13.5	56 18.1	113 36.5	71 22.9	28 9.0	3.36	1.353	Agreed

**Source: Researcher’s Computation (2025).**

$$\text{Weighted Average} = 2.96 + 2.67 + 2.67 + 3.07 + 3.13 + 2.90 + 3.36 / 7 = 2.97$$

Data presented in Table 4.4 above showed the mean score of the data from the respondents’ opinion about the effect of lecture method on the performance of junior secondary three students’ Business Studies. Item 20 showed the highest mean score of 3.36 being the highest level of agreement, while items 17 and 18 respectively agreed that demonstration teaching method affected the performance of junior secondary three students’ Business Studies. Also , items 14 , 15 ,16 and 19 respectively with the mean scores of 2.96 , 2.67, 2.67 and 2.90 respectively disagreed on the effect of demonstration method on the performance of junior secondary three students’ Business Studies. In terms of standard deviations , table 4.4 above showed that the respondents were not very far from their respective opinions and perceptions about the effect of lecture method on the performance of junior secondary three students’ Business Studies as indicated in the respective standard deviation values of 1.268 , 1.268 , 0.855 , 1.033 , 1.233, 1.044 and 1.353 respectively. On the whole, the respondents’ opinion on the effect of lecture method on the performance of junior secondary three students’ Business Studies showed the weighted average of 2.97, depicting a low effect.

**Table 4.5 Coefficients**

Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
Model	B	Std. Error				Tolerance	VIF
Constant	57.201	3.322					
Lecture method	-.080	.572	-.008	-.140	.888	1.000	1.000

a. Dependent Variable: ACADEMIC PERFORMANCE

**Source: Researcher’s Computation (2025)**

**Test of Hypothesis One**

**H<sub>01</sub>:** There is no significant effect of **lecture** method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

The result in Table 4.5 showed that lecture teaching method (TM) has positive insignificant effect (Beta = -.008 or - 0.8%, p=0.888 ,p> 0.05 , t= - .140) .Thus , the null hypothesis one which states that there is no significant effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was not rejected .

**Test of Hypothesis Two**

**H<sub>02</sub>:** There is no significant effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area.

**Table 4.6 Coefficients**

Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
<b>Constant</b>	57.201	3.322					
<b>Interactive method</b>	-.293	.587	-.028	-.498	.619	.996	1.004

a. Dependent Variable: ACADEMIC PERFORMANCE

**Source: Researcher’s Computation (2025)**

The result in Table 4.6 showed that interactive teaching method (IM) has positive insignificant effect (Beta = -.028 or -2.8%, p=0.619 ,p> 0.05 , t= - .498) .Thus , the null hypothesis two which states that there is no significant effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was not rejected .

**Test of Hypothesis Three**

**H<sub>03</sub>:** There is no significant effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area .

**Table 4.7 Coefficients**

Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
<b>Constant</b>	57.201	3.322					
<b>Demonstration method</b>	1.379	.560	.140	2.464	.014	.996	1.004

a. Dependent Variable: ACADEMIC PERFORMANCE

**Source: Researcher’s Computation (2025)**

The result in Table 4.7 showed that demonstration teaching method (DM) has positive significant effect (Beta = .140 or 14%,  $p=0.014$ ,  $p < 0.05$ ,  $t= 2.464$ ). Thus, the null hypothesis three which states that there is no significant effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was rejected.

**Table 4.8 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.141 <sup>a</sup>	.020	.010	11.430	1.268

a. Predictors: (Constant), INTERACTIVE METHOD, LECTURE METHOD, DEMONSTRATION METHOD  
 b. Dependent Variable: ACADEMIC PERFORMANCE

**Source: Researcher's Computation (2025)**

The model summary which used to explain the effect of lecture teaching method (LM), interactive teaching method (IM) and demonstration teaching method (DM) respectively on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was shown in Table 4.8 above showed the R Square of 0.020 means that 2% of the variation in academic performance was explained by lecture teaching method (LM), interactive teaching method (IM) and demonstration teaching method (DM) respectively while the remaining 98% was due to unexplained variables not used in this study

**Table 4.9 ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	810.506	3	270.169	2.068	.104 <sup>b</sup>
	Residual	39975.029	306	130.637		
	Total	40785.535	309			

a. Dependent Variable: ACADEMIC PERFORMANCE  
 b. Predictors: (Constant), INTERACTIVE METHOD, LECTURE METHOD, DEMONSTRATION METHOD

**Source: Researcher's Computation (2025)**

Table 4.9 above showed the Anova result with the F calculated value of 2.068 which measured the composite statistical significance of all the variables in the model was greater than the p-value of .104 at 0.05 level of significance. This means that lecture teaching method (LM), interactive teaching method (IM) and demonstration teaching method (DM) respectively had insignificant effect on the academic performance of junior secondary three students' Business Studies in Etim Ekpo Local Government Area. Therefore, the null hypotheses were not rejected.

## **DISCUSSION OF FINDINGS**

In evaluating the model of the study , we have;

$$AP = 57.201 - 0.008(LM) - 0.028(IM) + 0.140(DM) + 3.322$$

The constant of 57.201 is the value that academic performance takes when all the independent variables is zero. The coefficient of lecture teaching method (LM) was -0.008 and is negative means that one unit increase in lecture teaching method (LM) will result in decrease in the academic performance (AP) by 0.008 units.

The coefficient of interactive teaching method (IM) was -0.028 and is negative means that one unit increase in interactive teaching method (LM) will result in decrease in the academic performance (AP) by 0.028 units. While the coefficient of demonstration teaching method (DM) was 0.140 means that one unit increase in demonstration teaching method (DM) will result in increase in the academic performance (AP) by 0.140 units.

### **LECTURE TEACHING METHOD AND ACADEMIC PERFORMANCE OF STUDENTS'**

The result in Table 4.5 showed that lecture teaching method (TM) has positive insignificant effect (Beta = -.008 or - 0.8%,  $p=0.888$ ,  $p > 0.05$ ,  $t = -.140$ ). Thus, the null hypothesis one which states that there is no significant effect of lecture method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was not rejected.

The finding of this study was inconsistent with the findings of Khatun and Yadav (2023) whose study revealed that questions and answers had significant positive effect on the academic performance of students. Similarly, the findings of Owolemi (2020), who investigated the effect of questions and answers on academic performance of students ' supported this finding .

### **INTERACTIVE METHOD AND ACADEMIC PERFORMANCE OF STUDENTS'**

The result in Table 4.6 showed that interactive teaching method (IM) has positive insignificant effect (Beta = -.028 or -2.8%,  $p=0.619$ ,  $p > 0.05$ ,  $t = -.498$ ). Thus, the null hypothesis two which states that there is no significant effect of interactive method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was not rejected. The finding of this study was inconsistent with the findings of Khatun and Yadav (2023) whose study revealed that questions and answers had significant positive effect on the academic performance of students. Also, the findings of Nnaji for (2025), who investigated the effect of teaching methods on academic performance of students supported this finding demonstration method and academic performance of students'. The result in Table 4.7 showed that demonstration teaching method (DM) has positive significant effect (Beta = .140 or 14%,  $p=0.014$ ,  $p < 0.05$ ,  $t = 2.464$ ). Thus, the null hypothesis three which states that there is no significant effect of demonstration method on the academic performance of Business Studies JSS3 students in Etim Ekpo Local Government Area was rejected. The finding of this study was consistent with the findings of Nnaji for (2025) whose study revealed significant relationship between teaching methods and academic performance of students'. Similarly, the findings of Kimeli and Kuboja (2023), who investigated the effect of students'- centered method on academic performance of students revealed significant impact supported this finding .

## **SUMMARY**

This section focused on the summary of findings, conclusion, recommendations as well as the contribution to knowledge and the business implication of findings.

## **SUMMARY OF FINDINGS**

This study examined the effect of teaching methods on academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area. The study used lecture method, interactive method and demonstration method respectively to teaching methods as independent variable via the use of questionnaires and the dependent variable which is academic performance was measured using Business Studies Achievement Test Scores in line with the previous studies. The data analysis was carried out by employing descriptive statistics and multiple regression analysis techniques via SPSS. Weighted average and percentages were adopted to analyze the questionnaire responses. Specifically, the study revealed the following:

- Lecture method revealed insignificant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area.
- Interactive method revealed insignificant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area.
- Demonstration method revealed significant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area.

## **CONCLUSION**

This study investigated the effect of teaching methods on the academic performance. Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area. The study used lecture method, interactive method and demonstration method respectively to teaching methods as independent variable via the use of questionnaires and the dependent variable which is academic performance was measured using Business Studies Achievement Test Scores in line with the previous studies. The data analysis was carried out by employing descriptive statistics and multiple regression analysis techniques via SPSS. Weighted average and percentages were adopted to analyze the questionnaire responses. The result of this study empirically showed that lecture method had insignificant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area , while interactive method revealed insignificant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area and demonstration method revealed significant positive effect on the academic performance of Junior Secondary Three Business Studies Students' in Etim Ekpo Local Government Area respectively.

### **RECOMMENDATIONS**

Given the findings of the study, the following recommendations were made:

- Ministry of Education and other relevant educational supervisory and regulatory bodies should discourage the use of lecture teaching method in the studied area as it impacted insignificantly on the academic performance of Junior Secondary Three Business Studies Students’.
- Interactive method of teaching should be discontinued in the studied area by the relevant school heads since its application impacted insignificantly on the academic performance of Junior Secondary Three Business Studies Students’.
- Demonstration method should be adopted by the studied area and be encouraged by the relevant schools authority because of its positive and significant effect on the academic performance of Junior Secondary Three Business Studies Students’.

### **SUGGESTIONS FOR FURTHER STUDIES**

- Similar study should be conducted in other local government areas using a large sample size than what is used in this study.
- Similar study should be conducted in the same local government areas using an experimental quasi method to study the effect of teaching method on academic performance of students in junior secondary three Business Studies.

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