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Effectiveness of Interactive and Independent Instructional Strategies as Perceived by Business Studies Teachers in Secondary Schools in Anambra State

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ABSTRACT

This study sought to find out the effectiveness of interactive and independent instructional strategies as perceived by business studies teachers in secondary schools in Anambra state. Two research questions and two null hypotheses guided the conduct of this study. The research design was descriptive survey. The population of this study consisted of 283 business studies teachers in pubic secondary schools in Anambra state. The entire population was used for the study without sampling. The instrument for data collection was a structured questionnaire. The questionnaire was tested for validity and reliability using Cronbach's alpha method, the overall reliability coefficient was 0.87. Descriptive and inferential statistics was used for data analysis. Specifically, mean was used in answering the research questions while standard deviation was used to determine the homogeneity of the respondents' ratings. The null hypotheses were tested using two-way ANOVA. The probability alpha level for rejecting or accepting the null hypotheses was set at 0.05 level of significance. Findings from the study revealed that business studies teachers in secondary schools in Anambra State perceived interactive instructional strategy as fairly effective and independent instructional strategy as effective. The findings also revealed that gender was not a significant factor in the teachers' perception of the effectiveness of the instructional strategies. Based on the findings, it was recommended among others that interactive instructional strategies which was adjudged to be fairly effective is recommended for compulsory application in teaching business studies in secondary schools in Anambra state. This frame work would enable the students to acquire the necessary skills for paid or self-employment and that teachers should continue and constantly use independent teaching strategy as the approach influences students' activeness in the process of learning and fosters good performance.

Keywords: Effectiveness, interactive, independent, instructional strategies, business studies

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INTRODUCTION

The main purpose of education is to enable children and youths to acquire knowledge and skills that will help them to become useful to themselves and the society in which they live. Education equips an individual to navigate life successfully and contribute to societal development. Education is a process of transmitting knowledge, skills, beliefs, cultural heritage and norms of a given society to its younger generations for sustainability and human development; which is needed for employment and meaningful contribution to national development. The Federal Republic of Nigeria (FRN) (2013) stated that one of the goals of education is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies; as equipment for the individual to live in, and to contribute to the development of the society. Business education is one of the outcomes of government's effort to deliver functional education. It is a form

of vocational education directed towards developing the learner to become productive in paid employment and self-employment (Onajite, 2022). The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete globally in the world of works (Musa, 2020).

At junior secondary school (JSS) level, Business Education is offered as business studies, which is one of the basic education subjects taught at this level. The subject is made of five component parts, which are office practice, commerce, book-keeping, shorthand and keyboarding. Dikeocha, Nwagu, Ugochukwu and Okoronkwu (2019) view business studies as a combination or compilation of so many business courses into one which is usually taught at the junior secondary school level. Business studies is a study that makes up of various subjects which equip it recipient with efficient skills, knowledge and ideas needed in managerial and financial aspect of business organization. Business studies is a study that makes up of various subjects which equip it recipient with efficient skills, knowledge and ideas needed in managerial and financial aspect of business organization. According to Obidile and Eze (2018) business studies are subjects designed to equip the learners with the necessary competencies needed for exposure into the world of business. The rationale for business studies curriculum is to bring about a transformation of the Nigerian society taking cognizance of the need to provide enough skills for value re-orientation, poverty eradication, job creation, wealth generation and empowering the people. The actualization of these laudable objectives, no doubt depends on the effectiveness of the teaching of the business studies. Although, there are many factors that determine teaching effectiveness, yet the indispensable role of instructional strategies to achieve effective teaching cannot be over-emphasized (Senthamarai, 2018).

Effective teaching of business studies entails the use of time-proven suitable instructional strategies by teachers to adequately develop requisite skills in the students. Instructional strategies are the techniques or approaches that a teacher adopts to meet various learning objectives. According to Onajite, (2022), an instructional strategy is a method, step, means, approach or procedure of achieving the stated goals of education. Instructional strategies are techniques or approaches teachers use to help students become strategic learners when effectively and appropriately use to accomplish task or meet educational goals. Kuamr (2022) defined instructional/teaching strategy as a careful plan of teaching activities to be undertaken that ensures effective teaching and learning. Saskatchewan Education (1991) proposed five groups of instructional strategies. These include direct, indirect, interactive, experiential and independent instructional strategies.

Despite the laudable promises of these instructional strategies, it seems teachers rarely employ them in their instructional delivery. According to Martin, Klara and Renata (2016) traditional teaching methods are the methods when students perform certain instructions, work according to the model. They stressed that due to the development of science and Information and Communication Technology (ICT), since the end of the 20th century there has been a replacement of direct teaching methods with principle of knowledge constructing in specific increments. There is the need for students to be equipped with the ability to navigate in the vast sea of knowledge and learn to use them correctly. The question one may ask is how do teachers perceive these other strategies in terms of their effectiveness in achieving learning objectives and educational goals? This question is pertinent because, it is expected that teachers' level of deployment of these strategies will be influenced by their degree of assessment of the strategies' effectiveness in driving educational goals.

Gender refers to a social construct regarding culture-bound conventions, roles and behaviours as well as relations between and among men and women, boys and girls. According to Amaewhule and Chukwudi (2020), gender is the fact of being male or female which affects role performance of teaching. Teacher's gender can probably shape the communications between teacher and students. Rashida, Garnaeva, Nefediev and Garipov (2019), found that the quality and academic

performance of students to some extent depend on the person teaching the subject: a male teacher or a female teacher. Again, academic qualifications may affect business studies teachers' assessment of the effectiveness of instructional strategies. Amaewhule and Chukwudi (2020), asserted that a good qualification is necessary for effective teaching of any secondary school subject and that the academically qualified teachers have shown tendency to succeed more than their non-qualified counterparts. The author further asserted that adequately qualified teachers have confidence and courage to use their initiative and experiment. Another moderating variable is teachers' experience which has to do with the increased awareness of diversifying search for new ideas, new commitments and new challenges. Teachers' experience and knowledge of subject matter are unique qualities for teaching effectiveness (Etiubon and Benson, 2018). They further stressed that experience gained over time, enhances the knowledge, skills, and productivity of workers. Hence, level of teaching experience of teachers of business studies in Anambra State may likely have an influence on how effective they consider the instructional strategies used in the study.

Statement of the Problem

Academic achievement of students in business studies has witnessed a steady decline in recent times. Ukata, Wechie, and Nmehielle (2017) pointed that formal and informal learning environment emanate from the particular environment created by the teacher and these are highly influenced by the best instructional strategies used in order to achieve the teaching and learning objectives. Many instructional strategies have been advocated for by scholars as being very effective in driving the objectives of vocational courses like business studies. However, teachers have been reluctant in adopting these novel strategies. Therefore the worry is, could it be that business studies teachers in secondary schools in Anambra state do not consider them as effective as the advocating scholars see them. This study therefore sought to find out the effectiveness of interactive and independent instructional strategies as perceived by business studies teachers in secondary schools in Anambra State.

Research Questions

The following research questions guided the study

1. What is the perception of business studies teachers on interactive instructional strategy for effective teaching of business studies in secondary schools in Anambra State?
2. What is the perception of business studies teachers on independent instructional strategy for effective teaching of business studies in secondary schools in Anambra State?

Hypotheses

1. There is no significant difference in the mean ratings of business studies teachers on their perception of interactive instructional strategy for effective teaching of business studies in secondary schools based on gender, academic qualification and years of experience.
2. There is no significant difference in the mean ratings of business studies teachers on their perception of independent instructional strategy for effective teaching of business studies in secondary schools based on gender, academic qualification and years of experience.

METHODS

A descriptive survey research design was adopted for the study. The population comprised 283 business studies teachers in public secondary schools in Anambra State. The population of the study consisted of 283 business studies teachers from all the 225 public secondary schools in Anambra State. There was no sampling, the entire population was used. Structured Questionnaire titled "Questionnaire on the Effectiveness of Interactive and Independent Instructional Strategies as Perceived by Business Studies Teachers (QEIIISPBST) was used to collect data for the study. The questionnaire was validated by three experts from Faculty of Education Nnamdi Azikiwe University, Awka. Using Cronbach's alpha method, data collected and analyzed, yielded reliability coefficient of 0.75 and 0.77 for clusters B1 and B2 respectively, with a reliability coefficient of 0.87. The questionnaire was divided into two sections. Section A was designed to provide background

information of the respondents covering gender, level of educational attainment and teaching experience. Section B covers the instructional strategies in the study which contains two clusters of B1 and B2 with interactive and independent instructional strategies items respectively. Descriptive and inferential statistics was used for data analysis. Specifically, mean was used to answer the research questions while standard deviation was used to determine the homogeneity of the respondents' ratings. The null hypotheses was tested using two-way ANOVA. The probability alpha level for rejecting or accepting the null hypotheses was set at 0.05 level of significance. The null hypothesis was rejected where p-value is less than or equal to 0.05; otherwise, the hypothesis was not rejected. The instrument is structured on a five-point rating scale with Very Effective (VE) >5, Effective (E) >4, Fairly Effective (FE) >3, Ineffective (Ine) >2 and Very Ineffective (VIne) >1.
The decision on each research questions was based on the cluster mean score, any value equal to or greater than 4.50 was regarded as very effective; any value from 3.50 to 4.49- effective; any value from 2.50 to 3.49 - fairly effective, any value from 1.50 to 2.49 - ineffective and any value from 0.50 to 1.49- very ineffective.

RESEARCH RESULTS

Research Question 1

What is the perception of business studies teachers on interactive instructional strategy for effective teaching of business studies in secondary schools in Anambra State?

Table 1

Respondents mean ratings on interactive instructional strategy for effective teaching of business studies in secondary schools in Anambra State

S/N	Interactive Instructional Strategy	X	SD	Remarks
1	Interactive brainstorming approach	2.53	0.81	Fairly Effective
2	Discussion approach	2.88	0.81	Fairly Effective
3	Team-Based Learning (TBL) technique	2.23	0.82	Ineffective
4	Interview approach	2.52	0.79	Fairly Effective
5	Role playing approach	2.85	0.72	Fairly Effective
6	Jigsaw approach	2.22	0.82	Ineffective
7	Guest Speakers/ resource persons approach	2.56	0.87	Fairly Effective
8	Think–Pair–Share technique	2.83	0.72	Fairly Effective
9	Buzz group technique	2.22	0.82	Ineffective
10	Cooperative learning approach	2.55	0.85	Fairly Effective
	Grand Mean	**3.36**	**0.42**	**Fairly Effective**

Based on the result in table 1, items 1, 2, 4, 5, 7, 8 and 10 with means 2.53, 2.88, 2.52, 2.85, 2.56, 2.83 and 2.55 respectively were perceived fairly effective while the other items 3, 6 and 9 with means of 2.23, 2.22 and 2.22 were perceived to be ineffective. The grand mean of 3.36 for interactive instructional strategy shows it was perceived fairly effective by teachers.

Research Question 2

What is the perception of business studies teachers on independent instructional strategy for effective teaching of business studies in secondary schools in Anambra State?

Table 2

Respondents mean ratings on independent instructional strategy for effective teaching of business studies in secondary schools in Anambra State

S/N	Independent Instructional Strategy	Mean	SD	Remark
1	Assigned question method	4.63	0.50	Very Effective
2	Learning contracts approach	4.36	0.60	Effective
3	Research project approach	4.35	0.72	Effective
4	Computer Assisted Instruction (CAI) technique	4.63	0.75	Very Effective
5	Learning activity technique	4.58	0.62	Very Effective
6	Individualized instruction technique	4.29	0.76	Effective
7	Homework approach	4.19	0.80	Effective
8	Journals and learning technique	4.05	0.78	Effective
	Grand Mean	**4.38**	**0.37**	**Effective**

Based on the result in table 2, items number 1, 4 and 5 with means 4.63, 4.63 and 4.58 respectively were perceived very effective while the other items 2, 3, 6, 7 and 8 with means range of 4.36, 4.35, 4.29, 4.19 and 4.05 were perceived effective. The grand mean of 4.38 for independent instructional strategy shows it was perceived effective by the teachers.

Hypothesis 1

Table 3

A two-way ANOVA result on interactive instructional strategy for effective teaching of business studies based on teachers' demographics

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected Model	27.663	5	5.533	15.354	.000	.267	
Intercept	194.658	1	194.658	540.221	.000	.719	
Gender	.085	1	.085	.236	.628	.001	Not Sig.
Qualification	5.423	2	2.712	7.526	.001	.067	Sig.
Experience	8.024	2	4.012	11.134	.000	.095	Sig.
Error	76.030	211	.360				
Total	1501.760	217					
Corrected Total	103.693	216					

Note. R Squared = .267 (Adjusted R Squared = .249)

Table 3 reveals the opinion of the business studies teachers on interactive instructional strategies for effective teaching of business studies in secondary schools. The overall result shows adjusted R-squared = 0.249, which indicate that gender, qualification and years of experience account for 24.9 percent variation in their opinion about interactive instructional strategies for effective teaching of business studies in secondary schools. Specifically, the tables reveals no significant difference based on gender: F (1, 211) = .236, p = 0.628. Conversely, the table shows a significant difference based on educational qualification: F(2, 211) = 7.526, p = 0.001, η^2_p = .067; and years of teaching experience: F(2, 211) = 11.134, p = 0.000, η^2_p = .095. Hence, multiple comparison test for qualification and years of experience are presented in Tables 9 and 10 respectively.

Table 4

Post Hoc Test on Qualification for Interactive Instructional Strategy

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	Decision

NCE	B.Ed.	.1042	.12401	.703	Not Sig.
	Higher Degree	-.4421*	.12851	.003	Sig.
B.Ed.	NCE	-.1042	.12401	.703	
	Higher Degree	-.5463*	.08872	.000	Sig.
Higher Degree	NCE	.4421*	.12851	.003	
	Bed	.5463*	.08872	.000	

Table 4 shows that the significant difference in educational qualification lies between teachers with NCE and higher degrees (p = 0.003) as well as teachers with B.Ed. and higher degrees (p = 0.000); but not between teachers with NCE and B.Ed. (p = 0.703).

Table 5

Post Hoc Test on Years of Experience for Interactive Instructional Strategy

(I) Years of Experience	(J) Years of Experience	Mean Difference (I-J)	Std. Error	Sig.	Decision
0-5 years	6-10 years	-.5029*	.20293	.048	Sig.
	Above 10 years	-1.0147*	.13838	.000	Sig.
6-10 years	0-5 years	.5029*	.20293	.048	
	Above 10 years	-.5118*	.16128	.007	Sig.
Above 10 years	0-5 years	1.0147*	.13838	.000	
	6-10 years	.5118*	.16128	.007	

Table 5 shows that the significant difference in years of teaching experience lies between teachers with 0-5 years and 6-10 years (p = 0.048) between teachers with 0-5 years and above 10 years (p = 0.000) as well as teachers with 6-10 years and above 10 years (p = 0.007). The null hypothesis test revealed that gender does not significantly affect teachers' views on interactive instructional strategies. There is a significant difference among educational qualifications of teachers. This implies that teachers with higher qualification may have been more exposed to this approach than the others. Likewise, those with more years of experience may have had more opportunity to experiment with these approaches than the others.

Hypothesis 2

Table 6

A Two-way ANOVA on independent instructional strategy for effective teaching of business studies based on teachers demographics

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected Model	5.817[a]	5	1.163	10.683	.000	.202	
Intercept	875.639	1	875.639	8040.935	.000	.974	
Gender	.389	1	.389	3.575	.060	.017	Not Sig.
Qualification	.700	2	.350	3.216	.042	.030	Sig.
Experience	1.272	2	.636	5.840	.003	.052	Sig.
Error	22.977	211	.109				
Total	4199.828	217					
Corrected Total	28.794	216					

Note. a. R Squared = .202 (Adjusted R Squared = .183)

Table 6 reveals the opinion of the business studies teachers on independent instructional strategies for effective teaching of business studies in secondary schools. The overall result shows adjusted R-squared = 0.183, which indicate that gender, qualification and years of experience account for 18.3 percent variation in their opinion about independent instructional strategies for

effective teaching of business studies in secondary schools. Specifically, the tables reveals no significant difference based on gender: $F(1, 211) = 3.575$, $p = 0.060$. Conversely, the table shows a significant difference based on educational qualification: $F(2, 211) = 3.216$, $p = 0.042$, $\eta^2_p = .030$; and years of teaching experience: $F(2, 211) = 5.840$, $p = 0.003$, $\eta^2_p = .052$. Hence, multiple comparison test for qualification and years of experience are presented in Tables 14 and 15 respectively.

T**able 7**

Post hoc on qualification for independent instructional strategy

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	Decision
NCE	B.Ed.	-.0174	.06817	.968	Not. Sig
	Higher Degree	.1792*	.07065	.042	Sig.
B.Ed.	NCE	.0174	.06817	.968	
	Higher Degree	.1966*	.04877	.000	Sig.
Higher Degree	NCE	-.1792*	.07065	.042	
	B.Ed.	-.1966*	.04877	.000	

Table 7 shows that the significant difference in educational qualification lies between teachers with NCE and higher degrees ($p = 0.042$) as well as teachers with B.Ed. and higher degrees ($p = 0.000$); but not between teachers with NCE and B.Ed. ($p = 0.968$).

Table 8

Post hoc on years of experience for independent instructional strategy

(I) Years of Experience	(J) Years of Experience	Mean Difference (I-J)	Std. Error	Sig.	Decision
0-5 years	6-10 years	.3321*	.11156	.013	Sig.
	Above 10 years	.4895*	.07607	.000	Sig.
6-10 years	0-5 years	-.3321*	.11156	.013	
	Above 10 years	.1574	.08867	.209	Not Sig.
Above 10 years	0-5 years	-.4895*	.07607	.000	
	6-10 years	-.1574	.08867	.209	

Table 8 shows that the significant difference in years of teaching experience lies between teachers with 0-5 years and 6-10 years ($p = 0.013$) and between teachers with 0-5 years and above 10 years ($p = 0.000$), but not between teachers with 6-10 years and above 10 years ($p = 0.209$). The null hypothesis test revealed that gender does not significantly affect teachers' views on independent instructional strategies. There is a significant difference between educational qualifications of teachers. This implies that teachers with higher qualification may have been more exposed to these approaches than the others. Likewise, those with more years of experience may have had more opportunity to experiment with this approach than the others.

DISCUSSION

The analysis of the result shows that business studies teachers in Anambra State secondary school perceived interactive instructional strategies fairly effective for teaching. This finding is in accordance with the findings of Aloa et al (2020) that recommended instructional strategies were not used appropriately, and as a result, the expected marketing competences were not acquired to the extent that they can empower students for entrepreneurship. This supported Onweh and Akpan (2014) findings that discussion strategy has greater effect in facilitating students' academic performance in Electrical Installation than lecture strategy. The null hypothesis test revealed that gender does not significantly affect teachers' views on interactive instructional strategies. There is a

significant difference among educational qualifications of teachers this implies that teachers with higher qualification may have been more exposed to these approaches than the others. Likewise those with more years of experience may have had more opportunity to experiment with these approaches than the others.

The analysis of research question 2 revealed that business studies teachers in Anambra State secondary schools perceived independent instructional strategy as effective for teaching. The finding was supported by the view of Ekiugbo (2020) that students taught with independent study enhance their achievement and effective performance in social studies. Eze et al (2020) findings revealed that students taught auto-mechanics using CAI achieved significantly higher and retained knowledge better than those taught using demonstration teaching method. The null hypothesis test revealed that gender does not significantly affect teachers' views on independent instructional strategies. There is a significant difference between educational qualifications of teachers, this implies that teachers with higher qualification may have been more exposed to these approaches than the others. Likewise, those with more years of experience may have had more opportunity to experiment with these approaches than the others.

Conclusion

Based on the findings of the study, by the assessment of Business studies teachers, it was concluded that interactive instructional strategy is fairly effective while independent instructional strategy is effective for teaching business studies. However, years of experience and educational qualification was a significant factor in teachers' perception of interactive and independent instructional strategies. But gender had no significant influence on the teachers' perception of the effectiveness of instructional strategies in teaching business studies.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Interactive instructional strategy which was adjudged to be fairly effective is recommended for compulsory application in teaching business studies in secondary schools in Anambra state. This frame work would enable the students to acquire the necessary skills for paid or self-employment.

2. Teachers should continue and constantly use independent teaching strategy as the approach influences students' activeness in the process of learning and fosters good performance.
3. Only teachers who have relevant qualifications and relevant teaching experiences should be recruited to teach business studies in secondary schools in Anambra state. The practice of recruiting non-professional teachers who do not have relevant qualifications to teach in secondary schools should be discouraged.
4. Association of Business Educators of Nigeria (ABEN) and Teachers Registration Council of Nigeria (TRCN) should organize training, seminars and workshops for teachers on how to adopt interactive instructional strategy for effective teaching and learning process and for successful Business studies objectives delivery.

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