



Original Research Paper

Vol. 05 Issue 01 Jan - 2022

Manuscript ID: #0550

EFFECT OF EXPERIENTIAL LEARNING METHOD ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN BUSINESS STUDIES IN ANAMBRA STATE

Prof. K.R.E. Okoye

Department of Technology and Vocational Education, NnamdiAzikiwe University, Awka Anambra State, Nigeria

Obi, Oluchi Chinazor

Department of Technology and Vocational Education, NnamdiAzikiwe University, Awka Anambra State, Nigeria

Corresponding author: *Obi, Oluchi Chinazor

Email: oc.obi@unizik.edu.ng

ABSTRACT

The study investigated the effect of the Experiential Learning Method on the academic achievement of junior secondary school students in Business Studies in Anambra State. The study was carried out due to poor academic achievement of junior secondary school students in Business Studies as revealed by Anambra State Examination Development Centre (EDC), Awka, (2010-2015). The study was carried out in the Awka education zone. One research question guided the study and one null hypothesis was tested at a 0.05 level of significance. The population of the study was 606 and a sample size of 51 junior secondary school students III was selected using a purposive sampling technique. The study employed a Quasi-experimental design of a pre-test, post-test non-randomized control group. The instrument for data collection was Business Studies Achievement Test (BSAT). The instrument was face and content validated by three experts. A reliability coefficient of 0.918 was obtained using Kuder Richardson formula 20. Data is related to the research question was answered using mean and standard deviation while analysis of covariance (ANCOVA) was utilized to test the hypotheses at a 0.05 level of significance. The findings revealed that there was no significant difference between the academic achievement of the students taught with the experiential learning method and that of the control group taught with the lecture method. This implies that the poor academic achievement of students in business studies may not be a result of the lecture method used. Other factors among others unfavorable school environment and teachers' competence could contribute to poor academic achievement. Based on these findings, and the other intervening factors arising therefrom, it was recommended that experiential learning methods and lecture methods should be properly planned and competent instructors deployed in teaching Business Studies and other vocational subjects with a view to improving students' understanding and achievement in the subjects.

KEYWORDS

Academic achievement, Business Studies, Experiential learning method, Lecture method



This work is licensed under Creative Commons Attribution 4.0 License.

Introduction

At present, Nigeria operates 9-3-4 system of education. The first nine years in Nigeria's education system is referred to as the Basic Education (BE). The BE is made up of six years of primary and three years of Junior Secondary (JS). The three year JS education is called post primary. Nine years BE is continuous, free and compulsory for all children of school age. It is within the BE years that Business Studies is taught at junior secondary school level in Nigeria. On completion of the nine years BE programme, a child can branch off into any trade of his or her choice, while those who want to continue their career in education can move on to a three year senior secondary education and, thereafter, four years of tertiary education. Junior secondary school level is also a time when young people need valuable counsel about life and discover their abilities or potentials for well-being (Okwuanaso&Nwazor, 2000). Business Studies is one of the BE subjects offered in many schools.

Akerman (2012), citing Republic of South Africa, described Business Studies as a subject that deals with knowledge, skills, attitude and values critical for informed productivity, ethical and responsible participation in the formal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth. According to Udoukpong, Emah and Umoren, (2012), business activities (which is a part of Business Studies) affect the daily lives of all Nigerians as they work, spend, save, invest, travel and play; it influences jobs, incomes and opportunities for personal enterprise. Business activities have significant effect on the standard of living and quality of life of people as well as the environment in which they live and which future generations will inherit (Ekanem, 2008). In the same vein, Epumepu and Igbinedion (2014) stated the objectives of Business Studies as published by NERDC (2009) to include providing the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training, development of basic knowledge and skills in office occupations and relate same to the national economy and prepare students for further training in Business Studies. The objectives of Business Studies may not be fully achieved by the predominant use of conventional teaching methods such as lecture method by the subject teachers.

Lecture method, being one of the oldest teaching methods seem to be the most widely used method of instruction by teachers in almost all disciplines at various levels of education in Nigeria. Lecture method has the ability to cover many topics within a short time, large group of students can be taught at the same time and facts given to students are uniform (Iornem, 2016). On the other hand, lecture method does not seem to address students' different needs in the learning process. This is so because the lecture method is teacher-centred since the teacher does almost all the activities. Bala (2006) supported that the use of lecture method in which the teacher is most active seems to create frustration and learning difficulties for some students. Learning through lecture method is passive rather than active and this does not seem to aid critical and creative thinking and collaborative problem solving (Ja'afar-furo, Abdullahi&Badgal, 2014). Business Studies is a subject that deals with knowledge, skills, attitude and values critical for productivity and ethical responsible participation in the economic sector. It requires a teaching method that will create situations that involve the students in creative thinking, explanation, evaluation, communication and application of the real life experience into academic settings. The choice of methods for effective teaching of this subject is very imperative. The methods should be such that are learner centred. Many of such methods have been

developed and in use in many fields and subject areas. Among these methods is experiential learning method.

Experiential Learning Method (ELM) which is also known as Experiential Learning Strategy and Experiential Based Learning has been defined by the Association for Experiential Education (AEE, (2011) as a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. Nadler in Nwafor (2012) defined experiential learning (EL) as a type of learning in which students participate in some activities and use their analytical skills to derive some useful insight from the experience, and then incorporate their new understanding into their lives. Nwafor further explained that experiential learning enables students to engage in concrete activities to help them discover facts and associate meaning to them. It is, therefore, a teaching method that inspires learners to be active in the classroom, self-explorative, gain insight into situation, acquire problem solving skills and have self-understanding of environment. The differentiating feature of EL is that the experience of the learner occupies the central place in all considerations of teaching and learning. This experience may comprise earlier events or those arising from the learners' participation in activities implemented by teachers and facilitators (Andresen, Boud& Cohen, n.d.). Andresen et al further stated that a key element of EL is that learners analyse their experience by reflecting, evaluating and reconstructing it (sometimes individually, sometimes collectively and sometimes both) in order to draw meaning from it, in the light of prior experience. Experiential learning teaches students the competencies they need for real-world success, motivates students and creates self-directed learning for meaningful academic achievement.

Academic achievement represents performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr, Maibner, Weidinger&Wirthwein, 2014). Epunnam in Eze (2014) defined academic achievement as learning outcome of the students in terms of level of skills, knowledge and ideas necessary for gainful employment in related occupation. However, academic achievement is the expected outcome of learning from students over a period of time. This outcome could be poor or good. Poor academic achievement according to Okoye in Martins (2015) refers to one who fails to attain a set of standard performance in a given evaluation exercise such as test, examination or series of continuous assessment. A student who scores less or below a given standard is regarded as performing poor academically and one who scores high or above a given standard is regarded as performing good academically. However, no parent expects pass instead of distinction or credit in the 14 subjects the child is offering at Junior Secondary School level because pass is not a good grade in junior secondary school certificate examination (JSSCE).

The JSSCE result collected from Examination Development Centre Awka (2015) revealed that in Awka Zone, students whose scores are from credit and above are 12.8% in 2010, 23% in 2011, 21.4% in 2012, 22.1% in 2013, 14.8% in 2014 and 33.3% in 2015. While those whose scores are below credit are as follows: 87.2% in 2010, 77% in 2011, 78.6% in 2012, 77.9% in 2013, 85.2% in 2014 and 66.7% in 2015. This is the same with other zones in Anambra State. These levels of academic achievement are considered unsatisfactory, unpleasant, not good at all or very poor. This necessitated the study to investigate the effect of experiential learning method on academic achievement of junior secondary

school (J.S.S. III) students in Business Studies in Awka education zone in Anambrain comparison to those taught same using LM.

Research Question

What is the effect of ELM on academic achievement of students taught Business Studies using experiential learning method in comparison to those taught same using LM?

Hypothesis

There is no significant difference between the academic achievements mean scores of students taught Business Studies using ELM and those taught same using LM.

Method

Quasi-experimental research design was adopted in this study. Specifically, pretest, posttest non-equivalent control group design was adopted. The study was conducted in post-primary schools in Awka-North Local Government Area (ANLGA) of Anambra State. The population of the study was 606 Junior Secondary School (JSS) III students. This was obtained from eight co-educational public junior secondary school in Awka North LGA in Awka Education Zone of Anambra State in the 2015/2016 academic session (State Post Primary Education Board SPEB, 2015). Fifty one (51) JSS III students were purposively selected for the study and treatment administered to them in their intact classes of two groups (experimental and control). While the experimental group comprised twenty seven (27) students, the control group was made of twenty four (24) students. The instrument titled Business Studies Achievement Test (BSAT) was used for data collection. The 40 objective test items were used for both pre-test and post-test except that they were reshuffled and re-produced in a colored paper before being administered as post-test. The data collected were analyzed using mean scores to answer the research question. One hypothesis formulated for the study was tested utilizing analysis of covariance (ANCOVA) at 0.05 level of significance.

Results

The data collected for this study were statistically analyzed and presented in tables in line with the research question and hypothesis.

Research Question 1

What is the effect on academic achievement of students taught Business Studies using experiential learning method and those taught same using lecture method?

Table 1: Pre-test and Post-test Mean Values of Academic Achievement Scores of Students taught Business Studies using ELM and those taught using LM. N = 51

Source of Variance	N	Pre-test mean	SD	Post-test mean	SD	Mean gain	Remark
Experimental Group	27	15.44	5.026	19.33	6.900	3.89	Positive effect
Control Group	24	15.13	4.82	17.21	5.167	2.08	Positive effect

Table 1 shows the academic achievement mean scores of students taught Business Studies using ELM and those taught same using LM. The experimental group had 15.44 as the pre-test mean and 19.33 as their post-test mean, with a mean difference of 3.89. The control group had 15.13 as the pre-test mean and 17.21 as their post-test mean with a mean difference of 2.08. This shows that ELM of instruction had a higher mean academic achievement more than the LM.

Hypothesis

There is no significant difference between the academic achievements mean scores of students taught Business Studies using ELM and those taught same using lecture method.

Table 2

ANCOVA on Summary of Academic Achievement Mean Scores of Students taught Business Studies using ELM and those taught using Lecture Method. N = 51

Source	Type III Sum of Squares	df	Mean Square	F	p-value
Corrected Model	57.375 ^a	1	57.375	1.518	.224
Intercept	2425.838	1	2425.838	64.184	.000
TM	57.375	1	57.375	1.518	.224
Error	1851.958	49	37.795		
Total	19051.000	51			
Corrected Total	1909.333	50			

Significance at 0.05 alpha level; df = 1 & 49; critical P=0.224

Table 2 shows that the calculated F-ratio is 1.518 with the P-value of 0.224. This observed value (0.224) is greater than the probability level of 0.05 ($F_{1,50} = 1.518, P > 0.05$). Based on this finding, there was no significant difference between the academic achievement of students taught Business Studies using ELM and those taught same using LM. Therefore, the hypothesis of no significant difference in academic achievement is accepted at the probability level of 0.05.

Discussion

The finding of this study revealed that students taught Business Studies using ELM had a higher mean gain than those taught same using LM. Furthermore, it was found that the academic achievement mean score of students taught Business Studies using ELM did not differ significantly from that of the students taught same using LM. This shows that when students are exposed to learning through real life experience, they learn better. The finding of this study is in agreement with the findings of Nwafor (2012), which revealed that ELM is superior than LM in facilitating achievement in basic sciences. The finding also agrees with Nweke, Abonyi, Omebe, Njoku (2014) which revealed that pupils taught basic science and technology using experiential teaching method achieved more than those taught with LM. Also, Okoli and Abonyi (2013) in their study revealed that ELM is superior than LM and that it enhances students' achievement in biology. The present study shows that ELM does not differ significantly from LM in teaching Business Studies at Junior secondary school. However, the findings of the related studies above show that ELM significantly differs from LM.

Implication of the Study

The finding of this study has some implications. One of the findings of this study showed that ELM improved instruction more than LM but not more effective. This implies that ELM appears to be

more effective in teaching business studies. The findings also revealed that there is no significant difference in the academic achievement of junior secondary students taught business studies using ELM and those taught LM. This implies that poor academic achievement of students in business studies may not be as a result of lecture method predominantly used by the teachers for instruction.

From literatures, there are other factors militating against students' academic achievement; students' poor study habit, unfavourable school environment, teacher's competence. Due to the novelty of ELM, it is believed that if more time is given to enable both the teacher and students become conversant with the method, it will result in a higher positive effect.

Conclusion

The findings of the study have provided salient insights on the current need to employ ELM into teaching and learning process. It is therefore, concluded that ELM and LM are important in teaching and learning process. No one teaching method is effective on its own. Teachers' consideration of class situations comes into play in choosing appropriate instructional methods in different stages in the lesson.

Recommendations

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

1. Since ELM has the potentials of creating critical thinking ability in students, giving them self-directed and lifelong learning and enabling them to reflect on their prior knowledge and transfer previous learning to new contexts, master new concepts and skills as well be able to articulate how they developed this mastery, it is hereby recommended that ELM should be encouraged to be utilized in teaching among teachers of Business Studies at secondary school level.
2. Ministry of education should organize seminars, workshops and conferences on ELM using some professional bodies like Association of Business Educators of Nigeria (ABEN), Nigeria Union of Teachers (NUT) and other institutional bodies to create awareness and train business teachers for its effective use.
3. Curriculum planners should incorporate ELM in line with LM into the secondary and post-secondary education curriculum because ELM is a students' centred learning that gives opportunity for students to learn by doing it themselves.
4. Federal and State ministries of education should endeavour to see that the necessary requirements are made available in school system especially in the area of field work, teaching practice, research materials like Information and Communication Technology resources that are necessary for effective ELM to enable students be able to create learning on their own.

References

- Akerman, L. (2012). Factors affecting the choice of business studies in the further education and training in phase in three co-educational independent schools. *Ph.D Dissertation*, University of south Africa.
Kwazulu_Natal_uir.unisa.ac.za/bitstream/handle/10500/8742/dissertation_akerman_1.pdf;jsessionid=472FOFDA1BFB14BFB63466888637DADC D?
- Andresen, L., Boud, D. & Cohen, R. (2000). Experienced-based learning, in Foley, G. (Ed.) *Understanding adult education and training*, second edition. Complexworld.pbworks.com/f/Experienced-based learning.pdf
- Association of Experiential Education (2011). *Experiential learning*.
www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf.
- Bala, B. (2006). *Quantitative method for computing students. An active learning approach*. London: ADP Publication.
- Chambers, E. A. & Shreiber, J. B. (2004). Girls academic achievement: Varying associations of extracurricular activities. *Gender and education*, 16(3), 327-346.
- Ekanem, G. E. (2008). Student characteristics and academic performance in business studies in junior secondary schools in AkwaIbom State, Nigeria. *Unpublished Ph.D Dissertation*, University of Uyo, Uyo.
- Epumepu, E. A. & Igbinedion, V. I. (2014). Gender differences in enrolment and students academic performance trend in Business Studies in public junior secondary schools certificate examinations. *Nigerian Journal of Business Education*. 2(1),1
- Eze C. P. (2014). Effect of guided discovery on students' academic achievement and retention of concepts in Block/Brick laying and concreting in Technical College in Anambra State. *Unpublished Ph.D Dissertation*. Department of Vocational Education, Faculty of Education, Nnamdi Azikiwe University, Awka.
- Federal Ministry of Education (2012). *Nine Year basic education curriculum: Business studies JSSI – 3*. Lagos: NERDC Printing press.
- Iornem, D. (2016). Methodology of teaching and learning: lecture, discussion method and individualized instruction. *The New Times*. Retrieved from thenewtimespress.com/archives/5164
- Ja'afa-furo, M. R, Abdullahi, Y. & Badgal, B. E. (2014). Effects of demonstration and lecture method on teaching apiculture on performance of agric students in Adamawa State university, Nigeria. *Scientific Paper's Series Management Economic Engineering in Agriculture and Rural Development 14*. Retrieved from Managementjournal.usawv.ro/pdf/vol_14.2/art29.pdf.
- Martins, (2015). *What is the meaning of poor academic performance*. Retrieved from martinslibrary.blogspot.com.ng/2013/03/what-is-meaning-of-poor-academic.html
- Nwafor, C. E. (2012). Effect of experiential teaching method on the achievement of junior secondary school students in basic science. [www.globalacademicgroup.com/journals/approaches/effects of Experiential Teaching Method on Achievement of-pdf](http://www.globalacademicgroup.com/journals/approaches/effects%20of%20Experiential%20Teaching%20Method%20on%20Achievement%20of.pdf).
- Nweke, O. C., Abonyi, O. S., Omebe, C. A. & Njoku, M. I. A. (2012). Effects of experimental teaching method on pupils achievements in basic science and technology. *International Journal of Scientific and Engineering Research* 5(5).

Okoli, J. & Abonyi, O. S. (2013). Effects of experiential learning strategy on secondary school students' achievement in Biology. *US-China Education* 4(2), 96-101. Retrieved from <http://www.davidpublishing.com/davidpublishing/Upfile/2/27/2014/2014022765930393.pdf>

Okwuanaso, S. I. & Nwazor, J. C. (2000). *Instructional strategies in business education*. Ikenga Publishers.

Steinmaryr, R. Maibner, A., Weidinger, A. F. & Withwein, L. (2014). *Academic achievement*. Retrieved from www.oxfordbibliographies.com/view/document/060-978199756810/060-9780199756810-0108.xml.
doi:10.1093/OB0/97801997568-10-0108.

Udoukpong, Bassey, E. & Emah, I. E., (2012). Business studies academic performance differences of secondary school juniors in Akwalbom State of Nigeria. *International Education Studies*.
www.ccsenet.org/journal/index.php/ies/article/viewfile/15839/10618