

**DEMONSTRATION AND QUESTIONING STRATEGIES CONSIDERED AS
EFFECTIVE BY BUSINESS EDUCATORS FOR IMPROVING THE TEACHING
OF BUSINESS SUBJECTS AT THE SENIOR SECONDARY SCHOOL LEVEL**

UMEH, UGONWA F. (PhD)
Department Of Business Education
Madonna University Nigeria.
E-mail: ugonwafelicia@gmail.com
+2348037616297

&

OGUEJIOFOR CHINWE SUSSAN (PhD)
Department Of Vocational Education
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus
E-mail: chysussogu@gmail.com

Abstract

The study was on demonstration and questioning strategies considered as effective by business educators for improving the teaching of business subjects at the senior secondary school level. The survey design was used for the study. Two research questions and two null hypotheses guided the study. The population of the study consisted of all the 587 teachers of business subjects in public secondary schools in Anambra State. There was no sampling since the population was not too large. A research-developed instrument duly validated by experts was used for data collection. The mean statistics was used to answer the research questions while z-test was used to test the hypotheses. The findings of the study are that business educators should use demonstration and questioning strategies in teaching business subjects at the senior secondary school level to improve the teaching and learning of business subjects. Based on the findings of the study, it was recommended that business educators should use demonstration and questioning strategies in teaching business subjects at the senior secondary school level to improve the teaching and learning of business subject.

Keywords: Demonstration, Questioning and strategies

Introduction

In 1981, the Federal Government of Nigeria introduced business education in the secondary school curriculum in the hope that it will provide a crop of Nigerians with appropriate skills for employment, abilities and competencies to enable them play their citizenship roles, be self-reliant and to enroll in advanced business education programmes. Research findings seem to indicate that such expectations have not been fully met. Ezeji (1992), for example, states that industrial organizations still complain of problems of

inadequate supply of skilled manpower, inadequate research and development and poor quality of some locally made products.

Records observed by the researcher during recent visits to some secondary schools show that students are not performing well in business subjects in NECO, NBTE and WASSCE. The attitude of students towards business subjects affects their performances. Individuals' success depends on their attitudes. Oyedepo (1998) posits that success habits are important in business and they include: punctuality, enthusiasm, industry, honesty, co-operation, tolerance, diligence, meekness, hard work, obedience, commitment, courage, dedication, gratefulness, faithfulness and discipline. Since good attitude leads to success and progress, students are expected to show the right attitude in learning business subjects.

Demonstration Strategy

Okoye and Umezuluike (2014) defines demonstration as the method of simultaneously showing and explaining the steps in a manipulative task. Business subjects have technical machines, equipment and tools which require the method of demonstration in order to assist the students to understand the lesson very well. According to Nneji (2006) demonstration is the basic method for introducing new skills to learners. It consists of nothing more than showing the learner how the new skill should be performed. The teacher does the showing while the students observe. Nwodo (2006) defines demonstration method as a practical class activity involving the use of examples, such as in concrete objects, good models with a view to helping learners acquire or modify some skills, attitudes, knowledge, ideas. When skills in vocational business are demonstrated, learners retain more of what is learnt and increase interest to learn more in other areas of business. Ojeleye (1992) contends that in a true demonstration, it is quite customary for students to have rather full control of the situation without the additional difficulties occasioned by interceptions and questions and comment from others. Imarhiagbe (2003) explains that during demonstration lesson, the teacher must properly organize the group or class for work; do the demonstration himself; move round from work place to work place as the students perform the operations demonstrated and finally evaluate the work demonstrated by the students. Eya (2007) also points out that during demonstration, the teacher must go over the key points with the class and explain vital areas of the effective delivery of the whole lesson. Nneji (2006) affirms that a good demonstration is usually complemented with explanations and questioning. Explanations help to drive home the point in the demonstration while questioning help to check the extent to which the learner understands and follow the demonstration. Finally, Akogwu (2005) advocates that for effectiveness of this demonstration strategy in instruction, the teacher should take cognizance of individual differences of the learners while teaching (or demonstrating).

Questioning Strategy

Okwuanaso and Nwazor (2000) advocate that questioning strategy is used to determine what the students knew before the lesson, what their individual backgrounds are, whether they did their homework and generally to secure their interest for the new topic. It is used to guide students into learning by inquiring. According to them, questioning during a lesson guides the students to what to learn, the problems to tackle, the knowledge, facts and techniques required to be mastered or applied, the assumptions to make and theories to assume or utilize. Eya (2007) affirms that for questioning technique to be effective the

teacher must plan the questions to be used. The question must be specific, clear, unambiguous, and challenging. At the same time, the teacher must applaud the right responses to his questions so as to motivate the students. Odigwe (2005) contends that questioning strategy is a very important teaching strategy mostly used by teachers to find out the entry behaviour of his students, where they were before teaching. It is used to arouse the interest of the students, create an atmosphere of curiosity and motivation in the classroom. Odigwe further maintains that teaching is made more effective if the teacher knows how to ask useful and relevant questions, and use feedback from questioning to improve his teaching. Balaraman, Flerning, Lacey, Khan and Nowichki (1995) opined that effective and efficient use of questioning technique requires that a teacher has a thorough understanding of the materials to be discussed. He should devote time and thought into devising a set of appropriate questions for use during a presentation. In the views of Okoye (2016), questioning strategy is an important strategy used for teaching and learning at all levels of education. It is used to determine what the students know before the lesson, what their individual backgrounds are, whether they did their homework and even to secure their interest for a new topic.

Purpose of the Study

The main purpose of this study was to ascertain that demonstration and questioning were strategies considered as effective by business educators for improving the teaching of business subjects at senior secondary school level.

Specifically, the study sought to ascertain the extent to which business educators consider:

- 1 Demonstration as an effective strategy for improving the teaching of business subjects at the senior secondary school level.
- 2 Questioning as an effective strategy for improving the teaching of business subjects at the senior secondary school level.

Research Questions

The following research questions were developed to guide the study:

- 1 To what extent do business educators in Anambra State consider demonstration as an effective strategy for teaching business subjects at the senior secondary school level.
- 2 To what extent do business educators in Anambra State consider questioning as an effective strategy for teaching business subjects at the senior secondary school level.

Null Hypotheses

Ho₁ Male and female business educators will not differ significantly in their mean rating on the use of demonstration strategy as effective for teaching business subjects at the senior secondary school level.

Ho₂ Business educators in urban and rural areas will not differ significantly in their mean rating on the use of questioning strategy as effective for teaching business subjects at the senior secondary school level.

Method

The study adopted descriptive survey design. The study was carried out in Anambra State. Anambra State has six education zones. The education zones include

Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. There are two hundred and sixty- one public secondary schools spread across the six education zones. The Post Primary Schools Service Commission at Awka centrally controls these secondary schools. The population of the study comprised five hundred and eighty-seven (587) teachers of business subjects in public secondary schools in Anambra State. Data collected from the Planning Research and Statistics Department (PRSD) of the Post-Primary School Commission Headquarters, Awka reveal that there are 202 teachers of Economics, 114 teachers of Commerce, 42 teachers of Financial Accounting, and 229 teachers of Business Studies in Anambra State. The instrument for data collection is a researcher-developed questionnaire. The instrument for data collection was structured on a 4-point rating scale of Very Effective (VE) = 4; Effective (E) = 3; Ineffective (IE) = 2; and Very Ineffective (VIE) = 1. The questionnaire was validated by three experts in business education from Nnamdi Azikiwe University Awka. A total of 587 copies of the questionnaire were produced and administered by the researcher with the help of two research assistants. The total number collected was 550 copies, that is 94% returns was made. The shortage of 6% of copies of the questionnaire nevertheless is insignificant and as such did not affect the findings of the study.

Mean rating was used to analyze the data related to research questions. The level of acceptance or rejection of each item of the questionnaire was determined based on mean rating of the item interpreted relative to real limits of numbers as stated below. The mean ratings that had 3.50 – 4.00 were regarded as very effective; those that range between 2.50 – 3.49 were regarded as effective; those that range between 1.50 – 2.49 were regarded as ineffective while those that range between 1.00 – 1.49 were regarded as very ineffective. The z-test statistics were used to test the hypotheses at 0.05 level of significance. A null hypothesis was rejected if the calculated z-value was equal to or greater than the critical t-value, otherwise the null hypothesis was accepted.

Data analyses and result

**Table 1: Mean Rating of Anambra State Business Educators' view
on the Effectiveness of Demonstration as a teaching Strategy.**

S/N	Aspects of Demonstration Strategy	\bar{X}	(550) Remarks
1.	Arranging the items for demonstration in such a manner as not to distract students from its benefit.	3.60	Very Effective
2.	Arranging learners suitably so as to permit every student to observe the demonstration without hindrance.	3.80	Very Effective
3.	Demonstrating one activity at a time with clear emphasis on the key points.	3.40	Effective
4.	Asking and allowing students to ask questions during the exercise.	3.60	Very Effective
5.	Summarizing the procedure at the end of the demonstration.	3.40	Effective
6.	Letting one or two students perform the operation while other students watch.	3.40	Effective
7.	Giving all the students an opportunity to perform the operation where possible.	3.40	Effective

Items 1, 2 and 4 have the mean values with a range of 3.50 – 4.00. They are the items the business educators considered to be very effective as being ways by which demonstration strategy will improve the teaching of business subjects at the senior secondary school level. Items 3, 5, 6 and 7 have mean values with a range of 2.50 – 3.49. They are the items which business educators considered to be effective as ways by which demonstration strategy will improve the teaching of business subjects at the senior secondary school level.

**Table 2: Mean Rating of Anambra State Business Educators' view
on the Effectiveness of Questioning as a teaching Strategy.
(550)**

	Aspects of Questioning Strategy	\bar{X}	Remarks
1.	Listing out several well planned questions.	3.40	Effective
2.	Posing questions that are clear to the students.	4.00	Very Effective
3.	Discouraging chorus answer by the students.	3.10	Effective
4.	Considering students level and interest in reacting to their response to questions.	2.90	Effective
5.	Stating a question first with a pause before calling on a particular student to answer.	2.90	Effective
6.	Allowing time for students to think before answering a question.	3.20	Effective
7.	Avoiding embarrassing a student by repeatedly asking question he/she is unable to answer.	1.60	Ineffective
8.	Encouraging students to ask questions.	3.40	Effective
9.	Avoid condemning and ridiculing the student that ask non-relevant question.	3.00	Effective
10.	Giving clear answers to students' questions.	3.60	Very Effective
11.	Using words of praise, such as good, to students who answer questions correctly.	3.80	Very Effective
12.	Avoiding the use of questions as a form of punishment.	3.10	Effective

Items 2, 10 and 11 have the mean values with a range of 3.50 – 4.00. They are the items the business educators considered to be very effective as being ways by which questioning strategy will improve the teaching of business subjects at the senior secondary school level. Items 1, 3, 4, 5, 6, 8, 9 and 12 have mean values with range of 2.50 – 3.49. They are the items which business educators considered to be effective as ways by which questioning strategy will improve the teaching of business subjects at the senior secondary school level.

Only the item 7 has the mean value with range of 1.50 – 2.49. It is therefore item that business educators considered to be ineffective as being ways by which questioning strategy will improve the teaching of business subjects at the senior secondary school level.

Results of Test of Null Hypotheses

Table 3: z-test Analysis of Anambra State Male and Female Business Educators in their Mean Rating on the Use of Demonstration as an Effective Teaching Strategy.

Variable	N	\bar{X}	S²	Df	α	z-cal	z-crit	
Decision								
Male Business Educators	150	3.49	0.29	548	0.05	0.0058	1.960	Not rejected
Female Business Educators	400	3.56	33.98					

Analysis of data in Table 3 shows that the calculated z-value is 0.0058 at 548 degree of freedom at 0.05 level of significance. Since the calculated z-value (0.0058) is less than the critical value of 1.960, the null hypothesis was not rejected. This indicates that male and female business educators do not differ significantly in their mean ratings on the use of demonstration strategy as effective for teaching business subjects at the senior secondary school level.

Table 4: z-test Analysis of Anambra State Urban and Rural Business Educators in their Mean Rating on the Use of Questioning as an Effective Teaching Strategy.

Variable	N	X	S²	Df	α	z-cal	z-crit	Decision
Urban Business Educators	250	3.20	27.02					
Rural Business Educators	300	3.19	21.04	548	0.05	0.0048	1.960	Not rejected

Table 4, shows that the calculated z-value is 0.0048 at 548 degree of freedom at 0.05 level of significance. Since the calculated z-value (0.0048) is less than the critical value 1.960, the null hypothesis was not rejected. This indicates that business educators in urban and rural areas do not differ significantly in their mean ratings on the use of questioning strategy.

Discussion of Findings

Demonstration as an Effective Teaching Strategy.

The result of the analysis presented in Table 1 reveals how business educators consider demonstration as an effective strategy for improving the teaching of business subjects at the senior secondary school level. Here, it was found that business educators arrange the items for demonstration in such a manner as not to distract students from its benefit. Business educators arrange learners suitable so as to permit every student to observe the demonstration without hindrance. Also, it was found that they demonstrate one activity at a time with clear emphasis on the key points and allow students to ask questions during the exercise. The above findings agree with Ogwa (2001) and Osuala (2004) to the effect that items for demonstration should be arranged in such a manner as not to distract

students from its benefits. Learners should be arranged suitably so as to permit every student to observe the demonstration without hindrance. Also, demonstration is to be limited to related activities at one time and at the same time asking and allowing students to ask questions during the exercise. During demonstration business educators summarize the procedure at the end of the demonstration. This agrees with Eya (2007) who found that during demonstration, the teacher must go over the key points with the class and explain vital areas for the effective delivery of the whole lesson. It is important to note that demonstration is a very valuable method of teaching in business subjects where skill and competency are fundamental. It was also found that when using demonstration method, business educators summarize the procedure at the end of the demonstration and let one or two students perform the operation while others watch. Business educators give all students an opportunity to perform the operation where possible. A business educator can only teach skill subjects effectively with the use of proper aspect of demonstration. In view of this, Ogwa (2001), Imarhiagbe (2003) and Osuala (2004) advocated that the teacher of instructions can increase the effectiveness of demonstration through summarizing the procedure at the end of the demonstration.

The study also found that male and female business educators do not differ significantly in their mean ratings on the use of demonstration strategy as effective for teaching business subjects at the senior secondary school level. (see Table 3). This means that gender has no influence on their responses. For effective teaching and learning of business subjects' demonstration teaching strategy is indispensable.

Questioning as an Effective Teaching Strategy

The result of the analysis presented in Table 2 indicates that business educators consider questioning as an effective strategy for improving the teaching of business subjects at the senior secondary school level. It was found that business educators list out several well planned questions. They pose questions that are clear to the students and discourage chorus answer by the students. Also, it was found that business educators state a question first with a pause before calling on a particular student to answer and allow time for students to think before answering a question. These are in line with Balaraman, Fleming, Lacey, Khan and Nowichki (1995) attestations that when using questions with individuals, a teacher should state the question, pause and then call on a student to answer. This leads all students to listen to the question. The pause provides time to think. According to them mere posing questions is not enough to motivate students to move to higher level of learning instead use of different aspects of questioning strategy will enhance effective teaching and learning. Business educators also encourage students to ask questions. They do not condemn and ridicule the student that ask non-relevant question. They give clear answers to students' questions. Business educators use words of praise such as good to students who answer questions correctly and avoid the use of questions as a form of punishment. Balaraman, Fleming, Lacey, Khan and Nowichiki (1995) already advocated that teachers should be reasonably ravish in the use of "good" or other words of praise to students who give correct answer. The teacher should avoid making any negative comments after an incorrect answer since this will bring about low response on future questioning. For effective and efficient use of questioning strategy during classroom instruction, secondary school business educators should structure follow-up questions ahead of time and at the same time write the questions done on note cards or on the margins

of the lesson notes. Furthermore, business educators were ineffective in avoiding embarrassing a student by repeatedly asking question he/she is unable to answer. This is not in line with Eya (2007) who asserted that business educators should avoid embarrassing a student by repeatedly asking questions he/she is unable to answer. Also, they should give clear answers to students' questions and avoid the use of questions as a form of punishment. Questioning strategy, when properly used draws students into active participation in teaching and learning processes.

The study also indicates that business educators in urban and rural areas do not differ significantly in their mean ratings on the use of questioning strategy as effective for teaching business subjects at the senior secondary school level. (see Table 4). This means that location has nothing to do for effective teaching and learning of business subjects.

Conclusions

The strategies when properly used will enhance teaching effectiveness and equip the students with necessary skills required to perform in office occupation. It will also widen the student's knowledge for further academic advancement. It is believed that effective business education programme can be achieved at senior secondary school if greater emphasis should be laid by training institutions for effective use of teaching methods in their training programmes. Teachers should make effort to improve their teaching effectiveness.

Recommendations

On the basis of the findings and conclusions, the following recommendations have been made:

1. Business educators should use demonstration strategy in teaching business subjects at the senior secondary school level to improve the teaching and learning of business subjects.
2. Business educators should use questioning strategy in teaching business subjects at the senior secondary school level to improve the teaching and learning of business subjects.

REFERENCES

- Akogwu, A. C. (2005). Instructional strategies for development of sustainable agriculture for a depressed economy. *Journal of Education for Professional Growth*, 1 (1) 69-73.
- Balaraman, P., Fleming, M., Lacey, J., Khan, M. & Nowichki, D. (1995). Strategies for affective teaching. A handbook for assistants. University of Wisconsin – Madison. Retrieved on September 20, 2009. *Goggle online search*.
- Eya, P.E. (2007). Effective methods of teaching and learning in the Nigerian primary schools. *Journal of Childhood and Primary Education* 3 (1) 157-163.
- Ezeji, E.O. (1992). *An Introductory to business education in Nigeria*. Calabar: Baaj international.
- Imarhiagbe, K.O. (2003). *Instructional methodology: Principles and practice of technical and vocational education*. Asaba: Frontline Publisher.
- Nneji, N.C. (2006). Strategies for skill development in Nigeria. *Journal of Vocational and Adult Education* 5(1) 18-26.
- Nwodo, J.O. (2006). An investigation into the effectiveness of methods of teaching accounts in secondary schools in Lagos State. *Book of Readings of Association of Business Educators of Nigeria* 1(6) 142-155.
- Odigwe, E.E. (2005). Strategies for improving the teaching of mathematics in Nigerian primary schools. *Journal of Education for Professional Growth* 1(1) 59-62.
- Ogwa, C.E (2001). *Teaching in Nigeria. A dynamic approach*. Enugu: Cheston Ltd.
- Ojeleye, D.O. (1992). Distributive (marketing) education for self-reliance. *Business Educational Journal* 11(4) 35-41.
- Okoye, A.C. & Umezulike, A.N. (2014). Assessment of secondary school business studies teachers' effectiveness in using problem solving and simulation strategies. *Business Education Journal*, 1 (3) 64-71.
- Okoye, A.C. (2016). Assessment of business studies teachers' effectiveness in using Questioning strategy in Anambra State secondary school. *Business Education Journal*, 3 (1) 162-170.
- Okwuanaso, S. I. & Nwazor, J. C. (2000). *Instructional strategies in business education*. Awka: Ikenga Publishing.
- Osuala, E.C. (2004). *Principles and methods of business and computer education*. Enugu: Cheston Agency Ltd.
- Oyedele, J. F. (1992). Facilities for business education for self-reliance. *Business Education Journal*, 2 (4) 136-143.
- Oyedepo, D.O. (1998). *Success habits, a talk on living faith*. Lagos: Dominion House Tapes.