

**EFFECTS OF BRAINSTORMING AND FIELD TRIPS TEACHING METHODS  
ON JUNIOR SECONDARY SCHOOL STUDENTS' LEARNING OUTCOMES IN  
BUSINESS STUDIES IN RIVERS STATE, NIGERIA**

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## ABSTRACT

In Nigeria, Business studies is one of the subjects offered in Junior Secondary Schools (JSS) as a practical subject meant to expose learners to commerce, office management, trade and book keeping. In spite of its importance, performance in the subject is below expectation in Nigeria and Rivers State in particular. Previous studies revealed that teaching methods such as brainstorming and field trip will improve learning outcomes but they are rarely used while teaching Business Studies. This study, therefore, determined the effects of brainstorming teaching method (BTM), field trip teaching method (FTTM), and conventional teaching method (CM) on secondary school students' learning outcomes in Business Studies. It also examined the moderating effects of gender and personality trait.

Bandura's social learning and Vygotsky constructivism theories of learning provided the framework for the study while the pretest-posttest, control group in a quasi – experimental design with 3x2x2 factorial matrix was adopted. Purposive sampling technique was used to select six public junior secondary schools in Emohua Local Government Area (LGA). The data from Rivers State Ministry of Education revealed that students from the LGA had the least performance in Business Studies. All the JSS 2 students (467) in the selected schools participated during the pretest when personality trait scale was administered. Students that scored below 59 were regarded as introverts while those who scored 60 and above were the extroverts. The test result was used to select 144 students (72 introverts-36 males and 36 females as well as 72 extroverts-36 males and 36 females) who were grouped equally into experimental and control groups. The treatment lasted for seven weeks. The instruments used were: Business Studies Achievement Test ( $r=0.82$ ), Attitude to Business Studies ( $\alpha=0.72$ ) and Personality trait ( $\alpha=0.75$ ) questionnaires. Data collected was analysed using Analysis of Covariance (ANCOVA) at 0.05 level of significance.

There was a significant main effect of treatments on students' achievement in Business Studies [ $F_{(2,131)}=26.70$ , partial  $\eta^2=0.29$ ]. Participants in FTTM had the highest mean (35.79), followed by BTM (35.71) and CM (27.54). There was significant effect of treatments on students' attitude to Business studies, [ $F_{(2,131)}=27.70$ , partial  $\eta^2=0.29$ ] with FTTM ( $\bar{x}=94.94$ ), BTM ( $\bar{x}=88.00$ ), and CM ( $\bar{x}=84.90$ ). There were significant interaction effects of treatment and personality trait on students' achievement [ $F_{(2,131)}=4.40$ ,  $\eta^2=0.63$ ]. Introverts in BTM had a higher mean score of (37.69) than extroverts (33.72) while introverts in FTTM scored (35.97) is slightly higher than extroverts (35.50). Extrovert in CM had higher mean score (29.21) than introvert (25.23). There was significant interaction effect of gender and personality trait on students attitude in Business Studies ( $F_{(1,131)}=4.90$ ,  $\eta^2=0.36$ ). Male introverts had a higher mean scores (90.13) than female introverts (86.52), while female extroverts had a higher mean score (96.40) than male extroverts (86.06). There was no 3-way interaction effect.

Brainstorming and Field trip teaching methods influenced learning outcomes of students in Business studies in Rivers state but Field trip method was better. Teachers should be encouraged to use both methods during Business studies classes.

**Keywords:** Brainstorming teaching method, Field trip teaching method, Personality trait, Achievement in and Attitude to Business Studies.

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## DEDICATION

This research work is dedicated to Almighty God, the owner of my life, the source of my wisdom, for His everlasting love, grace, mercy and guidance in the accomplishment of this programme, and also dedicated to my lovely son, Prince Kelechi Arthur-Chris, who was there for me during this period.

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## CERTIFICATION

I certify that this study was carried out by Uchechi Ngozi Wosu in the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Ibadan, Nigeria.

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## TABLE OF CONTENTS

	<b>PAGE</b>
Title.....	i
Abstract.....	ii
Dedication .....	iii
Acknowledgement.....	iv
Certification.....	vi
Table of Contents.....	vii
List of Appendices.....	x
List of Tables.....	xi
List of Figures.....	xiii
 <b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the problem.....	1
1.2 Statement of the Problem.....	15
1.3 Research Hypotheses.....	16
1.4 Scope of the Study.....	16
1.5 Significance of the Study.....	17
1.6 Conceptual Definition of Terms.....	18
1.7 Abbreviations / Acronyms.....	19
 <b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Theoretical Background.....	20
2.2 Bandura’s Social Learning Theory.....	21
2.3 The Concept of Business Studies .....	22
2.4 The Concept of Brainstorming.....	24

2.5	Meaning, Importance and Principles of Brainstorming.....	25
2.6	Brainstorming and Students' Learning Outcomes.....	28
2.7	The Concept of Field Trip and Students Learning Outcomes.....	29
2.8	Conventional Teaching Methods and Students' Learning Outcomes .....	37
2.9	Gender and Students Learning Outcomes.....	38
2.10	Personality Trait and Students' Learning Outcomes.....	41
2.11	Gender and Students' Attitude .....	45
2.12	Conceptual Framework for the Study.....	45
2.13	Appraisal of Literature Reviewed .....	46
 <b>CHAPTER THREE: METHODOLOGY</b>		
3.1	Research Design.....	49
3.2	Variables in the Study.....	50
3.3	Target Population.....	51
3.4	Sampling Technique and Sample.....	51
3.5	Instrumentation.....	52
3.5.1	Business Studies Achievement Test (BSAT).....	52
3.5.2	Business Studies Attitude Questionnaire (BSAQ).....	53
3.5.3	Business Studies Personality Trait Questionnaire (BSPTQ).....	54
3.6	Instructional Guide.....	54
3.6.1	Brainstorming Instructional Guide (BIG).....	54
3.6.2	Field Trip Instructional Guide (FTIG).....	55
3.6.3	Conventional Method Instructional Guide (CMIG).....	56
3.7	Experimental Procedure.....	57
3.7.1	Training of Participating Research Assistants .....	58



3.7.2	Students' Orientation and Administration of Pretest .....	58
3.8	Treatment Procedure .....	59
3.8.1	Experimental Group One Instructional Guide for (BTM) .....	59
3.8.2	Experimental Group Two Instructional Guide for (FTTM).....	60
3.8.3	Conventional Method (Control Group Three).....	60
3.9	Scoring of Instruments.....	61
3.10	Method of Data Analysis.....	61
3.11	Methodological Challenges.....	61
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>		
4.1	Results and Discussion.....	63
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER STUDIES</b>		
5.1	Summary of the Findings .....	85
5.2	Conclusion .....	86
5.3	Implications of the Findings for the Study .....	87
5.4	Limitations .....	88
5.5	Suggestions for Further Studies.....	89
5.6	Recommendations .....	89
5.7	Contribution to Knowledge.....	90
<b>REFERENCES .....</b>		<b>91</b>
<b>APPENDICES.....</b>		<b>106</b>

## LIST OF APPENDICES

i.	Business Studies Achievement Test (BSAT).....	106
ii.	Student Personality Trait Questionnaire (SPTQ) .....	116
iii.	Business Studies Attitude Questionnaire (BSAQ).....	118
iv.	Brainstorming Instructional Strategy Teaching Guide.....	121
v.	Field Trip Instructional Strategy Guide.....	141
vi.	Conventional Teaching Guide.....	145
vii.	Letter from Institute of Education University of Education .....	150
viii.	Letter from the Principal of C.S.S Rumuji (permission to visit the establishment) .....	151
ix.	Letter from the Principal of G.S.S Emohua (permission to visit the establishment) .....	152
x.	Letter from the Principal of C.S.S Rumuji to parents.....	153
xi.	Letter from the Principal of G.S.S Emohua to parents.....	154
xii.	Letter from the Principal of C.S.S Rumuji to the establishment visited.....	155
xiii.	Letter from the researcher to Dufil Premier Food PLC.....	156
xiv.	Letter from the researcher to Leadway Assurance Company Limited.....	157
xv.	Letter from the researcher to Union Bank of Nigeria.....	158

<b>LIST OF TABLES</b>		<b>PAGE</b>
Table 1.1	Results on Business Studies from Public Secondary Schools in Emohua Local Government (2007 – 2012).....	3
Table 1.2	Results on Business Studies from Public Secondary Schools in Degema Local Government (2007 – 2012) .....	4
Table 1.3	Results on Business Studies from Public Secondary Schools in Ikwere Local Government (2007 – 2012).....	5
Table 3.1	The 3x2x2 Factorial Matrix.....	50
Table 3.2	Sampling Distribution.....	52
Table 3.3	Table of Specification for Business Studies Achievement Test.....	53
Table 4.1a	Analysis of Covariance (ANCOVA) Table Showing the Significant Main and Interaction Effect of Treatment, Gender and Personality Trait on Students' Achievement.....	63
Table 4.1b	Scheffe Post - Hoc Multiple Comparison of Pupils' Achievement in Business Studies by Treatment.....	64
Table 4.1c	Scheffe Post Hoc Means of Groups in Homogenous Subset by Treatment .....	64
Table 4.1d	Estimated Marginal Means Scores from the Main and Interaction Effects of Treatment, Gender and Personality Trait on Students' Achievement...	65
Table 4.2a	Analysis of Covariance (ANCOVA) Table Showing the Significant Main and Interaction Effects of Treatments, Gender and Personality Trait on Attitude to Business Studies.....	75
Table 4.2b	Scheffe Post – Hoc Multiple Comparison of Students' Attitude to Business Studies by Treatment.....	76

Table 4.2c	Scheffe Post – Hoc Means for Group in Homogenous Subset by Treatment.....	76
Table 4.2d	Estimated Marginal Means Scores from the Main and Interaction Effects of Treatment, Gender and Personality Trait on Attitude to Business Studies.....	77

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## LIST OF FIGURES

Figure 2.1	Conceptual Framework for the Study.....	46
Figure 4.1	Line Graph Showing the Interaction Effect of Treatment and Personality Trait on Students' Achievement.....	71
Figure 4.2	Line Graph Showing the Interaction Effect of Gender and Personality Trait on Attitude to Business Studies.....	82

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the problem**

Business Studies is an old secondary school subject in Nigeria. At its advent, it was learnt as Book-keeping. It was among the first set of subjects that included skill acquisition in their curricula. Prior to 1977, no subject was called Business Studies in the Nigerian education system. It came into existence as a result of the introduction of Junior Secondary School (J.S.S) in the 6 – 3 – 3 – 4 system of education in 1981. It has five specific subject areas: office practice, bookkeeping/accounting, typewriting, shorthand and commerce. Due to the need to attune the secondary school system to national and global demands, the Federal Republic of Nigeria (FRN) through Nigerian Education Research Development Council (NERDC) made typewriting an elective subject while insurance and store management were added to business studies in 2008 (Okolocha and Onyeneke, 2013). Business Studies is offered in Nigerian schools at both secondary (referred to as Business Studies) and tertiary levels of education (where it is called Business Education).

Business Studies, is all the more important as emphasis in Nigerian Education is now shifting from academic oriented curriculum to a more functional education. The emphasis now is on the type of education that can equip Nigerian children with what it takes to bridge the widening gap between education and living. The term “Business Studies” is also used to encompass a wide range of business – related subjects including accounting, economics, management, marketing and human resource management. A course in Business Studies provides learners with the essential skills and practical knowledge required to facilitate success in business concerns.

Business Studies is a prevocational subject which is expected to expose students to general basic ideas about business. Over the years, efforts of various groups and individuals have contributed in no small measure to the development of Business Education programmes in schools. For instance, the Phelps-Stokes report of 1920 and the report of the Ashby Commission of 1960 encouraged the establishment of Business Education courses in higher institutions of learning in Nigeria. It also encouraged the introduction of technical subjects into the secondary school curriculum. Business Education is an aspect of Vocational Education which equips

individuals with the necessary skills and theoretical knowledge needed for performance in the business world either in the public service or for self employment. This assertion is being supported with the provisions of the National Policy on Education (FRN, 2004) which states that Nigeria should be united, strong and self reliant. According to Fafunwa (1991), the purpose of education is functionalism. Vocational/Business Education provides practical skills to affect such functionalism.

The general objectives of Business Studies, as stated in the Junior Secondary Education Curriculum (JSEC) Business Studies JSS 1 – 3 by Nigerian Educational Research and Development Council (NERDC) (2009) are to:

- 1) Provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training;
- 2) Provide basic business skills for personal use now and in the future;
- 3) Prepare students for further training in Business Studies;
- 4) Relate the knowledge and skills to the national economy;
- 5) Develop basic skills in office occupations.

Business studies is important because business skills acquired at the secondary school level enable individuals to make useful living as well as prepare students for higher education. The right emphasis placed on the study of Business Studies is strengthened by the Nigeria's decision to have a paradigm shift from white collar jobs to creation of self employment. The much needed entrepreneurship skills to help realize this can only be inculcated into individuals early enough through the agency of Business Studies. Entrepreneurs, bankers, accountants, economist, etc, all have the cradle of their profession built into Business Studies. This makes the study of the subject strategic for any country that desires to take the well being of her citizens and the economy seriously.

According to National Policy on Education (NPE), Federal Republic of Nigeria (FRN, 2008) Business Studies forms a means of laying a foundation for national technological, economical advancement and for higher education. According to Khana, Ghouri, Siddqui, Shaikh and Alam (2010) Business Studies equips its recipients with personal skills, consumer skills and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities; these skills make learners to be wealth and job creators rather than job seekers. Atakpa (2004) posits that Business Studies is that aspect of education that concerns

itself with vocational and professional preparation for careers in business. Ehisimen (2005) and Aliju (2006) see Business Studies as a comprehensive, practical and skill oriented subject that will help learners to find job after schooling or create their own employment. Business Studies is a subject that is expected to be taught in a practical way thereby making the teaching and learning situation as real as possible but many schools are lacking the resources to implement this in a practical manner.

In spite of the importance of Business Studies as revealed above, performance in the subject is still below expectation in Nigeria and Rivers State in particular. An analysis of Rivers State Ministry of Education results in Business Studies for Junior Secondary School Certificate Examination results (2007 -2012) collected from schools in Emohua, Degema and Ikwere Local Government Areas as shown in tables 1.1, 1.2 and 1.3 below readily attests to this poor performance.

**Table 1.1. Results on Business Studies from Public Secondary Schools in Emohua Local Government (2007 - 2012)**

S/NO	YEAR	No of Candidates	DISTINCTION A	CREDIT C	PASS P	FAIL F
1	2007	2267	2 (0.05%)	328 (14.5%)	1,572 (69.45%)	362 (16%)
2	2008	2722	25 (0.93%)	1,304 (47.90%)	1,110 (40.79%)	283 (10.38%)
3	2009	2711	34 (1.26%)	1,322 (48.75%)	841 (31.02%)	514 (18.97%)
4	2010	1527	32 (2.06%)	770 (50.39%)	329 (21.55%)	397 (26%)
5	2011	1811	10 (0.56%)	925 (51%)	363 (20%)	513 (28.34%)
6	2012	1600	3 (0.18%)	887 (55.42%)	193 (12.05%)	517 (32.35%)

**Source: Rivers State Ministry of Education, 2012.**



**Table 1.2. Results on Business Studies from Public Secondary Schools in Degema Local Government (2007 - 2012)**

S/NO	YEAR	No of Candidates	DISTINCTION A	CREDIT C	PASS P	FAIL F
1	2007	2005	60 (3.00%)	351 (17.51%)	1353 (67.48%)	241 (12.01%)
2	2008	2340	47 (2.01%)	1194 (51.03%)	971 (41.49%)	128 (5.47%)
3	2009	2600	65 (2.5%)	1352 (52%)	871 (33.5%)	312 (12%)
4	2010	1987	80 (4.03%)	1034 (52.04%)	457 (22.99%)	416 (20.94%)
5	2011	2801	70 (2.49%)	1498 (53.50%)	602 (21.49%)	631 (22.52%)
6	2012	3021	46 (1.52%)	1722 (57.00%)	378 (12.51%)	875 (28.97%)

**Source: Rivers State Ministry of Education, 2012.**

**Table 1.3. Results on Business Studies from Public Secondary Schools in Ikwere Local Government (2007 - 2012)**

S/NO	YEAR	No of Candidates	DISTINCTION A	CREDIT C	PASS P	FAIL F
1	2007	2672	80 (2.99%)	481 (18.01%)	1843 (68.97%)	266 (10.03%)
2	2008	2982	60 (2.01%)	4191 (50.00%)	1282 (42.99)	149 (5.00%)
3	2009	2804	84 (3.00%)	1514 (54.00%)	954 (34.02%)	252 (8.98%)
4	2010	2920	103 (3.53%)	1562 (53.49%)	672 (23.01)	583 (19.97%)
5	2011	3000	60 (2%)	1620 (54%)	660 (22%)	660 (22%)
6	2012	2850	29 (1.02%)	1638 (57.47%)	399 (14.00%)	784 (27.51%)

**Source: Rivers State Ministry of Education, 2012.**

Table 1.1 reveals a failure rate in Business Studies that has been on the increase. From 16.00% in 2007 to 32.35% in 2012, the failure rate can be put at 3.27% per annum. The failure rate has seems to be increasing since the year 2007 and this seems to be a bad precedence for learning outcome in the subject in Nigeria which should not be ignored by educators and stakeholders. This is not the trend in Social Studies and Agricultural Science as revealed in tables 1.2 and 1.3 respectively. The low level of performance in Business Studies in JSSCE is a dangerous signal, considering the importance of the subject to students and the nation at large. What factors could be responsible for this obvious downward trend in learning outcomes in Business Studies. The teaching-learning process is suspect. Factors such as differences in learners where some respond well to doing things while others respond better to being told things, differences in teachers' strengths, their likes or preferences and content of subject matter of what is being taught has make it difficult for one teaching method to be adjudged best.

Over the years, the use of some inappropriate teaching methods by teachers has been found to be responsible for the failure to realize the goals of Business Studies. Adepoju (2002)

emphasized that the responsibility for the declining under-achievement of secondary school students today may be attributed to teaching approach. He stressed that it has become clear that the observed poor performance in learning outcomes among students are not only a consequence of individual differences but more of quality of instructional strategies. Three factors can affect the way teachers deliver lessons in schools. They include; the characteristics of the learner, those of the teacher and the content. Some learners learn better through the practical, tactical approach, many do so by simply listen to instructions, while others combine listening with seeing that is the audio-visual learners. Therefore, the method or approach used in teaching is crucial for the realization of the desired learning achievement. According to Salawu (1999), the method of teaching can be regarded or defined as the vehicle through which a message is delivered. There are many teaching methods in educational pedagogy: direct instruction, inquiry-based learning, discussion, role play, brainstorming, field trip, demonstration, cooperative learning and etc. Through these teaching methods, teachers can gain a better understanding of how to govern their classrooms, implement instructions and connect with their students, (Grasha, 1996). This further stresses the implication of methods used by teachers to the teaching-learning process.

Teachers need to know the different teaching methods so that they can appropriately decide lessons suitable for learners based on gender and personality trait of students. Students learn better and faster if the teaching methods used are appropriate (Davidoff & Owen van den Berg, 1990). Another reason teachers need to know about teaching methods is that students who have become bored with learning may become interested once again with a new teaching method. For instance in a science class where the practical method is combined with the lecture method, learners are likely to do better than those in a science class where only lecture method is used. Millar, 2004). A recent study by (Wieman, 2014) revealed that how to teach (with respect to methods employed) is more important than who does the teaching.

The poor academic achievement of students in Business Studies has been attributed to so many factors. Some are teacher related while others are learner based. One of the teacher related factors has to do with the teaching method employed by the teacher. The failure rate of students in business studies, in Junior Secondary School Examination especially in Rivers State leaves one in doubt about the effectiveness of the teaching method employed by Business Studies teachers.

According to Akinlaye (1998) the lecture method employed by teachers reflects on students' lack of understanding of the subject. Ajelabi (1998) affirms that the teaching method adopted by the teacher in order to promote learning is of topmost importance. Therefore, there is a need to introduce, adopt and adapt instructional techniques such as inquiry-based learning method, problem-based learning method, co-operative learning, cognitively-guided instruction, reciprocal learning and self-regulatory learning these are capable of sustaining the interest of learners. An effective teaching method not only improves student's achievement, but changes learners' attitude towards a subject. Teaching a vocational subject like Business Studies may require the use of appropriate teaching method(s) for the realization of desired learning achievements.

Brainstorming and Field trip are two teaching methods that can enhance student's performance. Though both are student-centered, they have some marked differences. While brainstorming takes place within the confines of a classroom, field-trip occurs outside the classroom. The degree of involvement of students in the teaching-learning process is higher in brainstorming than in field-trip. Also, preparation for field trip is far more elaborate than brainstorming and teacher involvement in the teaching-learning process is higher in field-trip than in brainstorming. Both methods lead to increased independence on the part of students. They are more engaging and delightful ways of learning. Anao (1986) observed that Business Studies has the primary aim of preparing people for roles in business enterprises as employees, employers or self-employed persons. He also describes Business Education as the sum total of the knowledge, skills, attitudes and competence that are required for useful promotion and administration of business enterprises. It aims at producing manpower with the requisite knowledge, skills and attitudes for harnessing other resources and bringing them into cooperate relationship to yield good services satisfy societal wants and needs. According to Okwuanaso and Nwazor (2000) the main objectives of Business Studies and other related subjects is to instill in the students a pattern of thinking in students and develop certain entrepreneurial attitudes on them early in life.

The Business Studies curriculum incorporates the acquisition of both academic and practical skills needed by students to fit into post-school work environment. This is why Business Studies is classified as a "Practical Subject" in the National Policy on Education (FRN,

2004). In addition to using practical methods in teaching, the teacher has to inject theoretical perspectives into the students' learning experience within a 'real world' environment. Using the field trip method helps the teacher to attain the vocational, practical and training-orientation goals of the curriculum (Ottewill and Macfarlane, 2003; National Business Education Association, 2003).

Business Studies teachers are expected to secure an appropriate balance between theory and practice by using entrepreneurial pedagogies that ensure any learning that takes place is a combination of theory and experience (Heinonen and Poikkijoki, 2006). The teaching of topics such as the keyboard used in typewriting and computerized accounting requires the use of typewriters and computers. For topics such as warehousing and office procedures, visits to real life offices or settings is inevitable if relatively permanent change in behaviour of learners place is to be realized. This will enable students to understand the relevance of business studies to real life.

Though the challenges faced by business studies teachers are many, the teaching methods adopted by them in delivering instructions could be a major factor in determining student's achievement. 'Teaching methods' refers to all the actions employed by teachers and learners in the course of a lesson in order to realize the set objectives. Teachers tend to combine two or more methods while teaching. Some of these include brainstorming method, discussion method, experimental and discovery methods and field trips. According to Ogunleye (2002), the most frequently used method of teaching is reported to be the lecture method which has become the model for most schools. The lecture method is a teaching method where the teacher is the main focus of information transfer. It is a method in which a teacher would stand before pupils and give them information on what they are to learn. The lecture method is an oral presentation of information by the teacher. It is teacher centered. The teacher using this teaching method is always very active, while learners are less active, doing all the listening. Teacher must put the attention span of learners into consideration when preparing a lecture since it may be difficult to hold the learners attention for a long period of time when teaching. In order for student to listen attentively, the teacher should be adequately prepared, fluent in presentation and make use of different teaching aids during lesson presentation, and there should be time for question and answer. One of the merits of lecture method is that it helps to educate a large number of people at the same time. Its demerits include: it involves a one way communication and poses problems to

skill teaching. It encourages student's passiveness, and requires highly skilled instructors. Ogunsaju, (2001), the lecture method is still used in schools today because of the unprecedented expansion in school enrolment, shortage of infrastructure coupled with shortage of funds.

However, the method is not the most effective teaching method (Lai 2002) because it focuses entirely on intellectual development and ignores experiential learning. Chang (2001) and Ogunsaju (2001) asserted that this style of learning is intended to allow students gain an individual meaning of the subject matter. Undoubtedly, this teaching method has not been able to bring out the desired learning outcome in producing pupils that can think and provide reasonable solution to whatever problem that is before them. So, there is a need for Business Studies teachers to have a change of teaching method in order to see how it can influence learning outcome. Brendel and Yengel (1972) stated that the lecture, question and answer and drill methods of teaching are not conducive to the development of business concepts, and attitude because they only help students to learn about theories of business without knowing how to apply them.

The National Business Education Association (2004) believes that the most effective instructional strategies for business understanding should include case studies, cooperative and individual research projects, guest speakers, addresses role play, debates, stimulations, surveys and critical thinking exercises. In line with Fafunwa's (1974) assertion that Business Education teachers must continually search for teaching strategies that would make for meaningful teaching and learning of the subject. Because of its importance as the bedrock of technology (Okonkwo 1996), the declining performance of students in junior Secondary Certificate Examination Business Studies give a cause for concern. Student's attitude towards the subject tends to be negative and most of the business studies teachers seem ill prepared to teach the subject.

In the present study, the researcher investigated the effects of brainstorming, field trip and conventional teaching methods on learning outcomes in business studies. This contrast with the traditional approach prevalent in Nigerian schools (Bajah, 1986; Popoola 1990; Okebukola, 1994). The teaching methods that encourage pupils centre activities for developing reasoning skills and processes, through scientific approach, are conspicuously lacking. Brainstorming teaching method involves oral and writing aspects. The writing exercises help learners to gain knowledge and skill. The writing exercise involves the learner jotting down the important points about what he or she understands. The learner uses experience, given

information, and guiding questions to verbally express his understanding and reaction to the content of learning.

Brainstorming, according to Okwilagwe (2011), is allowing a group of students to think about a problem at the same time with a view to having a better idea of the problem. Brainstorming technique, according to Adeyemi (2005), is developed in the belief that the knowledge and ideas of several people pooled together have a greater advantage than those of a single person. In using this technique, the leader, who may be the teacher or a competent member of the class, is responsible for directing the activities of the discussion group(s) in the class. The leader must make sure that every member participates fully in the discussion. Akinboye (2003) defines brainstorming as a group creativity forum for general ideas. Brainstorming is an innovative approach meant with special nature in order to produce a list of ideas that can be used as clues leading students to a better understanding of the problem while giving each student the chance to express that ideas, share them with others and evolve new ideas, (Al-blwi, 2009).

Some people may look at brainstorming and discussion method as the same, but brainstorming is different from discussion method. When using discussion method, instructors and trainees participate in discussion in a two-way communication manner and as a result instructors spend almost equal time listening and talking while the trainees spend some time talking. In a brainstorming class, teachers are seen as facilitators and do far more listening than talking when compared to a discussion class. Reliance on learners' ideas for reaching conclusions on topics or challenges posed is a far more considered goal by teachers who use brainstorming method than those who use discussion method.

Discussion method may be used in the classroom for the purpose of lesson development, making learner's apply what they have learnt or to monitor learner's learning by way of feedback. Brainstorming, on the other hand, is used to discover new ideas and responses very quickly. It is particularly a good way of getting bright ideas. It differs from the discussion method; its focus is on generating as many ideas as possible without judging them. In this teaching method, all ideas are given equal credence. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. No idea, however crazy, is rejected. These ideas are listed exactly as they are expressed on a board or flipchart, or written on bits of

paper. The combination of swiftly generated ideas usually leads to a very animated and energizing session.

This method is procedural and it is an overall plan for the orderly presentation of materials intended to teach skills and knowledge of organizing and expressing ideas. The major purpose of brainstorming as a teaching method is to foster and enhance communication skill, promote thinking and decision – making skills as well as foster different viewpoints and opinions. It may equally be used in all key areas of learning. Even though there are wide varieties of instructional techniques available to teachers within the confines of a classroom, outside the classroom field trip could perhaps be the most useful and valuable teaching tool. Field trip has long been recognized as a teaching tool in education, particularly in the biology and geology curricula (Orion, 1993). None the less, instructors seldom use outdoor activities, including field trips, as an integral part of the curriculum (Orion, 1993). Could the learning fortunes of Business Studies be better using fieldtrip as a teaching method? This is one of the concerns of this study.

A field trip refers to activities carried out during the course of instruction by the teachers and students outside the four walls of the classroom. Such works are carried out in a real, natural environment rather than in a theoretical way or in controlled conditions. This gives the learners first hand information on the topic because learners are given the opportunity of observing the phenomena happening in real life situation. Field trip, as the name implies, could be regarded as an educational visit to a place of interest which has bearing with the subject matter that needs clarification and authentication. It is a visit to places like museums, factories, libraries, farms, government establishments, zoos and warehouse. Field trips are not embarked upon for the fun but to make connections between reality and hands-on theory. Since field trips touch all five senses of sight, touch, smell, taste, and hearing, it then means that it provides an authentic learning experience. Field trips can be used as an introduction or conclusion to a unit of instruction or a culminating activity.

Business Studies is a practical subject and should be taught practically by making the teaching and learning situation as real as possible. For instance, when teaching a topic like parts of typewriter, students should be taken to a typing pool or laboratories equipped with, manual and electric typewriters, duplicating machines, photocopying machines, computers and other



materials that has to do with the topic for effective teaching and learning to take place. There are many topics in Business Studies some of them are office settings, warehouses, office personnel, office machines and services that have serious implications for learning that cannot be readily brought into the classroom. This is part of what makes field trip as a teaching method vital for teaching Business Studies. In Nigeria today, the harsh economic situation makes difficult to find adequate facilities and materials in our secondary schools.

There are no typing pools, laboratories or workshops in most schools. So many schools are unable to provide a single manual typewriter for students use; therefore the teachers are left with no option than to focus only on theory. This situation can result in students that are studying Business Studies not being able to identify the different machines used in the office. At the end of the day, the students pass out of secondary school without acquiring entrepreneurship skills that will help them make useful living with or without white collar jobs. When these students are exposed to these machines in a real life situation, it will enable the students practice and acquire necessary skills needed for typing mailable letters at a determinable speed and accuracy as well as knowledge of the ethics of an office, which is the objective of Business Studies in Junior Secondary School Curriculum.

There is a need for Business Studies teachers to find effective ways of using field trip teaching method in teaching to promote learners' understanding and help in realizing the goal of making Junior Secondary School graduates Business Studies, to acquire practical and entrepreneurial skills and attitudes necessary them for self employment. To equip learners with these skills, teachers should make use of teaching methods that are learner centered such as educational field trips, brainstorming, project work, group discussion, case studies. The teaching of Business Skills requires the use of learning by doing and experiential pedagogical approaches (Borrington, 2004). When fieldtrip method is used in teaching, individual differences in learning among the students will be addressed since they have opportunity to see, smell, feel, and touch object and even take part in practicing what they are taught. In spite of the importance of using field trip teaching method, it has been observed that teachers of Business Studies do not take students on field trips. Some of their reasons are that, it is expensive, risky and time consuming. Unfortunately, many principals share the view. The question now is what can be responsible for this problem? Is it that school principals and teachers do not know the importance of using fieldtrip method to teach Business Studies? Or is it that the teaching method is risky and

expensive and a waste of time as claim? It is against this background that the researcher develops the interest to find the effect of fieldtrip on student's performance in Business Studies.

Research has shown that field trips can be remembered long after a visit (Falk and Dierking, 1997, Wolins, Jensen and Ulzheimer, 1992), can influence career choice (Salami, 2003, Cosmos Corporation 1998) and can increase interest and engagement in a subject, regardless of prior interest in the topic (Bonderup Dohn, 2011) it can also result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi and Hermanson, 1995). Field trip some assert can "deepen and enhance "classroom study National Science Teacher Association (NSTA, 1999). McBer (2000) opines that teaching is not only a career but that whosoever is involved should be able to exhibit nine discrete teaching skills for effective teaching. Such skills include; planning, methods and strategies, student management, time and resources management, time on task, lesson flow, assessment, setting appropriate and challenging homework. Even though, studies, write ups and observations from experts attest to the fact that the methods are either being consciously or unconsciously used in classroom setting, they need to be empirically tested to prove their validity, reliability and effectiveness. Since male and female students are involved in field trip, the researcher investigated the effect of fieldtrip on gender.

Gender is a moderating variable in this study. The gender of students may be a factor to determine student's performance in business studies. A much debated question is whether boys or girls have higher academic achievement in school subjects. The issue of gender differences in school, especially in subjects like Business Studies has implications for their future careers and has been a source of concern for educators everywhere the subject is offered. There are different views and reports to the comparative ability of male and female in human endeavours, especially in education. Fabunmi (2004) in his study 'the role of gender on secondary school student's academic performance in Edo State Nigeria' concluded that gender composition has a significant relation with students' academic performance. Kunovich and Dietebaum (2004) indicated that gender role attitude or gender ideology is an important variable in many areas of research. Over the course of the past decade, several studies have suggested evidence for casual influence of attitudes on behavior and relations in studies of occupation decisions (Mennino and Brayfield, 2002). Since our business world appears to be dominated by males' folk, this study also tried to

find out if the learning outcomes of male students in Business Studies are better than their female counterparts.

Apart from gender, another moderating variable in this study is personality trait. Phares (1991) defined personality as an inborn temperament and features arising in different situations. It is also a combination of the characteristics person which separates an individual from other people. Hogan, Hogan and Roberts, (1996), Mc Adam and Pals (2006) defined personality as the unique features of every human being, the exhibition of characteristic adaptations, unique identifications towards life and a set of cultural differences. According to Eysenck and Eysenck (1967) personality traits based on biological stimulation are classified as follows: extraversion, neuroticism and psychosis, being open to stimulation level in people bring out different strategies. People with high extraversion personality trait look for an environment with continuous stimuli and try to keep stimuli trend high. Consequently, they have talkative, sociable, active, friendly qualities. On the other hand, people with high introversion are timid, quiet, and private. They prefer reading to meeting people and avoid excitement.

It has been widely accepted in literature that personality trait has decisive effects on concepts like business performance, work values, entrepreneurship, stress, depression, satisfaction, citizenship, teamwork, organizational commitment, and academic achievement (Erdheim, Eang and Zickar, 2006; Berings, De Fruyt & Bouwen, 2004; Chioqueta and Stiles 2005; Chamorro-Premuzic and Furnham, 2008. Although the relationship between personality and many other concepts like job and school performance, both logically and statistically (Hagan and Hogan, 1989; Day and Silverman, 1989) have been investigated in numerous studies, research on the relationship between personality and learning are quite limited despite the fact that the close relationship between personality and learning is widely acknowledged. Common sense dictates that mere effort may not be enough for effective learning. Acting according to certain learning styles will make the process more effective. Instead of spending too much time on certain topics.

In addition, by using certain teaching methods, people can achieve higher motivation in terms of cognition and they can adapt to the learning process better. Considering that learning styles emerge as habits, the interference of personality trait, which is a relatively more abstract entity, will affect the learning behaviour. Therefore, personality traits serve as preparation in

achieving specific objectives or certain situations (Caligiuri, 2000). In other words, personality traits facilitate learning behaviour and motivate the person, and these traits are decisive for the person in insisting or giving up (Blickle, 1998). It is evident that personality trait remains a variable of concern in educational research. It is to be noted that personality trait of learners may be determined by the attitude carrying out a given task.

In the field of Business Studies, teaching methods such as Fieldtrip and Brainstorming which make learning not only meaningful but interesting are not known to be widely in use. This present study aimed at finding out what effects teaching methods such as Brainstorming, Fieldtrip and Learners' Characteristics would have on students' learning outcome and attitude in Business Studies in Junior Secondary Schools.

## **1.2 Statement of the Problem**

. The decline in the performance of students in Business Studies at the Junior Secondary School Certificate Examination in Rivers State is worrisome. This is because the subject is a collage of all business related courses such as Commerce, Book-Keeping, Shorthand, Typewriting and Office Practice which are crucial to the survival of any nation's economy. Though empirical evidence on the cause of student's low performance in Business Studies is scarce, attention must be redirected at finding possible proactive ways of improving how the subject is thought and learnt. Such improvement may entail using a variety of teaching methods like brainstorming and field-trips.

Though findings have revealed that teaching methods such as brainstorming and field trips could improve learning achievement in learners, especially in subjects like Business Studies, they are rarely used in Nigerian classrooms. Before such teaching methods can be recommended, there is a need for an informed database borne out of empirical studies, such as the present one, supporting their effectiveness in promoting academic achievement. It is in the light of the above that this study determined the effects of brainstorming, and field trip as teaching methods, and learners' characteristics (gender and personality traits ie introvert and extrovert) on Junior Secondary School Two (J.S.S.2) students' achievement in Business Studies in Emohua Local Government Area of Rivers State.

### **1.3 Research Hypotheses**

The following hypotheses were formulated for the study:

H<sub>01</sub> There is no significant main effect of treatments on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>02</sub> There is no significant main effect of gender on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>03</sub> There is no significant main effect of student's personality trait on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>04</sub> There is no significant interaction effect of treatments and gender on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>05</sub> There is no significant interaction effect of treatments and personality trait on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>06</sub> There is no significant interaction effect of gender and personality trait on students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

H<sub>07</sub> There is no significant interaction effect of treatments, gender and personality trait on Students'

- (i) Achievement in and
- (ii) Attitude to Business Studies.

### **1.4 Scope of the Study**

The study examined the effects of brainstorming and field trip (teaching methods), gender and personality trait on students' achievement in and attitude to learning Business Studies. It was limited to topics that were covered during the experimental weeks in Business Studies. The research involved Junior Secondary School Two (JSS2) Students in Emohua Local Government Area in Rivers State, Nigeria.

## **1.5 Significance of the Study**

Many assumptions and claims have been made regarding the superiority of field trip and brainstorming methods of teaching in some other subject areas. It is hoped that the outcome of this study would be of immense help to educational policy makers by providing useful information in formulating educational policies. It will also be of immense benefit to education stakeholders like:

### **Curriculum Planners**

The formulation of curriculum is the responsibility of the curriculum planners such as the Ministry of Education and Nigeria Educational Research and Development Council. This study will help the curriculum planners in the educational sector in Nigeria when determining or planning new teaching methods that can be integrated into the curriculum in order to improve the teaching and learning of Business Studies at the junior secondary school.

### **Teachers**

As implementers of the curriculum, Business Studies teachers will benefit from the Findings of this study as it will satisfy their quest for appropriate method(s) for teaching and learning of Business Studies to improve learning outcomes in the subject. The outcomes of this study will sensitize teachers to consider gender and personality trait of learners in the teaching and learning process. It will also give teachers the opportunity of being creative without necessarily depending on the existing method specified in the curriculum. School heads and Business Studies teachers will also find this study useful and as a result pursue measures that will bring about lasting solutions to the problem of poor academic performance in Business Studies.

### **Students**

The teaching methods used in this study encourage team spirit among students' that will naturally result in cohesion and bonding among learners. Such a development will nurture friendship among learners and help curb indiscipline which is a major problem in Nigerian schools today. The outcome of this study will also contribute significantly to improved students' learning outcome in Business and encourage students' to have positive attitude towards Business Studies.

## 1.6 Conceptual Definition of Terms

The following terms are defined operationally in this study;

- 1) **Brainstorming:** In this study, brainstorming refers to a teaching method that involves putting learners into groups ranging from five to twelve and task was given to them based on the topics that were treated in Business Studies during the experimental week for them to generate creative ideas among themselves. This was measured by the result gotten from the pre-test and post-test.
- 2) **Field Trips:** In this study, field trip refers to a teaching method that involves taking student's outside the classroom under the close supervision of the teacher to enable for them to observe and have a firsthand experience of topics they are exposed to in Business Studies during the experimental week. This was measured by the result gotten from the pre-test and post-test.
- 3) **Conventional Method:** This refers to the teaching method employed by most teachers in the teaching of Business Studies in schools. In conventional teaching method the teacher dominates all the teaching and learning process which includes introduction of the lesson, presentation in steps, evaluation of student's and conclusion. This was measured by the result gotten from the pre-test and post-test.
- 4) **Teaching Method:** In this study, the teaching methods employed are brainstorming teaching method, field trip teaching method, and the conventional method as control.
- 5) **Instructional Guide:** This refers to the content of the different enhancement packages for each of the experimental groups of the study. The treatment package is to elicit spontaneous performance of student in each group in obtaining test scores in their Business Studies achievement test for the study.

### Operational Definition of Terms

- 6) **Attitude:** In this study attitude refers to the way students think about Business Studies, their general outlook or feeling on Business Studies. The student's attitude was measured at two levels: Positive and Negative.

- 7) **Academic Achievement:** In this study, it refers to the scores obtained by the students in Business Studies Achievement Test.
- 8) **Personality Traits:** In this study personality traits are the characteristics that differentiate an individual from others. They include: introvert and extrovert.
- 9) **Introverts and Extrovert:** In this study, introverts are those that scored from 0 to 59 while extroverts are those that scored 60 and above in the personality trait questionnaire.

### 1.7 Abbreviations / Acronyms

BSAT :	Business Studies Achievement Test
SABSQ:	Students' Attitude to Business Studies Questionnaire
BSTM :	Business Studies Treatment Manual
BIG :	Brainstorming Instructional Guide
FTIG :	Field Trip Instructional Guide
CMIG:	Conventional Method Instructional Guide



## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter took a look at some past literature related to the study. The review was done under the following subheadings:

- 2.1 Theoretical Background;
- 2.2 Bandura's Social Learning Theory;
- 2.3 The Concept of Business Studies;
- 2.4 The Concept of Brainstorming;
- 2.5 Meaning, Importance and Principles of Brainstorming;
- 2.6 Brainstorming and Students' Learning Outcomes;
- 2.7 The Concept of Field Trip and Students Learning Outcomes;
- 2.8 Conventional Method and Learning Outcomes;
- 2.9 Gender and Students' Learning Outcomes;
- 2.10 Personality Trait and Learning Outcomes;
- 2.11 Attitude and Students' Learning Outcomes;
- 2.12 Gender and Students' Attitude;
- 2.13 Conceptual Framework;
- 2.14 Appraisal of Literature.

#### **2.1 Theoretical Background of the Study**

The theoretical background of this study is anchored on the theory of learning called constructivism. This theory is built on the work of Vygotsky (1896) and Piaget (1967). The theory stressed the importance of active role of learners in constructing knowledge for themselves. Constructivism emphasizes top-down processing: begin with complex problems and teach basic skills while solving these problems (Yount, 1996).

The theory explains why students do not learn deeply by listening to teachers, or reading from a textbook. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and the past knowledge or experience of the learner. That is to say that learning has to do with building one's own knowledge from one's own experiences. The theory says that knowledge encoded from data by learners themselves will be more motivating, flexible, transferable and useful than the one

encoded and transmitted to them through the delivery of agents like teachers (Cobb 1999). The theory assumes that knowledge is active rather than passive. In other words, learning Business Studies must be an active process that requires a change in the learner. This can only be brought about by the activities the learner engages in. Constructivists focus on the ability of learners to mentally create meaning. Constructivist learning, on which the theoretical framework of this study leans, is a personal endeavour, in which internalized concepts, rules and general principles are applied in practical real-world context. In constructivism, the teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems.

The teaching methods that come under this school of thought do not see teachers as reservoirs of knowledge but as midwives, who only help learners to bring out what is in them. Constructivist methods are child-centered and do not emphasize the mere handling of facts to learners by teacher. They guide learners to discover concepts by themselves, how they came about, and their relevance in real life. This is the thought pattern on which this study is based.

The significant connection between constructivism and this study is in how this study stresses importance of active involvement of learners in knowledge building for themselves using the brainstorming teaching method. This study further reflects the constructivist theory as a process in which the learner actively constructs or builds new ideas or concepts using their current or past knowledge or experiences. Therefore, it is a personal endeavour that applies internalized concepts, rules, and general principles to the practical world.

## **2.2 Bandura's Social Learning Theory**

This study is based on Albert Bandura's (1977) that states that people learn within social contexts using modeling and observation. According to Ormrod (1999), people especially children, learn from the environment and seek acceptance from society by using influential models. The social learning theory states that a social behaviour that is any type of behaviour that we display socially is learned primarily by observing and imitating the actions of others. According to Henry and Charles (1982), the social learning theory is derived from the work of Albert Bandura which proposed that observational learning can occur in relation to three models (MaeSincere, 2011):

- ❖ Live model in which an actual person is demonstrating the desired behaviour.

- ❖ Verbal instruction in which an individual describes the desired behaviour in detail, and instructs the participant in how to engage in the behaviour.
- ❖ Symbolic model in which modeling occurs by means of the media, movies, television, internet, literature, and radio. This type of modeling involves a real or factual character demonstrating the behaviour.

An important factor of Bandura's social learning theory is the emphasis it places on reciprocal determinism which states that an individual's behaviour is influenced by the environment and the characteristics of the person. In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other (MaeSincero 2011).

Bandura proposed that the modeling process involves several steps:

- ❖ **Attention:** In order for an individual to learn something, they must pay attention to the features of the modeled behaviour.
- ❖ **Retention:** Humans need to be able to remember details of the behavior in order to learn and later reproduce it.
- ❖ **Reproduction:** In reproducing behaviour, an individual must organize his or her responses in accordance with the model behaviour. This ability can improve with practice.
- ❖ **Motivation:** There must be an incentive or motivation driving the individual's reproduction of the behaviour. Even if all of the above factors are present, the person will not engage in a behaviour without motivation.

In this study, learners learn primarily by observing the environment and imitating the actions of others. The link between constructivism theory, social learning theory and the study is that the learners are actively involved in the learning process and are given opportunities to construct meaning, connect course concepts to personal experience and utilize problem solving skills.

### 2.3 The Concept of Business Studies

Business Studies, according to Maude (2012), is as old as man and society. People used business education knowledge, informally, in the olden days for local production, buying and selling and distribution of goods and services. He went further to say that people used informal ways of business communication and arithmetic in carrying out business activities. Aliyu (2001)

asserted that business education has been in existence since the creation of man, even if in an informal sense. People have always used their business skills and knowledge, informally acquired in prototype business situations and transactions. They have always engaged themselves in production, exchange, storage and transportation.

Amaewhule (2000) reported that business studies is a generic term covering all business subjects. These are office practice, shorthand, book-keeping and commerce at the Junior Secondary School level. He further defined Business Studies as a subject which deals with the various methods of organizing and conducting business activities with the aim of maximizing or making profit. He went ahead to say that there is a need for people to obtain a type of education that will equip them to explore the available opportunities in the society. Amaewhule stated that it is the duty of the school system to provide people with relevant educational information and experiences that will help them meet these opportunities in their career and occupational plans. According to Fafunwa (1991), the purpose of education is functionalism. One of the aims of secondary school leavers should be to make a useful living for themselves (NPE 2002). According to Ekanem (2008), Business Studies has a significant effect on the quality of life of the people, and their environment.

Aliyu (2001) observed that business education programme is becoming more relevant to the socio-economic and political life of citizens as people feel the impact of business education in their daily activities that require the rudimentary knowledge of entrepreneurship. Skill acquisition programmes like business education which provide vocational and business competence will no doubt, help in the development of careers, vocations, occupations and competence that make an educational system functional. These are programmes that facilitate wealth creation and employment opportunities in any nation. In addition, Odunlami (2001) said that the present dwindling economic situation, in spite of the Poverty Alleviation Programme (PAP) and the proposed National Youths Empowerment Scheme, and the massive unemployment, justifies the need for the business education programme. Eddy (2002) opined that efforts to improve a dwindling national economy can be made fruitful by encouraging jobless people to embrace skill development programmes like the poverty Alleviation programme and become productive. In this way, the objectives of business education as a programme for acquiring skills in office careers and general education on information and competence needed for managing business (Osuala 1998) will be realized.

## 2.4 The Concept of Brainstorming

Brainstorming is one of the oldest creative thinking techniques. Originally developed by Osborn, 1941, it was first called “thinking up”. Later Alex Osborn coined the term “brainstorming”. Brainstorming is primarily a technique of using ideas from a group of people to provide ongoing stimulation to that group in order to create more ideas. These ideas are then combined or developed into a practical answer to a challenge presented to the group at the beginning of the brainstorming session. One of the key concepts of brainstorming is that no criticism is allowed during the session. Wild and unusual ideas are encouraged, in part because the odd sounding ideas sometimes become useful as they provoke other members of the group to come with good suggestions. Sometimes, all a strange idea needs is some polishing. Part of the features of brainstorming is to build on other people’s ideas. Often these brainstorming groups are an assembly of people with different background that facilitate the introduction of various perspectives that might not usually be brought to bear in solving a particular problem. This often stimulates new ideas that enable the group to scale formidable hurdles.

Echoing several other studies, Osborn (1963) claimed that brainstorming was more effective than working alone to generating ideas but was contradicted by Michael and Wolfgang (1991) who argued empirical evidence that an individual working alone can be more productive than a brainstorming group. While this may be sometimes be true, an idea developed by a single individual may not be as well developed as that of a group arrived at after considering the diverse knowledge and experience of the group. An individual alone would not have access to this expertise.

Advocates of brainstorming would argue that part of the problem with studies that downplay the effectiveness of brainstorming is that the groups studied did not apply brainstorming principles properly. One key concept is that the initial challenge presented to the group must be accurately worded. A poorly worded challenge can lead the group in all kinds of unproductive directions. Another important key concept is that authority figures that are directly above the participants in the work environment must not be present at the brainstorming sessions. The presence of the bosses tends to inhibit any of the unusual ideas that can really get a brainstorming session going while their absence probably explains why individuals can produce more ideas when brainstorming alone.

An important component of brainstorming is the use of a facilitator. The facilitator presents the initial challenge to the group and may also be the one who records all the ideas. One of the important concepts of brainstorming is not to aim at quality of ideas as that can be sorted out later. The facilitator would also try to get the group going again as it slows down. This is usually accomplished with a series of previously prepared questions. The facilitator might present ideas for further development when necessary. Brainstorming is a useful creative thinking technique to arrive at new ideas.

There are different forms of brainstorming and each form has its own features. They include the following:

- ❖ Individual brainstorming: A general topic is given and participants are asked to brainstorm individually. All ideas got are grouped by the teacher in his capacity as he is the head of the session, before choosing the best idea as the solution to the problem. (Ali, 2001).
- ❖ Group brainstorming: This is a collective way of generating ideas. Individuals sit together and generate ideas following the procedures and rules for the sessions. Each participant has the opportunity to benefit from the ideas of others, and is able to build other new ideas” (Obada, 2001).
- ❖ Electronic brainstorming: The computer is used during sections of individual or group electronic brainstorming. Computers are used from the beginning, where it provides the individual or individuals with few words and solutions for the problem asked by the computer to raise the more ideas they have. These are in turn used during the group sessions, where each of them produces ideas about the problem asked without any verbal connection between them, while the connection is by the computers, that are linked together, so that all the ideas of the participants shown to every of them on the screen of the computer (Abdel-Hamid, 2000).

## **2.5 Meaning, Importance and Principles of Brainstorming**

Osborn is quoted by Tantawi (2001) as saying, "brainstorming is an innovative conference with a special nature in order to produce a list of ideas that can be used as clues leading to the solution of a problem". Alkhadra (2005) indicated that brainstorming is a term used by researchers and specialists as a synonym for a number of concepts and terminology:

mental vituperation, mental bombardment, memorizing, rain of ideas and generating ideas. Rowan (2014) defined brainstorming as a group or individual creativity method, in which attempts are made to arrive at a definite conclusion for a particular problem based on a list of ideas spontaneously contributed by the group. Brainstorming sessions aim at developing creative solutions to problems (Jarwan, 2005) and command a great importance in the teaching process. Sayed, (2009) listed the benefits of brainstorming. It

1. helps students to arrive at innovative solutions to problems.
2. helps students to benefit from the ideas of others through the development and build on them.
3. builds relationships among students as they assess the views of each other.

For the teacher, brainstorming:

- ❖ helps the teacher to conclude ideas that are broader than students' thinking. Makes the teacher more democratic and respectful of students views no matter how diverse .
- ❖ provides the teacher another problem-solver. These are the students as they rack their brains for solutions to individual or group problems. This is a relief for the teacher. (Humaidan, 2005).

If adequately handled, brainstorming method allows the free expression of ideas, and promotes the independence students (Selley, 2000). If employed properly in the classroom, brainstorming helps the learner to reflect on ideas in terms of the order, classification, and theme, in order to access the final solutions to problems. Mahmoud, (2003) and Sayed (2006) pointed out the following benefits of brainstorming:

- ❖ It does not require extensive training by the users of the training programs.
- ❖ It does not usually require more than a convenient place as most of the ideas on a particular topic are generated in a relatively short period of time.
- ❖ It is delightful and entertaining, and develops the habit of meaningful thinking.
- ❖ Using this method does not require a major effort for preparation and participation.
- ❖ The method encourages interaction and exchanging of information.

However, Zeitoun (2002) contradicted Mahmoud (2003) and Sayed (2006) by pointing out findings that brainstorming does require great effort in the preparation stage. Also contradicted was Zeitoun (2002), Mahmud (2003) and Sayed (2006) findings that brainstorming is easy to apply and does not require extensive training by the users. Moreover

students always find it difficult to be committed to the rules of brainstorming. This puts the teacher always be on the alert.

To achieve its aims, brainstorming must adhere to two basic principles and four important rules: Ghabayen, (2008). First the principles:

- ❖ Postpone making a decision on ideas that are raised during the first stage of brainstorming.
- ❖ Quantity generates quality. This means that many of the common ideas could be preludes to unusual ideas at the later stage of the brainstorming process.

The four rules are:

- ❖ One must not criticize ideas adduced by members of the team no matter how trivial or superficial they may appear.
- ❖ Encourage participants to give the largest possible number of ideas without paying attention to quality.
- ❖ Focus on quantity, where the large number of ideas may include the original idea.
- ❖ Ideas belong to everyone and any member can integrate between two ideas.

Qatami, (2001) revealed that the success of brainstorming strategy depends on the application of the four principles referred to above.

The major purpose of brainstorming as a teaching method is to enhance communication skills as it helps to promote thinking and decision-making as well as articulating different viewpoints make it or opinions. It may be used in all areas of learning. However, one major limitation is that it is not suitable for younger learners who have not attained the level of reasoning required to make it to work. The teacher must be able to guide the students on necessary considerations that often determine outcomes. This requires careful planning to achieve the desired learning outcomes. The group interacts in response to questions, and the instructor refrains from participating in the discussion. The students are encouraged to learn about the subject by actively sharing information, experiences and opinions. The flow of communication is a transaction among all the students rather than a recitation and response between individual students and the instructor.



## 2.6 Brainstorming and Students' Learning Outcomes

Rao (2007) found that students who have been trained in brainstorming techniques and who used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of the brainstorming techniques. Adewale (2008) found that students exposed to brainstorming learning strategy performed better than those in the control group. Al-maghawry (2012), aim to identify effectiveness of brainstorming techniques in learning some basic skills for beginners in volleyball. The experiential and control groups did pre-test and post-tests. The study was conducted on a sample of 50 first year students from Faculty of Physical Education, Benha University. Test of Physical and Skill and Achievement of Cognitive Attainment and Intelligence were used. The researcher has designed an educational programme using the method of brainstorming for duration of 7 weeks, three units a week and a time of 90 minutes each, implementing the programme has been during the period from 30/10/2011 to 22/12/2011. The result of the study showed that the method of brainstorming had a positive effect on learning the skills of passing, serving and smashing stroke. Brainstorming demonstrated a positive effect on learning the skills of passing, serve and smash stroke of the control group. The rate of percentage in level of performance skills and cognitive attainment of the experimental group which used the method of brainstorming was better than the rate of percentage in performance skills and cognitive attainment of basic skills in the sport of volleyball.

Tayyabazarif (2013) carried out a research on the effect of using brainstorming on students learning outcome in Social Studies at middle level schools and found that brainstorming can play a significant role to improve student's understanding of content and matic integration. It enhances the confidence and communication skills in the middle level students. He went further to say that this was largely due to the fact that brainstorming not only stimulates students' attention but also makes them to participate actively and interactively in the class. Richard (1990) found that student interaction was an important part of developing the cognitive skills involved in generating ideas and identified brainstorming as an effective way of achieving this. Results from this study showed that students who were trained in brainstorming techniques were more efficient at generating and organizing ideas than students in the control group. Micheal and

Wolfgang (1991) found that, an unduly large group together produces fewer ideas than individuals brainstorming separately.

Al-Bwi (2006), investigated in his study the effectiveness of brainstorming in developing creative thinking among science stream students. The study made use of (100) samples which include equal numbers of male and female students chosen from two Tabouk Public Schools, one for males and the other for females. The findings of the study showed that there were no significant statistical differences between the study groups. This was attributed to the teaching method. There were no significant statistical differences between the performance of male and female participants. Al-Olimat (2008), investigated the effect of brainstorming and discovery strategies in developing creative thinking among eighth graders in Science in Jordan. The findings of the study showed that there was an evident effect of brainstorming and discovery in developing creative thinking. Moreover, there were differences between both strategies in the favor of brainstorming.

Al-qarini (2011), carried out a study on the effectiveness of the brainstorming strategy on developing creative thinking among third intermediate students in Qurayyat City. Purposive random sample was drawn, as a sample consisted of (115) male and female students was chosen. The researcher administered Torrance test (Form A) as a pre-test. The findings of the study showed that there were statistical differences between the means of both groups on the test in the favour of the experimental group that studied using brainstorming. There were no statistical significant differences between the means of male and female students' scores in the creative thinking test and the sub-skills attributed to gender. There were statistical differences between the means of students' scores in the post-test on the sub skills. This was attributed to interaction between gender and the teaching method.

## **2.7 The Concept of Field Trip and Students Learning Outcomes**

The word 'field trip' is of American origin; it is the equivalent of excursion in British terminology. The experiential nature of field trips offers a natural opportunity to utilize inquiry and constructivist based methods shown by current research as the most effective methods for teaching science. This may also be true of Business Studies – a subject that requires a great deal of first-hand experience and sighting of business professionals and infrastructure. There is a large number of studies that compare traditional, expository teaching methods to inquiry based,

constructivist and student-centered approaches. The overwhelming theme of research is that these methods are more engaging and lead to longer lasting learning. These findings have been reported from countries across the globe and at varying age levels. The following are samples of these findings: Akinbobola and Afolabi (2009) reported that Guided discovery, a constructivist teaching method, yielded best results when compared with various teaching methods used in physics classes in Nigeria. In Germany, Randler and Hulde, (2007) compared fifth and sixth grade classes taught soil ecology using hand-on versus teacher-centered methods. Scores immediately following the lessons were similar in both groups but retention was higher in the group that learned through hands-on method. Similarly a study in the United States conducted by Brickman, Gormally, Armstrong and Haller, (2009) compared inquiring-based labs with more traditional labs in an undergraduate science course designed for non-science majors. Students in the inquiry based laboratory group demonstrated greater improvements in both scientific literacy skills and research skills. It could, therefore, be inferred that when constructivist and inquiry – based teaching methods are employed during field trips, the positive impact on learning outcome could be tremendous.

Field trips are excursions outside the classroom, laboratory or greenhouse and can be used to complement material taught or be a primary teaching activity for students (Tan, 2005). A field trip may span one morning or afternoon, or stretch for a week or more (Tan, 2005). Most school instructions consist of lectures, discussions, instructional videos, computer simulations, online teaching, guest speeches. These cannot be classified as active learning components such as laboratories, greenhouse, and field trips.

Field trip is also seen as an outdoor, field work or learning exercise undertaken by teachers and students in certain aspects of subjects taught, so as to give students the opportunity to acquire knowledge. Krepel and Diwall, (1981) defined a field trip as a trip arranged by the school and undertaken for educational purposes in which the students go places where materials for instruction may be observed and studied directly in their functional setting. There are many other experiences that field trips provide in relation to teaching and learning business studies. Field trips cannot be experienced or gotten in a school environment or classroom setting. Research has shown that school field trips can enhance school children's authentic and original experiences (Pedretti, 1997), direct contact with real objects, and stimulate their curiosity and interest in topics taught.

Field experiences enhance synthesis of information, cognitive reasoning ability, self-confidence, self-efficacy and research collaboration skill. Students have the opportunity to observe natural setting first hand. This makes learning more interesting and enjoyable, provides opportunities for students to gain field research experiences while learning through participation (hand-on experience) and exploring practical issues on site. Field trips can allow students and instructors a chance to get out of the classroom and interact with each other in a more informal. Switzer (1995) observed that field trips strengthen the relationship between instructors and students and among students themselves to result in more interactive and effective classroom teaching that can facilitate and maximize student learning. Since field trips generate students' own interests and enthusiasm, it makes inductive and deductive learning, critical thinking, creative thinking, data collecting, problem solving and research collaboration a pleasure (Mckay and Parson 1986).

Field trips can connect school work with the world, and make it tangible and memorable. A fieldtrip stimulates questions and ideas at the beginning or end by providing an experiential "text" for students to study and interrogate. Learning is best served when students are mentally and physically participating in the process. Field trip can open up learners mentally and physically because it arouses great interest in them. Apart from reinforcing concepts learned field trips broaden students' horizons and expose them to new topics that are yet to be treated in the classroom. Such trips are valuable experiences for students because they have a lasting impact that go beyond the learning of facts. Informal learning venues such as museums and factories can help visitors feel more confident discussing and using science. (Reniel and Willian, 2002). Bamberger and Tal (2008) found that museums offer students concrete experiences that aid their understanding of the content presented at a museum. These experiences also helped students understand content they had previously learned in new ways. These connections to school content were made by students even when guides or teachers were not explicitly pointing them out. Bamberger and Tal also found that field trips allow students to connect to content knowledge in personally relevant ways and suggest that this promotes lifelong learning. A report from National Research Council in America indicates that experiences outside of the classroom increase student's motivation. Additionally, these unique experiences are remembered into adulthood. A break from the everyday classroom routine can be a motivational tool that offers students an experience to anticipate (Pace and Tesi, 2004). Field trips go beyond the learning of

content by improving students' attitudes and perceptions towards science (Zoldosova and Prokop, 2006). This may not be true of science subjects alone.

Field trip is an expensive and complex activity in an educational system and it is important to minimize both the number of students and teachers to reduce barriers to learning on it. Falk (1983) suggests that in order to maximize learning, one must increase the familiarity of the students with the field location through the use of pre and post activities and repeated visits. Orion and Hostein (1994) believe that this is very important for the psychological readiness of students attending the field trip. This can be accomplished by working with materials students will encounter on the field such as slides, films and working with maps of the location itself. It also includes discussion of expected weather, purpose, learning method and the length of time with field trip students (Orion and Hofstein, 1994). The field trip should be placed early in the concrete part of the total learning activity and should be focused on the interaction between the students and the environment. The pre and post learning activities, in addition to the field trip, should serve as a bridge to more abstract learning levels. In short, a field trip should be viewed as an integral part of the curriculum and not as an isolated activity (Orion and Hofstein, 1994). Falk (1983) goes further to suggest that "educators need to be aware of the effects of settings on learning in planning their lessons.

It has also been reported that productive field trips that focus on learning objectives enable students to make connections with real world science and more abstract classroom learning (Ramey Gassert, 1997). This type of trips assists students in the comprehension of patterns that connect and make them look beyond disciplines to see things in their larger context (Orr, 1993). This ultimately helps students recognize that learning awareness are not isolated to particular subjects, teachers or time frame. Field trips keep students alert and excited (Spronken-Smith, 2005). According to Spronken-Smith (2005) 76% of students enjoyed field trips as a learning opportunity to 21% who preferred lectures.

In a study conducted by Ajaja (2010) on effects of field studies on learning outcome in Biology, four research questions were raised and collapsed to four hypotheses. The first three hypotheses were tested with t-test statistics at 0.05 level of significance. The fourth hypothesis was tested with Pearson Product Moment Correlation Statistic. The findings of the study includes a significant difference in process of science scores between pretest and post-test of field trip student, a significant difference in process of science test scores between students exposed to

field experiences and those who were not exposed; a significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not; and a strong correlation between process of science scores and biology achievement scores. It was concluded that field experiences enhance students' understanding of process of science, improved students' attitude towards biology and significantly influenced their achievement.

Some researchers suggest that there are limitations to field trips. One issue that limits the effectiveness of a field trip is the environmental novelty factor (Falk, 1983; Falk, Martin and Balling, 1978). The novelty factor is the newness of field trip location. The more unfamiliar a setting is for a student, the more time a student will spend on the trip familiarizing themselves with the surroundings and ultimately the less they will learn (Balling and Falk (1980). Another issue involves the teacher set up and use of the field trip. According to a study conducted by Gottfried (1980), 62% of teachers whose classes participated in this study viewed a trip to the science centre as an enrichment activity. This teacher did not plan preparatory or follow-up activities for the field trip and viewed the trip as a social experience and not necessarily a science lesson. Furthermore, another 38% of teachers used the trip as an introduction to a course and did not prepare introductory lessons for the children.

Orion and Hofstein (1994) confirmed that teaching factors such as the field trip in the curriculum structure, didactic methods, teaching and learning aids, and the quality of the teacher plays a role in the effectiveness of field trip. They also found that student factors such as knowledge of trip topics, previous acquaintance with the trip area, previous experience with field trips, previous attitudes to subject matter, previous attitudes to field trips and class characteristics such as grade, size and subject mattered. However, Orion and Hofstein, (1994) found that field trip factors impacted student learning on field trips. These include learning conditions at which station or site, duration and attractiveness of the stop as well as the weather conditions during the field trip.

Anderson, Thomas, and Ellenbogen (2003), opined that up till the 1990s, a cognitive emphasis in defining learning has been prevalent in informal contexts as evidenced as assessments for recall of facts on concepts. Flexer and Borum (1984) attempted to find out whether students learn better or less from a visit to an informal site than in a classroom setting, and how much content students can recall after visiting a site. However, some educational researchers like Dierking Falk, Rennie, Anderson, and Ellenbogen, (2003), Falk and Dierking,

(1992); Schauble et al, (2003) argue that learning encompasses much more than the cognitive aspect. It includes emotions, visual and tactile information, and social interactions. These reemphasise Bloom's (1956) seminal work on the taxonomy of knowledge which included cognitive, affective and psychomotor domains. These researchers are of the opinion that a wide or broad definition of learning has greater utility in the context of informal settings that is able to account for the complex nature of experiences that take place. A good definition of learning should rightly include the affective domain, such as increasing curiosity and appreciation, developing motivation and interests, and forming and refining personal identity.

Informal learning environments generally offer complex, stimulating environments and activities that go beyond most experiences that are possible in the classroom and therefore can activate a wider range of learning potentials. Consequently learning that takes place at the sites should be measured in a way that accounts for these different outcomes. Falk and Dierking (1992) discussed how many museums are trying to increase learning in visitors by finding ways to get them to process information more deeply, reflect on prior conceptions in the light of new information, and make understanding in their own socio cultural context.

Different studies like Anderson (2003); Anderson and Shimizu, (2007), have shown that vivid memories of experiences in informal settings are strongly influenced by the affective domains, including emotions. Falk and Dierking (1997) reported that the memories of adult and older children concerning a school trip taken as a young child were contextualized with emotional information. These authors speculate that the affective information embedded in an experience allows for easier retrieval of information and memories of events and it is also an instrumental cause for self reflection on those events. This shows how the affective and cognitive domain is strongly linked.

Piscitelli and Anderson (2001) in their study pointed out that most data and conclusion are purely researcher-centered interpretations. One exception to this is Piscitelli and Anderson's study which examined young children's (preschool and lower elementary aged) perspectives of past visits to museums. Their result demonstrated that children's perception of museums could be counter to common ideas in visitor studies. The children recalled exhibits and made links to their everyday experiences, such as storytelling and climbing on structures, rather than hands-up activities (when they were unlinked to everyday life) which are thought by educators to be very engaging.

Another important study in this area was conducted by Andrew and Asia (1979). In a study of a New York art museum, they sought to understand teenagers' views of their experience. They discovered that teenagers valued museum educational programmes only as advancement for academic achievement, rather than as ways to learn more about the world. In addition, these teenagers did not expect to have fun at museums because of negative childhood memories of school trips in which they experienced boring lectures in whose importance they were unable to understand. Rather they got tired from being "dragged around". Because of such associations, many young people would be highly unlikely to become art museum patrons as adults. It is this kind of information, along with counterintuitive findings such as Piscitelli and Anderson (2001) that point to the need for more research focusing on student perspectives that are vital for informal education programme development.

Other studies indicate a disconnection between teacher's and student's perceptions of informal education related experience. For instance, Storcksdieck (2001) found that many students did not recognize classroom learning activities linked to a planetarium visit, although their teachers reported doing related follow-up activities. This conflict of appraisal is another reason that it is important to find out student's views. A number of research studies suggest that students tend to compartmentalize their learning and fail to make connections between subjects or between classroom and "real world" events that explicitly lead to these links (Anderson, Piscitelli, Weier, Everett and Taylor, 2002; Slavin, 2003).

There are also studies on student perspectives of classroom studies that can be drawn upon for insight into informal situations. Hogan (1999) emphasized the value of exploring how individuals experience the same learning context differently. She examined how students "personal frameworks" influenced their work with peers during group discussions. She found out that students' view on the nature of learning affected how they interacted with their peers in group activities and what they understand about the subject matter. Hogan argued that personal frameworks are important for developing communities of learners in which a diversity of students can participate as promoted in the National Science Education Standards (National Research Council, 1996). To do this effectively, it is necessary to know about the individuals: not only their backgrounds and prior knowledge (the focus of many studies), but also their individual perspectives, interpretation and personal meaning of tasks. These factors affect



students' involvement in learning, including motivation to learn and the strategies they use to make meaning.

Long term changes in environmental knowledge, attitude, values and behaviour do occur as a result of field trips. Research clearly demonstrates that one of the most effective ways of providing school students with pro-environmental messages is to connect them to experiences "in" the environment, in particular, experiences, which enable students to observe the evidence of wildlife, habitats and human beings (Ballentyne, Fien, & Packer 2001). Nature-based learning experiences allow students to apply theoretical knowledge "in the field", discover real life examples of principles, problems and issues, view things in new perspectives, promote problem-solving and decision making within real world settings, and engage emotionally with environmental issues. (Ballentyne, Fien & Packer, 2001).

Field trips are an effective way to increase students' awareness towards nature protection (Prokop, Tancer & Kvasnication, 2007). They often result in increased motivation for learning (Lai, 1999). Furthermore, positive attitudes towards learning will continue if activities introduced during the field trip experience are also continued (Linowska & Disinge, 1991).

Research has demonstrated that memory recall is not dependable. The ability to inference is important because it enables respondents to fill in details that they cannot recall (Bradburn, Rips & Shevel, 1987). Since this type of memory organization is central to how the human brain recalls information, it may be better to design autobiographical questions that focus less on time of occurrences and abstract description of events. Rather, the researcher should focus on particular sequences or use sequences as reference points for locating other facts of interest (Bradburn et al 1987).

Sebba (1991) said that children experience the environment in a deep and direct manner not as a background for events but as a stimulator. There is also a connection between the quality of child's experience and the way it goes into memory as he or she matures. This is usually dependent on the level of activity the child engages in, for example, how involved with their body, senses and awareness (Sebba, 1991) are they on field trip activities? If this is the case, the memory should last just for a long time and should be easily recalled (Sebba, 1991). Furthermore, the sympathetic attitude a child displays toward nature is likely to accompany an experience when recalled from memory (Sebba, 1991). This suggests that the environment an adult remembers was more than likely personally experienced without mediation from other

adults that were present where the experience first took place in childhood. This often occurs because memories first experienced as children are at their peak during development into adulthood (Sebba, 1991). Data suggests that activities, feelings and perception factors are important to the memory of children. As an adult Research suggests that a particular memory of an adult is not identical to the actual experience of a child. Rather, it is condensed and selective but important (Sebba, 1991). Research also shows that the part of the world that awakens the original memories of children and adults are taken from the natural world and natural environment, not those that are built by humans (Sebba, 1991).

Orion (1993) offers a three-part model that can be used to integrate field trips into the curriculum. Each part is structured, an independent learning unit, yet each links naturally to the next part of the model. The first part, the preparatory unit, prepares students for the field trip with targeted learning activities usually incorporated. Learners might work with materials and equipment that will be used in the field and gain the basic concepts and skills necessary for the completion of field activities.

The field trip is the second and central part of the model. It serves as a concrete bridge linking learners to more abstract levels. Making the field trip the central part of the instructional programme, rather than using it as a summary or enrichment activity, provides the concretization learners need to move on to higher levels of cognitive learning when they return from the field.

The third of Orion's model is the summary unit which includes more complex and abstract concepts aimed at helping learners to use their field trip learning and to transfer it to new situations. The component is usually conducted in the classroom. From the foregoing, it could be observed that literatures that do not support fieldtrip as a teaching method with regards to its strong correlation to learning outcomes are rare.

## **2.8 Conventional Teaching Methods**

Conventional teaching methods are teacher-centered and include the use of lecture and discussion. Under the conventional teaching method, the teacher tells, explains describes or relates whatever information learners are required to learn. It is teacher-centred; the teacher is very active and does all the talking. Learners, on the other hand, are passive, listening. The teaching of Business Studies using the conventional (traditional) teaching method expects students to quietly sit and listen to the teacher as he or she teaches. They are expected to either

make notes or copy notes that the teacher may write on the board. Often the lesson may end up with a summary and few revision questions.

Despite the popularity of conventional teaching method, its lack of active involvement of the learners limits its usefulness as a teaching method. The conventional teaching method is recommended for students with very little knowledge of the topic. It is also useful for presenting an organized body of new information to learners. To be effective in promoting learning, the conventional method of teaching must involve some discussion, and question and answer period to allow learners to be actively involved.

A good conventional (traditional) teaching method should:

- i. not be too long as to exceed the learners attention span.
- ii. address a single theme.
- iii. carefully explain technical terms in a lecture.
- iv. give familiar examples and analogies.
- v. establish fluency in technical content.
- vi. use illustrations and examples.
- vii. build on existing knowledge.
- viii. employ a variety of approaches.

## **2.9 Gender and Student Learning Outcomes**

Gender differences have become essential issues in the whole world. Liu and Wang (2005) conducted a study in which they investigated the decline of academic self-concept of high school students. The study was aimed at finding out if there was any grade or gender effect on adolescent's academic self-concept in Singapore. Six hundred and fifty six (656) students participated in the study. The results revealed that there was a significant effect of gender with female students having significantly higher perceived academic effort (academic self-concept subscale) than their male counterparts.

Fabunmi (2004) discovered that gender composition had a significant influence on secondary school student's academic performance. Ismail and Othman (2006) carried out a study on the effect of students' gender and past performance on academic achievement during their first year in the university. Data collected from male and female students in three faculties: Faculty of Economics and Administration, Faculty of Economics and Accounting, and Faculty of

Art and Social Sciences. The results showed that female students had better results than their male counterparts and that gender played an important role, influencing success in the university. Kan and Akba (2006) studied students' level of attitude and self-efficacy towards achievement in chemistry among male and female students and found that there were no significant differences in the mean of attitude scores according to gender.

Ekanem (2008), in a study of students' academic performance according to gender in business studies used a sample of 600 junior secondary students which include 300 male and 300 female. The findings of the study indicated that the performance mean score for the males was 25.07 as against the female's performance mean score of 25.87. The calculated t-test showed no significant difference between the two mean scores. Individual differences in patterns of interest play strong roles in their choices of which activities to pursue, both in and out of school. The differences in patterns of interest are crucial for understanding differences in cognitive performance (Wigfield, Battle, Keller and Eccles 2000). Hausmann, Tyson, and Zahidi (2009) asserted that there is no country in the world that has yet reached equality between male and female in different critical areas such as economic participation or education. In a study conducted by Barrow, Reilly and Woodfield (2009) to investigate the key determinants of degree of academic performance, data collected was drawn from three recent cohorts of undergraduates at the University of Sussex. The main aim of the study was to examine relationship between gender and academic performance. The results of the study showed that an average "good" degree rate for female students was found to be superior to the male ratings. The result also found that the modest raw gender differential in first class degree rates favoured women. This was attributed to their better endowments, particularly pre-entry qualifications.

In most science related fields, there tends to be more males than females (Olagunju, 2001). Shiaki (2005) in his study on attitude of students towards educational statistics found that the anxiety level of males was marginally lower than that of the female students in educational statistics. Males scored higher than the female students on the confidence of learning scale and thereby give credence to the evidence that males tend to be more confident than females. Baker and Machyntyre (2003) in their study of Georgia Elementary Schools found that both boys and girls showed significant differences in science and other subjects between ages 13-14 years and when they were younger, and as they grew, their interest reduced.

Afuwape and Oludipe (2008) carried out a study in Nigeria on Integrated Science achievement of graduating pre-service teachers for three years. Sample size for the study includes 126 males and 127 females which gave a total of 253 samples of pre-service teachers in College of Education in Nigeria. The findings of the study revealed that there was no significant difference in academic performance in integrated science between males and females. The study also revealed that each year, male students had higher mean scores than female students. Spencer (2004) opines that there is no form of influence being exerted by gender on pupils' achievement in science. Francis (2000) cited in Spencer (2004) opines that, girls certainly do take considerable interest in their appearance and may choose to rebel quietly by talking at the back of the class or feigning lack of interest but not in a way that will distract them from their studies.

Okebukola (1993) as cited by Yinyinola (2008) believed that all learners can perform equally in a given task, irrespective of sex. He went further to say that when learners have opportunities to interact among one another, the teacher and with the materials, knowledge and skill are acquired and learning is real for both sexes.

Jack and Johannes, (2001), said that girls tend to perform better than boys in reading and verbal skills while the reverse is the case in manipulative and physical productive tasks. Jacob (2002), suggests that on the average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. Meanwhile, Jacob added that in standardized achievement tests, females are better at spelling and perform better than boys on test of literacy, writing and general knowledge (National Centre for Education Statistics, 2003). An international aptitude test to fourth graders in 35 countries showed that females outscored males in reading and literacy in every country. Although there were no differences between boys and girls in fourth grade on mathematics, boys began to perform better than girls on science tests in fourth grade (International Association for Evaluation of Education Achievement). Girls continue to exhibit higher verbal ability throughout high school, but they begin to lose ground to boys after fourth grade on tests of both mathematical and science ability.

Borde (1998) found no evidence that gender impacts on academic achievement, there is no empirical data to suggest that students performance is persistently characterized by marked gender difference. There is a widely recognized national trend for girls to outperform boys at all levels of compulsory schooling in the United Kingdom (Woodsfield and East-Novell, 2006). Lawrence et al (2006) found that female undergraduates performed significantly better in

academic assessment than males. Smith (2004) tracked 200 students at Brunei University over four years and found that women persistently outperformed men despite enrolling with identical A-level results. Findings showed that over 65 percent of female graduates were awarded second class upper. In higher education women are often found to outperform men irrespective of the measure of success used (Hyde and Kling, 2000).

Onuka and Durowoju (2011) studied the relationship between motivation and students' achievement, as well as male and female students' cognitive achievement in secondary school Economics in Ibadan North L.G.A of Oyo state. The result showed that gender has no significant effect on students' cognitive achievement in economics. The result also showed that gender had no significant effect on the cognitive achievement in Economics. In a study of the effects of gender on students' academic achievement in secondary school social studies, Dania (2014) revealed that gender had no significant effect and there was no significant interaction effect of treatment and gender on student's academic performance in social studies.

Young and Fislser (2000) examining SAT-M scores of high school seniors, found males to score better than females. However, they note that males generally come from households where the parents' socioeconomic status was higher. In contrast, the participants were more diverse and include more low-income students than the boys group. Others have argued that the content of the test or of its administration favours males (Bridgeman and Wendler 1991). In higher education women were often found to outperform men irrespective of the measure of success used (Hyde and Kling, 2000). The disparities in achievement were attributed to the fact that females were more conscientious, less likely to miss lectures and more likely to receive support from staff. By contrast, men had a greater tendency to be absent from classes due to other commitments.

Empirical research suggested that, girls perform better than boys in reading and writing subjects while boys outperform girls in the more analytical subjects of mathematics and science. Lawrence, Ashford, and Dent (2006), found in their study that female undergraduates performed significantly better in academic assessments than males. Although Borde (1998) in his study found no evidence that gender impacts upon academic achievement, there are some empirical data to suggest that student performance is persistently characterized by marked gender difference.

## **2.10 Personality trait and Students' Learning Outcomes**

According to Feldman (1994) in Daminabo (2008), personality is the sum total of the characteristics that differentiates individuals. Traits according to Colman (2003) in Daminabo

(2008) are enduring dimensions of personality characteristics which differentiate people from one another. Student's personality traits are different from each other. They receive and process information differently and also differ in their understanding. Personality traits affect academic achievement in students either positively or negatively.

Many researchers have argued that personality traits account for a significant variation in academic performance of students (Chamorro-Premuzic and Furnham, 2003; Duff, Boyle, Dunleavy and Ferguson, 2004; Furnham et al 2003; Komarraju and Karau, 2005). Marsh, Trautwein, Ludkle, Koller and Baumert (2006), and Martin, Montgomery and Saphian (2006) found that individual differences in personality played a unique role in undergraduate performance across four years of coursework over and above the effect of high-school performance and cognitive ability (ie achievement test scores). Chamorro-Premuzic and Furnham (2003) using two longitudinal samples of British university students, examined the relationship between personality factors and academic performance. Personality scores assessed during the first few weeks of the academic year significantly align with performance in final examination and course work assessed three years later. In addition, when the predictive power of personality traits was related to both academic behaviours such as attendance and class participation and teacher's predictions, personality traits were found to account for an additional 10 – 17% of unique variance in academic performance. In a further study by Furnham, Chamorro-Premuzic and McDougall (2003), personality traits accounted for about one fifth of the variance in examination marks.

Many scholars have accepted the five-factor model of personality trait as a replicable and unifying taxonomy of personality (Digman, 1990; Goldberg, 1992; Witt, Barrick, Burke, and Mount 2002). They found personality traits to be significantly related to successful job and school performance, both logically and statistically (Hogan and Hogan, 1989; Day and Silverman, 1989). However, there has been an increasing interest in the big five personality traits and the role they play in the academic achievement of students. The "Big Five" traits include conscientiousness, agreeableness, openness to experience, extraversion and locus of control (CAOEL). In this study the researcher is only concerned with extroversion and introversion.

Extroversion and introversion are central dimensions of human personality theories. The terms were popularized by Carl Jung (1995) although both the popular understanding and psychological usage differ from their original intent. Extroversion tends to be manifested in

outgoing, talkative, energetic behaviour, whereas introversion is manifested in more reserved and solitary attitude (Thompson, 2008). Extroversion involves assertiveness, the desire to be social, loved and ambitious, talkative and aggressive (Barrick and Mount, 2001). Huang, Liu and Yang (2010) found that female's personality traits would moderate entrepreneurial intention by attitude. Chih-Ching T. (2008) carried out a study on effects of personality traits and attitudes on students' uptake in hospitality employment, and found personality trait of extroversion is a significant predictor of students' attitude towards and aspirations regarding hospitality jobs. Forrester W.R. and Tashchian A. (2010) carried out a study on effects of personality trait on attitude towards academic group work and found that extraversion was the best predictor of respondents' attitude towards academic group work. Individuals with high extroversion scores had positive attitude towards academic group work.

The idea of introversion and extroversion first came from Sigmund Freud. Carl Jung, who went on to develop the concept, tried to relate the different types of behaviours and corresponding personalities. According to Myers and Myers (1980), introverts focus mainly on inner thoughts while extroverts concentrate on people and external activities. Buruss and Kaenzig (1991) argue that every individual possesses the qualities of both introversion and extraversion and shows both of them in their daily lives but one dominates the other. This can be practically observed by knowing the work preferences of individuals and how they react to stress. Eysenck (1965) tried to describe introverts and extroverts in the following way. The typical extrovert needs many friends, is very social, wants to talk with people, enjoys parties and does not prefer to study by himself. He demands excitement, takes risks and generally acts impulsively. He is dynamic, has ready answers to questions and likes changes in general. On the contrary, a typical introvert is introspective, reserved, enjoys books rather than meeting people and has friends but not in large numbers and does not act on the spur of the moment. He likes to plan well in advance and has no ready answers for instantaneous questions. He is generally very serious about matters of everyday life, tends to spend an ordered life and does not like excitement.

So extraversion being a unitary factor in behavior is opposed by predictions from a psychological theory as well as by correlations between primary factors. Eaves and Eysenck (1975) developed a model for environmental and genetic determinants of extraversion and for its main components like impulsiveness and sociability. Results of the experiment using this model suggested that neither extraversion nor extreme introversion was favoured by human evolution.



Contrary to directional evolution in favour of increasing intelligence, increasing extraversion or increasing introversion did not contribute to better natural selection. A human species might need more extraversion at times and more introversion some other times. Ellis (2008) noticed that extroverts were advantaged at acquiring basic interpersonal communication skills. He also found that extroverts were better at improving their cognitive academic language ability. Zhang (2008), concluded that extroverts learn a second language more easily because they are more risk-taking and more indifferent to embarrassing themselves by speaking incorrectly, or by not being able to speak at all. Therefore, they do not miss opportunities that can help their learning. Lightdown Lean Spada (1993, 2006) suggest that many classroom teachers are convinced that extroverts are more successful in second foreign language learning than introverts, especially in terms of being superior in their communicative ability.

In a study conducted by Durosaro (1985) on the relationship between introversion – extraversion and academic achievement among secondary school students in Oyo state, data were collected and analyzed descriptively using correlation analysis and T test. The results showed no significant relationship between introversion – extraversion and academic achievement and there was also no significant difference between the academic achievements of introverts and extroverts in Oyo State.

Regional variations have been observed in extraversion, sometimes in accordance with culture and religion. The general belief is that people in the United States of America are generally extroverted because the American culture rewards extraversion and considers introversion abnormal. In central European culture and regions where religions like Buddhism prevail, it has been observed that introversion is rewarded more and this makes people mainly introverted. Camperio ciani, Capiluppc, Veroness and Sartori (2007) observed that people living on islands show behaviour that tends toward introversion. Huntsinger and Jose (2006) observed that Chinese Americans and European Americans more or less were similar on the scale of extraversion.

Some studies about variation of extraversion in accordance to geographical locations have also been conducted. Rentfrow, Gosling and Potter (2008) tried to study the geographical variation in extraversion in the United States of America. It was observed that many personality dimensions did not show random distribution, instead they were clustered. And one of such personality dimensions was extraversion – introversion. Europe and America have shown more

of extraversion than Africa and Asia. There are many factors that could be attributed to extraversion-introversion tendencies. Some are whether one lives in a city, town, or village, and one's age.

### **2.11 Gender and Students' Attitude**

Students' gender could be a major factor influencing career choice in school. According to Umoh (2003), home economics, nursing, secretary-ship and other feminine related careers have been traditionally regarded as aspects of the school curriculum reserved for females.

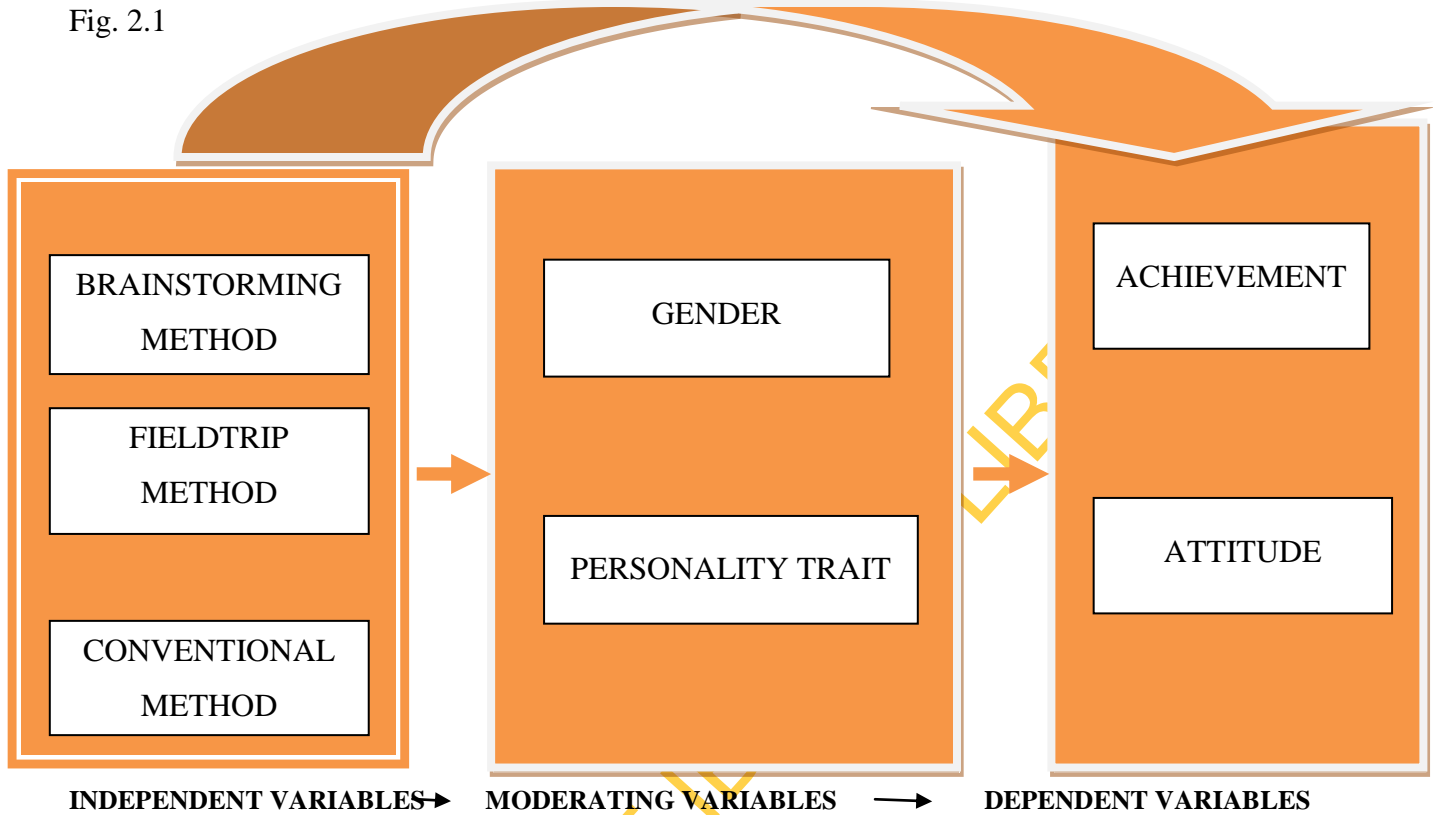
Attitude is the feeling, emotions, and behaviour one has towards something or someone. Adesina and Akinbobola (2005), described attitude as a state of readiness, a tendency on the part of individuals to act in a certain way. According to Nurlazam, Rohandi, and Jusoh (2010), negative attitude towards a given subject leads to lack of interest and avoidance. A positive attitude towards business studies will make a student to have a positive commitment to business studies and improve performance in the subject.

Buwa-Sado (2002) observed that female students have more positive attitude to language studies than the (few) males in the school of languages. A study conducted by Kariuki, Patrick, Wilson and Lisa (2003) and cited in Oyelekan (2014), examined the effects of middle school students' gender on their attitude towards social studies. The sample consisted of fifteen females and fifteen males randomly selected from each of grades 5, 6, 7, and 8. The result indicated a significant difference in attitude, only in the fifth grade group. Akinbobola and Akinyemi (2009) in their study reported an insignificant gender difference in the attitude of students towards physics when taught with cooperative; competitive and individualistic learning strategies. Akinbobola and Ikitde (2008) reported no significant difference in the attitude of male and female physics students to their studies.

### **2.12 Conceptual Framework for the Study**

Brainstorming and field trip teaching methods are the two treatments used in this study which are referred to the conceptual model as the independent variables manipulated by the researcher to see their effectiveness on the dependent variables. The factors which determine the effectiveness of the independent variables are the moderator variables. They are factors inherent in the students, such as gender and personality trait.

Fig. 2.1



### 2.13 Appraisal of Literature

Research has been carried out on the effects of gender on learning achievement in different fields of study. The possible effects of gender on learning caught the interest of researchers, (Jack and Johannes, 2001; Jacob, 2002; Fabumi, 2004). However, Liu and Wang (2005) conducted a study in which they investigated the decline of students' academic self concept of high school students. The results revealed that there was a significant effect of gender with female students having significantly higher perceived academic effort (academic self-concept subscale) than their male students.

Also, Buwa-Sado (2002) observed that female students have more positive attitude to language studies than the (few) males in the school of languages. Akinbobola and Ikitde (2008) showed that there is no significant difference in the attitude of male and female physics students in their study. Huang, Liu and Yang (2010) found that female's personality traits would moderate entrepreneurial intention by attitude. Chih-Ching (2008) carried out a study on effects of personality traits and attitudes on students' uptake in hospitality employment and found that

extroversion is a significant predictor of students' attitude towards aspirations regarding hospitality jobs. Forrester and Tashchian (2010) carried out a study on effects of personality trait on attitude towards academic group work and found that extraversion was the best predictor of respondent's attitude towards academic group work. Individuals with high extroversion scores had positive attitude towards academic group work.

Most of these studies related to gender generally with academic achievement and not on specific subjects and none of the studies are related to gender specifically with personality trait on student's attitude to business studies. Given that gender has been found to have an influence on students' achievement generally, this study determined the interaction effect of gender and personality trait of students on attitude to business studies.

Much literature on field trip originates from museums and science. (Randler and Hulde, 2011, Renuie and Willian, 2002). Literature on field trip often describe a range of effects on visitors and can influence career choice (Salami, 2003, Cosmos Coperation 1998), and increase interest and engagement in a subject regardless of prior interest (Bonderup Dohn, 2011). Some of the researchers that carried out research on field trip as a teaching method did not look at the interaction effect. The present research fills in the gap by looking at the interaction effect of field trip and personality trait on students learning achievement in business studies. For instance, Ajaja (2010) conducted a study on the effects of field studies on learning outcomes in Biology. The findings included a significant difference in process of science scores between pretest and post-test of field trip student, a significant difference in process of science test score between students exposed to field experiences and those who were not exposed; a significant different in biology achievement test scores between students exposed to field trip experiences and those who were not, and a strong correlation between process of science scores and biology achievement scores. It was concluded that field experiences enhance students' understanding of process of science, improved students' attitude towards biology and significantly influenced their achievement.

Bamberger and Tal (2008) found that museums offer students concrete experiences that aid their understanding of the content presented at museums. These experiences also helped students understand the contents they had previously learned in new ways. Connections to school content were made by students even when guides or teachers were not explicitly pointing them

out to students. Bamberger and Tal found that field trips allow students to connect to content knowledge in personally relevant ways and suggests that this promotes lifelong learning.

The present researcher observed that literature against the positive correlation of these variables under study were far less and almost negligible. Most of the literature skewed towards positive correlation of the variables on learning outcomes or achievement without looking at the interaction effect of the variables like the present researcher did by combining the effect of field trip and personality trait on students' achievement in business studies

Like in field trip research, studies on brainstorming were only interested in looking at learning outcomes when using the method in teaching (Tayyabazarif, 2013; Al-maghawry, 2012). It appears that none of this studies looked at the interaction of brainstorming teaching method and personality trait. For instance, Rao (2007) found that students who have been trained in brainstorming techniques and who used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research projects felt positive about the effectiveness of the brainstorming techniques. Adewale (2008) found that students exposed to brainstorming learning strategy performed better than those in the control group. In all these studies, there was no focus on two way interaction effects like the present researcher did.

Studies with direct bearing on the effects of the variables under study on learning achievement in business studies are very scarce and almost non-existent. While learning achievement on gender and personality trait depend more on the learners, according to literature, the extent to which field trip and brainstorming affects learning achievement and attitude depends on a number of variables outside the learner's direct control. One can conclude that from available literature the variables under study do have effects on learning outcomes and attitude. The extent to which they do this remains the point of disagreement among researchers.

**CHAPTER THREE**  
**METHODOLOGY**

This chapter deals with the methodology, the research design, the target population, sample and sampling techniques, instrumentation, method of data collection and analysis in this study.

**3.1 Research Design**

This study employed a non randomized pre-test, post-test, control group in a quasi-experimental design. The schematized layout of the design is as follows:

Experimental Group 1		$O_1$	$X_1$	$O_2$
Experimental Group 11		$O_1$	$X_2$	$O_2$
Control	Group 111	$O_1$	$\sim X_3$	$O_2$

- $O_1$  - Represents pretest scores for experimental groups 1, 2, 3
- $O_2$  - Represents post test scores for experimental groups 1, 2, 3
- $X_1$  - Represents experimental group one that received brainstorming learning method
- $X_2$  - Represents experimental group two that received field trips learning method
- $X_3$  - Control group representing the experimental group that used the conventional method.

The design employed 3 X 2 X 2 factorial matrix which allowed for the determination of effect of each independent variable and also provided an opportunity to determine the combined influence of independent and moderating variables on the dependent variables.

**Table 3.1: Showing 3 x 2 x 2 Factorial Matrix**

	Treatment	Gender	Personality Trait	
			Introversion	Extroversion
1	Brainstorming Method	Male		
		Female		
2	Field Trip Method	Male		
		Female		
3	Conventional Method	Male		
		Female		

### 3.2 Variables in the Study

The following variables were used in this study. These include:

**Independent Variables:** The independent variables are teaching methods. This was treated at three levels:

- Brainstorming Teaching Method
- Field Trip Teaching Method
- Conventional Teaching Method (control)

**Moderator Variables:** These are:

- Gender - Male/Female
- Personality Trait - Introversion/Extroversion

**Dependent Variables:**

- Students' Achievement in Business Studies
- Students' Attitude towards Business Studies

### **3.3 Target Population**

The target population of this study comprised all Junior Secondary School (JSS) Two Students in public secondary schools in Emohua Local Government Area of Rivers state.

### **3.4 Sampling Techniques and Sample**

The sample for the study was selected using the purposive sampling technique because the data showed to the researcher from the Rivers State Ministry of Education revealed that students from Emohua Local Government had the least performance in Business Studies in Rivers State. The researcher visited schools to ascertain those schools that were more affected in Emohua Local Government to get data on student's performance in each school. Based on the outcome, six (6) schools that had the least performance in business studies in the schools visited were purposively selected. To be selected to participate in the study, the schools must be distant from one another to avoid infiltration.

To test for personality trait and ensure that there is equal representation of male and female students who fall within each category of introverts and extroverts, a simple random sampling technique was used to select an intact class from each school to have a total of six classes. Pretest on personality trait was then administered to all the students in each class. After marking, boys' scores were separated from girls' scores and arranged in an ascending order for each group. A bench mark was set. For instance, students that scored between 0 - 59 were regarded as introverts while those that scored sixty and above were the extroverts. Thus, systematic sampling technique was used to select six male and female students who scored within 0 - 59 (introverts) and six males as well as females who scored 60 and above (extroverts). This gave a total of 24 students selected from each school. Thus, 24 students were purposively selected from the six (6) schools making a total of 144 students (72 males – 36 introverts and 36 extroverts as well as 72 females – 36 introverts and 36 extroverts). The classes selected were randomly distributed to treatment and control groups. The teachers of the students selected served as research assistants. In all, the study made use of six schools, four experimental groups (two for brainstorming teaching method, two for field trips teaching method) two control groups, six teachers and 144 students.



### 3.2: Sampling Distribution

No of LGA in Rivers State	No of Selected LGA	No of Public Junior Secondary Schools	No of Selected Schools	No of Students
23	1	23	6	144
<b>Total</b>	1	23	6	144

### 3.5 Instrumentation

A total of three instruments were used for data collection. These are:

1. Business Studies Achievement Test (BSAT)
2. Business Studies Attitude Questionnaire (BSAQ)
3. Business Studies Personality Trait Questionnaire (BSPTQ)

#### Instructional Packages (Stimulus Instruments)

A total of three stimulus instruments were used. These are:

1. Brainstorming Instructional Teaching Method Guide for Business Studies
2. Field Trip Instructional Teaching Method Guide for Business Studies
3. Conventional Instructional Teaching Method for Business Studies
4. Marking Guide for Business Studies Teachers

#### 3.5.1 Business Studies Achievement Test (BSAT)

This instrument was developed by the researcher to measure acquisition of knowledge in some selected topics in J.S.S. 2 Business Studies before and after treatments had taken place. It has two sections. The first section was used to capture students' personal profile such as name of school, class, sex and age. The second section contained seventy multiple choice items, each having four options, that is, A-D. Students were required to pick the correct option from the alternatives that were provided. The content area covered was The Receptionist, Distribution, Bank Service, and Insurance. The items were constructed from business studies topics to which the participants had been exposed. These topics were selected from J.S.S.2 syllabus. The content validity of BSAT was ensured at the construction stage through experts in business studies as well as International Centre for Educational Evaluation. The test blue print was developed to

reflect the first three cognitive domains of Blooms taxonomy of educational objectives; which include Knowledge, Comprehension, and Application. The items cover these cognitive levels because of the age and academic level of the study target group. The pilot testing was done by administering the items to a randomly selected one hundred J.S.S.2 students who did not take part in the study. The result of item analysis helped to reduce the number of items to fifty. Kuder Richardson formula (KR20) was used to determine the reliability index of the test and this gave a value of 0.82. Correct response to each of the items attracted a score of 1 while an incorrect response attracted a score of 0.

**Table 3.3: Table of Specification for Business Studies Achievement Test**

<b>Topic/ Objectives</b>	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Total</b>
<b>Receptionist</b>	<b>1, 3, 8, 9</b> (4)	<b>10, 28, 38, 44, 46, 47,</b> <b>48, 49, 50</b> (9)	<b>NIL</b>	<b>13</b>
<b>Distribution</b>	<b>13, 19, 20</b> (3)	<b>12, 15, 16, 17, 23, 24,</b> <b>25, 29, 33, 41</b> (10)	<b>NIL</b>	<b>13</b>
<b>Bank Service</b>	<b>2, 30, 32</b> (3)	<b>7, 11, 14, 26, 35, 36,</b> <b>42, 43</b> (8)	<b>18, 21</b> (2)	<b>13</b>
<b>Insurance</b>	<b>4, 27, 31, 37,</b> <b>40</b> (5)	<b>5, 6, 22, 34, 39</b> (5)	<b>45</b> (1)	<b>11</b>
<b>Total</b>	<b>15</b>	<b>32</b>	<b>3</b>	<b>50</b>

### **3.5.2 Business Studies Attitude Questionnaire (BSAQ)**

The researcher developed the instrument. The instrument has forty two (42) items on a four (4) point Likert Scale and consist two sections. Section A was used to capture the bio data of respondents: gender, age and class. Section B contains the responses to the statements in the questionnaire ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). It was subjected to face and content validity by experts in the field of business studies as well as International Centre for Educational Evaluation. The BSAQ was trial tested

using a hundred J.S.S.2 students who did not take part in the study. The result of item analysis helped to reduce the items to thirty. The reliability of the instrument was determined by using Cronbach Alpha which gave a value of 0.72. This showed that the items were reliable. Each of the positive items was scored as follows: 4, 3, 2, and 1 for Strongly Agree, Agree, Disagree and Strongly Disagree. Negative items were reversed in the opposite way.

### **3.5.3 Business Studies Personality Trait Questionnaire (BSPTQ)**

The business studies personality trait questionnaire (BSPTQ) which was developed by the researcher contained two sections (A and B). Section A was used to capture the pupil's bio-data with respect to name of school, gender, class and age of the student. Section B contained thirty five items; responses to the statements in the scale ranged from Never Like Me (NLM), Sometimes Like Me (SLM), Like Me (LM) and Exactly Like Me (ELM). It was subjected to face and content validity by experts in the field of Business Studies as well as International Centre for Educational Evaluation. The pilot testing was done by administering the items to randomly selected one hundred J.S.S.2 students who did not take part in the study. The result of item analysis helped to reduce the items to twenty six. The reliability of the instruments was determined using Cronbach-alpha which yielded a value of 0.75. This showed that the items were reliable and could be used. The positive items were scored 4, 3, 2, and 1, while scores for negative items were revised.

## **3.6 Instructional Guide**

Three separate instructional technique modules were prepared by the researcher to guide the teachers and students on the various steps that were applied while using each of the techniques to teach.

### **3.6.1 Brainstorming Instructional Guide (BIG)**

Brainstorming Instructional Guide contained the detailed instructional module that guided teachers on how to effectively set up spontaneous group within each class, set the task, discussion and presentation of findings. NERDC (1988) recommended that the following steps should be taken when using the brainstorming technique:

- 1) Identify the leader

- 2) Define the issue or issues clearly
- 3) Prepare well for the discussion
- 4) Stick to the topic
- 5) Listen carefully while others are speaking
- 6) Respect the viewpoints of others
- 7) Be objective, do not be emotional
- 8) Use facts to support statements
- 9) Ask questions to clear doubts
- 10) Allow as many people as possible to take part
- 11) Do not allow individuals to dominate the discussion.

### **3.6.2 Field Trip Instructional Guide (FTIG)**

Field trip Instructional Guide is important since the focus of this study is to take learners outside the classroom setting to obtain relevant information from the environment using observational skills. Okwilagwe (2011) said that in field trip, the following procedures should be followed:

- 1) Purpose or objectives of the trip or excursion must be clearly stated;
- 2) Activity must be syllabus based;
- 3) Initial preparation in terms of nature of activity and events to be undertaken must be done by the teacher;
- 4) Permission must be sought from the parents, school authority and hosting organization;
- 5) Proper briefing of the students and de-briefing by the teacher are necessary;
- 6) Where a trip is to last more than a day, adequate preparation must be made for accommodation, feeding and security of students;
- 7) There should be proper supervision by the teacher; and
- 8) Students should undertake manipulative activities during the trip discuss and report the outcome of the trip.

Students who were reluctant to go for the trip were not pressurized or punished.

**Planning for the Field Trip:** In planning for the field trip, the researcher with the research assistants did the following:

- 1) Planned the objectives of the field trip. This was done with the students.

- 2) Explained to the students where they were going; why they were going and what they were expected to observe.
- 3) Visited the field trip location and obtained copies of any available descriptive materials.
- 4) Discussed the field trip with the principal and obtained approval.
- 5) The researcher was acquainted with the place to be visited. This was done by visiting the place, interacting with people there and obtaining a date and time for the trip.
- 6) Permission was obtained from the parents of the students and other teachers whose periods were taken up by field trip. The parents were informed about the field trip objectives, travelling details and finances.
- 7) Planned for transportation, time schedule, finances and etc.
- 8) Prepared for the questions that were asked by students.
- 9) Shared out responsibilities for documenting the field trip (for instance, photographing, and videoing)
- 10) Defined safety and behaviour standards and also plan for appropriate clothing for trip condition.
- 11) Planned for feeding, accommodation, unexpected illness or other emergencies.

### **3.6.3 Conventional Method Instructional Guide (CMIG)**

The CLMIP plan was the same with the usual conventional lesson notes that the teacher and students are used to. It involves lecture, talk and chalk, occasional demonstration because of the experimental nature of business studies. The plan comprises:

#### **Teacher activities:**

- 1) Ask questions on the previous lesson to establish understanding and create bases for the new topic.
- 2) Diagnose the missing gaps and provide further explanations.
- 3) Introduce and develop the topic for the day and write on the board as well.  
Note writing accompanies the teaching.
- 4) Give oral or written quiz based on the topic taught for the day or home work to be submitted later.
- 5) Score the students' class work notes.

### **Students' activities:**

- 1) Listen attentively.
- 2) Answer teacher's questions to show their level of understanding.
- 3) Ask any adjoining questions where applicable.
- 4) Copy the note written by the teacher.
- 5) Do class tests or assignments.

### **3.7 Experimental Procedure**

One local government, Emohua local government Area was selected for the study. Six schools were selected in the local government. In each of the schools selected, simple random sampling was used to select twelve female J.S.S.2 students and twelve male J.S.S.2 students.

The authorities of selected schools were approached for permission to use their schools for the research. Each of the six schools selected was assigned to one teaching method and business studies teachers in each school were trained on how to administer the instrument to each treatment group.

Seven weeks was used for data collection. The first week was spent to train the research personnel, while the second week was used to administer the pretest. Four weeks were devoted to the actual teaching exercises as treatments on the business studies Students and one week was used to administer the post test.

Week 1 - Training

Week 2 - Pretest

Week 3 - Receptionist

Week 4 - Distribution

Week 5 - Bank Service

Week 6 - Insurance

Week 7 - Post test

The post-test on Business Studies Achievement Test (BSAT), Business Studies Attitude Questionnaire (BSAQ) and Business Studies Personality Trait Questionnaire (BSPTQ) was administered to the students in the seventh week. Student's scores for BSAQ were converted to percentages and were used to classify students into positive and negative attitude; scores for BSPTQ were converted to introvert and extrovert traits according to the bench mark earlier set.

There are three treatment groups: Brainstorming instructional strategy, as experimental group one (1), field trip instructional strategy, as experimental group two (2), and conventional/ lecture method, as control group.

Experimental Group 1

Experimental Group 2

Control Group 3

The experimental group one was exposed to brainstorming teaching method, while the experimental group two was exposed to field trip teaching method and experimental group three were taught with conventional teaching method in business studies.

### **3.7.1 Training of Participating Research Assistants**

The researcher used the first week to train research assistants (class teachers) on how to administer the treatment packages. A training manual was provided for all the research assistants. The venues for the training were two to ensure convenience: Community Secondary School, Elele, Alimini and Community Secondary School, Rumuji. Teachers from C.S.S Rumuji and G.S.S Emohua were trained at Rumuji, while the teachers from C.S.S Elele Alimini and C.S.S Rumuekpe were trained at C.S.S Alimini for the sake of convenience. During the training, they were given proper explanations on each of the steps that were used for the treatment package and the Instructional plan or guide for the treatments as well as how to administer the instruments (BSAT, BSAQ and BSPTQ). At this stage, every necessary correction and amendment were taken care of. At the end of the training, the research assistants (class teacher) proceeded to teach the pupils using the treatment packages as they applied to each of the experimental groups.

### **3.7.2 Students' Orientation and Administration of Pre-test**

All the business studies students in the J.S.S.2 class that were randomly selected from each of schools used for the study were briefed on what they were expected to do. A students' instructional guide was distributed to each of them. The orientation took place in the first week alongside with the staff training. In the second week, the procedure for data collection started with the administration of BSAT, BS PTQ and BSAQ as pre-tests to measure the knowledge levels of the students before treatment commenced.

### **3.8 Treatment Procedure**

The treatment started immediately after the administration of the pretest. The business studies teachers of the J.S.S.2 class which were randomly selected from each of the selected schools were trained and used as research assistants. They used the business studies treatment packages provided by the researcher. The treatments were carried out on the experimental groups as well as the control groups. During this period, each of the research assistants taught the assigned topics in relation to the treatments, (BIG, FTIG, and Conventional Method). During this period the researcher visited all the schools to observe the students and the research assistants. Double periods were used for each topic for four weeks.

#### **3.8.1 Experimental Group 1, Instructional Guide for Brainstorming Teaching Method**

This guide for experimental group one (1) was designed for both the teachers and the students. Orientation was given to students and teachers on their expected classroom behaviour during the brainstorming teaching method. Students taught with the brainstorming method have a common goal and worked towards achieving the goals through individual contribution and teamwork. The teacher, in the brainstorming teaching method, began by posing a question or by introducing a topic to be brainstormed and made sure everyone understood the topic to be explored. The teacher set up the rules for the section. The rules include: the group allowing the leader have control, allowing everyone to contribute to the concept they were brainstorming on, ensuring that no one insulted, demeaned, or evaluated another participant or his or her response, since no answer is wrong. It also included recording each answer unless it is a repeat of what have been said before, setting a time limit and stopping when that time is up. The students were put into groups of twelve students according to class size and each of these groups had a leader and a recorder who wrote down all the responses. The leader made sure nobody criticized any answer until brainstorming session was over. After the brainstorming, the teacher went through the notes and evaluated their responses taking note of answers that were repeated or similar, grouping like concepts together and eliminating responses that definitely irrelevant. After that, the teacher assembled the groups and then summarized the lesson before bringing it to an end. The teacher told them the next topic to brainstorm on and when they were to meet again. The chosen business studies topics for the treatments were taught using the approach for four weeks.



### **3.8.2 Experimental Group 2, Instructional Guide for Field Trip Teaching Method**

This guide for experimental group two was designed for both the teachers and the students. Orientation was given to students and teachers on their expected behaviour during the field trip. The field trip teaching method aimed at taking learning outside the classroom setting to obtain relevant information from the environment using observation skills. Students were also taught how to conduct themselves during the trip. The purpose of the trip was made known to the learners, activity were syllabus based, and permission was sought from the learner's parents, school authority and the hosting organization. During the trip, there was proper supervision by the researcher and teacher. Students also took manipulative activities during the trip and discussed the outcome of the trip. The teacher set up the guidelines or rules for the field trip before the trip commenced. Participants were given information about the trip in advance to enable them prepare for the trip. The information include the date and time they were setting out for the trip, the objectives of the trip and the dressing code (school uniform). They were provided with stationeries and told not to go with any form of transportation other than the one provided by the researcher. The purchase and use of dangerous weapons or items were forbidden.

On arrival at the venue the researcher and the research assistants organized the students and got them settled down for that day's activities. The company's representative in each of the places visited spoke on business studies concepts which would enable the students to understand and appreciate the practical aspects they would be exposed to. The pupils were free to communicate with the people working in the organization. They were asked and could ask questions. Light refreshment was given to the pupils. An appreciation letter was given to the management of each organization visited at the end of each visit before leaving the venue. The researcher ensured that the pupil got back to school in good time. Finally, as they arrived school, the research assistants evaluated the pupil and they concluded the lesson. This approach was used to treat all the topics earmarked. At the end of the treatment exercise, a posttest was administered to the pupils.

### **3.8.3 Control Group 3, Conventional Method**

The control group was exposed to the conventional method in Business Studies. The teacher selected topics based on teaching module provided for the four weeks. Each topic was treated in two periods per week. The teacher asked questions on previous knowledge to establish

understanding before introducing the new topic for the day. After teaching, notes were written on the board for students to copy. Students were evaluated using assignments, oral or written tests based on the topic taught. At the end of the lesson, teacher gave the students a chalkboard summary. Business Studies Achievement Test (BSAT) post-test was administered in the concluding week after the entire module has been completed.

### **3.9 Scoring of Instruments**

For Business Studies Achievement Test (BSAT), each correct response on this instrument was awarded a score of one (1), while zero (0) was awarded for each negative response. The maximum score was fifty (50), while the minimum score was zero (0).

Business Studies Attitude Questionnaire (BSAQ) had different scoring pattern. The responses were graded in a descending order of 4 to 1 for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scoring pattern was also used for the Business Studies Personality Trait Questionnaire (BSPTQ).

### **3.10 Method of Data Analysis**

The data collected for the study were classified into pre-test and post-test scores for both experimental and control groups. Descriptive statistics was used to get the group mean scores and the standard deviation of students' performance in Business Studies Achievement Test (BSAT), Business Studies Attitude Questionnaire (BSAQ) and Business Studies Personality Trait Questionnaire. Analysis of Covariance (ANCOVA) was used to correct the initial differences in the dependent variables and other extraneous factors, using the pre-test scores as covariates. In addition, Scheffe Post Hoc analysis was used to show how the groups performed and also the difference among the groups if the main effects are significant. It also explained the source of significant difference among the groups where they exist. All hypotheses were tested at 0.05 level of significance.

### **3.11 Methodological Challenges**

The researcher encountered some methodological challenges. The school authorities felt it would disrupt their programme taking the students outside the schools premises. They were

therefore, unwilling to allow their students to participate. This problem was overcome by seeking permission from the schools' board.

Another challenge is the anxiety on the part of the researcher, research assistants and the students. This problem was overcome by visiting the schools before the commencement of the treatment in order to familiarize with the research assistants and the students. The researcher also encountered the problem of test phobia on the part of the students. This was overcome by encouraging the students to study hard, and that prizes would be given to those of them that perform well.

It was also challenging to control the students in the new environment of a field trip. This was overcome by repeatedly reminding the students why they were being taken out for a field trip. The problem of administration of the instruments posed, yet another challenge as, the students and the participating teachers saw the instruments as cumbersome, especially during the pre-test and post-test of the achievement test. The problem was overcome by educating the students on the importance of the packages. The teachers were encouraged with incentives.

Finally, it was not easy getting the co-operation of the teachers and students. The researcher was able to take care of this problem by establishing a good relationship with them and encouraging them to participate effectively in the study.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the results and discussions derived from the analyses of data obtained from the respondents who participated in this investigation. The results are presented and discussed with respect to the research hypotheses.

#### 4.1. Testing of Hypotheses

#### 4.2. Hypotheses related to main interaction effects

**4.2.1 Hypothesis 1a:** There is no significant main effect of (i) treatment (BTM and FTM) on Junior Secondary 2 students' (pre-test and post-test scores) in business studies. The result of this hypothesis is presented in Table 4.1a.

Table 4.1a: ANCOVA Table Showing the Significant Main and Interaction Effects of Treatment, Gender, and Personality Trait on Students' Achievement

Source	Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta <sup>2</sup>
Corrected Model	2674.422	12	222.868	5.421	.000	.332
Pretest Achievement	.788	1	.788	.019	.890	.000
<b>Main Effect:</b>						
Treatment Group	2195.484	2	1097.72	26.702	.000	.290
Gender	12.966	1	12.966	.315	.575	.002
Personality Trait	.840	1	.840	.020	.887	.001
<b>2-way Interactions:</b>						
Treatment x Gender	25.017361.	2	12.508	.304	.738	.005
Treatment x PT	.724	2	180.862	4.399	.014	.063
Gender x PT	2.945E-02	1	2.945E-02	.001	.979	.001
<b>3-way Interactions:</b>						
Treatment x Gender x PT	109.804	2	54.902	1.335	.267	.020
Error	5385.551	131	41.111			
Total	8059.972	143				

Table 4.1a shows the significant main effect of treatment on Students' Achievement of Junior Secondary School 2 in business studies. It reveals that after adjustment for the covariate, there is a significant main effect of treatment on students' achievement in business studies [ $F_{(2,131)} = 26.702$ ,  $P < .05$ ,  $\eta^2 = .29$ ]. The hypothesis was therefore rejected. The partial Eta squared estimate was .290. This implies that 29% of the variance observed in the achievement post test score was due to treatment.

In order to determine which group differed significantly among the treatment groups, the data was subjected to Scheffe Post-hoc analysis. The results are presented in Tables 4.1b.

**Table 4.1b: Scheffe Post Hoc Multiple Comparison of Pupils' Achievement in Business Studies by Treatment.**

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Sig
BTM	FTTM	-8.3333E-02	.998
	Control	8.1667*	.000
FTTM	BTM	8.3333E-02	.998
	Control	8.2500*	.000
CONTROL	BTM	-8.1667*	.000
	FTTM	-8.2500*	.000

\*The mean difference is significant at  $p < .05$

**Table 4.1c: Scheffe Post Hoc Means of Groups in Homogenous Subsets by Treatment**

TREATMENT GROUPS	N	Subset for alpha = .05	
		1	2
CONTROL	48	27.5417	
TRT 1	48		35.7083
TRT 2	48		35.7917
Sig.		1.000	.998

Means for groups in homogenous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 48.00

b. The group sizes are equal

The results presented in Tables 4.1c indicates that there was a significant difference in achievement mean scores in Business Studies between the participants in BTM ( $\bar{x}$  =35.7083) and Control ( $\bar{x}$ =27.5417). Also FTM ( $\bar{x}$ =35.7917) differs significantly from the Control ( $\bar{x}$ =27.5417). There exists a slight difference between the mean scores of BTM ( $\bar{x}$ =35.7083) and FTM ( $\bar{x}$ =35.791).

4.1d: Estimated Marginal Mean scores from the main and interaction effects of treatment, gender, personality trait on students' achievement.

**Table 4.1d: Estimated Marginal Mean Scores from the Main and Interaction Effects of treatment, gender, personality trait on students' achievement**

Treatment Groups	Gender	Personality Trait	Mean	Std. Error
Treatment I	Male	Introvert	38.002	1.778
		Extrovert	31.651	1.936
	Female	Introvert	37.372	2.267
		Extrovert	35.781	1.619
Treatment II	Male	Introvert	35.014	2.140
		Extrovert	36.011	1.658
	Female	Introvert	35.991	2.268
		Extrovert	35.921	1.607
Control	Male	Introvert	24.425	2.036
		Extrovert	30.341	1.718
	Female	Introvert	26.030	2.039
		Extrovert	28.076	1.714

Table 4.1d above shows the estimated marginal mean scores from the main and interaction effects of Treatment, Gender, and Personality Trait on the achievement. The table shows that male students in treatment group 1 who are introverts had higher mean score of (38.002) than the male extroverts (31.651), while the female introverts had higher mean score (37.372) than the female extroverts (35.781). In the treatment group 2, male students that were extroverts had higher mean score (36.011), while the male introverts had a lower mean score

(35.014). The female introverts had a slightly higher mean score (35.991) than the female extroverts with (35.92). Extroverts in the control group had a higher mean score of (30.341) than the introverts with (24.425). In all, male introverts in treatment group 1 had the highest mean score (38.002) whereas the male introverts in the control group had the least mean score (24.425).

**4.2.2 Hypothesis 2a:** There is no significant main effect of gender on students' achievement (pre-test and post-test scores) in Business studies.

Results on Table 4.1a revealed that gender did not have a significant main effect on pupils' learning outcome in business studies [ $F_{(1,131)} = .315, P > .05$ ]. Based on this finding, Hypothesis 2a was not rejected. The estimated Eta square reveals that gender contributed only .02% of variance observed on the pupils' achievement in business studies.

**4.2.3 Hypothesis 3a:** There was no significant main effect of personality trait on students' achievement (pre-test and post-test scores) in Business studies.

Results on Table 4.1a also shows that there was no significant main effect of personality trait on JSS2 students' achievement in Business studies [ $F_{(1, 131)} = .020, P > .05$ ]. Consequently, hypothesis 3a was not rejected. The estimated Eta square reveals that personality trait contributed .01% of variance observed on students' achievement in business studies.

## Discussion

**Hypotheses 1a, 2a, and 3a: Main effect of treatment, gender and students' personality trait on JSS 2 achievement in business studies.**

Based on the mean scores obtained by the students in the different treatment groups, students in the group 2 Field Trip Teaching Method (FTM) recorded the highest mean score of (35.7917), followed by Brainstorming Teaching Method (BTM) (35.7083) and Control (CM) group which recorded the lowest mean score of (27.5417). The result clearly showed the potency of FTM and BTM over the conventional teaching method. This might be as a result of the effectiveness of the teaching methods that were introduced. Also, the orientation given to the students' before the treatment might have contributed significantly to their performance. Furthermore, the conducive environment, filled with real-life materials to learn with, might have influenced their performance. This supports the findings of Renuie and Willian (2002) who

asserted that field trips are valuable experiences for students because they have a lasting impact that goes beyond the learning of facts. Informal learning venues, such as museums and factories, can help visitors feel more confident discussing and using science. This study is also in agreement with Bamberger and Tal (2008) discovery that museums offer students concrete experiences that aid their understanding of the content presented at a museum. These experiences also helped students understand content they had previously learned. These connections to contents learned at school were made by students even when guides or teachers were not explicitly pointing them out to them. Bamberger and Tal also found that field trips allow students to connect to content knowledge in personally relevant ways and promote lifelong learning.

A report from National Research Council (1996) in America indicates that experiences outside the classroom increase student's motivation. These experiences also improve learning outcomes from traditionally underrepresented groups, such as women and minorities. Additionally, these unique experiences are remembered into adulthood, and a break from the everyday classroom routine can be a motivational tool that offers students an experience to anticipate (Pace and Tesi, 2004). This is also in agreement with Ajaja (2010) who worked on effects of field studies on learning outcomes in Biology. Four research questions were raised and collapsed into four hypotheses. The first three hypotheses were tested with t-test statistics at 0.05 level of significance. The fourth hypothesis was tested with Pearson Product Moment Correlation Statistics. The findings of the study includes a significant difference in process of science scores between pretest and post-test of field trip students, a significant difference in process of science test score between students exposed to field experiences and those who were not exposed; a significant difference in biology achievement test scores between students exposed to field trip experiences and those who were not: and a strong correlation between process of science scores and biology achievement scores. It was concluded that field experiences enhance students' understanding of process of science, improved students' attitude towards biology and significantly influenced their achievement.

Another study that also supports the findings of this study is that of Adewale (2008) who found that students exposed to brainstorming learning strategy performed better than those in the control group. Tayyabazarif (2013) carried out a research on the role of using brainstorming on students' learning outcome during teaching of Social Studies at the middle level. He found that



brainstorming can play a significant role to improve students' content understanding the matic integration with real life enhancing the confidence and communication skills in the middle level students. He went further to say that it is largely due to the fact that brainstorming not only stimulates students' attention but also interests them to participate in the class in an interactive and fun-active manner while motivating them towards the topic in focus. Richard (1990) found that student interaction was an important part of developing the cognitive skills involved in generating ideas and found brainstorming was an effective way of achieving this. Results from this study showed that students who were trained in brainstorming techniques were more efficient at generating and organizing ideas than students in a control group.

This study was able to establish that there was no significant main effect of gender on students' achievement in business studies. The outcome of this study could be as a result of the orientation the teacher gave the students before the commencement of the treatment because many people believe that business studies is meant for female students. Based on this, the teacher made the students' to understand that business studies is not meant for female students alone, but that male students can perform better than female students.

This might have changed their attitude during the business studies class. Therefore, both male and female students' performed well in business studies learning outcome. This supports the finding of Ekanem, (2008), in a study of students' academic performance in Business Studies by gender, using the sample of 600 junior secondary students which include (300 male and 300 females). The findings of the study indicated that the performance mean score for the males was 25.07 as against the female's performance mean score of 25.87. The calculated t-test showed no significant difference between the two mean scores.

Afuwape and Oludipe (2008) carried out a study in Nigeria on Integrated Science achievement of graduating pre-service teachers for three years. The sample size for the study included (126 males and 127 females) which gave a total of (253) sample of pre-service teachers in Colleges of Education in Nigeria. The findings of the study revealed that there was no significant difference in academic performance in Integrated Science between males and females. The findings of this study also support the findings of Onuka and Durowoju (2011) on the relationship between motivation and students' achievement, as well as male and female students' cognitive achievement in secondary school Economics in Ibadan North L.G.A of Oyo state. The result showed that gender has no significant effect on students' cognitive achievement

in economics and that there was no significant difference in the cognitive achievement in economics based on gender. Dania (2014) on the effects of gender on students' academic achievement in secondary school social studies revealed that gender had no significant effect on students' achievement in social studies. There was also no significant interaction effect of treatment and gender on students' academic performance in social studies.

The finding negates the earlier studies of Fabunmi (2004) whose study discovered that gender composition had a significant relationship with students' academic performance. Jack and Johannes, (2001), said that girls tend to perform better than boys in reading and verbal skills while the reverse is the case in manipulative and physical productive tasks. Jacob (2002) suggests that on the average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys.

The study further revealed that there is no significant main effect of personality trait of JSS2 students' achievement in business studies. This is an evidence that students' learning outcome in business studies is not effected by their personality trait as the mean scores of male students' who were introvert in treatment group 1 is greater than male students who were extroverts. The mean score of female students' who are introverts is slightly greater than that of the female extroverts. And for the control group, the male students' mean score who are extroverts is greater than the mean score of male introverts. Female students' who are extroverts had a greater mean score than female introverts. This might be as a result of the orientation given to the students' by the researcher and the research assistants before the commencement of the treatment. During this orientation the students' were given enough information about what they were expected to do. They were asked to put on a good behaviour during the treatment period especially for those who participated in field trip and brainstorming.

This is also in contrast with the findings of Chamorrer-Premuzic and Furnham, (2003); Duff, Boyle, Dunleavy and Ferguson, (2004); Furnham et al (2003); Komarraju and Karau, (2005); Marsh, Trautwein, Ludkle, Koller and Baumert (2006), Martin, Montgomery and Saphian (2006) who found that individual differences in personality played a unique role in undergraduate performance across four years of coursework over and above the effect of high-school performance and cognitive ability (ie achievement test scores). Chamorrer-Premuzic and

Furnham (2003) using two longitudinal samples of British university students, examined the relationship between personality factors and academic performance. Personality scores assessed during the first few weeks of the academic year significantly agree with performance in final examinations and course work assessed three years later. In addition, when the predictive power of personality traits was related to both academic behaviours such as attendance and class participation and teacher's predictions, personality traits were found to account for an additional 10 – 17% of unique variance in academic performance. In a further study by Furnham, Chamorro-Premuzic and McDougall (2003), personality traits accounted for about one fifth of the variance in examination marks.

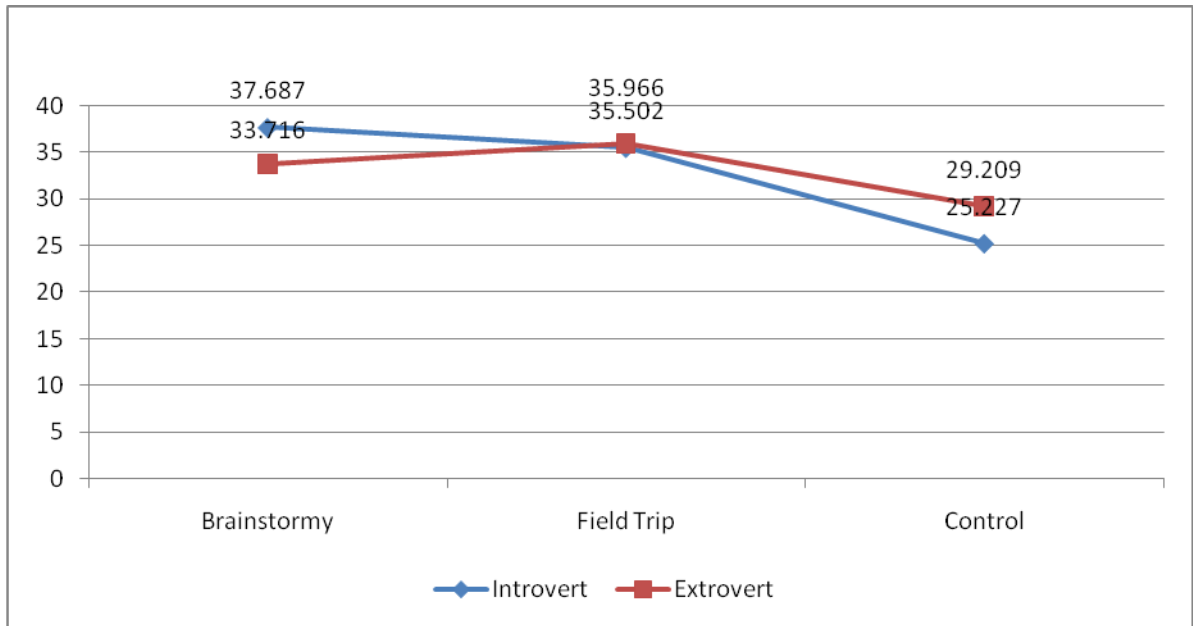
**4.3.1. Hypothesis 4a:** There is no significant interaction effect of treatments (BTM, FTM and CM) and gender on JSS2 students' achievement (pre-test and post-test scores) in business studies.

Table 4.1 shows the interaction effect of treatment (BTM, FTM and CM) and gender on JSS2 students' achievement (pre-test and post-test) in business studies [ $F_{(2,131)} = 304, P > .05$ ]. Since  $P (0.005)$  is greater than alpha level, it indicates no significant interaction effect of treatment and gender on students' learning outcome in business studies. This implies that the use of BTM, FTM and CM crossed with gender of the students has no effect on their learning outcomes in business studies. As a result of this finding, hypothesis 4a was not rejected

**4.3.2 Hypothesis 5a:** There is no significant interaction effect of treatment and personality trait on JSS2 students' achievement in Business studies.

Table 4.1 shows that the  $F_{(2,131)}$  indicating interaction effect of treatment (BTM and FTTM) and personality trait on JSS2 students' achievement (pre-test and post-test) in business studies is [ $F_{(2,131)} 4.399, P < .05, \eta^2 = 0.63$ ]. Since  $P(.014)$  is less than 0.05 alpha levels, it can be concluded that there is significant interaction effect of treatment and personality trait on JSS2 students learning outcome in business studies. It thus implies that the effect of treatment on students' learning outcome in business studies is sensitive to personality trait. As a result, hypothesis 5a was not rejected.

In order to examine the nature of interaction, a line graph was constructed to disentangle the interaction as shown in Fig 4.1



**Fig. 4.1: Line graph showing the interaction effect of treatment and personality trait on students' achievement**

Fig.4.1 shows that students' that were introverts performed better (37.687) than students' that were extroverts (33.716) using brainstorming teaching method. The same trend was recorded in the field trip method where students' who were introverts performed slightly higher (35.966) than their extrovert counterparts (35.502). In a similar vein, extrovert students in the control group performed better (29.209) than those who were introverts (25.227). Observing the interaction critically, one can conclude that the statistical difference was stronger with students who were taught with brainstorming teaching method while those who were taught using the conventional method (control group) had the least mean scores. The extroverts obtained a higher mean score (29.209) than the introverts (25.227).

**4.3.3 Hypothesis 6a:** There is no significant interaction effect of gender and personality trait on JSS2 students' achievement in business studies.

Table 4.1 shows that there was no significant interaction effect of gender and personality traits on JSS2 students' learning outcome in business studies [ $F_{(1,131)}=.001$ ,  $P > .05$ ] since  $P(.979)$  is greater than 0.05 alpha levels. This implies that gender and personality traits had no effect on students' achievement in business studies. Thus, hypothesis 6a was not rejected.

## Discussion

On the significant interaction effects of treatment (BTM, FTTM and CTM) and gender on students' achievement in business studies, the finding of this study shows that treatment on the students' learning outcome in business studies has no effect on gender. This may be as a result of the orientation or advice given to the students' before the commencement of the treatment. They were told that business studies is not meant for females alone, males can equally perform well in the subject. The students were equally given examples of the types of job that people who studied business education are suited for. This finding supports the study of Onuka and Durowoju (2011) on the relationship between motivation and students' achievement, as well as male and female students' cognitive achievement in secondary school economics. The result showed that gender has no significant effect on students' cognitive achievement in business studies.

This is also in agreement with Dania (2014) who worked on the effects of gender on students' academic achievement in secondary school social studies and reported revealed that gender had no significant effect on students' achievement in social studies. It can also be inferred from the results that there was no significant interaction effect of treatment and gender on students' academic performance in social studies. Further, Okebukola (1993) study, as cited by Yinyinola (2008), revealed that all learners can perform equally in a given task, irrespective of sex. He went further to say that when learners have opportunities to interact with one another, the teacher and with the materials, knowledge and skill are acquired. This makes learning real for both sexes. Based on this assertion, it is likely therefore that if business studies topics are taught in a more interesting way that both male and female students will perform excellently. The finding of this present study is contrary to that of Lawrence et al (2006).

The significant interaction effect of treatment and personality trait as revealed in this study means that the effects of BTM and FTTM on cognitive learning outcome could be a function of a learners' personality trait. The result agrees with the report of Montgomery and Saphian (2006) who found that individual differences in persons played a unique role in undergraduate performance across four years of coursework over and above effects of high-school performance and cognitive ability (i.e achievement test scores). Chamorrer-Premuzic and Furnham (2003) using two longitudinal samples of British university students, examined the

relationship between personality factors and academic performance. Personality scores assessed during the first few weeks of the academic year significantly align with performance in final examination and course work assessed three years later.

In another finding, the study revealed that there is no significant interaction effect of gender and personality trait on JSS 2 students' achievement in business studies. This implies that gender and personality trait had no effect on JSS2 students' achievement in business studies. This finding is in line with Spencer (2004) who was of the view that there is no form of influence being exerted by gender on pupils' achievement in science. The result is in contrast with Jack and Johannes (2001) assertion that girls tend to perform better than boys in reading and verbal skills while the reverse is the case in manipulative and physical productive tasks. Jacob (2002), suggests that on the average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. Jacob further reported that in standardized achievement tests females are better at spelling and perform better than boys on test of literacy, writing and general knowledge (National Centre for Education Statistics, 2003). In a study of students' academic performance in business studies using a sample of 600 junior secondary students which included 300 males and 300 females, Ekanem (2008) reported a 25.07 performance mean score for the males as against the female's performance mean score of 25.87. The calculated t-test showed no significant difference between the two mean scores. Individual differences in patterns of interest play strong roles in their choices of which activities to pursue, both in and out of school. The differences in patterns of interest potentially are crucial for understanding differences in cognitive performance.

On personality trait, the study's result is not in agreement with that of Chamorro-Premuzic and Furnham, (2003) Duff, Boyle, Dunleavy and Ferguson, (2004) Furnham et al (2003) Komarraju and Karau, 2005; Marsh, Trautwein, Ludkle, Koller and Baumert 2006, Martin, Montgomery and Saphian (2006) who found that individual differences in personality played a unique role in undergraduate performance over four years of coursework over and above the effect of high-school performance and cognitive ability (i.e. achievement test scores).

**4.4. Hypothesis 7a:** There is no significant interaction effect of treatment (BTM, FTTM and CTM), gender, and personality trait on JSS2 students' achievement in Business studies.

Table 4.1 also shows that there was no significant interaction effect of treatment, gender, and personality trait on JSS2 students' achievement in business studies. [ $F_{(2,131)} = 1.335$ ].  $P > .05$  with  $P(.267)$  that is greater than 0.05 alpha level. It can be concluded that there is no significant interaction effect of treatment, gender and personality trait on JSS2 students' learning outcome in business studies. This implies that treatment, gender and personality traits had no interaction effect on students' achievement in Business studies. Thus, hypothesis 7a was not rejected.

## **Discussion**

The study shows that there is no significant interaction effect of teaching methods (BTM, FTTM and CTM), gender and personality trait on JSS2 students' achievement in business studies. The three way interaction effect of treatment, gender and personality trait was not significant on student's achievement. This implies that the combination of treatment, gender and personality trait does not have influence on the students' learning outcome. This shows that irrespective of the combination of the three variables (treatment, gender and personality trait), participants in BTM and FTTM perform better than the control group. Therefore, the results of the study have provided other empirical support on the effectiveness of BTM and FTTM over the conventional method.

**Hypothesis 1b:** There is no significant main effect of (i) treatment (BTM and FTM) on Junior Secondary 2 students' attitude (pre-test and post-test scores) to business studies. The result of this hypothesis is presented in Table 4.2a.

**Table 4.2a: ANCOVA table showing the significant main and interaction effects of Treatment, Gender, and Personality Trait on Attitude to Business Studies**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta <sup>2</sup>
Corrected Model	4076.008	12	339.667	8.074	.000	.425
Pretest Attitude	1062.104	1	1062.104	25.247	.000	.162
<b>Main Effect:</b>						
Treatment Group	2330.276	2	1165.138	27.697	.000	.297
Gender	43.145	1	43.145	1.026	.313	.008
Personality Trait	66.428	1	66.428	1.579	.211	.012
<b>2-way Interactions:</b>						
Treatment x Gender	9.214	2	4.607	.110	.896	.002
Treatment x PT	58.545	2	29.273	.696	.500	.011
Gender x PT	206.300	1	206.300	4.904	.029	.036
<b>3-way Interactions:</b>						
Treatment x Gender x PT	18.077	2	9.038	.215	.807	.003
Error	5510.880	131	42.068			
Total	9586.889	143				

Table 4.2a shows a summary result of effect of treatment, gender, and personality trait of JSS2 students' (pre-test and post-test) attitude to business studies. It reveals that, after adjustment for the covariate, business studies pre-test scores, there is significant main effect of brainstorming, field trip and conventional teaching methods on students' attitude to business studies. [ $F(2,131) = 27.697$ ,  $P < .05$ ,  $\eta^2 = .29$ ]. Since the critical value of the F-ratio is significant, it follows that hypothesis 1b which tested for the main effect of treatment on students' attitude to business studies was rejected. The partial Eta squared estimate was .297. This implies that the treatment accounted for 29% of variance observed in the post-test scores of students' attitude to business studies.



Tables 4.2b and 4.2c show the scheffe multiple comparison and homogenous subsets respectively. In order to trace the sources of the significant difference among the treatment levels of students' attitude to business studies, Tables 4.2b and 4.2c are presented below:

**Table 4.2b: Scheffe Post Hoc Multiple Comparison of Students' Attitude to Business Studies by Treatment**

(1)Treatment	(J) Treatment	Mean Difference (1-J)	Sig.
BTM	FTTM	6.9375*	.000
	Control	10.0417*	.000
FTTM	BTM	-6.9375*	.000
	Control	3.1042	.103
Control	BTM	-10.0417*	.000
	FTTM	-3.1042	.103

\*The mean difference is significant at the  $P < .05$

**Table 4.2c: Scheffe Post Hoc Means for Groups in Homogenous Subsets by Treatment**

Treatment Groups	N	Subset	
		1	2
Control	48	84.8958	
BTM	48	88.0000	
FTTM	48		94.9375
Sig.		.103	1.000

Means for groups in homogeneous subset are displayed

- a. Uses Harmonic Mean Sample Size =48.
- b. The groups sizes are equal.

The results presented in Tables 4.2b and 4.2c indicate that there was a significant difference in attitude scores in business studies among the students' in FTTM ( $\bar{x} = 94.9375$ ), BTM ( $\bar{x} = 88.0000$ ) and Control ( $\bar{x} = 84.8958$ ). FTTM has the greatest score of ( $\bar{x} = 94.9375$ ), followed by BTM ( $\bar{x} = 88.0000$ ) and Control with the least score of ( $\bar{x} = 84.8958$ ).

**Table 4.2d: Estimated Marginal Mean scores from the main and interaction effects of Treatment, Gender, Personality Trait on Attitude to Business Studies**

Treatment Groups	Gender	Personality Trait	Mean	Std. Error
Treatment I	Male	Introvert	95.501	1.802
		Extrovert	95.238	1.963
	Female	Introvert	90.629	2.302
		Extrovert	97.223	1.622
Treatment II	Male	Introvert	88.512	2.175
		Extrovert	87.189	1.675
	Female	Introvert	85.790	2.295
		Extrovert	89.121	1.632
Control	Male	Introvert	86.379	2.052
		Extrovert	84.751	1.741
	Female	Introvert	83.147	2.062
		Extrovert	84.842	1.734

Table 4.1d above shows the Estimated Marginal Mean scores from the main and interaction effects of treatment, gender, and personality traits on attitude to business studies. The table shows that male students in treatment group 1, who are introverts had the higher mean score of 95.501 than the male extroverts (95.238), while the female extroverts had a higher mean score of 97.223 than the female introverts who had the mean score of 90.629. In the treatment group 2, male students' who are introverts had a mean score of 88.512 which was slightly higher than males who are extroverts who had the mean score of 87.189. The female extroverts had a higher mean score of 89.121 over and above the female introverts who had the mean score of 85.790. In addition, male students' in the control group who are introverts had a higher mean score of 86.379 which is higher than the male extroverts mean score of 84.751. Among the female students, extroverts had the higher mean score of 84.842 and introverts had the lower mean score of 83.147. In all, the female extroverts in treatment group 1 had the highest mean score (97.223) whereas the female introverts in control group had the least mean score of 83.147.

**4.2. Hypothesis 2b:** There is no significant main effect of gender on JSS2 students' attitude (pre-test and post-test) in business studies.

Considering the adjustment for covariate, Table 4.2a shows that there is no significant main effect of gender on JSS2 students' attitude to business studies [ $F_{(1,131)}=1.026$ ,  $P=.313$ ]. The hypothesis was therefore not rejected. The result also indicated that the partial squared estimated

was .008. This implies that gender accounted for 8% of variance in the observed scores of students' attitude to business studies.

**4.2 Hypothesis 3b:** There is no significant main effect of personality trait on JSS2 students' attitude (pre-test and post-test) to business studies.

The result presented in Table 4.2a shows that after adjustment, the business studies pre-test for the covariate, is  $[F_{(1,131)} = 1.579, P > 0.05]$ . This indicates the main effect of students' personality trait on JSS2 students' attitude (pre-test and post-test scores) in business studies. Since P value (1.579) is greater than 0.05 alpha levels, there is no significant main effect of students' personality trait on JSS2 students' attitude to business studies. The partial Eta squared estimate was .012. This implies that students' personality trait in business studies accounted for 12% of variance observed in the students' attitude to business studies. As a result of this finding, hypothesis 3b is not rejected.

## **Discussion**

**Hypothesis 1b, 2b, and 3b: Main effect of treatment, gender and personality trait of JSS 2 students' attitude to business studies.**

The study reveals that after adjustment for covariate, there was significant main effect of teaching method (brainstorming, field trip and conventional methods) on students' attitude to business studies.

Looking at the treatment, the significant differences were in favour of field trip teaching method (FTTM) and brainstorming teaching method (BTM) over the conventional method. This is in agreement with the finding of Zoldosova and Prokop (2006) that field trips go beyond the learning of content by improving students' attitudes and perceptions towards science. In a study conducted by Ajaja (2010), on effects of field studies on learning outcomes in Biology, four research questions were raised and collapsed to four hypotheses. The first three hypotheses were tested with t-test statistics at 0.05 level of significance. The fourth hypothesis was tested with Pearson Product Moment Correlation Statistic. The findings of the study showed a significant difference in the process of science test scores between students exposed to field experiences and those who were not exposed. A significant difference was also observed in biology achievement test scores between students exposed to field trip experiences and those who were not. A strong

correlation existed between process of science scores and biology achievement scores. It was concluded that field experiences enhance students' understanding of process of science, improved students' attitude towards biology and significantly influenced their achievements.

In a similar vein, this study revealed that brainstorming teaching method (BTM) has been found to be effective in teaching students. This is in line with the findings of Rao (2007) that students who have been trained in brainstorming techniques and who used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of brainstorming techniques. Also the study of Al-maghawry (2012), aimed at identifying the effectiveness of using brainstorming techniques to learn some basic skills for beginners in the sport of volleyball. The study was conducted on a sample of fifty first year students of Faculty of Physical Education, Benha University. Test of Physical and Skill and Achievement of Cognitive Attainment and Intelligence were used. The researcher designed an educational programme using the method of brainstorming for seven weeks, three units a week and a time of 90 minutes each. The result of the study showed that the method of brainstorming had a positive effect on learning the skills of passing, serving and smashing strokes for the experimental group.

Considering the main effect of gender on JSS 2 students' attitude to business studies, the result of this study is in agreement with the finding of Kan and Akba (2006) who determined students' level of attitude and self efficacy towards chemistry among male and female students. The study found that there were no significant differences between the mean of attitude score according to gender. This is also in agreement with Akinbobola and Akinyemi (2009) who reported an insignificant gender difference in the attitude of students towards physics when taught with cooperative; competitive and individualistic learning strategies. Further, Akinbobola and Ikitde (2008) showed that there is no significant difference in the attitude of male and female physics students in their study.

The finding of this study is in contrast with that of Kariuki, Patrick, Wilson and Lisa (2003), as cited in Oyelekan (2014). They examined the effects of middle school students' gender on their attitude towards social studies. The sample consisted of 15 females and 15 males

randomly selected from each of grades 5, 6, 7, and 8 and the result indicated a significant difference in attitude, but only in the fifth grade group. Ismail and Othman (2006) carried out a study on the effect of students' gender and past performance on their performance during their first year in the University. The data concerning students that participated in the study was collected from male and female students from three faculties, which included Faculty of Economics and Administration, Faculty of Economics and Accounting and Faculty of Art and Social Sciences. The results showed that female students had better results than their male counterparts and that gender played an important role, influencing success in the university. This finding disagrees with the finding of Buwa-Sado (2002) who observed that female students have more positive attitude to language studies than the (few) males in the school of languages. Also, Breakwell (2012) studied how gender, parental and peer influences affected science attitudes and activities in the UK and reported that boys had more positive attitudes to science and greater participation in science extra-curricular activities.

The result further revealed that there was no significant main effect of students' JSS 2 personality trait of students' attitude to business studies. This finding contradicts the finding of Chih-Ching (2008) who carried out a study on effects of personality traits and attitudes on student's uptake in hospitality employment, and found personality trait of extroversion as a significant predictor of students' attitude towards aspirations regarding hospitality jobs. Forrester and Tashchian (2010) carried out a study on effects of personality trait on attitude towards academic group work and found that extroversion was the best predictor of respondent's attitude towards academic group work. Individuals with high extroversion scores had positive attitude towards academic group work.

**4.2 Hypothesis 4b:** There is no significant interaction effect of treatment (BTM , FTTM and CM) and gender on JSS2 students' attitude (pre-test and post-test) to business studies.

Table 4.2a further shows the interaction effect of treatment (BTM and FTTM) and gender on JSS2 students' attitude (pre-test and post-test scores) to business studies was  $F_{(2,131)} = 110$ ,  $P = .896$ . Since  $P (.896)$  greater than 0.05 alpha level, there is no significant interaction effect of treatment and gender on students' attitude to business studies. This implies that the effect of treatment on students' attitude to business studies is not sensitive to gender. As a result of this finding, hypothesis 4b was not rejected.

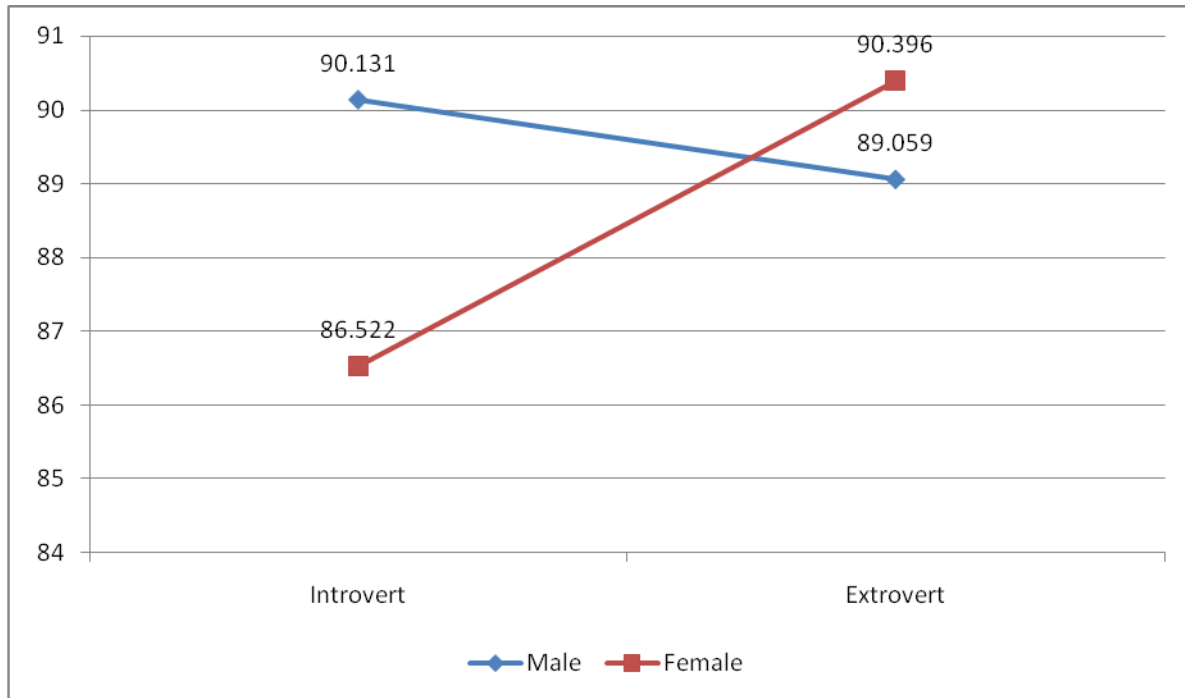
**4.2 Hypothesis 5b:** There is no significant interaction effect of treatment (BTM and FTTM) and personality trait on JSS2 students' attitude to business studies.

This table 4.2a shows that the interaction effect of treatment (BTM and FTTM) and personality trait on JSS2 students' attitude (pre-test and post-test scores) to business studies is  $F_{(2, 131)} = 696$ ,  $P = .500$ , since  $P (.500)$  greater than 0.05 alpha level. Therefore, there is no significant interaction effect of treatment and personality trait on students' attitude to business studies. It implies that the interaction effect of treatment and personality trait are not sensitive to student's attitude to business studies. As a result of this finding, hypothesis 5b was not rejected.

**4.2 Hypothesis 6b:** There is no significant interaction effect of gender and personality trait on JSS2 students' attitude to business studies.

Table 4.2a shows that the interaction effect of gender and personality trait on JSS2 students' attitude (pre-test and post-test scores) to business studies is  $F_{(1,131)} = 4.904$ ,  $P < .05$ ,  $\eta^2 = .036$ . Since  $P (.029)$  is less than 0.05 alpha level. This indicates a significant interaction effect of gender and personality on students' attitude to business studies. It implies that the interaction effect of gender and personality trait on the students' attitude to business studies is sensitive. As a result of this finding, hypothesis 6b was rejected.

In order to examine the nature of interaction, a line graph was constructed as shown in Fig. 4.2 Line graph showing the interaction effect of gender and personality trait on attitude to Business studies.



**Fig. 4.2: Line graph showing interaction effect of gender and personality trait on attitude to business studies**

Fig. 4.2 shows that male students' who were introverts had the higher mean score of 90.131 while those who were extroverts had the mean score of 89.059. This implies that the male students who were introverts performed better than their male counterparts who were extroverts. Female introverts had a mean score of (86.522) while the female students who were extroverts had a mean score of 90.059, to demonstrate that the female extroverts performed better than the female introverts. In other words, the male introverts had a higher mean score (90.131) than the female introverts (86.522), but female extroverts performed higher (96.396) than the male extroverts who had 86.059.

#### **Discussion of results**

**Hypothesis 4b, 5b and 6b: Interaction effect of treatment and gender; treatment and personality trait; and gender and personality trait on JSS 2 students' attitude to business studies.**

The result of the finding shows that there is no significant interaction effect of treatment (BTM and FTTM) and gender on students' attitude to business studies. The finding of this study

shows that the interaction effect of treatment and gender on JSS 2 students' attitude to business studies is not significant. This result probably may be as a result of the orientation given to students before the commencement of the treatment. They were asked to develop positive attitudes towards business studies irrespective of their gender. Regarding gender differences, the findings of this study is in line with the findings of Breakwell (2012) who, in their study revealed no significant difference in the attitude of male and female students towards physics in each of the experimental groups before and after the treatment. In other words, students' gender had no effect on the method of instruction applied. Borde (1998) in his study found no evidence that gender impacts upon academic achievement. This finding contrasts with the findings of Fabunmi (2004) that gender composition has a significant relation with students' academic performance.

The finding went further to reveal that there is no significant interaction effect of treatment and personality trait on JSS2 students' attitude to business studies. This implies that the effect of treatment on students' attitude in business studies is not affected by their personality trait. This could be as a result of the orientation given to the students' before the commencement of the treatment. This finding contradicts the Caligiuri (2000) who said that personality trait serves as a preparation in achieving specific objectives. Chamorrer-Premuzic and McDougall (2003) claim that personality trait accounted for about one fifth of the variance in examination marks and one – third of the variance in essay grades for a two-year period.

The result also showed is a significant interaction effect of students' gender and personality trait on JSS2 students' attitude (pre-test and post-test scores) to business studies. The significance of interaction effect of gender and personality trait on JSS2 students' attitude is not a surprising result because attitude can be described as feelings, dispositions towards certain behaviour, issues, object, subject or human beings. Therefore, effective teaching method will help the younger generations to develop a positive attitude towards learning of business studies, and this will help to as well prepared the to solve the problem of low achievement in business studies, since it is easier to develop a positive attitude among children from the outset rather than change negative disposition among adults. Instructional environments and the ability of the teachers to develop effective teaching methods (BTM and FTTM) are relevant for the transfer of knowledge and attitude. This implies that students' were able to mix with group members in BTM and FTTM to achieve this goal. Supporting this assertion, Crano and Prislin, (2006) said



that the attitude that one has towards an object makes one to make judgment as to whether the object is good or bad, beneficial or harmful, pleasant or unpleasant, important or unimportant.

This is in line with the findings of Huang, Liu and Yang (2010) found that female personality traits would moderate entrepreneurial intention by attitude. Jeynes (2005) indicated a positive correlation between student's attitude and their academic performance. Children who are academically successful hold positive attitude about school and are well adjusted emotionally and socially.

In the same vein, the finding supports the notion that the performance of a large number of students is affected by their attitudes towards specific subjects (Brown and Richman, 2000).

**4.2 Hypothesis 7b:** There is no significant interaction effect of treatment, gender, and personality trait on attitude to business studies. Table 4.2a shows that there was no significant interaction effect of treatment (BTM, FTTM and CM), gender and personality trait on JSS2 students' attitude to business studies. [ $F(2,131)=.215$   $P=.807$ ]. Since (.807) is greater than 0.05 alpha levels, it can be concluded that there was no significant interaction effect of treatment, gender and personality trait on JSS2 students' attitude to business studies. Therefore, hypothesis 7b was not rejected. This implies that treatment, gender and personality trait had no interaction effect on students' attitude to business studies.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter presents a summary of the findings discussed in chapter four, conclusion, recommendations and suggestions for further studies.

#### 5.1 Summary of findings

The major findings of this study are summarized as follows:

1. There was a significant main effect of treatment (brainstorming and field trip teaching methods) on students' achievement in business studies.

There was a significant difference in learning outcome test scores in business studies between the participants in BTM and Control. Also, FTTM differed significantly from the control. There exists significant difference between the mean scores of BTM and FTTM.

2. There was no significant main effect of gender (male and female) on students' achievement in business studies.

3. There was no significant main effect of personality trait (introvert and extrovert) on achievement in business studies.

4. There was no significant interaction effect of treatment and gender on students' achievement in business studies.

5. There was a significant interaction effect of treatment and personality traits on students' achievement in business studies.

6. There was no significant interaction effect of and personality trait on students' achievement in business studies.

7. There was no significant interaction effect of treatment (brainstorming teaching method and field trip), gender, and personality trait on students' achievement in business studies.

8. There was a significant main effect of treatment (brainstorming teaching method and field trip teaching method) on students' attitude to business studies.

There was a significant difference in the learning outcome test scores in business studies between the students' that participated in BTM and Control. Also, FTTM differed significantly from the Control. There exists significant difference between the mean scores of BTM and FTTM

9. There was no significant main effect of gender (male or female) on attitude to Business studies.

10. There was no significant main effect of personality trait (introvert and extrovert) on attitude to business studies.

11. There was no significant interaction effect of treatment (BTM and FTTM), and gender on attitude to business studies.

12. There was no significant interaction effect of treatment (BTM and FTTM) and personality trait on attitude to business studies.

13. There was a significant interaction effect of gender and personality trait on attitude to business studies.

14. There was no significant interaction effect of treatment (BTM and FTTM), gender and personality trait on attitude to business studies.

## **5.2 Conclusion**

The result of this study provides empirical evidence that there is a significant main effect of the teaching method on students' learning outcome and attitude to business studies. This is an indication that students' perform better when the appropriate teaching method is used to teach. The primary aim of providing appropriate teaching method is for learners to be successful, to develop positive attitude towards the subject, and to effect behavioural changes. The use of appropriate teaching method can be effective in teaching and learning. This is evidence that the teaching method adopted by the teacher influenced the students learning outcome significantly. Whereas appropriate teaching method would facilitate understanding of new concepts, inappropriate teaching method is likely to constrain knowledge retention and application Chang (2010). In this regard, the use of appropriate teaching methods to deliver lessons had a greater impact than the content covered in a course of study.

The study showed that students' learn better when given the opportunity to learn in a natural environment, interact or brainstorm in small groups or work together as a team. It encourages the learners to focus on a topic being discussed and contribute to the free flow of ideas. Also, the teacher provides a conducive friendly learning environment for learners to work in groups as a team with the teacher as a facilitator. Brainstorming teaching method is a good way of getting bright ideas and helping learners perform better in business studies.

In the same vein the study revealed that field trip teaching method is about activities carried out outside the four walls of the classroom in a real natural environment. It gives learners firsthand information on the topic being discussed and it promotes better performance than the conventional teaching method. In all, the result revealed that brainstorming and field trip were found to be more effective than the conventional method. The result showed that those who were exposed to conventional teaching method had a lower mean score in learning outcome.

### **5.3 Implications of the finding for the study**

The findings of this study have implications for stakeholders in education. These stakeholders include: students, teachers, school administrators and policy makers.

#### **Students**

The study revealed that brainstorming teaching method and field trip teaching method are effective in improving students' achievement and attitude to business studies. Business studies students should develop a positive attitude towards the learning of the subject. A student who has a positive attitude to business studies can quickly improve in learning outcome if brainstorming and field trip methods are used. Those who have negative attitude to business studies believe that they cannot perform well in the business studies class. The findings have created an opportunity for improving the learning of business studies through the use of brainstorming and field trip teaching methods. The findings can also change people who have negative attitude toward business studies.

The use of brainstorming teaching method enables students to work as a group to achieve their goals. BTM fosters the development of critical and brighter thinking to promote group interaction. Seeing the need to improve learning outcome in business studies, students should work diligently to ensure that the skills be inculcated in them for a success in their studies. Based

on several researches that show that attitude affects academic achievement, students should be encouraged to develop a positive attitude toward business studies.

### **Teachers**

On the basis of the findings of this study, there is a need for business studies teachers to review their teaching methods to be student-centered to allow students to participate fully and not just listen to the teachers. If the purpose of instruction is to enhance performance of students, both BTM and FTTM should be embraced. For learning to be effective, teachers, especially of business studies, must see teaching as a way of developing and enhancing students' ability to learn with less supervision. Therefore, it is necessary to include BTM and FTTM in the business studies curriculum. This might help class teachers to work with students whose performance is low to improve their learning outcomes.

In addition, it is recommended that seminars and workshops should be organized for business studies teachers regularly to improve their teaching methods and their knowledge of the course content.

### **School Administrators**

Efforts should be made by the school administrator to ensure that there is an improvement in learning outcome through the use of BTM and FTTM. There is a need to set up monitoring units to ensure that business studies teachers implement BTM and FTTM. Encouragement should be given to students where this methodology is used. School administrators should encourage students to develop a positive attitude to business studies. Students should be made to understand that BTM and FTTM will help them to learn faster and better as they follow all the instructions given to them by their teacher. Teachers are encouraged to appreciate students' efforts.

### **5.4 Limitations**

This study was limited to Junior Secondary School Two students' in Emohua Local Government Area, Rivers State. This limits the extent to which the results can be generalized. Further studies are needed to understand more of the effect of interventions on the dependent variables.

Also, some of the schools that participated in the study were reluctant to participate because their teachers wanted payment before they could comply. In one of the schools that the researcher intended to use for field trip, the principal refused because she said that she could not guarantee the security of the students.

### **5.5. Suggestion for further studies**

The study determined the effect of brainstorming and field trip teaching methods on Junior Secondary School Two students' learning outcomes and attitude to business studies. It is suggested here that the study should be replicated in learning other subjects in junior secondary schools.

It is also suggested that this study should be carried out in private and Federal Government schools. Further studies can be carried out on the effect of different variables on BTM and FTTM such as academic self-efficacy, motivation, social economic status and school location. Further replication should also be carried out in other states to allow for comparison.

Finally, other studies can be carried out to determine the effectiveness of each of these teaching methods, that is, BTM and FTTM. This will provide empirical evidence for ascertaining their significance and provide a baseline for recommending BTM and FTTM for use in the Junior Secondary School Curriculum.

### **5.6 Recommendations**

Business studies teachers should let the educational authorities know about the usefulness or importance of BTM and FTTM to encourage their being included as teaching methods in learning business studies and other subjects.

There is a need for government to organize seminars, workshops and conferences for teachers to improve the use of these teaching methods. Also, there is a need for curriculum planners to revise the business studies curriculum to give room for more practical topics and activities that will enhance the development of the nation.

## **5.7 Contribution to Knowledge**

Though there are several studies carried out on Brainstorming and field trip teaching methods, to the best of the researcher's knowledge, these studies were carried out in science related subjects, using students of senior secondary schools or higher institutions. This study is different. The sample used for the study is Junior Secondary School students. From the results, it is evident that these methods could be employed at improving the teaching and learning of business studies.

Finally, the study has shown that when students are allowed to participate during teaching and learning they do better. They also reap abundant academic achievements when they are taught in a real natural environment that allows them to see things live.

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**APPENDIX 1**  
**UNIVERSITY OF IBADAN**  
**INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION**  
**INSTITUTE OF EDUCATION**  
**BUSINESS STUDIES ACHIEVEMENT TEST**

**Name of School:** ----- **Sex:** ----

**Age of Student:** ----- **Class:** --

**INSTRUCTIONS:**

1. Please carefully read through each of the questions and choose the correct answer.
2. Do not copy from your friends.
3. Your name, class, sex, age and the name of your class should be written on the answer sheet in the space provided.
4. Please submit your answer booklet to the examiner.

1. Which of the following is the best definition of a receptionist?

- (a) A beautiful lady employed to entertain visitors.
- (b) The head of the workers union in an organization.
- (c) Someone who is responsible for receiving for receiving visitors formally.
- (d) Anybody tall in outlook who is responsible in directing visitors.

2. A Banker's bank in Nigeria is -----

- (a) First bank
- (b) Central bank
- (c) Federal saving bank
- (d) National bank

3. Which of the following is NOT a function of a receptionist?

- (a) Attending to visitors
- (b) Receiving visitors
- (c) Directing visitors
- (d) Giving visitors transport fare

4. The regular money paid by the insured to the insurance company is called-----

- (a) Premium

- (b) Profit
- (c) Token money
- (d) Currency

5. An insurance policy that covers accident at sea is known as -----

- (a) Fire insurance
- (b) Burglary insurance
- (c) Life insurance
- (d) Marine insurance

6. The role of insurance in commerce is essentially to -----

- (a) Prevent damage
- (b) Minimize business risk
- (c) Indemnify business far loss of people
- (d) Prevent wasteful ventures

7. Which of the following does not belong to the banking operation?

- (a) Towel
- (b) Passbook
- (c) Teller
- (d) Cheque book

8. The receptionist handles the following documents EXCEPT -----

- (a) Visitor's book
- (b) Debit not
- (c) Business card
- (d) Request form

9. In an organization, the first contact person is -----

- (a) Manager
- (b) Receptionist
- (c) Accountant
- (d) Cashier



10. The following are the qualities of a receptionist EXCEPT -----

- (a) Have a good human relationship
- (b) Be polite and patient in dealing with worker and visitors
- (c) Have a good knowledge of the organization and its personnel's
- (d) Being rude to unwanted visitors

11. Bank is an important aid to -----

- (a) Trade
- (b) Market
- (c) Business
- (d) Goods

12. The distribution chain for the flow of goods is in which of this direction?

- (a) retailer → consumer ~~manufacturer~~ wholesaler →
- (b) consumer → retailer → wholesaler → manufacturer
- (c) manufacturer → wholesaler ~~retailer~~ ~~consumer~~
- (d) wholesaler → manufacturer → retailer → consumer

13. A wholesaler is a trader who buys goods in large quantities from the manufacturer and sell in small quantities to-----

- (a) Consumer
- (b) Producer
- (c) Manufacturer
- (d) Retailer

14. Which of the following is NOT a function of a commercial bank?

- (a) They store and safeguard the money and valuables of customers
- (b) Asking customers to withdraw their money when they don't have need for it
- (c) Granting loans and overdrafts to customers
- (d) Acting as agent for payment

15. Which of the retail outlets has different shop under one roof?

- (a) Multiple stores
- (b) Departmental stores

- (c) Supermarket  
(d) Cooperative store
16. All of the following are types of small scale retail outlet EXCEPTS -----
- (a) Mail order stores  
(b) Roadside traders  
(c) Kiosk owners  
(d) Stall holders
17. Which of these is NOT a function of the wholesaler to the manufacturer?
- (a) The wholesaler sells in small quantities to the manufacturer  
(b) The wholesaler markets and advertises the products for the manufacturer  
(c) The wholesaler create space for the manufacturer to put new finished goods by moving finished goods from the manufacturer warehouse to his warehouse  
(d) The wholesaler buys goods in large quantities from the manufacturer and distributes the goods in small quantities
18. To withdraw money from saving account you make use of -----
- (a) Pay in book  
(b) Invoice  
(c) Cheque  
(d) Withdrawer's booklet
19. The wholesaler is a middle man that connects -----
- (a) The manufacture and the producer  
(b) The manufacturer and the retailer  
(c) The consumer and the producer  
(d) The retailer and the consumer
20. A retailer is a person who buys goods from the wholesaler and sells them to -----
- (a) Consumer  
(b) Producer  
(c) Manufacturer  
(d) Neighbor

21. To withdraw money from current account you use -----
- (a) Invoice
  - (b) Passbook
  - (c) Pay in book
  - (d) Cheque
22. The transfer of risk of life or property from one person to another is called -----
- (a) Insured
  - (b) Insurance
  - (c) Insured
  - (d) Insure
23. Which of these is NOT in the channel of distribution?
- (a) Manufacturer
  - (b) Shop owner
  - (c) Consumer
  - (d) Retailer
24. Hawkers are small-scale traders who have no permanent shop but carry their goods from place to place in search of -----
- (a) Manufacturer
  - (b) Retailer
  - (c) Buyers
  - (d) Seller
25. Which of these is NOT an example of large scale retail outlet?
- (a) Departmental stores
  - (b) Cooperative stores
  - (c) Mobile stores
  - (d) Supermarkets
26. The central bank of Nigeria (CBN) is responsible for -----
- (a) Printing and minting currency
  - (b) Giving loans and overdraft to traders

- (c) Printing passport photograph for customers
- (d) Carrying money from Lagos to Abuja

27. The amount of money paid by the insured to the insurance company is called -----

- (a) Dollars
- (b) Cash
- (c) Premium
- (d) Naira

28. A receptionist office is usually located at -----

- (a) The entrance of the building
- (b) The middle of the building
- (c) The back of the building
- (d) The gate

29. Which of these is NOT a function of a retailer to the consumer?

- (a) The retailer surveys the needs of his customers before buying goods from the wholesaler so that the consumers can get what they want from him
- (b) By the location of his shop, he makes buying very easy by saving the consumers the time of going to far places to buy their needs
- (c) By the location of his shop, he makes buying very difficult by making consumers to go to far places to buy their needs
- (d) The retailer opens his shop for business from morning till night, this is done to enable consumers buy their needs at any time of the day.

30. A place where money and other valuables are deposited for safe-keeping is called -----

- (a) Bank
- (b) Church
- (c) Market
- (d) Mosque

31. The person that insures himself is called -----

- (a) Insure
- (b) Insurance

- (c) Insured  
(d) Premium
32. Bank statement is issued to -----  
(a) bank workers  
(b) bank neighbor  
(c) bank people  
(d) bank customer
33. The following are the functions of a wholesaler to the retailer EXCEPT -----  
(a) The wholesaler sells in small quantities to the retailer  
(b) The wholesaler sell on credit to the retailer so that the retailer may buy a variety of goods  
(c) The wholesaler buy goods in small quantities from the retailer  
(d) The wholesaler provides transport facilities for the retailer to convey goods from warehouse to the retailers shop
34. One of these is NOT a basic principles on which insurance contracts is based on  
(a) Risk interest  
(b) Insurance interest  
(c) Ulmost good faith  
(d) Proximate cause
35. Before a bank accept to open an account for a new customer they must be satisfied that the customer is -----  
(a) Honest and unreliable person  
(b) Dishonest and reliable person  
(c) Unreliable and honest person  
(d) Honest and reliable person
36. The following details usually appear in the statement of account or bank statement EXCEPT -----  
(a) Name of customers  
(b) Bank charges for its services  
(c) Name of next of kin of the customer  
(d) Account number of the customer

37. The money paid by the insurance company to the insured as an agreement when property insured is lost or damaged is called -----
- (a) Premium
  - (b) Cash
  - (c) Dollar
  - (d) Indemnity
38. The office where visitors are received and made to feel comfortable while they wait to be attended to is -----
- (a) Accountant office
  - (b) Receptionist office
  - (c) Gate man office
  - (d) Manager's office
39. Another name for utmost good faith is -----
- (a) Uberima fidei
  - (b) Uberrima fidelia
  - (c) Uberrime fidelia
  - (d) Uberrimae fidei
40. Which of these is NOT a type of insurance
- (a) Marine insurance
  - (b) Multiple insurance
  - (c) Life assurance
  - (d) Fire insurance
41. The price at which the producer is ready to supply his goods to the buyer is called -----
- (a) Cost price
  - (b) Agreement price
  - (c) Cash price
  - (d) Cash on delivery
42. An overdraft is -----
- (a) The cheque over drafted for deposit
  - (b) List of deposit made in an account

- (c) Money a current holder is allowed to withdraw above his credit balanced
- (d) Statement of withdrawals from customer's account
43. A written order given to a bank to pay on demand any stated sum of money to a named person or account is -----
- (a) A bank overdraft
- (b) Cheque
- (c) Credit
- (d) Cash
44. When a receptionist is handling telephone call he/she must be
- (a) Polite
- (b) Neat
- (c) Aggressive
- (d) Heady
45. Marine insurance policy covers loss or damaged of goods carried by -----
- (a) Trailer
- (b) Car
- (c) Ship
- (d) Bus
46. Receptionist office must be -----
- (a) Pleasant
- (b) Unpleasant
- (c) Unkept
- (d) Dirty
47. The following items are found in the receptionist office EXCEPT -----
- (a) Table
- (b) Computer
- (c) Hanger
- (d) Telephone

48. A good receptionist -----

- (a) Must be aggressive
- (b) Must always indulge in sleeping on duty
- (c) Must always live the office with or without permission
- (d) Must be loyal to the organization

49. The visitors book in an organization contain the following EXCEPT -----

- (a) Name of visitor
- (b) Size of visitor
- (c) Date of visit
- (d) Purpose of visit

50. The receptionist must bear the following points in mind while receiving a telephone call EXCEPT -----

- (a) Be attentive
- (b) Apologize for error or delays, if any
- (c) Do not forget to say thanks while ending the conversation
- (d) While answering the call do other things

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**APPENDIX 2**  
**UNIVERSITY OF IBADAN**

**INTERNATIONAL CENTER FOR EDUCATIONAL EVALUATION**  
**STUDENT PERSONALITY TRAIT QUESTIONNAIRE (SPTQ)**

**Introduction**

This questionnaire has been developed to assess the personality traits of students in Junior Secondary School. Kindly respond as correctly as possible. Your responses will be treated with utmost confidentiality.

**Section A: Personal data**

Gender : Male ( ) Female ( )

Age: .....

Class: .....

Name of school:.....

**Section B: Student Personality trait questionnaire (SPTQ)**

**Instruction**

Please respond to the items. Put a tick  in the appropriate box that suits your personality.

For instance, if the statement is never like you tick one.

Options- 1= never like me 2= sometimes like me 3= like me 4=exactly like me

s/n	Items for Introvert	1	2	3	4
1	I don't like keeping friends				
2	I hate being in the midst of people				
3	I have very few close friends				
4	I prefer doing my work alone				
5	I am always shy to answer questions in class even when I have a correct answer				
6	I prefer solving my personal problems on my own				
7	I enjoy spending time alone				
8	I usually like to do my class work alone				

9	I feel uncomfortable if I'm around people all the time				
10	I like to keep my thoughts to myself.				
11	I always like to do my work alone				
12	I prefer keeping my feelings to myself				
13	Before making a decision, I need a lot of time to think through.				
	<b>Items for Extrovert</b>				
14	I am always ready to relate with people				
15	I turn to others for motivation				
16	I consider myself a friendly person.				
17	I enjoy meeting new people.				
18	I enjoy telling people about myself.				
19	When I go out, it's usually with a large group of friends.				
20	I derive more satisfaction from social activities than from anything else.				
21	I easily make friends with a lot of people.				
22	I like discussing with others.				
23	I am always happy to answer questions in the class.				
24	I always like to plan what I want to say in a class discussion.				
25	I enjoy leading class group discussions.				
26	I like having people around me all the time.				

**APPENDIX 3**  
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**INTERNATIONAL CENTER FOR EDUCATIONAL EVALUATION**  
**UNIVERSITY OF IBADAN, IBADAN**  
**BUSINESS STUDIES ATTITUDE QUESTIONNAIRE (BSAQ)**

**Section A: Personal Data**

Male  Female

1. Age:
2. Class:
3. Name of School:

**Section B: Students Attitude to Business Studies Questionnaire**

**Instruction:**

The aim of this study is to find out the attitude of students toward Business Studies. Please rate how strongly you agree or disagree with each of the following statement by placing a check mark in the appropriate box. The information supplied shall be treated as confidential.

Please tick ( ) in the appropriate column for each of the following statements to indicate your choice towards the statement.

SA = Strongly Agree  
A = Agree  
D = Disagree  
SD = Strongly Disagree

## BUSINESS STUDIES' ATTITUDE QUESTIONNAIRE

S/N	<b>Apathy Towards Business Studies</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1	Students feel worried when studying business studies.				
2	Business Studies is always boring.				
3	Doing home work in business studies is a burden.				
4	Studying business study is a waste of time.				
5	Students prefer business studies to be removed from school curriculum.				
6	Business studies teachers are not loved by students.				
	<b>Favourable Disposition towards Business Studies</b>				
7	Business studies is my best subject.				
8	Students usually enjoy studying business studies in school.				
9	Period for business studies should be increased.				
10	Students are happier in business studies class than in any other class.				
11	More students are always punctual at business studies class.				
12	Topics in business studies are very interesting.				
13	No subject is as interesting as business studies.				
14	Students like reading business studies text books every day.				
15	Despite that business studies note are lengthen, students take time to copy them.				
16	Business studies is readily the best choice for most students.				
	<b>Belief About Business Studies</b>				
17	Business studies is very important in everyday life.				
18	High school business studies course would be very helpful no matter what I decide to study.				
19	No matter what effort I put in business studies I still find it difficult.				
20	Students feel worried when studying business studies.				
21	Most of the problems in the society can be solved through business studies.				
22	Many students like business studies because it seems to be industrious.				
23	No matter the effort one puts in business studies it is still				

	difficult.				
	<b>Activities Facilitating Learning Business Studies</b>				
24	Business studies are better understood when taught with instructional materials.				
25	Most students read business studies topics in advance before lesson, for better understanding.				
26	Students always encourage their classmate to attend business studies classes.				
27	Students likes business studies related career.				
28	Students studies business studies they bear in mind that there are many job opportunities that they can do.				
	<b>Unwillingness to Make Effort in Business Studies Class</b>				
29	Students are always afraid of attempting business studies questions.				
30	Students fail business studies because they do not make enough effort.				

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# BRAINSTORMING INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR

## LESSON ONE

**Topic:** Receptionist

**Sub-Topic:** Meaning and Nature of Receptionist Job.

**Method:** Brainstorming Instructional Strategy

**Duration:** 70 Minutes (Two Periods)

### **Instructional Objectives:**

At the end of the lesson, students should be able to:

1. Define a receptionist and describe a receptionist office;
2. Explain the duties of a receptionist;
3. Mention the documents handled by a receptionist;
4. List down the qualities of a good receptionist; and
5. State how a good receptionist receive visitor (s) in the office.

### **Instructional Aid:**

A diagram of a well dressed receptionist in his office

### **PROCEDURE:**

#### **Step One:**

The teacher or the research assistants introduce the new teaching method. We want to use a new method to learn Business Studies in order to enable us understand Business Studies better. It has been observed that most students fail business studies after being taught by the teacher, so we want to explore this method to see how students can learn by brainstorming and sharing ideas with colleagues or classmates in a group and this new method is called brainstorming teaching method. This method encourages members of the class to come together in a small group to put ideas together, in order to provide solution for a problem that is related to Business Studies topic of the study.

#### **Step Two:**

The teacher sets up the rules for the brainstorming section in order to let them know what is expected of them during the brainstorming session and the rules include:

- (a) Each group should identify a leader.

- (b) The leader should have control over them.
- (c) Everybody in the group should be allowed to contribute to the concept they are brainstorming on.
- (d) Nobody should insult, laugh, de-mean or evaluate another participant or his/her response.
- (e) No answer is wrong.
- (f) Each group should have a time keeper and recorder, and the recorder should record all the responses unless it is a repeat of what has been said before.
- (g) There should be time limit and each group should stop when it is time.

**Step Three:**

The teacher assigns the participants into groups of twelve which they should maintain throughout the treatment period and each group on their own chooses their group leader, time keeper and their recorder.

**Step Four:**

The teacher presents the topic to be brainstormed in form of entry behavior or previous knowledge by asking them some questions such as, “How many of you have visited an organization before? The teacher allows them respond to the question and after that; the teacher will ask them to tell the class their experience when they visited the organization. After that, for the sake of those who do not have an idea of who a receptionist is, the teacher briefly explains to the students who a receptionist is. A receptionist is the first contact person a visitor meets in any organization, the receptionist receives the visitor and the message and directs him to the person, department or unit he wants to see. The receptionist is regarded as a representative of the organization. The receptionist gives the first impression of an organization; his ability to receive visitors well will go along away in determining the integrity of the organization. A bad receptionist creates a bad image for the organization. Based on this explanation, the teacher asks the participants to go to their respective groups and brainstorm on the following:

- a. Who is a receptionist?
- b. Describe the office of a receptionist?
- c. What are qualities of a good receptionist?
- d. State the duties of a receptionist?
- e. Discuss the document handled by a receptionist?

**Step Five:**

- a. A receptionist is someone employed specifically to receive or formally welcome visitors or Business associate to the organization.
- b. A receptionist office is a room or area usually located near the entrance of the office, where visitors are received and made to feel comfortable while they wait to be attended to. The room is usually well furnished and decorated to make visitor comfortable while waiting. The office is equipped with adequate communication gadgets to enable the receptionist contact any department in the organization as quickly as possible. The receptionist's office is kept clean, orderly and attractive.

**Step Six:**

The next step is to explain the qualities of a receptionist? The students on their own explain the qualities explain the qualities of a good receptionist in an organization which include:

- a. A good receptionist should have a good and pleasant appearance, he or she must always dress properly;
- b. A good receptionist should have a good knowledge of the organization;
- c. Must always be polite, courteous and friendly;
- d. A good receptionist must be able to work under pressure;
- e. A good receptionist must always be punctual to work, feel committed and not be in a hurry to leave at close of work;
- f. A good receptionist must be computer literate and
- g. A good receptionist must be receptive.

**Step Seven:**

The next thing to brainstorm on is the duties of a receptionist. The students will on their own discuss the duties of a receptionist which includes the following:

- a. Receiving visitors.
- b. Making appointment with the visitors.
- c. Handling telephone calls.
- d. Directing and helping visitor(s) to the person or department that they are looking for in a polite manner.



- e. A good receptionist must always be pleasant and show great intelligence when receiving visitors or when receiving phone calls e.t.c.

### **Step Eight:**

The next step is to list down and explain the documents handled by a receptionist.

The student on their own will list and explain the documents that are handled by a receptionist.

These include:

- (a) **Visitor's book:** This is a book which contains full particulars of visitors to the organization. Visitors to organization are requested to sign this book before and after visiting. The receptionist keeps the book and requests every visitor to complete it. Some of the required information includes: name of the visitor, date and time of visit, address of the visitor, purpose of visit, who to see, departure and signature of visitor.
- (b) **Visitor's request form or slip:** Many organizations require visitors to complete visitor's request form before they can be attended to. The form or slip is a small piece of paper which seeks the following information: name and address of visitor, whom to see, purpose of visit, whether the visit is on appointment or not, date, and time of visit, signature of visitor and officer comment.
- (c) **Business card:** In some cases, a visitor from another organization may give a business card to the receptionist in order to: introduce himself /herself, inform the officer he wishes to see that he is around, save time for completing a visitor's request form. The information in the card includes: address of company, name of the business executive, his postal address and his telephone number.
- (d) **Telephone message pad:** The telephone message pad is used to record telephone messages for officers who may not be on their seats, or who are in a meeting or preparing important meeting. The telephone message pad is used to record messages in the following format: date and time of the call, the name of the receptionist who receives the call.
- (e) **Diary:** A diary is a record book for keeping daily activities; the receptionist uses it to record all future appointments, interviews and meetings. The diary contains spaces with dates for recording daily events and information.
- (f) **Telephone directory:** This is another document handled by a receptionist. It contains the list of names and addresses of telephone subscribers both individuals and

organization with their telephone number. It enables the receptionist to phone customers and when there is a need to do so.

**Step Nine:**

**Conclusion:** The teacher will collate all the responses from different groups and then brings the groups together. He then looks at their responses to cancel those ones that are relevant or good and then gives them notes. Teacher will tell them the next topic to be brainstormed on and encourage each group to read and practice before they meet for the next class.

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**BRAINSTORMING INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR  
LESSON TWO**

**TOPIC:**                      **Distribution**

**SUB-TOPIC:**              **Meaning of Distribution, Channels of Distribution, Functions of Each of the Channels of Distribution Brainstorming Instructional Strategy**

**METHOD:**              **Two Periods**

**DURATION:**              **70 Minutes**

**Instructional Objectives:**

At the end of the lesson, students should be able to:

1. explain the meaning of distribution;
2. identify the functions of a manufacturer, wholesaler, retailer and consumer in the channel of distribution; and
3. Identify and discuss different types of a wholesaler and a retailer.

**Instructional Aids:**

Diagram showing distribution chain.

**Procedure:**

**Step One:**

The teacher or the research assistant reminds the participants the rules for brainstorming session in order for them not to forget what they are expected to do during the brainstorming session that will enable them achieve the objectives.

**Step Two:**

The teacher introduces the topic to be brainstormed on like an entry behavior or previous knowledge by asking some questions such as, how many of you have been to any manufacturing company before or seen a warehouse? The teacher allows them to respond to the question, after that for the sake of those who have no idea of what distribution or warehouse is like, the teacher briefly of explains the meaning of distribution.

**Meaning of Distribution.** In a manufacturing company, after producing goods, there is need for the goods to be moved from the place of manufacture to the consumer. The process of moving a

product that has been manufactured from the manufacturer to the final consumer is called distribution. The process involves a lot of people before the goods are finally consumed by the final consumer. The chain of movement is made starting from the manufacturer to the wholesaler down to the retailer before getting the consumer. The chain finally ends when the goods get to the final consumer. Based on this explanation, the teacher asks the pupils to go to their various groups and brainstorm on the following:

- (1) Explain the meaning of distribution.
- (2) Identify who is a wholesaler in the distribution chain and the functions of a wholesaler to the manufacturer and the functions of a wholesaler to retailer.
- (3) Identify who is retailer and state the functions of a retailer to the wholesaler and functions of a retailer to a consumer
- (4) Describe different types of retail outlet, that is, small and large retailer.

#### **Step Two:**

The students in their different groups will brainstorm and explain what distribution is. Distribution is the movement of products from place of manufacturer to the final consumer.

#### **Step Three:**

The next step is to identify who a wholesaler is in the distribution chain, and to state the functions of a wholesaler to the manufacturer and the functions of a wholesaler to a retailer.

The students in their different brainstorming groups brainstorm and identify whom a wholesaler is. A wholesaler is a trader who buys goods in large quantities (that is, he buys in bulk) from the manufacturers or the producers and sells them in small quantities to the retailer. A wholesaler is the middle man that connects the retailer to the manufacturers. The wholesaler may be an individual or a company. Functions of wholesaler can be divided into two viz: his functions to the manufacturer and his functions to the retailer.

#### **Functions of the Wholesaler to the Manufacturers**

- (1) The wholesalers buy in large quantities from the manufacturer and distribute the goods in small quantities. He saves the manufacturer from the expenses of distribution.
- (2) The wholesaler provides additional source of capital to the manufacturer by paying for goods ordered in advance. In Nigeria, manufacturers require wholesaler to deposit a large sum of money with the manufacturer before they can be appointed as distributors.
- (3) The wholesaler markets and advertises the productions for the manufacturer.

- (4) The wholesaler moves finished goods from the manufacturer warehouse thereby creating space for the manufacturer to put new finished goods.

### **Functions of the Wholesaler to the Retailer**

- (1) The wholesaler sells in small quantities to the retailer
- (2) He can sell on credit to the retailer so that the retailer may buy a variety of goods.
- (3) He provides transport facilities for the retailer to convey goods from the wholesaler warehouse to the retailer's shop.
- (4) The wholesaler often sends his salesmen and other experts to assist the retailer in execution of his business.

### **Step Four:**

The next thing is to identify who a retailer is in chain of distribution and to state the functions of a retailer to the wholesaler and the functions of a retailer to the consumers.

A retailer is the person who buys goods from the wholesaler and sells them to the final consumer. The retailer is the link between the producer, the wholesaler and the consumer. In the line of goods distribution, he stands between the wholesaler and the consumer. He represents the interest of the wholesaler to the consumers. He also carries the interest of the consumers to the wholesaler in buying from him. Functions of the retailer are also divided into two, the functions of retailer to a wholesaler and the functions of the retailer to the consumers.

### **Functions of Retailer to the Wholesaler**

- (1) The retailer buys in small quantities from the wholesaler and makes goods available to the consumers in small quantities.
- (2) The retailer forms the link between the wholesaler and the consumer. He therefore passes information about the demand situation in the locality to the wholesaler who later passes it to the manufacturer.
- (3) The retailer moves his goods from the wholesaler warehouse thereby creating space for the wholesaler to stock more goods.

### **Functions of the Retailer to the Consumers**

- (1) The retailer surveys the needs of his customer before buying goods from the wholesaler so that customers can get what they always want from him.

- (2) By the location of his shop, he makes buying very easy. He saves his customers the trouble and expense of going to far places to buy their needs.
- (3) The retailer opens his shop for business from morning till night, seven days a week. This is done to enable customers buy their needs any time of the day.
- (4) He assists the consumer to make a choice among a variety of goods that will be suitable for his needs.
- (5) He allows his customer to buy on credit.

**Step Five:**

The next thing is that the pupils describe different types of retail outlets. Retail outlets are convenient places through which consumers buy their goods. The retail outlets may broadly be divided into two: they all assist in the distributions of goods in both the cities and the rural areas.

The small retail outlet includes the following:

- (1) **Hawkers:** These are traders who carry their goods from place to place. They sell nearly all types of goods from items to household items. Goods are hawked on their heads, in trucks or in vehicles in form of mobile shops. They have no permanent shop to display their goods. Hawkers usually hawk cooked or less raw food, snacks, fruits, etc.
- (2) **Kiosk Owners:** A kiosk is an enclosure commonly found on the street, near a house or in market places. It usually occupies a small space. Kiosk owners sell variety of goods such as food, snacks, soft drinks to books, household items and dresses. Kiosks are found in villages and cities. A kiosk has a small space, hence it cannot carry a large variety of goods.
- (3) **Stall Holders:** Stalls are bigger than kiosks. They are found in market places and near motor parks. A stall holder tends to sell fewer items than a kiosk owner but he sells a larger quantity of such items. The items sold in stall include food items, household goods, and clothing materials and so on. Stalls can also be found in big villages and cities.
- (4) **Shop Owners:** Shops have permanent structures. They are located in cities and usually in shopping centres. Shops are bigger than stalls and contain larger quantities. Items sold in shops include household goods, electrical appliances, and gifts, cloths etc.

- (5) **Mobile Shop or Shop on Wheel:** Sellers put their wares either in the wheel barrow or a vehicle and move from one place to another to hawk their wares. This is known as mobile shop.

### **The Large Retailers**

The Large Retailers are:

- (1) **Departmental Store:** Departmental stores are usually found in big cities in Nigeria. A departmental store may be owned by a rich individual or a number of small or large shareholders. A departmental store is a big retail outlet with many departments located within the same building with each department selling only one particular or related items or commodity. In departmental stores goods are arranged according to department each may be created for food items, drinks, children's wear, care products, gift items etc. the stores provide a variety of goods in different departments under one roof and that is why they are called department stores. Each department has its own manager, with his own sales force. There is always a general manager who coordinates the activities of the departmental managers.
- (2) **The Cooperative Stores:** This is popular in Nigeria. Cooperative stores largely distribute essential commodities to members of the cooperative society. In cooperative stores, prices are of the generally lower than in markets or other stores because of bulk purchase. As in departmental stores, goods are arranged according to departments in the cooperative stores. There may be many departments depending on the size of the store and variety of goods available. A cooperative store is also managed by departmental managers and a general manager.
- (3) **The Supermarket:** A supermarket sells both food items and non-food items. It is usually a self-service shop with a large floor space. In Nigeria, children's books, assorted wines, frozen meat, bread, and so on are sold in the supermarket.
- (4) **Mail Order Stores:** This is concerned with buying through the post that is, buying by description. The mail order operator distributes his catalogue to potential customers. The catalogue carries the description of the goods sold with their prices. It also states the terms of payment that is whether payment is made at once or by installment. The mail order business is not yet popular in Nigeria.

**Step Nine:**

**Conclusion:** The teacher collates all the responses from different groups and then brings the groups together. He then looks at their responses to cancel those ones that are relevant or good and then give those notes. The teacher tells them the next topic to be brainstormed on and encourages each group to read and practice before the next class.

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**BRAINSTORMING INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR  
LESSON THREE**

<b>TOPIC:</b>	<b>Bank Service</b>
<b>SUB-TOPIC:</b>	<b>Definition Of Bank, Functions Of Commercial Banks, Current Account and Savings Account.</b>
<b>METHOD:</b>	<b>Brainstorming Instructional Strategy</b>
<b>DURATION:</b>	<b>Double Period</b>

**Instructional Objectives:**

At the end of the lesson, students should be able to:

- (1) define a commercial bank;
- (2) explain the services provided by bank; and
- (3) explain the types of accounts that are available in the commercial bank.

**Instructional Aid:**

A diagram showing a commercial bank building.

**Procedure:**

**Step One:**

The teacher or research assistant sets up the rules in order to remind them of what they are expected to do during the brainstorming session.

**Step Two:**

The teacher presents the topic on which to brainstorm in form of entry behavior or previous knowledge by asking such questions, as ‘how many of you have visited a bank before? The teacher allows them to respond to the question and after that the teacher asks them to tell the class what they went there to do and their experience in the bank. After that, for the sake of those who have never visited a bank before, the teacher briefly explains what bank service is to enable them have an idea of what banking service is, so that they too can contribute meaningfully in the discussion.

A bank is a place where money and other valuables are kept for safe-keeping and where money can be paid out to the owners when the need arises. It is also a place from which the people can borrow money for business or personal purposes. Banks play an important role in buying, selling and distribution activities in the economy. There are different types of banks in Nigeria. They include the central bank (CBN) which is the government bank and which

acts as the banker to other banks, the Nigeria Industrial Development Bank, Agricultural and cooperatives bank, Mortgage Bank and Commercial Banks. We are going to concentrate only on Commercial banks. After this brief explanation, the teacher asks the participants to go to their individual groups and brainstorm on the following:

- (1) Meaning of commercial bank
- (2) Functions of commercial banks
- (3) Opening and operation of savings account and the requirement for opening a savings account,
- (4) Opening and operation of current account and requirement for opening a current account.
- (5) Bank statement.

**Step Three:**

A commercial bank is a place where money and other valuables are deposited for safe-keeping. It is also a place from which people can borrow money for business or personal purposes. Commercial banks are those banks which aid businesses and individual in day to day transactions. Examples includes, First Bank, Union Bank, Wema Bank e.t.c

**Step Four:**

The next step is to list down the functions of commercial banks. The students in the various groups put ideas together, state the functions of a commercial bank and the functions are as follows:

- (1) Acceptance and safe-keeping of money and other valuables of customers.
- (2) They lend money or give credit to deserving customers.
- (3) They enable customers to make payments and to settle accounts without using real money. This is done with cheques, direct debits etc.
- (4) They give expert advice to their customers.
- (5) They issue traveler's cheques and other foreign currencies to customers who are planning to travel abroad.
- (6) They act as agents for payment etc.

**Step Five:**

The next step is to explain types of account, opening and operation of savings account and current account. The students on their different groups explain the two types of account which include:

- (1) Savings account; and
- (2) Current account and the opening and operation of savings and current account.

**Savings Account:** Is an account in which the money saved earns interest at prevailing interest in the economy at a given time. Deposits made into a savings account are not for a specified fixed period of time for the purpose of interest. Interest is paid on the money kept in the savings account. Withdrawal can be made from savings account at any time. To save money in a savings account a customer has to fill the savings form and complete a withdrawal form to withdraw money from the account. The bank issues a passbook or savings deposit booklet and withdrawal booklet to a new customer in which the records of deposits, withdrawals and balances are kept.

### **Requirements for Opening a Savings Account**

The following are some of the requirements for opening a savings account.

- (1) An identification document (a) letter from employer plus an ID card (b) a drivers license or an international passport.
- (2) Two to three passport photographs.
- (3) Evidence of permanent address – recent PHCN bill with your name on it or confirmation letter from your landlady or landlord that you are resident in the address and of course with house rent receipt.

When the account is opened, the bank gives the following documents to the customer:

- (1) Cash deposit booklet or slip
- (2) Withdrawal forms/booklet
- (3) The bank identity card
- (4) Passbook

### **Step Six:**

The next step is for the student to brainstorm on what is current account, opening and operating a current account.

A current account is an account from which the owner can withdraw money at any given time provided there is enough money in it and cheques are normally used to withdraw money from the current account. But with e – banking facility, a customer can also withdraw money from his account with ATM. Payments can also be made from the account by bank through a standing order; the bank charges a commission for this service.

### **Opening and Operating a Current Account**

When a customer wants to open a current account with a bank, he/she has to obtain and complete some documents. This is to ascertain that he is a good and fit person to operate a bank account.

Documents needed for completion to operate a current account in a bank include:

- (1) Letter of introduction or references from persons who may be existing customers of the bank or banks.
- (2) Personal data form given to him by the bank for completion.
- (3) Specimen signature form.
- (4) Two passport photographs to be returned with data form.

After the submission of these documents, the bank goes through them and if he is found fit to be a customer, the account will be opened in his name. The bank then provides him with the following documents to operate the account:

- (1) A paying in book or teller
- (2) A cheque book.

**A paying in Book**

A paying – in book

A paying – book consists of a number of paying slips or teller bound together in book form. The customer completes the slip or teller in duplicate or triplicate whenever he wants to pay in money or cheque.

Uses of a paying – in book

- (1) It is used by a current account holder.
- (2) It is used to pay money or cheque into a current account.
- (3) It serves as a receipt for the money or cheque deposited into the account.
- (4) It is used to check the correctness of bank statement usually sent to customers by the bank.

**A Cheque Book**

A cheque is a written order on a bank to pay the sum of money to the person named on it called the payee. The person who issues the cheque is known as the drawer. A cheque book contains a number of cheque leaves bound together for the convenience of the user. The customer normally pays a small amount known as stamp duty for the use of the cheques. As a basic instrument for making payments, a cheque is a means of settling debts because it reduces

the risk involved by carrying cash about. For a cheque to be honored by a bank, it must contain the following information:

- (1) The bank and branch of which the drawer is banking which is known as the drawer
- (2) The drawer's name and signature
- (3) The correct date issued.
- (4) The correct name of the payee – the person to be paid.
- (5) The amount to be paid in words and figures
- (6) The correct signature of the drawer.
- (7) The account number of the drawer and the cheque number itself.
- (8) The cheque must have a duplicate called the stub.
- (9) The contact address, telephone number, and the signature of payee must be written at the back.

**Step Seven:**

The next step is that the students in their various groups explain what a bank statement is. A bank statement is a practice for bank to issue a statement of account to each customer monthly, biannually or request. The following details appear in the statement of account or bank statement.

- (1) Name of the customer
- (2) Account number
- (3) Payment or deposit made to the bank within a stated period.
- (4) Withdrawal effected within the same period
- (5) Bank charges for its services
- (6) Balance for the stated period
- (7) The address of customer
- (8) Interest on deposit
- (9) VAT and other types of taxes or commission deducted.

**Step Eight:**

The teacher collates all the responses from different groups and then brings the groups together and looks at their responses. He then cancels those that are not relevant and give them notes. The teacher tells them the next topic and encourages each group to read and practice before they meet for the next class.

## **BRAINSTORMING INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR LESSON FOUR**

**TOPIC:** Insurance  
**SUB-TOPIC:** Meaning Of Insurance, Basic Principles Of Insurance, Types of Insurance, and Benefits of Insurance  
**DURATION:** Double Periods

### **Instructional Objectives:**

At the end of the lesson, students should be able to:

- (1) Define Insurance
- (2) State basic principles of Insurance
- (3) List down types of Insurance
- (4) List benefits of Insurance

### **Instructional Aid:**

A diagram showing an Insurance company.

### **Procedure:**

#### **Step One:**

The teacher or research assistant sets up the rules in order to remind them of what they are expected to do during the brainstorming session.

#### **Step Two:**

The teacher introduces the lesson by letting the students know that there are many risks in private life and in business. Motor vehicles have accidents, houses catch fire, rain storm destroys lives and properties. Thieves carry out raids and steal belongings. All these are natural or man-made occurrences which happen to us whether we are in business or in private life. Insurance helps us to replace or repair our possessions or to provide money as compensation. Based on this brief introduction, the teacher asks the participants to join their groups and brainstorm on the following:

- (1) Meaning of Insurance
- (2) Basic Insurance Principles
- (3) Types of Insurance
- (4) Importance of Insurance to business man and others.

### Step Three:

The students in their different groups brainstorm on the meaning of insurance. Insurance can be defined as the transfer of risk of life or property from one person that insures himself (called the insured) to another person that is the insurance company (called the insurer) in return for a fixed advance payment (called premium) which the insured has made to the insurer.

The insured can be an individual, that is, a person can insure his own life and the life of the family members plus the valuable property owned by family. The insured can also be a business organization, that is, a company can insure its business premises, goods in its warehouse, goods in transit, vehicle etc.

If any of the insured properties is lost or damaged, the insurer, that is, the insurance company pays the insured an agreed sum of money called indemnity. Similarly, if a life is lost, an agreed sum of money will equally be paid to the insured's next of kin.

Therefore insurance is a contract between the insured and the insurer. The agreement between the insured and the insurer is called the insurance policy. In other for the agreement to take place, the insured must pay a certain amount of money called premium. If the insured pays his premium as required, the insurer is bound under the law to pay the required indemnity if the insured suffers loss of insurance service.

### Step Four:

The next step is to brainstorm the basic principles of insurance. In this, the participants in their various groups will brainstorm on the principles of insurance which guide insurance contract. They include the following:

- (1) **Insurance risk:** The principle states that insurance can only be entered into if the risks are insurable. Insurance is basically concerned with insurable risks. This is when the chances of happening can be calculated mathematically.
- (2) **Insurable Interest:** The principle of insurance interest states that no person can be allowed to insure anything in which he has no insurable interest. A person has an insurable interest in a property only if he stands to suffer a personal loss when that property is destroyed or lost or if he is the one to benefit financially from the insured property.

- (3) **Utmost Good Faith:** The principle states that both the insured and the insurer must disclose all relevant facts to each other before the contract of insurance is signed. If any relevant facts is hidden or important information is withheld, the insurance contract will not be valid. If it is the insured that withholds the fact, he will suffer the loss and vice versa.
- (4) **Indemnity:** The principle of indemnity stipulates that in the event of any loss, the insured has to be restored to the position he was just before the loss. That is, the insured is not to get more reward worth than the loss he suffered originally.
- (5) **Subrogation:** The principle stipulates that an insurance company can take the place of insured after it has indemnified him by making necessary payments. For instance, a car that is involved in accident is sold as scrap after the owner (the insured) has been indemnified. The money got from the sale of the remains of the car must be given to the insurance company. The major exception to these principles is that it does not apply to life and personal accident insurance.
- (6) **Proximate Cause:** This principle stipulates that the cause of loss or damage must be linked with the risk that was originally insured against. For example, if a house was insured against fire, no insurance company will pay any compensation if the house is destroyed by political rioters.

#### **Step Five:**

The next step is for the participants in their various groups brainstorm on the types of insurance.

The following are the different types of insurance policies that are commonly taken in Nigeria.

- (1) **Motor Vehicle Insurance:** This is the most popular and the commonest type of insurance policy in Nigeria. It is compulsory for a vehicle owner to take an insurance policy for his vehicle in Nigeria.
- (2) **Fire Insurance:** This deals with the protection against fire hazards. The property may be public buildings, business premises or personal property. If properties insured are destroyed by fire, the insurance company concerned will compensate or indemnify the owners of such properties. The compensation will only be a percentage of the cost of such building as at the time it was insured. The fire insurance on a public building does



not cover the property of the individual who rents the apartments in the building. The individuals are advised to insure their own property against fire hazards in order to minimize their own losses.

- (3) **Burglary or Theft Insurance:** It provides protection against loss or damage to the property of the insured as a result of burglary or theft. It can cover stock of goods or shop or warehouse, plant and machinery, office equipment, home furniture.

**Step Six:**

The teacher collates all the responses from different groups and then brings the groups together and looks at their responses. He cancels those that are not relevant and then give them notes. The teacher tells them the next topic to be considered and encourage each group to read and practice before they meet for the next class.

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## FIELD TRIP INSTRUCTIONAL STRATEGY GUIDE

The first step the present researcher took while using the fieldtrip method of teaching is to determine the objectives of the field trip in conjunction with the Business studies teacher in the schools that was be used for the study. For the purpose of this study, the objectives were divided into two: major objectives and derivable objectives.

### Major Objectives

This includes theoretical understanding of the topic covered by the study and details under each of them as provided for in the school curriculum for Business studies. The topics are:

1. Receptionist
2. Distribution
3. Banking Service
4. Insurance

### Derivable Objectives

These are objectives which may not have been provided for in the curriculum but which are relevant to the teaching-learning process. The present researcher allows the subject teachers know about such objectives and encourage them to work towards achieving them. They include:

- (a) Creating cohesion and friendship bonds between (a) students (b) teachers (c) students and teachers.
- (b) Encouraging team spirit
- (c) Building leadership skills through delegation of assignments while the trip last.
- (d) Encouraging socialization and a sense of neighborliness.
- (e) Getting inspiration and mentorship spirit from experts they will meet on the field
- (f) Developing discipline through self comportment while on the trip

### Activities of the Field Trip

The activities of the fieldtrip shall be generally divided into three: Pre-trip activities, Activities during the trip and Post-trip activities.

#### Pre-trip Activities

This includes all that the present researcher did before embarking on the field trip. This was subdivided into two: Researcher's activities and students activities.

### **Researcher's Pre-trip Activities**

This includes all the present researcher did before the trip and they include:

- (1) Studying the details under each topic as provided for in the scheme of work so as to be acquainted with what to expose learners to during the trip.
- (2) Scouting for suitable places that have details of what learners need as provided for in the curriculum.
- (3) Briefing and training teachers concerned on what their possible roles will be during the trip and what is expected of them. They served as research assistants.
- (4) Obtaining not just consent from places such as their intended visits but to make adequate arrangement with “tour guide” of the respective places to properly expose learners to all they need.
- (5) Students were prepared for the trip by telling them about requirements such as things to go along with, behavior during the trip etc. The researcher gave students a guide on what they may be expected to learn in each trip.
- (6) Adequate and decent transport arrangement was made available for to and from the different places to be visited.
- (7) The present researcher announced rewards for students in the following category:
  - (a) Student with the best detailed report for each trip.
  - (b) The best behaved student in each trip.
  - (c) The neatest student in each trip.
- (8) Arrangement was made for light refreshment while the trip last.
- (9) Students were made to have at least one picture to remember the trip.
- (10) Appreciation letters was written to the management of the different places to be visited were prepared by the present researcher ahead of each visit.
- (11) The researcher pay “last minute visit to each place prior to the visit of the students to ensure that everything is in place.
- (12) The researcher provided reserve stationeries for students who may run out of them.

### **Students Pre-trip Activities**

- (1) Permission to participate was sought from students' parents because of the risk involved (travelling). Those whose parents accepted were the ones that participated.

- (2) Students were asked wash and iron their uniforms as they were required to appear very decent in proper school attire.
- (3) Students were asked to provide stationeries, such as note books, note pad and writing materials for themselves.
- (4) Students are expected to read their recommended texts following researchers guide on what they are expected to learn in each trip.
- (5) Students were asked to ask questions about the trip in a question and answer session that was organized by the researcher two days to the trip.

### **Activities During the Trip**

#### **Researchers' Activity During the Trip**

- (1) Shortly before departure, final briefing on the trip was given to students and teachers alike, to remind them of the need to comport themselves very well and be of good behavior at each venue. Students were also reminded of what is expected of them at each venue such as taking activity notes, asking questions etc. They were reminded of the awards for best performing students in each category.
- (2) On arrival at each venue, researcher through the research assistants organized students and have them settled down for that day's activity.
- (3) The present researcher liaise with resource person or company's representative in each of the places to be visited in ensuring that detail theoretical demands of relevant topics as provided for in the curriculum are matched with their practical aspects through explanations, question and answers.
- (4) The researcher gave light refreshment to students and research assistants at the end of each visit.
- (5) The researcher gave appreciation letter to the management of each company or organization visited at the end of each visit before leaving the venue.
- (6) The researcher ensured that student get back to school in good time to get back to their different destinations.

#### **Students Activity during the Trip**

- (1) Students were required to listen attentively, take notes and ask questions.
- (2) Students were given the privilege of meeting personnel's, seeing gadgets and study their mode of operation where necessary.

- (3) Students acquainted themselves with registers related to the topics covered in this study and see the different categories of workers in their settings and possible occupational wears.

#### **Post- Trip Activities**

- (1) The researcher after the trip requested students to submit their notes containing written reports of what they learnt in each trip.
- (2) The researcher rewarded deserving students as earlier promised.
- (3) A review of each trip was done and students were asked to give verbal account of what they learnt in each trip.
- (4) The researcher thereafter administration of an achievement test on the students and result taken was used as part of data.

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## CONVENTIONAL INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR LESSON ONE

<b>TOPIC:</b>	Receptionist
<b>SUB-TOPIC:</b>	Meaning of Receptionist, The Receptionist's Office, Qualities of A Receptionist, Duties of A Receptionist, Documents Handled By A Receptionist.
<b>METHOD:</b>	Conventional Instructional Strategy
<b>DURATION:</b>	Double Period

### **Instructional Objectives:**

At the end of the lesson, students should be able to:

1. Define a receptionist and describe a receptionist office;
2. Explain the duties of a receptionist;
3. Mention the documents handled by a receptionist;
4. List down the qualities of a good receptionist; and
5. State how a good receptionist receive visitor in the office.

### **Instructional Aid:**

To be determined by the teacher

### **Previous Knowledge:**

Students have learnt that office employees do different things under division of labour.

### **Procedure:**

#### **Step One:**

The teacher gives a summary of the last topic taught as a recap

#### **Step Two:**

Teacher states the topic of the lesson and linked the previous lesson with the present lesson introduces the topic for the period as receptionist

#### **Step Three:**

**Exposition Stage:** The teacher explains the topic, that is, telling them the content of the lesson by classifying some concepts which the students may find difficult

1. Gives the definition of a receptionist
2. Describe the receptionist office
3. State the qualities of a good receptionist,

-for example, a good receptionist should have a good pleasant appearance. He/she must always dress properly.

-have a good knowledge of the organization

-must always be polite, and friendly with people especially the visitors.

**(a) State the duties of a receptionist**

- Example, receiving visitors
- Handling telephone calls
- Directing and helping visitors to the person or department or unit they are looking for in a polite manner.

**(a) Discuss the documents handled by a receptionist**

- Examples, visitors book
- Visitors request form
- Business card
- The telephone message pad
- The diary and etc.

**Evaluation:**

The teacher gives the students class work to do based on the topic taught. He marks students 'class work.

**Assignment:**

To be determined by the teacher.

## CONVENTIONAL INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR LESSON TWO

**TOPIC:** DISTRIBUTION

**SUB-TOPIC:** Meaning of Distribution, Channels of Distribution, Functions of Each of the Channels of Distribution Brainstorming Instructional Strategy

**METHOD:** Conventional Method

**DURATION:** Double Periods

### **Instructional Objectives:**

At the end of the lesson, students should be able to:

1. Explain the meaning of distribution;
2. Identify the functions of a manufacturer, wholesaler, retailer and consumer in the channel of distribution; and
3. Identify and discuss different types of a wholesaler and a retailer.

### **Instructional Aids:**

To determined by the teacher

### **Procedure:**

#### **Step One:**

The teacher restates the main points of the last topic taught.

#### **Step Two:**

Teacher states the topic of the lesson.

#### **Step Three:**

Exposition Stage: Teacher explains the topic i.e. the lesson by

- (1) explaining the meaning of distribution;
- (2) identifying the functions of a manufacturer, wholesaler, retailer and consumer in the channel of distribution; and
- (3) Identifying and discussing different types of a wholesaler and a retailer.

### **Evaluation:**

The teacher evaluates the students by asking them questions on what he has taught them, in order to find out whether they have understood what he has taught them or not and them summarize and give them the notes.

**Assignment:** To be determined by the teacher.



**CONVENTIONAL INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR  
LESSON THREE**

**TOPIC:** BANK SERVICE

**SUB-TOPIC:** Definition of Bank, Functions of Commercial, Banks, Current Account and Savings Account.

**METHOD:** Conventional Instructional Strategy

**DURATION:** Double Periods

**Instructional Objectives:**

At the end of the lesson, students should be able to :

- (1) Define a commercial bank;
- (2) Explain the services provided by bank; and
- (3) Explain the types of accounts that are available in the commercial bank.

**Instructional Aid:**

to be determined by the teacher

**Procedure:**

To be determined by the teacher.

**Step One:**

The teacher gives a summary of the last topic taught as recap

**Step Two:**

The teacher states the topics of the lesson linked the previous lesson.

**Step Three:**

Exposition stage: The teacher explains the topic, ie the content of the lesson by classifying some concepts which the students may find difficult.

- (1) Define a commercial bank
- (2) Explain the services provided by bank.
- (3) Explain the types of accounts that are available in commercial bank.

**Evaluation:**

The teacher evaluate the students by asking them questions on what he has taught them, and them summarize and give notes.

**Assignment:**

To be determined by the teacher.

## CONVENTIONAL INSTRUCTIONAL STRATEGY TEACHING GUIDE FOR LESSON FOUR

**TOPIC:** Insurance  
**SUB-TOPIC:** Meaning Of Insurance, Basics Principles Of Insurance,  
Types Of Insurance, And Benefits Of Insurance  
**DURATION:** Double Periods

### **Instructional Objectives:**

At the end of the lesson, students should be able to:

- (1) define Insurance;
- (2) State basic principles of Insurance;
- (3) List down types of Insurance; and
- (4) List benefits of Insurance

### **Instructional Aid:**

To be determined by the teacher

### **Procedure:**

#### **Step One:**

The teacher gives a summary of last topic taught as a recap.

#### **Step Two:**

The teacher states the topic of the lesson.

#### **Step Three:**

Exposition stage: The teacher explains the topic i.e the content of the lesson by classifying some concepts which the students may find difficult.

- (1) Define Insurance
- (2) State basic principles of Insurance
- (3) List down types of Insurance
- (4) List benefits of Insurance

### **Evaluation:**

The teacher evaluates the students by asking them questions on what he has taught them, and then summarize and give notes.

### **ASSIGNMENT:**

To be determined by the teacher.

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15 August, 2014

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Dear Sir,

**LETTER OF INTRODUCTION OF WOSU UCHECHI NGOZI - A RESEARCH STUDENT**

I write to introduce to you the bearer, Mrs. Wosu, Uchechi Ngozi who is a Postgraduate research student of the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan.

Mrs. Wosu, Uchechi Ngozi seeks to conduct her Ph.D Research on "EFFECTS OF BRAINSTORMING, AND FIELD TRIP ON JUNIOR SECONDARY SCHOOL ACHIEVEMENT IN BUSINESS STUDIES." Please assist her with all the necessary information needed for her study. We wish to assure you that all information and data collected shall be used strictly for academic purpose only.

Thank you for your usual consideration of this request.

Yours faithfully,

**Dr. J. G. Adewale**  
Head, ICEE

INSTITUTE OF EDUCATION  
UNIVERSITY OF IBADAN  
15 AUG 2014

**VISION**  
To serve as a strong link between cutting edge educational research and the sustainable development of educational policy and practice in Nigeria and Africa

- MISSION**
- To harness the corporate and individual resources available to and to the Institute for the achievement of the mandate of the Institute in all ramifications.
  - To harness the potentials in the Institute for the expansion of the frontiers of knowledge in general and educational research, monitoring & evaluation training and curriculum development in particular within and outside Nigeria.
  - To contribute to education system re-engineering especially in the areas of monitoring of learning achievement, assessment and evaluation of learner outcomes, informed use of standardized student assessment procedures by teachers, and establishing of feasible strategies for school accountability in Nigeria, Africa and the global world through workshops, conferences and seminars.
  - To engage positively on the education sector through dissemination and sharing of research-generated knowledge through academic/professional publications and continuing professional development of all categories of education practitioners.
  - To promote team spirit and cooperation in the IIE in an atmosphere of peace, cordiality and conducive work environment.



# COMMUNITY SECONDARY SCHOOL (UBE), RUMUJI.

MOTTO: LABOUR, DISCIPLINE & PROGRESS

Our Ref: .....

Your ref: .....

Date: 15/2/15

## TO WHOM IT MAY CONCERN

The bearer of this letter, **Wosu Uchechi Ngozi** a PhD student of the University of Ibadan, has our permission to visit your establishment with JSSII Student from our school and her research assistants. The purpose of the visit is purely academic. Please give her all the co-operation needed to make the exercise hitch free.

In request on the legitimacy of the exercise should be directed to the above address or calls made to the mobile phone numbers of the undersigned. We will be very grateful if this assistance could be given.

Thanks.

Yours faithfully,

  
**MR. EBERE U. OBINNA**  
PRINCIPAL

# GOVERNMENT SECONDARY SCHOOL EMOHUA



P. O . Box 26  
Choba,  
Rivers State.

Date: 15/2/2015

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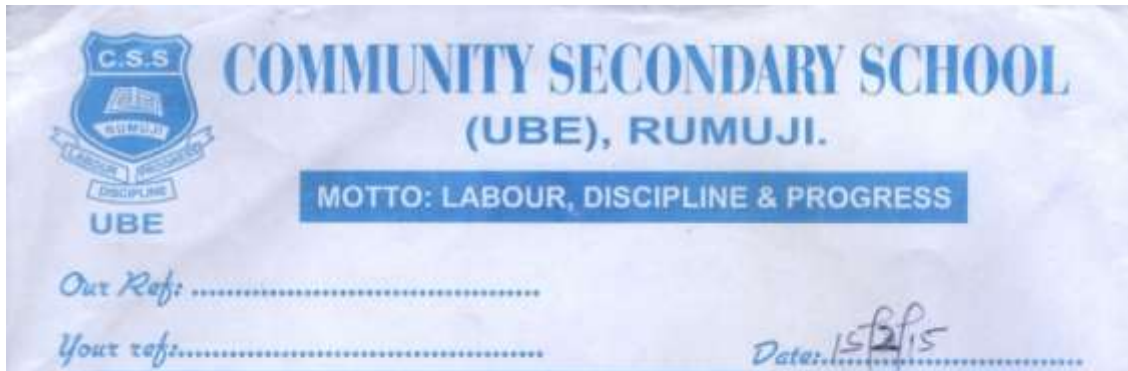
Thanks.

Yours faithfully,

**OTONNAA EDITH**

PRINCIPAL





Dear parent,

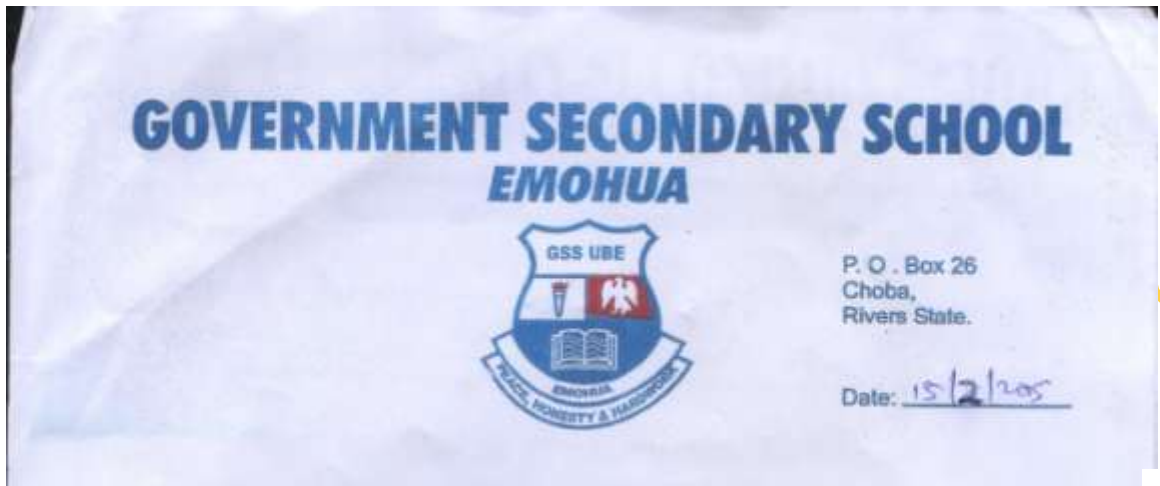
**PERMISSION TO TAKE YOUR CHILD/WARD ON EXCURSION**

As part of instructional routine, we will like to take your child/ward on excursion to visit a commercial/retail bank, a manufacturing company and an insurance company all in port-Harcourt. The exercise which will last for 4days in billed to take place in four days in the month of May this year. The actual date will be communicated to you in due course.

Further, if you will **NOT** want your child to be part of this exercise, do communicate your decision to us not later than Friday 6<sup>th</sup> February, 2015. We will regard your silence on this request to mean consent. For your anticipation cooperation, I say thank you.

Yours faithfully.

**MR. EBERE U. OBINNA**  
PRINCIPAL



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Yours faithfully.



# COMMUNITY SECONDARY SCHOOL (UBE), RUMUJI.

MOTTO: LABOUR, DISCIPLINE & PROGRESS

Our Ref: .....

Your ref: .....

Date: 15/2/15

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**MR. EBERE U. OBINNA**  
PRINCIPAL



Institute of Education,  
University of Ibadan,  
Ibadan, Nigeria.

2<sup>nd</sup> February, 2015.

Human Resources Manager,  
Dufil Premier Food PLC,  
Uniport Road,  
Port-Harcourt.

Sir/Madam,

**REQUEST FOR PERMISSION FOR EXCUSION**

In pursuant of my terminal degree at the University of Ibadan, I am carrying out a study that will require my coming on excursion to your reputable establishment with Junior Secondary School 2 (JSS2) students of Government Secondary School Emohua and Community Secondary School Rumuji.

While on the excursion which serves as field trip for the students they will be required to undertake a guided tour of your facility, be introduced to the core operational units of your establishments, the functions of available machines, technical names and functions of vital personnel and other information that could add to their knowledge as Business Studies Students.

Attached herewith are Photostat copies of two letters, one introducing me as a PhD student of the University of Ibadan and the other a consent letter from the secondary school involved. You have my assurances that the exercise is purely for academic purposes and nothing more.

I shall be very grateful if you will grant me this permission. Looking forward to your cooperation.

Yours faithfully,



**Uchechi Ngozi Wosu**  
08030849477

Institute of Education,  
University of Ibadan,  
Ibadan, Nigeria.

2<sup>nd</sup> February, 2015.

Regional Manager,  
Leadway Assurance Company Limited,  
Port-Harcourt.

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Yours faithfully,



**Uchechi Ngozi Wosu**  
0803084947

Institute of Education,  
University of Ibadan,  
Ibadan, Nigeria.

2<sup>nd</sup> February, 2015.

The Branch Deputy Manager,  
Union Bank of Nigeria PLC,  
171D Aba Road Port-Harcourt,  
Port-Harcourt.

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