

Effect of cooperative-based instruction strategies on business education students' academic performance in principles of accounting

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ABSTRACT

Performance of students in universities has been identified as a critical element of graduates' survival regarding to various instruction strategies adopted. Cooperative-based and lecture instruction strategies were examined. Drawing differences between the two regarding the theoretical framework adopted in teaching, the role that is assigned to the lecturer during the activity and the actions that are expected from the students, the study aimed to serve 2 purposes with this research. Firstly, determine the effect of cooperative instruction strategy on Business Education students' academic performance and effect of gender (male and female) on academic performance of Business Education students taught principles of accounting using cooperative and lecture instruction strategies. To achieve this purpose, a new instrument was developed. Secondly, to examine the instrument's validity and reliability. The population of the study comprised 121 students from south-west Nigerian universities studying Business Education. Research findings suggest that cooperative-based instruction strategy had positive effect on academic performance of Business Education students in Principles of Accounting. It was recommended, among others, that relevant papers, journals and books and manuals should be produced by experts on effective usage of cooperative-based instruction strategy for academic improvement while students regardless of gender, should be exposed to cooperative-based instruction strategy for teaching Principles of Accounting. This is because the strategy is beneficial to both sexes.

KEYWORDS

Academic performance, cooperative-based, lecture, instruction strategies

RÉSUMÉ

La performance des étudiants dans les universités a été identifiée comme un élément essentiel de la survie des diplômés en ce qui concerne les diverses stratégies d'enseignement adoptées. Les stratégies d'enseignement coopératif et magistral ont été examinées. En établissant des différences entre les deux en ce qui concerne le cadre théorique adopté dans l'enseignement,

le rôle qui est assigné à l'enseignant pendant l'activité et les actions attendues des étudiants, l'étude visait à servir 2 objectifs avec cette recherche. Tout d'abord, déterminer l'effet de la stratégie d'enseignement coopératif sur les résultats scolaires des étudiants en éducation commerciale et l'effet du sexe (hommes et femmes) sur les performances scolaires des étudiants en éducation commerciale à qui l'on enseigne les principes de la comptabilité à l'aide de stratégies d'enseignement coopératif et de cours magistraux. Pour atteindre cet objectif, un nouvel instrument a été développé. Deuxièmement, examiner la validité et la fiabilité de l'instrument. La population de l'étude comprenait 121 étudiants d'universités du sud-ouest du Nigeria qui étudiaient l'enseignement des affaires. Les résultats de la recherche suggèrent que la stratégie d'enseignement coopératif a eu un effet positif sur le rendement scolaire des étudiants en enseignement des affaires dans les principes de comptabilité. Il a été recommandé, entre autres, que des articles, des revues, des livres et des manuels pertinents soient produits par des experts sur l'utilisation efficace de la stratégie d'enseignement coopératif pour l'amélioration académique, tandis que les étudiants, quel que soit leur sexe, devraient être exposés à la stratégie d'enseignement coopératif pour l'enseignement des principes de comptabilité. En effet, la stratégie est bénéfique pour les deux sexes.

MOTS-CLÉS

Performances académiques, coopératives, cours magistraux, stratégies d'enseignement

INTRODUCTION

Educational processes are often time-programed to transform students' academic performance with needed skills, knowledge, attitudes and capabilities to be useful in life and society. The only way this can be made possible is to impart knowledge, professional skills and the right attitudes that are relevant to societal needs through the use of instruction strategies that make students to be active learners. Instruction strategies are methods and techniques needed for instructions. Since the introduction of Business Education into Nigerian Universities, lecture and discussion instruction have been the predominantly strategies employed by lecturers. Today, due to knowledge expansion, complexity of the world of work and increased use of technology, these instruction strategies need to be re-evaluated in accord with the current pedagogical imperatives which demand that students understand the basic concepts at deeper level and be able to think critically to be able to solve problems. Among instruction strategies that can make students active learners and capable of thinking critically are case study, cooperative, demonstration, problem-based, project-based and inquiry-based instruction strategies.

The term cooperation means working together or doing something together to accomplish common goals (Hornby, 2015). Cooperative learning method is a systematic pedagogical method that encourages small groups of students to work together for the achievement of common goals (Hake, 2018). It is a teaching method that encompasses broader range of group interactions such as developing learning communities, stimulating student, faculty discussions and encouraging electronic exchanges (Bruffee, 2018). In order for students to learn effectively through cooperative learning groups, teachers need to debunk the notion that students are in competition with each other; rather, they need each other to achieve success. With cooperative learning groups, each member needs to have a task that is essential to the group, individuals need to be responsible for their own learning, and both students and teachers need to monitor the group behaviour. Organizing successful cooperative learning groups' demands keeping the group size small, selecting heterogeneous groups, and

keeping groups together long enough to develop good teamwork skills (Amos, 2017; Millis, 2012).

Lecture instruction strategy is the oldest method of teaching originally communicated from ancestors to descendants by word only, transmitted from age to age without writing in form of rote study. According to Ojetunde (2012), lecture strategy is a method whereby the teacher pours down all the facts and figures he had prepared for the lesson without allowing students' participation except perhaps at the end of his lecture when students are allowed to ask questions. The method is characterized by the active teacher who does all the talking throughout the lesson and the passive pupils or students merely listen or take down notes of the important points in the lecture. There is more pressure on students as lectures focus on subject contents rather than making learning environments more interactive.

Consistently poor academic performance by students is fundamentally linked to application of ineffective teaching methods by lecturers (Adunola, 2012). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the performance of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective. Adunola (2012) maintains that lecturers need to be conversant with numerous teaching methods that take cognizance of the magnitude of complexity of the concepts to be covered. Aka (2015) defines academic performance as the index of general mental abilities which are responses to test of different kinds. Walker and Lofty (2017) in support of Aka (2015) explains that academic performance is the general school disciplines as exhibited by intellectual functioning. Student can be above average, average or below average in his or her cognitive class functioning.

Suboptimal academic performance by many business education students in Principles of Accounting at university level has been linked to ineffectual teaching. Attempts have been made by lecturers to teach the course using different methods with conflicting results. As a result, this study sought to determine the effects of cooperative-based teaching methods on business education students' academic performance in principles of accounting in universities in South-West, Nigeria.

THEORETICAL FRAMEWORK

Piaget's theory of cognitive development is a comprehensive theory about the nature, nurture and development of human intelligence. The theory is a progressive rearrangement of mental processes as a product of biological maturation and environmental experience. Piaget opined that cognitive learning is a progressive reformation of mental processes as a result of biological maturation and environmental experience. He further emphasized that children naturally construct an understanding of the world around them when they experience interruption between what they already know and what they discover in their environment.

The fundamental assumption of the developmental perspective on cooperative learning is that interaction among children around appropriate tasks increases their mastery of critical concepts. Vygotsky defines the zone of proximal development as the distance between the actual developmental level and the level of potential development, in terms of problem solving. In the actual level, the person can only resolve the problem with a more capable peer's guidance and collaboration. By doing this (with the other's person guidance), the person will eventually acquire the skills to solve the problem without help and will no longer require peer assistance. For example, Matthew is in a group with Kareem, Ganiyu and Thomas. Their task is to complete a list of account exercises together, that contain adjustment in additional information. Matthew has not learned how to adjustment yet, but Kareem knows

how to do it. However, Kareem does not know how to interpret the questions, whereas Matthew knows how to. Thomas has not learned adjustment. In the process of cooperation, they all learn new accounting procedures through the guidance of more capable peers. From the developmental perspective, the effects of cooperative learning on student performance would be largely or entirely due to the use of cooperative tasks. In this view, opportunities for students to discuss, to argue, and to present and hear one another's viewpoints are the critical elements of cooperative learning with respect to student achievement.

Cooperative instruction strategy

Consumer Guides (2017) defines Cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning is the instructional method that makes use of a small group so that students work together to maximize their learning abilities and each other's learning capabilities.

Cooperative learning is an instructional method in which students work together in small heterogeneous groups to solve a problem, complete a project, or to achieve any other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members (Heather, 2017). Cooperative learning is a group-based approach that uses a clearly stated set of rules and structures, specific group goals, and the final work of the group is assessed. Akinyele et al. (2015) citing Morgan (2003) described cooperative learning as an approach to organize classroom activities into academic and social learning experiences requiring students to work in group to complete the sets of tasks collectively at the end of which the group as well as the individuals in each group succeed in learning the expected skills and knowledge. Cooperative learning covers a wide range of group-based learning approaches including; reciprocal peer-tutoring, scripted cooperation, peer- mentoring, group testing, guided peer collaboration and problem-based learning. Obi and Oliver (2011) describe cooperative learning as an active and humanistic approach to learning which concentrates plans for a wide variety of teaching and learning activities on the child through the collaboration of teachers.

Farenga (2017), stresses that cooperative learning aims at organizing classroom activities into academic and social learning experiences. There is much more in cooperative learning than merely arranging students into groups, and it has been described as structured, positive interdependence. Alade (2013) defines cooperative learning as an instructional strategy where the learners cooperate to perform or complete a particular task. In cooperative learning, there is a need to create circumstances for learners to interact with one another. They should be free to express their opinion. Dörnyei & Skehan (2003) define "cooperative learning" as a teaching method where students with mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Cooperative learning is a form of active learning where students work together to perform specific tasks in a small group (Lewis, 2016).

Basic and essential elements to cooperative learning

Brown and Ciuffetelli (2012) and Raymond (2000) discuss five basic and essential elements to cooperative learning; Positive interdependence: Students must fully participate and put forth effort within their group and each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group. Face-to-face promote interaction: Members promote one another's success and students explain to one another what they have or are learning and assist one another with understanding and completion of assignments. Individual and group accountability: Each student must demonstrate mastery of the content being studied and each student is accountable for their

learning and work, therefore eliminating "social loafing". Social skills that must be taught for successful cooperative learning to occur include leadership, decision-making, trust-building, friendship- development, and communication and conflict-management skills.

In order for students' performance to improve considerably, two characteristics must be present: when designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal and all group members must be involved in order for the group to complete the task.

Think-pair-share allows students to contemplate a posed question or problem silently. The students may write down thoughts or simply just brainstorm in his or her head. When prompted, the students pair up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner (Frank 2015). Following pair dialogue, the teacher solicits responses from the whole group. When teachers use this technique, they do not have to worry about students not volunteering because each student would have already an idea in their heads, therefore, the teacher can call on anyone and increase discussion productivity. Jigsaw: Students are members of two groups: home group and expert group. In the heterogeneous home group, students are assigned a different topic each. Once a topic has been identified, students leave the home group and group with the other students with their assigned topics. In the new group, students learn the material together before returning to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic.

Lecture teaching strategy

The word lecture comes from the Latin word *lectus*, from the 14th century, which translates roughly into "to read." The term lecture, in Latin, means "that which is read." It was not until the 16th century that the word was used to describe oral instruction given by a teacher in front of an audience learner. Lecture from the French meaning 'reading' process. Lecture is oral presentations intended to present information or teach people about a particular subject, for example by a university or college teacher. Lectures are used to convey critical information, history, background, theories, and equations. Educationalist sees lecture method as the easiest, cheapest and most familiar but abused and least effective method in many respects and circumstances. It is verbal presentation of ideas, concepts, generalizations and facts. The teacher does most of the activities in form of talking while the learners are either passive listeners or slightly involved.

The method, which involves mostly talk-chalk approach, will not be effective in the teaching of a course like principles of accounting because it appeals only to the sense of hearing which easily leads to forgetting. Paris (2020) observes lecturing as a teaching method that involves primarily an oral presentation given by an instructor to a body of students. lecture can be used to effectively survey the structure of knowledge in a particular area as well as suggest the connection between cases and real decision-making, reach students at an emotional level, and provide necessary motivation for learning difficult material. The effectiveness of a method can be determined by studying the degree to which its objectives are achieved. IUB (2011) has described the following objectives of lecture method of teaching: exercising/gaining control of the class, highlighting major ideas, setting the stage for forthcoming activities, showing one's own interest for the subject and providing a model of good communication skills.

It is evident that lecture method is flexible because teacher can adapt themselves to the subject matter, achievement level of students, time limit, available apparatus and equipment in a very short period of time. According to University of Pittsburgh (2013), a lecture can be an effective method for communicating theories, ideas, and facts to students. The primary aim of every lecturer should be to make sure that he/she communicates effectively with his/her

students. In order to do so, a lecturer should try to achieve clarity of delivery, clarity of expression and clarity of structure. Gage and Berliner (2018) conclude about lecture method suitability. These are briefly presented as follows; the basic purpose is to disseminate information.

Teachers need to orientate their students properly at the start of lecture. Such orientation is particularly important at the start of a course, module or series of lectures, when the students are meeting for the first time. Lecture method is based on certain psychological principles as quoted by Walker (2013); that the learner should meaningfully react to the stimuli of the teacher's teaching so that learning takes place. The teacher should be aware of the needs of the learner. Since attention span of students is not too long, the teacher should keep up the interest by injecting humorous comments, modulating his voice, and summarizing the topic. The teacher should take time to build these mental pictures, connecting the new concepts with the known, moving from simple to difficult ideas, banking on his communication ability.

Summarily, teachers should focus on the desired learning outcome and make decisions about pacing and curriculum emphasis so that students may have every opportunity to learn. Teacher should use teaching methods that suit both the content and the students. A teacher may use a variety of teaching methods including cooperative method. Cooperative is a process whereby two or more people jointly clarify and pool their knowledge, experiences, opinions, and feelings together to achieve a set instructional goal.

Statement of the problem

Performance of students in universities has been identified as a critical element of graduates' survival. However, academic performance of students in recent years, particularly in Principles of Accounting has posed a serious challenge which demands immediate solution. The performance of students in Principles of Accounting has not been encouraging as many students often fail this course in universities. This poor performance is evident in the analysis of 2012/2013, 2013/2014 and 2014/2015 academic sessions' results in four of the universities (Ekiti State University, Lagos State University, Olabisi Onabanjo University, Tai-solarin University of education) offering Business Education in South-West, Nigeria. The results are as found below: For 2012/2013 academic session, out of 711 students, 275 (38.7%) passed; while 436 (61.3%) failed. For 2013/2014 academic session, out of 602 students, 268 (44.5%) passed; while 334 (55.5%) failed and for 2014/2015 academic session, out of 740 Business Education students offering principles of accounting in the four universities, 276 students representing 33.2% passed; while 464 (66.8%) failed.

Though the situation presented above calls for concern, the factors responsible for this poor performance are not clearly understood. However, the researcher's interaction with students and lecturers revealed that students complained that the accounting class is always a one-man affair. Lecturers on their part are of the opinion that students do not show enthusiasm and liveliness in Principles of Accounting class. It is therefore necessary to properly groom the students at this level to enable them improve their academic performance in Principles of Accounting. In the light of this, accounting lecturers need to seek suitable ways of tackling the current massive failure in Principles of Accounting if they are to halt the drift of business education students to other educational courses and Business Education options. It is for these reasons that this study was conducted to determine whether cooperative instruction strategies can provide an effective remedial option for the challenge of poor performance by South-western Nigerian Business Education students' in principles of accounting. The specific aim of this study was to:

- determine the effect of cooperative instruction strategy on Business Education students' academic performance in principles of accounting in South-Western Nigerian universities.
- determine the effect of gender (male and female) on academic performance of Business Education students taught principles of accounting using cooperative and lecture instruction strategies in South-Western Nigerian universities.

METHODOLOGY

The study area was south-west Nigeria. The study adopts quasi-experimental research design for there is no randomization. The population of the study consisted of 121 students universities in the south-west offering Business Education. This consists of all 200 level Business Education students offering principles of accounting. The instrument for data collection was Principles of Accounting Performance Test (PAPT) designed by researcher. The instrument was subjected to face and content validity. Draft of which was given to three experts in Business Education from Kwara State University, Malete. All the hypotheses were tested at 0.05 level of significance. Experts were requested to scrutinize the items for relevance, clarity, content coverage or appropriateness of the instrument in addressing the purpose of the study. After necessary validation of the instrument, a pilot study was conducted at Kwara State University, Malete, using 42 students. This reliability coefficient calculated for the instruments was 0.74. This reliability coefficient is high and therefore the instrument was considered reliable and stable based on Nigerian Educational Research Association's (NERA) recommendation as cited by Oyewole (2016) the reliability estimate of 0.6 and above are high and the instrument for which it is calculated reliable and stable.

DATA PRESENTATION AND ANALYSIS

Research Question 1: What is the effect of cooperative instruction strategy on Business Education students' academic performance in principles of accounting in South-West, Nigerian universities?

TABLE 1

Mean and standard deviation of the effect of cooperative instruction strategy on students' academic performance in principles of accounting

Groups	Experimental Group (Cooperative method)			Control Group (Lecture Method)		
	N	\bar{x}	SD	N	\bar{x}	SD
Pre-test	121	17.28	5.19	153	14.27	4.39
Post-test	121	58.21	5.63	153	49.46	4.69
Mean & sd difference		40.93	0.44		35.19	0.30

The data presented in table 1 reveals that the treatment group taught principles of accounting with Cooperative method had a mean scores of 17.28 in the pre-test and a mean score of 58.21

in the post-test with standard deviation of 5.19 and 5.63 for the pre-test and post-test, respectively, pre-test ($\bar{x}=17.27$; $SD=5.19$), post-test ($\bar{x}=58.21$; $SD=5.63$). The result gave a pre-test, post-test mean gain of the treatment group taught with Cooperative method to be 40.93. The low standard deviation difference (0.44) shows that the scores of students in both the pre-test and post-test were clustered around their respective mean scores. The Lecture method had a mean score of 14.27 and standard deviation of 4.39 ($\bar{x}=14.27$; $SD=4.39$) in the pre-test and mean score of 49.46 and standard deviation of 4.69 ($\bar{x}=49.46$; $SD=4.69$) in the post-test, giving a pre-test post-test mean gain in the control group taught principles of accounting with Lecture method to be 35.19. With this result, it is clear that Cooperative teaching method is effective in improving Business Education students' academic performance in principles of accounting. The Cooperative group did better than the Lecture method group.

Research Question 2: What is the effect of gender on the academic performance of Business Education students taught principles of accounting using cooperative and lecture methods in South-West, Nigerian universities?

TABLE 2

Mean of pre-test and post-test of male and female students taught principles of accounting using cooperative and lecture methods

Gender	N	Cooperative \bar{X}	SD	Lecture \bar{X}	SD
Male	50	56.98	5.64	47.62	5.06
Female	71	58.95	5.53	51.18	3.57
Mean & Sd Difference		1.97	0.11	3.56	1.49

The data presented in Table 2 shows that male students taught principles of accounting with cooperative method had a mean score of 56.98 and standard deviation of 5.64 ($\bar{x}=56.98$; $SD=5.64$). While, female students taught principles of accounting with cooperative method had a mean score of 58.95 and standard deviation of 5.53 ($\bar{x}=58.95$; $SD=5.53$). These results shows that female students taught principles of accounting with cooperative method had higher mean score than male students ($\bar{x}_{female}=58.95$; $\bar{x}_{male}=56.98$) and in lecture method, female students had higher mean score than male students ($\bar{x}_{male}=47.62$; $\bar{x}_{female}=51.18$). Hence, there is a slight effect attributable to gender on academic performance of students taught principles of accounting using cooperative -based method.

Test of Hypotheses

The data presented in table 3 shows F-calculated values for effect of treatment of cooperative teaching method on academic performance of students in principles of accounting. The table shows that there was a significant main effect of treatment of cooperative method on academic performance of students in principles of accounting ($F=153.270$; $P=.000$). Hence, the null hypothesis that stated that there is no significant effect of treatment of cooperative teaching method on the academic performance of Business Education students taught principles of accounting in South-Western Nigerian universities was therefore rejected. This implies that teaching with cooperative method has positive effect on the academic

performance of students in principles of accounting. This means that the effect observed were due to the main treatment given to students.

TABLE 3

Summary of Analysis of Covariance (ANCOVA) for Test of Significance of main effect treatment of Cooperative strategy on academic performance of students in principles of accounting

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6029.080 ^a	4	1507.270	64.327	.000
Intercept	49770.033	1	49770.033	2124.086	.000
Pretest	254.680	1	254.680	10.869	.001
Treatment	3591.299	1	3591.299	153.270	.000
Gender	550.206	1	550.206	23.482	.000
Treatment*gender	7.338	1	7.338	.313	.576
Error	6303.012	269	23.431		
Total	791461.000	274			
Corrected Total	12332.091	273			

a. R Squared = .489 (Adjusted R Squared = .481)

Significant @ sig<0.05

TABLE 4

Estimated marginal means of both the treatment and control groups

Groups	Mean	Std. Error
Cooperative method	57.55	0.472
Lecture method	49.67	0.400

The data in table 4 shows estimated marginal means for two groups that is the adjusted mean after the covariance. The table reveals that the participants in treatment group (Cooperative method) performed better than their counterparts in control group (Lecture method) because they had the highest adjusted post mean scores (mean=57.55) as against the adjusted post-test mean scores of the control group (mean=49.67). The implication here is that teaching with cooperative method is effective for improving the academic performance of students in principles of accounting.

The data presented in table 3 shows F-calculated value of 0.313 for interaction effect of treatment and gender on Business Education students' academic performance in principles of accounting. The table shows that there was no significant interaction effect of treatment of Cooperative method and gender on academic performance of students in principles of accounting (F=0.313; P=0.576). The observed p-value is 0.576 which is greater than the fixed p-value of 0.05 (P>0.05), therefore, the null hypothesis was supported.

DISCUSSION OF FINDINGS

The analysis of research question one and null hypothesis one shows that the hypothesis which posited that there is no significant effect of treatment of cooperative teaching method

on the academic performance of Business education students in principles of accounting was not supported. The study reveals that cooperative method is more effective than lecture methods in improving students' academic performance in principles of accounting based on pre-test and post-test results of business education students' academic performance in principles of accounting in universities. This means that post-test results were better than the pre-test results. The treatment group taught principles of accounting with cooperative teaching method had post-test mean score of 58.21 and standard deviation of 5.63 ($\bar{X}=8.21$; $SD=5.63$) which indicates the closeness in the performance and hardly anyone failed the test. This result supports Akintayo's (2013) position that cooperative method is very effective in promoting academic achievement and performance compared to competitive and individualistic methods. Her position is in line with the slogan that states "Jointly we succeed; no failure in the camp". She explained further that if cooperative method is properly managed, it would go a long way to improve students' achievement in principles of accounting. This finding also supports Salend (2000) who investigated the impact of cooperative learning strategies with the conclusion that this method resulted in an increase in self-efficacy, academic performance and improved collaboration between groups of students experiencing emotional distress.

The study as well found out that there was no significant gender effect on the academic performance of students taught principles of accounting using cooperative ($F=23.48$; $P=0.000$). This indicated that gender has no effect on the academic performance of students in principles of accounting. This means that male and female students performed alike. This is a clear indication that cooperative method promotes improved achievement of students in principles of accounting, irrespective of gender. This is in consonance with the assertion of Boye (2015) that teaching methods selected by a teacher improve students' achievement when used properly.

CONCLUSION

Based on the findings of the study, it was concluded that cooperative method is the most effective method of teaching principles of accounting in universities in South-West, Nigeria. The implication therefore is that the lecture method that is predominantly used in teaching principles of accounting is not as effective as cooperative method. This could be responsible for the poor performance of students in principles of accounting in universities. The continued exclusive employment of this method means that students may continue to perform poorly and accounting skills may not be adequately acquired, to the detriment of personal progress and national economy. Furthermore, business education students may continue drift to other educational courses out of a mortal dread of principles of accounting.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proffered:

1. The use of lecture method which seems to be cheapest and easiest method should be minimized, while lecturers should pair students in small groups so as to motivate cooperative -based teaching in learning principles of accounting.
2. Institutions should encourage business educators in using cooperative-based teaching method by organizing seminars, conferences and workshops to expose them its proper usage.

3. Government should formulate and implement policies that will enhance the work of lecturers and motivate business educators at all levels to utilize cooperative-based teaching methods.
4. Where possible, university business educators should encourage students' interaction by utilizing e-libraries in class participation for better academic performance
5. Papers, journals and book publications should be made available on effective usage of cooperative-based teaching methods for academic improvement, mutual cooperation among students and students' involvement in the learning process.

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