

# EFFECTS OF PROBLEM-SOLVING AND LECTURE METHODS ON STUDENTS' ACADEMIC PERFORMANCE OF FINANCIAL ACCOUNTING STUDENTS IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

<sup>1</sup>**Ngozi Bibiana Nwabuo (PhD)**

Department of Business and Entrepreneurship Education,  
Faculty of Education,  
Kwara State University, Malete

<sup>2</sup>**Seyi David (PhD)**

Department of Arts & Social Science Education  
(Business Education Unit)  
Faculty of Education  
Lead City University, Ibadan, Nigeria  
[david.seyi@lcu.edu.ng](mailto:david.seyi@lcu.edu.ng)

<sup>3</sup>**Ganiyat Folashade Enilolobo**

Business Education Department  
Federal College of Education, Abeokuta  
[eniloloboganiyat@gmail.com](mailto:eniloloboganiyat@gmail.com)

## ABSTRACT

*The research was conducted to examine the effects of problem-solving and lecture methods on students' academic performance of Financial Accounting Students in Colleges of Education, North Central, Nigeria. The study had three specific purposes. In line with the specific purposes, three research questions were raised while three null hypotheses were postulated to guide the research. The researcher used quasi-experimental research design. The population of the study was 8,923 Business Education students in Colleges of Education, North Central, Nigeria. Purposive sampling technique was used to select 509 NCE II students as respondents in the study. A researcher developed Instructional Package for Financial Accounting (IPFA) and Financial Accounting Achievement Test (FAAT) which were used in collecting data for the study. The instruments were face and content validated by experts. A pilot test was carried out at FCT College of Education, Zuba. Spearman Rank Order Correlation Coefficient was used to determine the internal consistency of the instrument 0.86. The data collection period lasted for six weeks. The data collected for the research was analysed using mean and standard deviation to answer the research questions, t-test statistic was used to test null hypotheses one and two while null hypothesis three was tested using ANOVA and Scheffe Post Hoc Pairwise Comparison test. All the null hypotheses were tested at 0.05 levels of significance. The study revealed among others that there exist a significant effect of problem-solving and lecture methods on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. It was concluded that combination of different student-centred teaching methods like problem-solving teaching method with lecture teaching method will significantly improve academic performance of students in Financial Accounting in colleges of education in North Central Nigeria. Based on the findings and conclusion of the study, it was recommended among others that Financial Accounting lecturers in colleges of education in North-Central Nigeria should adopt student-centred teaching methods like problem-solving teaching method to reduce students' failure rate in the subject.*

**KEY WORDS:** Problem-Solving, Lecture Method, Students' Academic Performance, Financial Accounting, Colleges of Education, North Central

## INTRODUCTION

Teaching, which is the primary function of teachers, involves passing instructions, transmitting knowledge, facts, skills, interests, and aptitude. Modebelu(2017) defined teaching as an activity comprising of a set of actions and programmes planned and targeted towards inculcating learning through conscious and deliberate efforts of a teacher. A teacher in this situation is expected to be a core professional who consciously and deliberately utilizes his or her wealth of experience, skills, competencies, attitudes, interest and mastery of the subject matter to facilitate learning in students. Teaching is done at different levels of the education system including primary, secondary and tertiary levels as well as in different fields of study including Business Education.

Financial Accounting as an option in Business Education programme According to Asaolu(2002), Financial Accounting is the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making. Accounting data are processed into accounting information through the use of accounting principles and conventions. They are the fundamentals which help accountants in taking records, classifying and evaluating financial records as well as the preparation and interpretation of account statements. Accounting information system is proven, time bound, and its step is worldly grasped. Accounting records are mostly compiled by Account officers in a different country of the world are quickly grasped by their fellow Account officers in another country of the world because the information system is based on the golden rules that are globally accepted and widely used. In the light of this, Financial Accounting is one of the courses offered in all Colleges of Education in Nigeria as spelt out by the national minimum standard (NCE curriculum).

According to the National Commission for Colleges of Education (NCCE, 2012), the objectives of studying Business Education in Nigerian Colleges of Education include to: (1) Produce well qualified and competent graduates in business education; (2) Produce N.C.E business teachers who will be able to inculcate the vocational aspects of business education into the society; (3) Produce N.C.E business teachers who will be involved in the much desired revolution of vocational development right from primary and secondary schools; and (4) to equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education.

In an attempt to achieve the stated objectives of Business Education, Financial Accounting teachers employ various teaching methods in teaching and learning processes. Ezenwosu and Nworgu (2013) stated that several lecturers adopt conventional lecture method that is a verbal dissemination of concepts, ideas and principles to the students. However, Jimoh (2014) viewed lecture method as a teaching technique which enables a lecturer to teach a large course contents to a much populated class of learners with little or no inter relationship between learners and the lecturer. This could be

why Azih and Nwosu (2011) opined that learner-centred techniques which focus on active participation of learners could be more effective in improving students' performance in Accounting. According to Attard (2010) student-centred methods include Socratic Method, Problem Based Method, Guided Discovery Method, Case Study Method, Discussion Method among others.

Problem-solving competencies are the knowledge, skills and general disposition or attitudes which individuals need, to be able to identify and tackle observed or perceived problems in the environment with a view to finding solutions to them. An individual with the requisite knowledge, skills and disposition to identify and solve a problem is said to be competent in that area of socio-economic life (Smithin Ishaku, 2015). A number of problem-solving models have been proposed in the learning of different aspects of vocational education (Financial Accounting inclusive). A teacher of Financial Accounting can use any method of teaching, most especially guided discovery or problem solving teaching methods. The primary objective is to bring about better academic performance in the learners after the teaching and learning encounter.

Academic achievement is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals. According to Jimoh, Idris and Olatunji (2016), academic achievement is the degree of success attained by students after being exposed to one form of learning or the other. Jimoh (2014) confirms that academic achievement is the level of success attained by students in school subjects. Ezenwosu and Nworgu (2013) noted that academic achievement is commonly measured using classroom exercise, assignment and continuous assessment as well as internal and external examination. It can be used to indicate students' level of success in a particular task students were previously exposed to and it can also be used as indices for determining students' ability to effectively undertake another task (Jimoh, 2014).

The main objective of teaching Accounting is not only to develop the intellectual skills of students but also to provide them with opportunities to work individually, in pairs, small and large groups. Students, in addition to intellectual skills, also need to equip themselves with professional skills like writing, speaking out, presenting, computer and information literacy, decision making and team work. In order to achieve this, new concepts, strategies and methodologies have to be introduced in the teaching of accounting. In the old paradigm, teachers were considered as the sole source of information and students approached them for every possible solution of problems they encountered. However, in the modern paradigm teachers are considered as facilitators and mainly provide their services in the form of guidance to students. This modern approach allows room for students to develop their accounting skills at their own pace and seek information as much as required, thus providing opportunities for their self-development. The teaching strategies used must therefore be inline with the contextual learning theory where the aim of education is the integration of content learnt with the real world experience.

According to Moses (2017) instructional strategies include all approaches that a teacher may take to

actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all learning styles and development needs of the learners. Instructional strategies determine the approach a teacher may take to achieve learning objectives by specifying the nature of the activities to be carried out during the lesson.

All the described variables constituted the background against in which this study was conducted with regard to the effect of problem-solving and lecture methods on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria.

### Problem of the Study

The initial investigation carried out by the researcher indicated that learners' results in Financial Accounting evaluations were lower than expected. Low results of learners in Financial Accounting in COEs may be attributable to widely usage of conventional lecture strategy in teaching sessions by the teachers.

The summary of the analyses of business education students' performance in Financial Accounting for 2014/2015, 2015/2016 and 2016/2017 academic sessions in fourteen Colleges of Education in North Central zone of Nigeria is given as follows: for 2014/2015 academic session, out of 1535 students 577(37.1%) passed while 958(62.4%) failed. For 2015/2016 academic session, out of 1651 students 649(39.3%) passed while 1002(60.7%) failed and for 2016/2017 academic session, out of 1946 Business Education Accounting students in the fourteen 786 students representing 40.4% passed Financial Accounting while 1160(59.6%) failed.

However, it has been noted that while very few business education students perform well in Financial Accounting, majority of them perform poorly. If this poor performance goes unchecked, the programme may lose its reputation which may result in loss of confidence in business education graduates. In confirmation of this statement, the researcher's assessment of the recent performance of business education students in financial accounting in the Colleges of Education in the North Central Zone of Nigeria revealed that students' performance in the course is very poor. It was also discovered that a good number of students do not pass Financial Accounting at first sitting.

Ezenwosu and Nworgu (2013) noted that most teachers adopt traditional lecture method which is an oral presentation of ideas, concepts and principles to the students. This suggests the need to identify other teaching methods which may gear towards improvement in academic performance in Colleges of Education in Financial Accounting. No study, to the researcher's best knowledge has yet been conducted on the effects of problem-solving and lecture methods on students' academic performance in Financial Accounting in Colleges of Education in North Central States.

Therefore, this study addressed the afore mentioned problems and endeavored to identify effective and efficient teaching methods for teaching and learning Financial Accounting at Colleges of Education level.



**Purpose of the Study**

The main purpose of the study was to determine the effects of problem-solving and lecture methods on academic performance of Financial Accounting Students in Colleges of Education in North Central, Nigeria. The specific purposes of the study were to:

1. determine the effect of problem-solving teaching method on academic performance in Financial Accounting students' in Colleges of Education, North Central, Nigeria.
2. determine the effect of Lecture teaching method on academic performance in Financial Accounting students' in Colleges of Education, North Central, Nigeria.
3. compare the effects of problem-solving and lecture methods on academic performance in Financial Accounting students' in Colleges of Education, North Central, Nigeria.

**Research Questions**

The following research questions guided the study:

1. What is the effect of problem-solving teaching method on academic performance in Financial Accounting students' in Colleges of Education, North Central, Nigeria?
2. What is the effect of lecture method on academic performance in Financial Accounting students' in Colleges of Education, North Central, Nigeria?
3. What are the effects of problem-solving and lecture methods on academic performance in Financial Accounting students in Colleges of Education, North Central, Nigeria?

**Research Hypotheses**

Based on the specific purposes of the study and research questions, the following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant effect of problem-solving teaching methods on academic performance in Financial Accounting students in Colleges of Education, North Central, Nigeria.
2. There is no significant effect of lecture method on academic performance in Financial Accounting students in Colleges of Education, North Central, Nigeria.
3. There are no significant effects of problem-solving and lecturing methods on academic performance in Financial Accounting students in Colleges of Education, North Central, Nigeria.

**METHODS**

The research design used for this study was quasi-experimental design. The researcher used intact class for the study. Also, the study had both experimental and control groups, involving pre-test and post-test. The population of the study was 8923 200 level Business Education students in 14 state and federal colleges of education in North-Central, Nigeria. Two Colleges of Education were purposefully selected for the experiment, namely; Kwara State College of Education (T), Lafiagi and Federal College of Education, Kontagora. The researchers used federal and state Colleges of Education because they both operate the curriculum. Simple random sampling technique was used to assign one college as Experimental group I (E1) using problem solving teaching method and the other as Control group (C) using lecture teaching method.

Instrument used for data collection for the study was Financial Accounting Achievement Test

(FAAT) developed by the researcher based on curriculum of the study subject. FAAT contained 40 multiple choice objective questions with four options A-Deach, where the students were expected to choose the correct option. The post-test consists of one theory question on manufacturing account taught with solution. The instrument was validated by experts by experts in the Department of Business and Entrepreneurship Education, Kwara State University, Malete.

In order to establish reliability of the Financial Accounting Achievement Test (FAAT), a pilot study was conducted using 40 students in 200-level at Business Education Department, FCT College of Education, Zuba, which is located outside the study area. Both pre-test and post-test components of the instrument were administered to 200 level Business Education Students. This is because the college had accredited Business Education programme and the subjects have similar characteristics with the school.

Reliability of the instrument was determined by statistical analysis of data collected from the pilot study. The Cronbach Alpha was used to determine reliability of the research instrument which yielded 0.86. According to Hair, Hult, Ringle and Sarstedt (2010), the Cronbach Alpha value of more than 0.70 is acceptable and sufficient for a study instrument. This suggested that the research instrument was reliable.

The researcher collected letter of Introduction from the Department of Business and Entrepreneurship Education, Kwara State University, Malete, to introduce the researcher to the subject institutions. A period of six weeks was used to collect data for this study. The researcher used the first week to introduce himself to all the Heads of Department of the Colleges of Education purposively selected for the study with the formal letter collected from the department for identification. Also, in the same week, the researcher conducted pre-test. He used the second to fifth weeks to teach problem solving (experimental) and lecture method (control) instructional method groups. Sixth week was used for conducting post-test and marking of the tests.

The lecture period lasted for five weeks comprising single period which lasted for two hours per week. The first 45 minutes was used solely for worked examples and the remaining one hour fifteen minutes was used for instructional activities on the selected topics on Financial Accounting. All the students in both groups were subjected to pre-test marked by the researcher using marking scheme. The pre-tests cores served as a basis for comparing students' performance and level of their understanding in Financial Accounting before treatment began. Familiarization, creation of conducive environment and establishment of rapport and trust with the students were done.

The experimental group was taught Financial Accounting using problem solving and graphical representations was employed to guide students' cognitive process and mental road maps on important points. Relevant questions were carefully matched with the relevant concepts. The concepts were organized logically to facilitate easy information processing and as stimuli to elicit students' response to relevant questions. Practical works on Financial Accounting were given to students after each classroom instruction session, while the control group was taught Financial Accounting using lecture method with white board and there commended accounting textbook. There was no time for students' interaction in this group. There searcher used intact class and teaching was done based on the school time-table. After six weeks of lecture the students were subjected to post-test and marked by the researcher using marking scheme.

Mean and standard deviation were used to answer the research questions. Paired sampled t-test statistical tool was used to test null hypotheses 1 and 2 while Analysis of Variance (ANOVA) and Post Hoc Multiple Comparism test were used to test hypothesis 3. All the hypotheses were tested at 0.05 level of significance. For the research questions, any group with the highest mean value was adopted to have performed better and any group with the lowest mean performed the least. A null hypothesis was not rejected where the p-value is equal to or greater than the fixed level of significance (0.05) otherwise it was rejected.

### Results

**Table 1:** Mean and Standard Deviation of Effect of Problem-Solving Teaching Method on Students' Academic Performance in Financial Accounting in Colleges of Education, North Central,

Variables	N	X	SD	Mean Diff
Pre-test	292	31.71	16.89	24.41
Post-test	292	56.12	18.22	

Source: Field Study, 2019

Based on the data presented in table 1, shows a pre-test mean of 31.71 and post-test mean of 56.12 with a mean difference of 24.41 for the experimental group taught Financial Accounting using problem-solving teaching method.

**Table 2:** Mean and Standard Deviation of Effect of Lecture Method on Students' Academic Performance in Financial Accounting in Colleges of Education, North Central, Nigeria

Variables	N	X	SD	Mean Diff
Pre-test	217	27.14	20.54	21.63
Post-test	217	48.77	20.16	

Source: Field Study, 2019

Based on the data presented in table 2, there were 217 Business Education students of intact pre-test class and of the same number in post-test classes. In pre-test results, mean performance students was 27.14 while the standard deviation (SD) was 20.54. Whereas, mean performance of the post-test results was 48.77 while standard deviation (SD) was 20.16.

**Table 3:** Mean and Standard Deviation of Effects of Problem-Solving and Lecture Method Teaching Methods on Students' Academic Performance in Financial Accounting in Colleges of Education, North Central, Nigeria

Variables	N	X	SD	Mean Diff
Pre-test <sub>1</sub>	292	31.71	16.89	24.41
Post-test <sub>1</sub>	292	56.12	18.22	
Pre-test <sub>2</sub>	217	27.14	20.54	21.63
Post-test <sub>2</sub>	217	48.77	20.16	

Source: Field Study, 2018

Based on data presented in table 3, they were 292 Business Education students of intact pre-test class and of the same number in post-test class. (Experimental group 2) In pre-test results, mean performance of students was 31.71 while standard deviation (SD) was 16.89. Whereas, mean performance of post-test results was 56.12 while standard deviation (SD) was 18.22. The mean scores of 56.12 in post test results as against mean scores of 31.71 in pre-test results depicted that students performed better in post-test than pre-test with difference mean scores of 24.41. They were 217 Business Education students of intact pre-test class and of the same number in post-test classes. In pre-test results, the mean performance of the students was 27.14 while standard deviation (SD) was 20.54. On the other hand, the mean performance of the post-test results was 48.77 while standard deviation (SD) was 20.16. The mean scores of 48.77 in the post test results as against the mean scores of 27.14 in the pre-test results depicted that the students performed better in post-test than the pre-test with different mean scores of 21.63.

### Test of Hypotheses

**Table 4:** Summary of Paired Sample t-test of the Effect of Problem-Solving Teaching Method on Students' Academic Performance in Financial Accounting

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Pretest	292	31.71	16.9	-47.651	291	0.000	Rejected
Posttest	292	56.12	18.2				

Source: Field Survey, 2018

P<0.05

The data presented in table 4 shows paired sample t-test result of effect of problem-solving method of teaching on students' academic performance with a sample of 292 students. Students taught Financial Accounting using problem-solving method had a mean score of 31.71 and standard deviation of 16.9 in the pre-test ( $x = 31.71$ ;  $SD = 16.9$ ). In post-test, students had a mean score of 56.12 and standard deviation of 18.2 ( $x = 56.12$ ;  $SD = 18.2$ ). Low standard deviation values in both pre-test and post-test of students' scores indicated that scores are clustered around the mean. The table reveals that problem-solving teaching method has significant effect on students' academic performance in Financial Accounting ( $t_{291} = -47.65$ ,  $P < 0.05$ ). Therefore, null hypothesis which stated that there is no significant effect of problem-solving teaching method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria was rejected. These results show that students taught financial accounting with problem-solving teaching method had higher mean score in post-test as against the pre-test ( $x_{\text{post-test}} = 56.12$ ;  $x_{\text{pre-test}} = 31.71$ ).

**Table 5:** Summary of Paired Sample t-test of the Effect of Lecture Method Teaching Method on Students' Academic Performance in Financial Accounting

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Pretest	217	27.14	20.5	-27.826	216	0.000	Rejected
Posttest	217	48.77	20.2				

Source: Field Survey, 2018

P<0.05

The data presented in table 5 shows paired sample t-test result of effect of lecture method of teaching on students' academic performance with a sample of 217 students. Students taught Financial Accounting using lecture method had a mean score of 27.14 and standard deviation of 20.5 in pre-test ( $\bar{x} = 27.14$ ;  $SD = 20.5$ ). In post-test, students had a mean score of 48.77 and standard deviation of 20.2 ( $\bar{x} = 48.77$ ;  $SD = 20.2$ ). The low standard deviation values in both pre-test and post-test of students' scores indicated that scores are clustered around the mean. The table reveals that lecture teaching method has significant effect on students' academic performance in Financial Accounting ( $t_{191} = -27.83$ ,  $P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant effect of lecture teaching method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria was rejected. These results show that students taught Financial Accounting with lecture teaching method had higher mean score in the post-test as against the pre-test ( $\bar{x}_{\text{post-test}} = 48.77$ ;  $\bar{x}_{\text{pre-test}} = 27.14$ ).

**Table 6:** One-way Analysis of Variance Result of the Effects of Problem-Solving and Lecture Teaching Methods on Students' Academic Performance in Financial Accounting

Group	N	Mean	SD	F-cal	Df	p-value	Decision
Problem-solving	292	56.12	18.22	10.82	2,711	0.000	Rejected
Lecture Method	217	48.77	20.16				

Source: Field Survey, 2018

The result of analysis of variance as presented in table 6 revealed that the calculated value of F was 10.82 ( $F_{2,711} = 10.82$ ) and the observed probability value was 0.000 which is less than the fixed probability value of 0.05 ( $P < 0.05$ ). This indicated that null hypothesis which was there is no significant effect of problem solving and lecturing teaching methods on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria was rejected. This implied that problem-solving and lecture methods had significant effects on the academic performance of students in Financial Accounting.

**Table 7:** Scheffe Post Hoc Pairwise Comparison between Problem-Solving and Lecture Methods on Students' Academic Performance in Financial Accounting

(I) Group	(J) Group	Mean Differences (I-J)	Sig.
Problem solving method	Lecture Method	.50117	.966
	Guided discovery method	6.84932*	.000
Lecture Method	Lecture Method	7.35049*	.000
	Guided discovery method	-.50117	.966
	Problem solving method	-7.35049*	.000

Source: Field Survey, 2019

Table 7 shows that between guided-discovery and problem-solving method of teaching, problem-solving has significant effect on the academic performance of students in Financial

Accounting with a mean difference of 6.8 and P-value of 0.000 which is less than the fixed probability value of 0.05 ( $P < 0.05$ ). Same way, comparing problem-solving and guided-discovery method, the table shows a mean difference of 6.8 and P-value of 0.000 which is less than the fixed probability value of 0.05 ( $P < 0.05$ ). This means that mean performance of students in problem-solving group was higher than guided-discovery group. With the result in Table 7, it is clear that problem-solving teaching method is effective in improving students' academic performance in Financial Accounting. The Problem-solving group did better than Lecture method group.

## DISCUSSION

Findings of the study show that the post-test mean of the experimental group taught Financial Accounting using problem-solving teaching method was greater than the pre-test mean with a mean difference of 24.41. This means that problem-solving teaching method has a significant positive effect on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. The null hypothesis ( $H_{01}$ ) had the results that showed that there is significant effect of problem-solving teaching method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. This indicated that the hypothesis was rejected. This is in agreement with the findings of Maikudi (2015) that there was significant difference between the students taught using problem-solving, guided-discovery instructional strategy and those taught with lecture method. This is also supported by Tsoho (2011); Mohammed (2012); Khadala (2014) who found out that student centered strategies are effective in students' performance in geometry.

Research question two was raised to determine the effect of lecture method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. The null hypothesis ( $H_{02}$ ) had the results that showed that there is significant effect of lecture method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. This indicated that the hypothesis was rejected. The data analysed showed that there is an average significant effect lecture method on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. This finding agrees with Toby in Onaolapo (2015) who said that individual or group mean achievement score should serve as a basis for making judgment whether a group or individual has achieved a pre-determined, stated objective or not. The author further stated that; mean achievement score should be regarded as are liable performance indicator of the treatment (instructional method). Also, Alberecht and Sack in Onaolapo (2015) observed that lecture method will thwart student's ability to learn real world skills, but the combination of traditional teaching method and student-centered learning approach will develop leadership skills and team building.

Research question three was raised to determine the effects of problem-solving and lecture methods on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria. The null hypothesis ( $H_{03}$ ) had the results that showed that there are significant effects of problem-solving and lecture methods on students' academic performance in Financial Accounting in Colleges of Education, North Central, Nigeria this indicated that the hypothesis was rejected. The reason for the difference in the achievement of the experimental group and the control group is not far-fetched from the fact that students were more likely to interact in an active way with the problem solving and guided discovery strategies. Takawira and Matthias (2010) maintained that lecture method of teaching alone cannot fully develop students' ability to



grasp Basic Science concepts. Also Mwelese and Nwajala (2014) maintained that the lecture method does not enhance students' participation, team work and peer interactions and so, the performance of students taught through the lecture method would certainly be discouraging. This is supported by the findings of Brown and Abell (2007); Clark (2009); Akinyemi and Folashade (2010); who investigated the use of problem-solving and guided-discovery and maintained that each of this strategy is capable of producing similar results. A comparison of mean scores of students exposed to problem-solving and those taught using guided-discovery showed no significant difference. This finding is in agreement with works of Rule and Hillgan (2006); Kurumeh and Achor (2008); Caseetal (2013) who maintained that hands on and minds on activities have positive effect on improving students' academic performance. According to Samuels on (2010) students who worked in problem-solving classes were exposed to a higher level of reasoning and they accepted this reasoning as valid. Contrarily, in the control group where the lecture method was employed; students generally interacted with the teacher which led to a lower achievement.

### CONCLUSIONS

Based on the findings of the study, it is obvious that different teaching methods lead to different learning out comes. Students in problem-solving classes were exposed to a higher level of reasoning while those in lecture teaching method generally interacted with the teacher which led to a lower achievement.

However, it was concluded that problem-solving and lecture teaching methods have significant positive effects on students' academic performance in Financial Accounting.

### RECOMMENDATIONS

Based on the findings of the study and conclusion drawn, the following recommendations were made:

1. Lecturers of Financial Accounting in Colleges of Education and other levels should embrace the application of problem-solving teaching method so that students' failure rate would be reduced to the bearest minimum.
2. Financial Accounting lecturers and teachers should move to the next level by minimizing the use of lecture method of teaching which is as old as teaching itself and applying different student-centred teaching methods in order to improve academic performance of Business Education students in the subject.
3. Management of colleges of education should provide conducive environment and relevant equipment and resources to enable lecturers adopt different student-centred teaching methods for effective teaching and learning in Financial Accounting.
4. Business Education curriculum developers should emphasize the ample use of different teaching methods by Financial Accounting lecturers for more effective teaching and learning of the subject.

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