

Comparative Effect of Role Play and Expository Teaching Methods on the Academic Performance of Business Studies Students in Public Secondary Schools in Akwa Ibom North West Senatorial District

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Abstract

This study investigated the comparative effect of role play and expository teaching methods on the academic performance of Business Studies students in public secondary schools in Akwa Ibom North West Senatorial District. The need to improve student engagement and learning outcomes in Business Studies prompted this research, considering the often passive nature of traditional instructional methods. A quasi-experimental research design was adopted, involving two groups of Junior Secondary School (JSS) students: one taught using role play and the other expository method. A validated Business Studies Achievement Test (BSAT) was administered as both pre-test and post-test to measure students' academic performance. Data were analyzed using mean, standard deviation, and Analysis of Covariance (ANCOVA). Findings revealed that students exposed to role play demonstrated significantly higher academic performance compared to those taught using the expository method. The study concludes that role play which is student-centered approaches enhance comprehension, retention, and practical application of Business Studies concepts more effectively than traditional expository methods. It recommends that Business Studies teachers integrate role play and other kinesthetic strategies into their instructional practices to foster active learning and improve academic outcomes. Educational policymakers are also encouraged to provide training and resources that support innovative teaching methods in public secondary schools.

Keywords: Academic, Expository, Kinesthetic, Performance, Role-play,

Introduction

The quest for improving academic performance in secondary schools has led educators to interrogate the efficacy of various teaching methods. In particular, the kinesthetic learning approach which emphasizes movement, role play, simulation, and hands-on activity has received increasing attention as a means of enhancing students' engagement, understanding, and retention of subject matter (Abah, Chinaka, & Ogbiji, 2023). Conversely, the expository method, characterized by lecture and direct instruction, has been the more traditional mode of teaching in many public secondary schools, including those in Nigeria, but has been critiqued for often producing passive learners and limited scope for interaction (Oribhabor, 2020).

Role play and simulation are kinesthetic strategies that allow students to physically enact or simulate real-life business scenarios, thereby promoting active learning and deeper conceptual understanding (Nakol *et al.*, 2018., Mohd *et al.*, 2024). Empirical studies in diverse subjects show that students taught through kinesthetic or active learning-based methods (e.g., role play, small-group discussion, activity-based instruction) tend to outperform those taught via expository or lecture methods (Abah *et al.*, 2023; Oribhabor, 2020). However, little is known about how these methods compare in the specific context of Business Studies in public secondary schools within the Akwa Ibom North West Senatorial District, where instructional practices, student background, and resources may influence the effectiveness of teaching strategies.

David Kolb's Experiential Learning Theory (ELT) posits that learning is a process whereby knowledge is created through the transformation of experience. Kolb (1984) describes learning as a cycle involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory aligns closely with kinesthetic learning, which emphasizes hands-on activities and physical engagement in the learning process.

David Kolb's Experiential Learning Theory (ELT) provides a robust framework for understanding how individuals learn from experiences. According to Kolb (1984), learning is a continuous process grounded in experience, where knowledge is created through the transformation of experience. Kolb's ELT suggests that learners benefit from direct experiences, which then become the basis for reflection. This reflective process helps learners develop concepts, which are then tested in new situations. Kolb's ELT consists of four interconnected stages that form a learning cycle:

Concrete Experience: This stage involves having a new experience or encountering a reinterpretation of an existing experience. In the context of Business Studies, this could involve students participating in a business simulation or a role-playing exercise where they take on the roles of different business professionals.

Reflective Observation: After the concrete experience, learners reflect on their observations. They consider what happened, why it happened, and how it aligns with their previous knowledge. For Business Studies students, this could involve discussing what strategies worked during the simulation and what could be improved.

Abstract Conceptualization: In this stage, learners form new ideas or modify existing concepts based on their reflections. They develop theories or models that explain their experiences. In a Business Studies classroom, this might involve students developing business plans or marketing strategies based on the insights gained from the simulation.

Active Experimentation: Finally, learners apply their new concepts in different situations to test their theories. This might involve students engaging in another simulation or a real-world business project to see if their strategies hold up in a different context.

This theory is particularly relevant to this study because it emphasizes the importance of active engagement and reflection in the learning process. Kinesthetic learning aligns closely with the principles of ELT, as it involves learning through physical activity and

hands-on experiences. In the context of Business Studies, kinesthetic activities such as role-playing, simulations, and interactive projects allow students to engage deeply with the material, fostering better understanding and retention. These activities provide concrete experiences that allow students to engage in realistic business scenarios. For example, a simulation of a stock market environment can help students understand market dynamics and decision-making processes. Hands-on projects, such as creating a business plan or developing a marketing campaign, allow students to apply theoretical concepts in practical settings. These activities involve active experimentation and concrete experiences. Moreover, use of physical objects which students can manipulate such as financial instruments or business models, can enhance understanding and retention. This tactile engagement is a core aspect of kinesthetic learning.

Business studies is one of the pre-vocational subjects taught in junior secondary schools in Nigeria. Oluwalola (2019) defined Business studies as that course of study that inculcates in the students relevant skills that can be used in the business world. It is a subject in Junior secondary school curriculum which is designed to enable the students to make informed decisions in everyday business, to contribute to the student's understanding of the world of business, encourage a positive attitude to enterprise and also develop appropriate skills in that field. Goddy-Mkpa (2020) stated that business studies are an integrated subject that comprises book-keeping, commerce, office practice, short hand and typewriting.

Academic performance is a critical aspect of educational success, reflecting the degree to which students meet educational goals and standards. It is typically measured through various indicators such as grades, standardized test scores, and overall educational attainment. The definitions and interpretations of academic performance can vary, but several key components are widely acknowledged in the literature. Academic performance is often defined as the measurement of student achievement across different subjects. This measurement includes classroom performance, graduation rates, and standardized test results, all of which are utilized by educators and policymakers to evaluate student learning and institutional effectiveness (Kirkpatrick, 2020). According to DeAngelis *et al.* (2019), academic performance is frequently assessed through indicators such as grade point average (GPA), standardized test scores, and completion rates of educational programs. These indicators provide a quantitative basis for gauging how well students meet educational standards.

Role Play and Students' Academic Performance

Role play is a teaching strategy that involves learners taking on roles in a simulated environment to experience and explore real-world scenarios. This method fosters active participation, critical thinking, and engagement, which are crucial for effective learning (Wang and Zhao, 2018). In Business Studies, role play allows students to simulate business environments, engage in decision-making processes, and understand complex concepts practically. Recent studies have highlighted the effectiveness of role play in enhancing students' academic performance and overall learning outcomes. Role play is grounded in

constructivist theories, which emphasize that learning occurs through active engagement and social interaction (Vygotsky, as cited in Johnson & Brown, 2019). The experiential learning theory by Kolb (1984) also supports role play by asserting that learners understand concepts better when they actively engage in experiences that mimic real-life situations. In Business Studies, this method provides students with opportunities to develop critical skills such as communication, negotiation, and problem-solving, which are essential in the business world.

Studies have demonstrated a positive relationship between role play and academic performance. According to Adebayo and Ojo (2020), role play enhances students' understanding of business concepts by allowing them to apply theoretical knowledge in practical situations. The study revealed that students who participated in role play scored significantly higher in assessments compared to those who received traditional lecture-based instruction. Similarly, research by Eze and Okeke (2021) showed that role play improves retention and comprehension among secondary school students. The authors found that students who engaged in role-playing activities in Business Studies demonstrated a better understanding of topics such as entrepreneurship, marketing, and financial literacy. The study attributed these improvements to the interactive and participatory nature of role play, which fosters deeper cognitive processing.

Role play not only improves academic performance but also equips students with essential skills required in the business world. According to Omotayo *et al.* (2022), role-playing activities in Business Studies help students develop teamwork, decision-making, and leadership skills. These skills are vital for success in business-related careers and contribute to holistic educational outcomes.

Expository and Students Academic Performance

Okpala and Okigbo (2021a) conducted a study on the effect of Expository Method on Secondary School Students' Achievement in Chemistry. The study investigated the effect of Expository on senior secondary two (SS2) students' academic achievement in chemistry in Aguata Education Zone. Two research questions guided the study and two hypotheses were tested at 0.05 alpha level. The study adopted quasi-experimental research design. Specifically, pre-test post-test non-randomized control group design was used. Two groups (experimental and control) made up of 85 SS 2 students offering chemistry were drawn from the population of 1,256 senior secondary two (SS2) students. Multi-stage sampling procedure was used to select the sample. Electrolysis Achievement Test (EAT) was used for data collection. Three experts validated the instruments. The reliability Coefficient of EAT determined using Kuder Richardson Formula 20 was 0.70. Students in the experimental group demonstrated electrolysis using Expository while those in the control group were taught by their teacher using conventional method. Data collected were analyzed using Mean, Standard Deviation and Analysis of Covariance. The findings indicated that Expository method significantly improved achievement of students in chemistry more than the conventional method. Based on the findings, it was recommended among others that chemistry teachers should adopt the use of Expository in teaching in order to enhance students' achievement.

Akpan and Essien (2021) assessed the Expository method in improving students' comprehension and performance in Business Studies among junior secondary school students in Akwa Ibom State. A sample of 180 students was drawn from six schools, divided into experimental and control groups. Expository was used to simulate activities such as managing small businesses and customer relations. The findings showed a statistically significant difference in the academic performance of students in the experimental group ($p < 0.05$). Teachers reported increased student motivation and engagement during lessons. The authors recommended integrating Expository into the Business Studies curriculum to align theoretical knowledge with practical skills. The reviewed study by Akpan and Essien (2021) is related to the present study as it also focused on the effects of Expository and role-play teaching methods on the academic performance of students in Business Studies..

Nwogu and Eze (2019) explored the effect of Expository as an instructional strategy on the academic performance of students in Business Studies in public secondary schools in Enugu State. The study employed a pre-test-post-test control group design with 200 students. Expository was implemented to simulate real-world business scenarios in the experimental group. Results from the analysis using ANCOVA indicated a significant improvement in the posttest scores of students exposed to Expository compared to those taught through conventional methods. The researchers recommended Expository as a pedagogical tool for fostering practical business skills and improving academic achievement in Business Studies. The reviewed study by Nwogu and Eze (2019) is related to the present study as it also focused on the effects of role-play and expository teaching methods on the academic performance of students in Business Studies.

Methodology

This study adopted a quasi-experimental design. Pretest post test, none equivalent group design employing intact class arrangement to determine the effect of kinesthetic and expository teaching techniques on the academic performance of Business Studies students in public secondary schools in Akwa Ibom North West Senatorial District. This design is appropriate because it allows for the manipulation of the independent variables (kinesthetic and expository teaching techniques) while controlling for external variables that may influence the dependent variable (academic performance). In support of this design, Borg and Gall (2017) stated that it is a suitable alternative to experimental design when randomization is not used or applied.

Representation of the Design

Group	Pre-test	Treatment	Post-test
Role play method	O ₁	X _k	O ₂
Expository method	O ₃	X _c	O ₄

Where, O₁ = pre-test of role play method
O₂ = post-test of role play method

O_3 = pre-test of expository method

O_4 = post-test of expository method group

X_k = treatment using role play method

X_c = treatment of control group

The study was conducted in Akwa Ibom North West Senatorial District, located in Akwa Ibom State, Nigeria. This senatorial district is one of the three senatorial zones in Akwa Ibom state. Akwa Ibom North West Senatorial District is made up of 10 Local Government Areas namely Abak, Etim Ekpo, Essien Udim, Ika, Ikono, Ikot Ekpene, Ini, Obot Akara, Oruk Anam and Ukanafun.

The population of this study comprised 22937 junior secondary two (JSS2) business studies students in Akwa Ibom North West Senatorial District. Female are 11969 and male 10968. There are 86 public secondary schools. The choice of the Junior Secondary Two (JSS2) students stem from the fact that they are available to be used at any point in time, since they are not preparing for any external examination.

A sample size of 100 students was selected from two intact classes for the study. The sample is viable in accordance with central limit theorem that recommended 30 participants as minimum sample size for experimental study (Jiya, 2011). Two schools were randomly drawn out of the 86 public schools by simple balloting method, and using hat and draw, the two schools were randomly assigned to experimental group 1, and the second school for control group. Students in intact classes were used in the three groups.

The instrument used for data collection was multiple choice type of teacher made Business Studies Performance Test (BSPT) which was carefully constructed using test blue print which can be seen in the appendix VII to ascertain content validity. Face and content validity of the instruments was carried out by two Lecturers in Accounting and Agricultural Science in the faculty of Vocational Education Library and Information Science, University of Uyo, Uyo.. Following their suggestions five items were amended in the final Version of the instrument.

Test retest method was used to determine the reliability of the instrument entitled "Business Studies Performance Test" (BSPT). The researcher administered the instrument to 30 students who were selected from the population of the study but were not included in the study sample. The scores obtained from the respondents were analysed using Pearson Product Moment Correlation to obtain the reliability coefficient. A reliability coefficient of 0.83 was obtained for the instrument.

The experimental procedure involves the following steps:

- i. Pre-Test Administration: A pre-test was administered to all participants to assess their baseline academic performance in Business Studies.
- ii. Treatment Implementation: The students are divided into two groups. One group is taught using role play method learning and the other group is taught using expository teaching method. The treatment lasted for six weeks, with each group receiving instruction on communication in business, consumer education, marketing and entrepreneurship.

- iii. Post-Test Administration: After the treatment period, a post-test was administered to evaluate the changes in students' academic performance.

The data collected from the pre-tests and post-tests were analyzed using descriptive and inferential statistics. Mean scores and standard deviations were computed to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses to determine the significance of the differences in academic performance before and after the treatment. The choice of ANCOVA was to control for any pre-existing differences and assess the effect of the kinesthetic learning technique on academic performance.

Results and Discussion

Research Question 1: What is the difference in the Mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods?

Table.1: Mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods

S/n	Group/ Method	N	Pre test		Post-test		Mean gain	Mean
			$\bar{X}$	SD	$\bar{X}$	SD		differences
	Role play	48	33.31	5.89	45.63	2.93	12.32	7.28
	Expository	49	33.25	5.61	38.29	3.80	5.04	

The data in Table 1 is a summary of the mean pre and post test scores of JSS2 students taught Business Studies using role play and expository teaching methods. The students were divided into two groups based on teaching method. The result shows that the mean pre-test and mean post-test scores of students in treatment group who were taught with role play method are 33.31 and 45.63 respectively with standard deviations of 5.89 and 2.93. The corresponding figures for students in the control group who were taught with expository method are 33.25 and 38.29 respectively with standard deviations of 5.61 and 3.80. It could be observed that students who were taught using role play method obtained a higher mean gain of 12.32 as against 5.04 obtained by those who were taught using expository method and the mean gain difference is 7.28. This result suggests that teaching Business Studies using role play method enhances students' performance in Business studies than using expository method.

Research Question 2: What is the difference in the Mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods?

Table 2: Mean performance scores of JSS2 students taught Business Studies using Role Play and expository teaching methods

Group/ Method	N	Pre test		Post-test		Mean gain	Mean differences
		$\bar{X}$	SD	$\bar{X}$	SD		
Role Play	48	33.31	5.89	45.88	2.81	12.57	7.53
Expository	49	33.25	5.61	38.29	3.80	5.04	

The data in Table 2 is a summary of the mean pre and post test scores of JSS2 students taught Business Studies using role play and expository teaching methods. The students were divided into two groups based on teaching method. The result shows that the mean pre-test and mean post-test scores of students in treatment group who were taught with role play method are 33.31 and 45.88 respectively with standard deviations of 5.89 and 2.81. The corresponding figures for students in the control group who were taught with expository method are 33.25 and 38.29 respectively with standard deviations of 5.61 and 3.80. It could be observed that students who were taught using role play method obtained a higher mean gain of 12.57 as against 5.04 obtained by those who were taught using expository method and the mean gain difference is 7.53. This result suggests that teaching Business Studies using role play method enhances students' performance in Business studies than using expository method.

Research Hypothesis 1 There is no significant difference in the mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods.

Table 3: Summary of ANCOVA Test of significant Difference in the mean post-test scores of students taught Business Studies using role play and expository teaching methods

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	1309.05 ^a	2	654.52	56.39	0.00	
Intercept	5071.91	1	5071.91	437.01	0.00	
PRETEST	2.35	1	2.35	0.203	0.65	
GROUP	1307.21	1	1307.21	112.633	0.00	S
Error	1090.95	94	11.61			
Total	173508.00	97				
Corrected Total	2400.00	96				

S = Significant at 0.05 level of Significance

Table 3 is a summary of Analysis of Covariance test of significant difference in the mean post-test scores of students taught Business Studies using role play and expository teaching methods with pre-test used as covariates. The students were divided into two groups based on teaching method namely role play and expository teaching methods. The F -value

for group (teaching methods) is 112.63 with p- value (level of significance) being 0.00. Since the obtained p- value is less than the stipulated probability level of 0.05, it implies that the value of F is significant at 0.05 level of significance. On this basis, the null hypothesis is rejected implying that there is significant difference in the mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods.

Research Hypothesis 2: There is no significant difference in the Mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods.

Table 4: Summary of ANCOVA Test of significant Difference in the mean post-test scores of students taught Business Studies using role play and expository teaching methods

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	1401.71 ^a	2	700.86	62.58	0.00	
Intercept	5241.65	1	5241.65	468.03	0.00	
PRETEST	6.38	1	6.38	0.57	0.45	
GROUP	1396.23	1	1396.23	124.66	0.00	S
Error	1052.80	94	11.20			
Total	174572.00	97				
Corrected Total	2454.51	96				

S = Significant at 0.05 level of Significance

Table 4 is a summary of Analysis of Covariance test of significant difference in the mean post-test scores of students taught Business Studies using role play and expository teaching methods with pre-test used as covariates. The students were divided into two groups based on teaching method namely role play and expository teaching methods. The f -value for group (teaching methods) is 124.66 with p- value (level of significance) being 0.00. Since the obtained p- value is less than the stipulated probability level of 0.05, it implies that the value of f is significant at 0.05 level of significance. On this basis, the null hypothesis is rejected implying that there is significant difference in the mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods.

Discussion of Findings

Effect of Role Play Teaching Method on Students' Academic performance in Business Studies

The study found that students who were taught using role play method performed better in the post-test than those who were taught using expository method suggesting that teaching Business Studies using role play method enhances students' performance in Business studies than using expository method. Testing of the corresponding hypothesis confirmed that there is significant difference in the mean performance scores of JSS2

students taught Business Studies using role play and expository teaching methods in favour of those taught using role play method

This finding could be attributed to the fact that role play involves acting out of character in a scripted play enhances creative thinking, problem solving, teamwork skills, help build communication engaging way to relax and have fun.

Effect of Role Play Teaching Method on students' Academic performance in Business Studies

The study also found that students who were taught using role play method performed better in the post-test than those who were taught using expository method implying that teaching Business Studies using role play method enhances students' performance in Business studies than using expository method. Testing of the corresponding hypothesis two confirmed that there is significant difference in the mean performance scores of JSS2 students taught Business Studies using role play and expository teaching methods in favour of those taught using role play method. This finding could be attributed to the fact that role play involves method of imitating real world processes help in risk reduction and provide insights into complex processes. role play creates interactive and experimental learning environments enabling students to engage in realistic scenarios that foster critical thinking and problem-solving skills.

Conclusion

The findings of this study clearly demonstrate that role play significantly enhances the academic performance of Business Studies students compared to the conventional expository teaching method. Students who were actively engaged in role play activities not only showed improved comprehension of subject matter, but also displayed higher levels of participation, interest, and motivation in learning. This underscores the importance of learner-centered instructional strategies in promoting meaningful and lasting learning outcomes. In contrast, the expository method although commonly used was found to be less effective in engaging students or fostering deeper understanding of practical Business Studies concepts. The passive nature of lecture-based teaching may contribute to limited critical thinking and real-world application among students.

Recommendations

Based on the Findings of the study, the following recommendations were made:

The study concludes that instructional methodology plays a

- i. Since methodologies play a critical role in determining student success, Business studies teachers should integrate role play into the teaching of Business Studies can offer a more practical, engaging, and effective learning experience.
- ii. Educational authorities in Akwa Ibom North West Senatorial District organize regular professional development programs to train Business Studies teachers in role play method. This training should emphasize how to plan, implement, and assess these methods in conjunction with expository strategies to maximize students' academic performance.

- iii. Policy makers and curriculum planners should revise the Business Studies syllabus to explicitly include guidelines and components for role play, expository alongside.
- iv. Schools should be equipped with appropriate resources—such as props, case study materials, role play scripts, flexible classroom spaces that facilitate learning.
- v. Educational administrators should establish mechanisms for ongoing monitoring and evaluation of teaching methods in Business Studies classrooms. Studies should continue to assess not only academic performance outcomes but also retention, student interest, motivation, and gender differences. Feedback loops will help in refining instructional strategies and ensuring they remain effective in the local context.

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