

Effect of One-Minute-Paper Cooperative Learning Strategy on Junior Secondary School (JSS2) Students' Academic Achievement in Business Studies in Ogun State, Nigeria

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To cite this article (APA): Jimoh, A. G., Abanyam, F. E., & Uloko, C. I. (2021). Effect of One-Minute-Paper Cooperative Learning Strategy on Junior Secondary School (JSS2) Students' Academic Achievement in Business Studies in Ogun State, Nigeria. *International Business Education Journal*, 14(1), 49-64. <https://doi.org/10.37134/ibej.vol14.1.4.2021>

To link to this article: <https://doi.org/10.37134/ibej.vol14.1.4.2021>

Abstract

This study examined the effect of the one-minute-paper cooperative learning strategy on junior secondary school student's academic achievement in business studies in Ogun State Nigeria. The study adopted a quasi-experimental design with a 2 x 2 x 2 factorial matrix. Three research questions and 4 hypotheses guided the study. 200 Junior Secondary School II students, who in their intact classes, were selected from four secondary schools in Ogun State, were used for the experiment. Business Studies Achievement Test (BSAT) was the instrument validated and used for data collection. The reliability coefficient of the BSAT was determined using the Cronbach alpha technique and the analysis yielded a coefficient of 0.85. Mean was used to answer the research questions while Multivariate Analysis of Covariance (MANCOVA) was employed to test the hypotheses at a 0.05 level of significance. The findings showed that there is a significant difference between the mean scores of students taught business studies with a one-minute paper cooperative learning strategy and those taught with lecture methods. Additionally, a significant difference exists between the academic achievement of the rural and urban students when taught business studies with a one-minute paper. The study did not find a significant influence on business students' achievement scores. The study recommends among others the adoption of a one-minute paper cooperative learning strategy in teaching business studies in secondary schools.

Keywords:

Academic Achievement, Business Studies, Gender, Location, One Minute Papers

INTRODUCTION

As a business education and pre-vocational subject, business studies has been offered to junior secondary school students in Nigeria to provide them with the business knowledge, understanding, and skills for them to be more productive and inclined to business. It offers specialized training to those who plan to make a living in the management and business

administration job scopes instead of setting up their own business (Federal Government of Nigeria (FRN), 2013). It is a compartmentalized subject that includes typewriting, shorthand, book-keeping, office practice, and commerce. With the introduction of the 1-9-3-4 education system, business studies at the junior secondary school have gained prominence which made it listed as one of the core subjects to be offered by all students irrespective of career interest. The reason is that all students will encounter the world of business, thus business skills for social and economic transformation are vital. In essence, the importance of business studies as a junior secondary school subject is humongous. Through the subject, students can acquire skills, knowledge, and understanding which are fundamental to all personal and occupational activities (Abanyam & Udida, 2019). The Federal Government of Nigeria (2013) had stated in the universal basic education curriculum that the objectives of business studies are to provide the real business orientation and basic business skills to kick start a business for students. The curriculum was also designed to equip them with managerial occupation, for those who may not have the intention to venture into business yet. It is hoped that this initiative would help in preparing the students for their further professional business development by providing related business management skills and competencies. This could help in developing the country's economy and empower the human capitals' business capabilities.

Meanwhile, the levels of students' academic achievement in business studies go a long way in determining the extent to which its objectives are accomplished. Academic achievement refers to the good performance of a particular educational activity calculated against predetermined precision, completeness, cost, and speed criteria (Boma, 2019). It is the degree of academic success as revealed by tests in an examination or continuous assessment. In schools, academic achievement serves two purposes namely to measure students' level of success and retention in a subject taught and to measure how one can effectively undertake another related educational task.

Unfortunately, observation and preliminary findings show that junior secondary school student's academic performance in business studies is below expectation (Jimoh, Idris & Olatunji, 2016). The authors further observed that in Ogun state, most of the students performed below average in the subject especially those in the second year of junior secondary education. The decline in the performances of students in business studies has been of much concern to parents, teachers, and school administrators (Abanyam, 2017). Due to that, a one-minute paper that employs a cooperative learning strategy is an education innovation that has been used in business studies' faculties to increase business students' performance. Therefore, this study aims to examine the effect of the one-minute-paper (OMP) cooperative learning strategy on junior secondary school student's academic achievement in business studies in Ogun State Nigeria.

LITERATURE REVIEW

Researchers have pointed that poor performance of students in business subjects is due to several factors such as academic environment, students' study habits, class size, location, gender stereotype, quality of teachers, and their instructional strategies among others (Makmun, Yin, & Zakariya, 2020; Ali, 2013; Ganai & Muhammad, 2013). Though many factors may account for poor students' performance, experts have emphasized that the major factor contributing to

students' failure is the predominant use of conventional lecture methods for instructional delivery (Etobro, 2019; Inuwa, Abdullah & Hassan, 2015). This conventional lecture method only allows the teacher to dominate the class and does not encourage students to be active participants in the classroom. Among the teaching approaches used in Nigerian schools is the conventional lecture method and it is mainly expository and fact-oriented, assigning a passive role to learners. This implies that students are merely passive rather than active in the learning process which may not lead to the accomplishment of the learning objectives. This teacher-centered approach may not meet the need of the students in receiving inclusive instruction that will guarantee their active participation. However, the use of the lecture method has many advantages such as; coverage of large classes, time-saving and wide content coverage. Unfortunately, still, there is a need for the adoption of learner-centered strategies that will ensure students' active participation in the learning process.

One-minute-paper cooperative learning strategy

Recent studies have suggested that instructional strategies that arouse students' interest; develop their inquiry and thinking skills and enhance positive attitude should be used (Boma, 2019; Umoru & Adegunle, 2019; Eyayu & Meseret, 2018; Feldman, 2018, Karali & Aydemir, 2018; Diriba & Lamessa, 2017). Among the teaching strategies tested and confirmed to be effective are cooperative learning strategies. According to Karali and Aydemir (2018), a cooperative learning is a way by which teachers help students to learn academic content together by working in small groups. It is a structured and organized way to use small groups within an academic setting to enhance student learning, independence, and social skills (Feldman, 2019). In using cooperative learning, students are given a task and expected to accomplish the task as a group so that each individual is responsible for their learning. In addition to learning from one another, students learn how to work together as a team, learn independently and build a stronger classroom community. Among the cooperative learning strategies found in the literature are round table discussion, group investigations, jigsaw, round-robin, three-minute review, think-pair-share, students' team achievement division (STAD), one-minute paper, and forced debate (Feldman, 2019; Maysaa & Muntaha, 2013). Therefore, this study will be focusing on a one-minute paper as a treatment to check their applicability and suitability in business studies instruction.

A one-minute paper is a cooperative learning structure that allows the learner to reflect and provide an answer to the questions that test their understanding of the content learned. According to Maysaa and Muntaha (2013), a one-minute paper is a quick and easy learning strategy that allows students to ask questions and seek clarification. In using this strategy, the teacher briefly explains the topic and then asks students to provide answers to key questions which are: what was the most important thing you learned from the lesson? What is still unclear about the lesson or what questions do you still have? And what is one thing about the topic that you want to know more about (Ashakiran & Deepthi, 2013)? Students are given one minute or two to supply the answer after which the teacher then groups the students to facilitate discussion collaboratively. After the round-robin and discussion, they then come up with the most popular answer to each question, which can be discussed with the whole class leader (Janelle, 2020).

This strategy surfaces as a cooperative learning structure because issues pointed through the questions can be completed collaboratively in small groups. It is one of the simple strategies

opted for measuring learning, student engagement, and program effectiveness (Ashakiran & Deepthi, 2013). One-minute paper may be effective for business studies instruction because it investigates how well students understand important concepts presented during a class period and offers an insight into the improvement of instruction in the succeeding class through changes in the presentation. There is also a paucity of empirical studies on one-minute-paper in Nigeria, as the few available ones came from a different context (Ashakiran & Deepthi, 2013; Maysaa & Muntaha, 2013).

Gender and students' academic achievement

Notwithstanding the effectiveness of any strategy, variables such as gender may alter its effect on students' academic achievement. Gender is simply all forms of attributes that differentiate males from females. This attribute could be biological, mental, physical, and attitudinal. It is used to refer to specific social and cultural patterns of behavior that are attributed to the human sexes (Nnamani & Oyibe, 2016). The importance of examining achievement concerning gender is majorly based on socio-cultural beliefs in our society. This attests to the fact that some subjects/vocation/professions have been considered male's (engineering, arts and crafts, agriculture, driving, mathematics, accounting, etc) while others have been considered as female's (catering, secretarial, nursing).

Some culture sees male children stronger and superior to their female counterparts and this reflects in the kind of jobs and duties assigned to them. Parents tend to delegate more challenging and energy-consuming projects such as car polishing, grass cutting, fixing bulbs, repair electrical appliances or remove heavy things to the boys. Whilst, the simple and light tasks such as washing dishes, cooking, home cleaning, and sewing are assigned to the girls. This way of thinking affects their self-concept and manifest in their societal lives including academic achievement. Meanwhile, there are conflicting pieces of evidence on gender differences in students' academic achievement in school subjects. While, some studies reported significant influences of gender on students' academic achievement in favor of male students (Jimoh, Idris & Olatunji, 2016; Adigun, Onihunwa, Irunokhai, Sada, Adesina, 2015; Kolawole & Ala, 2014). On the other side, some researchers reported that there was a significant influence of gender on the academic achievement in favor of female students (Adeagbo, Okereke, Ademiluyi & Umoru, 2019; Saida & Mustapha, 2018; Olorode & Jimoh, 2016; Eze, Ezenwafor & Molokwu, 2015). Whilst, others reported the insignificant influence of gender on the academic achievement of students (Fehintola & Yahya, 2019; Yaduvanshi & Singh, 2018; Adeagbo, 2014). Based on the foregoing issues, this study considered gender as a moderating variable to determine its sensitivity in the use of a one-minute paper.

Location and students' academic achievement

Location is another factor that may influence students' academic achievement. Location is the environmental condition around the organization which could be urban or rural (Mhiliwa, 2015). School location refers to the particular place, about geographical areas (rural or urban) where the school is sited (Ntibi & Edoho, 2017). This means that some schools are located in rural areas while some are located in urban areas. Experts posit that students attending rural schools are faced with the challenges of poverty, inadequate social amenities and facilities were deficient, inadequate teachers (Alordiah, Akpadaka, & Oviogbodu, 2015; Mhiliwa, 2015; Owoeye & Yara,

2015). Schools in the urban centers have main advantages like availability of resources, library, opportunities, good environment, enough teachers, access to educational programs such as debate, quiz, etc (Ntibi & Edoho,2017; Babatunde, 2015; Agbaje & Awodun, 2014). The foregoing shows that differences in characteristics exist between schools in the urban centers and those in rural areas in terms of the school plant, availability of learning resources and teachers, community infrastructures, as well as access to educational programs.

As a consequence, the quality of education in an urban and rural area may not be even which may influence students' academic performance thus affects the attainment of educational objectives (Abanyam, Hanatu, & Ibelegbu, 2017). While, Alordiah, Akpadaka & Oviogbodu (2015) and Babatunde (2015) reported that there is a significant difference in the academic achievement of students in mathematics in respect to school location in favor of students in urban. A study by Agbaje & Awodun (2014) revealed that rural students had a higher mean achievement than those in the urban. In another dimension, Ntibi and Edoho (2017) failed to confirm a significant difference in the mean performance scores between urban and rural school students with a positive attitude towards mathematics and basic science. These varied opinions on the rural and urban disparity in achievement trigger the inclusion of location in this study.

Despite the advantages of cooperative learning strategies in enhancing student's academic achievement in school, few empirical studies have been done to testify to the effectiveness of one-minute paper and forced a debate in instructional delivery especially in business studies. Few available studies on these strategies were conducted outside the country. Also, the majority of the available empirical studies focus on other cooperative learning strategies such as think-pair-share, jigsaw, round robins, etc. Also, varied opinions exist in the literature on gender and location disparity in students' achievement in schools and it is necessary to ascertain the sensitivity of these variables in the use of a one-minute-paper. To fill the gaps which emanate from the foregoing, this study is therefore embarked upon to determine the effect of one-minute-paper cooperative learning strategies on junior secondary school student's academic achievement in business studies in Ogun State with a special interest in the moderating influence of gender and location.

OBJECTIVES OF THE STUDY

This study is comprised of four objectives which primarily aim to identify the effect of the one-minute-paper cooperative learning strategy on student's academic achievement in business studies in Ogun State. The research objectives are listed below:

1. Effect of one-minute-paper cooperative learning strategy on junior secondary school student's academic achievement in business studies;
2. The moderating effect of gender on junior secondary school students' academic achievement when exposed to business studies instructions using one-minute-paper and lecture methods;
3. The moderating effect of location on junior secondary school students' academic achievement when exposed to business studies instructions using one-minute-paper and lecture methods; and

4. Interaction effect of treatments, gender, and location on junior secondary school students' academic achievement when exposed to business studies instruction using one-minute-paper and lecture methods.

RESEARCH QUESTIONS

The following research questions were raised and answered in this study:

1. What is the difference between the mean achievement scores of students exposed to business studies instruction using a one-minute-paper strategy and the conventional lecture method?
2. What is the difference between the mean achievement scores of male and female students exposed to business studies instructions using one-minute-paper and lecture methods?
3. What is the difference between the mean achievement scores of rural and urban students exposed to business studies instructions using one-minute-paper and lecture methods?
4. Is there a significant interaction effect of treatments, gender, and location on students' academic achievement when exposed to business studies instruction using treatment strategies?

HYPOTHESES

The following null hypotheses will be tested as 0.05 level of significance:

- Ho₁: There is no significant difference between the mean achievement scores of students taught business studies with a one-minute paper and those taught with the lecture method.
- Ho₂: There is no significant difference between the mean achievement scores of male and female students exposed to business studies instructions using treatment strategies.
- Ho₃: There is no significant difference between rural and urban students' achievement scores in business studies under the two treatment strategies.
- Ho₄: There is no significant interaction effect of treatments, gender, and location on students' academic achievement when exposed to business studies instruction using treatment strategies.

METHODOLOGY

Research Design

This research employed a quasi-experimental design with a 2 x 2 x 2 factorial matrix. This research design is utilized when there is a need to assess the effectiveness of a teaching method, module, or program especially when it concerns situations at school (Serjali & Abdul Halim, 2020; Newman, 1991). Hence, a quasi-experimental design is considered appropriate because of the difficulty in randomizing students into groups. A 2 x 2 x 2 factorial design was also used because the researchers are interested in determining the effect of two primary independent variables (one-minute-paper and lecture method) and two secondary independent variables

(gender and location) on the dependent variable (students' academic achievement). This study had been implemented by Wahid et al. (2018) to test the effectiveness of a social entrepreneurship learning approach to business management students in Malaysia and suggest a testified measurement model.

Population/Sample

The study population is 8640 JSS2 students in all the secondary schools in two local government (LG) areas of Ogun State. A total of 200 JSS2 students in their intact classes were selected as samples for the study. Using a multi-staged method of sampling, two LG areas were first selected and assigned to two treatment groups which resulted in the selection of Sagamu LG for the Control group and Odogbolu LG for the experimental group. Secondly, two secondary schools were then picked randomly from each Local Government such that Olomimeji Community High School and Methodist Comprehensive College were selected from Sagamu LG while Ososa Comprehensive High School and Igbile Comprehensive High School were selected from Odogbolu LG. Lastly, the researchers purposively administered treatment on a benchmark of 50 JSS2 students in their intact classes per school making 200 participants for the treatment. This was occasioned by the fact that the four schools: Olomimeji Community High School, Methodist Comprehensive College, Comprehensive High School, and Igbile Comprehensive High School had a population of 55, 52, 54, and 50 respectively.

Instrumentation

This study used Business Studies Achievement Test (BSAT) as the research instrument. This instrument was first validated and administered to the respondents during the data collection phase. It comprises fifty (50) multiple-choice questions drawn from three topics in JSS2 Business Studies syllabus. The reliability of the BSAT was determined through a pilot test on 50 junior secondary school students in Lagos State (a school located outside the scope of the study). The reliability coefficient was determined using Cronbach Alpha Reliability Technique and it yielded a coefficient of 0.85 which shows that the instrument is reliable.

Experimental Procedure/Data collection

A week before the commencement of the treatment, research assistants and students were briefed on the procedure for treatment across groups as part of the pre-experimental orientation session. Afterward, a pre-test was administered to students in experimental and control groups to obtain the pre-test scores while a six weeks treatment then commenced in both experimental and control groups respectively. A week after the treatments, a post-test was administered to students across groups to obtain achievement scores.

Method of Data Analysis

An analysis of the mean was performed on the data obtained through pre-test and post-test to answer the research questions. Additionally, MANCOVA was used to test the null hypotheses. MANCOVA was considered appropriate because the study involved a 2x2x2 factorial design

comprising independent variables, moderating variables, dependent variables, and a covariate to determine the interaction effect.

RESULTS AND DISCUSSION

The data were presented in tables according to the research questions and hypotheses formulated for the study.

Research Question One: What is the difference between the mean achievement scores of students exposed to business studies instruction using a one-minute-paper strategy and the conventional lecture method?

Table 1: Mean achievement scores of students exposed to business studies instruction using one-minute-paper and lecture method

TEST	GROUP			
	Experimental		Control	
	N	Mean	N	Mean
Pretest	100	24.89	100	22.89
Posttest	100	45.66	100	31.18
Mean gain		20.77		8.29

Results in Table 1 pointed out that the experimental group students exposed to business studies instruction with one-minute-paper had a mean gain score of 20.77 while those in the control group exposed to business studies instruction with lecture method had a mean gain score of 8.29. This result showed that the mean gain score of the experimental group (OMP) is higher than that of the control group (CLM).

Research Question Two: What is the difference between the mean achievement scores of male and female students exposed to business studies instructions using one-minute-paper and lecture methods?

Table 2: Mean achievement scores of male and female students exposed to business studies instruction using one-minute-paper and lecture method

Group	Gender	N	Pretest mean	Posttest mean	Mean gain score	Difference
Experimental	Male	38	25.18	45.83	20.65	0.25
	Female	62	24.60	45.50	20.90	
Control	Male	46	22.64	31.56	8.92	1.08
	Female	54	22.97	30.81	7.84	

Results in Table 2 shows that male students in the OMP group had a mean gain score of 20.65 while their female counterparts had a mean gain score of 20.90 with a slight difference of 0.25 in favor of females. Also, the mean gain score of males in the control group was 8.92 and 7.84 for females in the same group with a difference of 1.08 in favor of the male students. This result

shows that the one-minute paper strategy is in favor of female in business studies instruction while the lecture method is in favor of male in business studies instruction.

Research Question Three: What is the difference between the mean achievement scores of rural and urban students exposed to business studies instructions using one-minute-paper and lecture methods?

Table 3: Mean achievement scores of rural and urban students exposed to business studies instruction using one-minute-paper and lecture method

Group	Location	N	Pretest mean	Posttest mean	Mean gain	Difference
Experimental	Rural	50	23.32	46.69	23.37	5.19
	Urban	50	26.46	44.64	18.18	
Control	Rural	50	22.72	32.10	9.38	2.00
	Urban	50	22.89	30.27	7.38	

Results in Table 3 show that the experimental group of students in the rural area had a mean gain score of 23.37 while their urban counterparts had a mean gain score of 18.18 with a significant difference of 5.19 in favor of rural students. Also, the mean gain score of rural students in the control group was 9.38 and 7.38 for their urban counterparts with a difference of 2.00 in favor of rural students as well. This result shows that the use of a one-minute paper strategy helped to improve the academic achievement of rural students.

Main Treatments’ Effect

The result in Table 4 indicates an F-ratio of 155.95 for the effect of treatments with a significance of F at 0.00 which is less than 0.05 level of significance. Hence, the null hypothesis which states that an insignificant difference exists is rejected. This finding reveals that students exposed to business studies instructions had higher achievement than those taught with the lecture method. Therefore, the use of one minute paper is better than the conventional lecture method in teaching business studies. This result is supported by Chiou, Wang, and Lee (2014) who found one-minute-paper strategy improved students’ learning achievement. One-minute-paper strategy provided an easy and interactive way of clarifying students’ queries (Maysaa & Muntaha, 2013) which could have contributed to improving students’ learning achievement.

Gender Effect

The result as shown in Table 4 reveals an F-ratio of 2.20 for the effect of gender with a significant of F at 0.14 which is greater than the alpha value of 0.05 at which it is tested. Hence, the null hypothesis which states that insignificant differences exist between male and female students' scores in the treatment groups is accepted. The finding reveals that the use of a one-minute paper strategy is not gender bias as both male and female students achieve relatively the same way during business studies instruction. Thus, this study confirmed the insignificant influence of gender on the academic achievement of students (Fehintola & Yahya, 2019; Yaduvanshi & Singh, 2018; Adeagbo, 2014).

Table 4: Multivariate Analysis of Covariance (2 x 2 x 2 Factorial Design) on academic achievement in respect to instructional strategy, gender, and location

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10540.30	7	1505.76	235.58	0.00
Intercept	279159.97	1	279159.97	43675.74	0.00
Treatments	9913.13	1	9913.13	1550.95	0.00
Location	177.50	1	177.50	27.77	0.00
Gender	14.04	1	14.04	2.20	0.14
Treatments * Location	0.49	1	0.49	0.08	0.78
Treatments * Gender	2.10	1	2.10	0.33	0.57
Location * Gender	25.12	1	25.12	3.93	0.05
Treatments * Location * Gender	45.31	1	45.31	7.09	0.01
Error	1227.20	192	6.39		
Total	307448.00	200			
Corrected Total	11767.50	199			

Location Effect

The result of the location effect as highlighted in Table 4 shows that the F-ratio is 27.77 with a significance of F at 0.00 which is less than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference between the mean achievement scores of rural and urban students exposed to business studies instructions under treatment strategies is hereby rejected. This means that the difference between male and female students’ achievement during the one-minute paper treatment is statistically significant. Also, the mean gain difference of 5.19 in favor of rural students as shown in Table 3 can further explain that rural students gain more than their urban counterparts in the use of a one-minute paper strategy for business studies instruction. The results of this study buttressed Agbaje and Awodun (2014) who revealed that students residing in rural areas showed a higher mean of academic achievement compared to those in the urban areas.

Interaction Effect of Treatment, Gender, and Location

Results highlighted in Table 4 on the interaction effect of treatments, gender and location show an F-ratio of 7.09 with a significant of F at 0.01 which is less than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant interaction effect of treatments, gender, and location on students’ academic achievement when exposed to business studies instruction is hereby rejected. Therefore, the interaction effect of treatments, gender, and location on students’ academic achievement when exposed to business studies instruction is statistically significant.

SUMMARY OF FINDINGS

1. A significant difference exists between students mean achievement scores in business studies under one-minute-paper and lecture method instructions;
2. The insignificant difference exists between male and female students' achievement scores in business studies under treatment strategies;
3. A significant difference exists between rural and urban students' achievement scores in business studies under the treatment strategies; and
4. Significant interaction effect of treatments, gender, and location exists on students' achievement scores in business studies instruction.

CONCLUSION

This study was conducted to ascertain the effectiveness of one-minute papers in enhancing students' learning in business studies. After the experiment and analysis of data, it was deduced that the use of a one-minute paper is effective in teaching business studies in secondary school because it does not only enrich classroom teaching with collaborative effort and critical thinking skills but also improves students' academic achievement in the rural areas. Also, teaching business studies with a one-minute-paper cooperative learning strategy is not sensitive to gender differences during classroom teaching.

POLICY RECOMMENDATIONS

Following the study's findings and conclusion, it was recommended that:

1. Business studies teachers at the secondary schools should make use of a one-minute paper cooperative learning strategy in instructional delivery;
2. Administrators of secondary schools should organize seminars in form of in-service capacity building to showcase the procedure as well as the effectiveness of one-minute paper and other cooperative learning strategies in enhancing students' performance, especially in business studies; and
3. Curriculum reformers should also include the one-minute paper in the secondary school curriculum as part of the strategies that can be used to teach business studies

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