

## Teachers' Pedagogical Skills And Business Studies Students' Academic Performance In Public Secondary Schools In Akwa Ibom State

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### Abstract

*The study determined the relationship between teachers' pedagogical skills and Business studies students' academic performance in public secondary schools in Akwa Ibom State. Three research questions and three null hypotheses were raised to guide the study. One relevant theory was reviewed in the study. Correlational research design was used for the study. The population of the study comprised all the 714 Business Studies Teachers and 14,583 Junior Secondary three students in the 269 public secondary schools in Akwa Ibom State. Taro Yamene formula was used for selecting 343 JS3 students. Two sets of instruments were used for data collection, these include: Teachers' Pedagogical Skills Questionnaire (TPSQ) for Business Studies and Business Studies Academic Performance Test (BSAPT) for Students. The instrument was face validated by one from Measurements and Evaluation from the Department of Psychological Foundations of Education, one expert from Business Education and one expert from curriculum Studies. The reliability of the instrument was determined using inter-item method of reliability. The TPSQ was subjected to Cronbach Alpha Analysis while the BSAPT was tested with PPMC, and the indices of .97 and .86 for TPSQ and BSAPT respectively were obtained. Pearson's Product Moment Correlation Statistic was used to analyze the data. The r-coefficient of the PPMC was used to answer the research questions and to test the null hypotheses at 05 level of significance. Findings of the study revealed that, teachers' communication, improvisation, time management, skills significantly relate to business studies students' academic performance in public secondary schools in Akwa Ibom State. It was concluded that teachers' pedagogical skills significantly relate to business studies students' academic performance in public Secondary Schools in Akwa Ibom State.*

Keywords: Teachers' Pedagogical skills and Academic Performance.

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### Cite This Article:

#### 1. Introduction

Pedagogical skills refer to those special abilities in teaching

that can only be exhibited by someone who had undergone rigorous teacher training in education or teacher training programmes. Chong and Cheah (2019) saw possession of teachers' pedagogical skills as the understanding of teachers subject as well as its central organizing concepts, and the ways new knowledge is created and how ideas are generated and communicated to the learners. Irvine (2017) stressed the importance of pedagogical skills in teaching vocation when he posits that teachers must learn to "psychology" their subject matter for teaching. In other words, teachers have to come up with disciplinary topics and concepts to make them more accessible to students. It is by teachers' possession of technical teaching skills that they develop and choose task that are developmentally appropriate and intellectually meaningful to ensure that all learners can understand.

Pedagogy in teaching refers to the methods, theories, and practices involved in the process of teaching and learning. It encompasses how teachers plan, deliver, and assess instruction to promote student learning and development. Pedagogy also considers the aims and goals of education, influenced by educational psychology and philosophy. This means that pedagogy is an encompassing term concerned with what a teacher does to influence learning in students. Pedagogy skills are what distinguish professional teachers from nonprofessionals. Teachers' pedagogical skills can be seen as those skills which can only be exhibited by a professional teacher in facilitating a total change in the behaviour of the learner. Learning is dependent on the pedagogical skills teachers use in the classroom. A variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others. The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners, and on adapting to the on-the-ground conditions in the classroom and the surrounding context (Sudhakar, 2017). It can be said that the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical skills to ensure this learning occurs. The importance of these skills is that it helps teachers to effectively plan and organize their lessons, and help them to be resourceful in the use of instructional materials.

Communication skill refers to the ability of an individual to communicate clearly, using oral, written, and non-verbal languages. Communication skills of a teacher refer to the classroom communication or teacher-student interaction during the teaching process in and outside the classroom, including verbal and non-verbal behaviour. Teachers' possession of good communication skills help them to

assign and convey information through spoken languages, gestures, symbols, signs, and questions in an attempt to create and enrich learners' understanding. Effective communication helps teachers in presenting their subject matter clear of ambiguity and for easy assimilation by students (Mahdi, 2023).

Communication is defined as the process of creating a meaning through speech" (Loy, 2016). Hybels and Weaver (2014) defined communication as any process in which people share information, ideas, and feelings, personal mannerisms and style, anything that adds meaning to a message. Bertram (2016) perceive communication as involving listening and speaking through which the participants learn and understand themselves. Communication is simply the process of exchanging information between the sender and the receiver through a channel. It is a transactional process that has to do with "the creation of meaning." Thus, it requires a special skill especially when used in the class room. Communication is the difference between knowing and teaching. Having in mind the two broadest components of classroom communication, communication and teaching, we refer to classroom communication as to the complexity of the teacher-student interaction during the teaching process in and outside the classroom, including verbal and non-verbal behavior and all other factors that influence it. Teacher's communication skills motivates students for developing their own communicative skills, the pronunciation, accent, vocabulary, pitch of speech and so many other aspects of language affects students positively as well as negatively (Lawrence and Shapiro, 2014). Munohsamy and Muniandy (2023) investigate whether teachers' communication skills have influence on their teaching performance, if the age and the number of years has any significant impact on the teachers' communication skills and teaching performance. The findings of the study show that; The findings revealed that teachers' communication skills have positive correlation with their teaching performance.

Improvisation is an act of using alternative materials locally made by the teacher, students or educational agency in a state of emergency as a substitute and supplement to standard equipment (Omiko, 2015). According to Enaiyaiyeyu (2016), improvisation in teaching refers to the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first-hand teaching aids. This means that improvisation is the ability to take existing pieces of materials from our environment and put them together in a new combination for a purpose. These skills are essential for

effective teaching, enabling teachers to respond to unexpected situations, maintain student engagement, and adjust their approach based on individual learner needs. Improvisation provides a cognitive bridge to lead students from abstraction and its attendant “mental indigestion” to a nodding acquaintance with reality.

Anyakaorah (2020) improvisation refers to giving students the “bread of living” experience rather than the stone of abstract theory.

According to Enaiyaiyeyu (2016), Improvisation in science teaching refers to the act of using alternative materials and resources to facilitate instruction whenever there is lack or shortage of some specific first-hand teaching aids. Mbotu et al. (2011) defined improvisation as the act of providing teaching materials from our locality when there is shortage of the standard ones. Improvisation is the ability to take existing pieces of materials from our environment and put them together in a new combination for a purpose. Oxford (2000) in Asokhia (2009) defined improvisation as the use of what is available as a result of lack of what is actually needed. Improvisation of instructional materials for teaching is the ability of the subject teachers and students to create appropriate, adequate and relevant material resources. Improvisation is the act of using alternative materials or resources to facilitate instruction whenever there is lack or shortage of some specific first-hand material to enhance classroom instruction. Improvisation is not just mere substitution of the lacking instructional material with what is available but must serve the purpose of the original material (Gilbertson, 2013). Etiubon (2015) who investigated teachers’ resourcefulness on e-education instructional tools and chemistry achievement among University of Uyo Science Education Students Time management is the process of organising and planning how time is spent. It involves setting goals, making schedules, and prioritizing tasks. The importance of time management is to help a teacher takes time under his/her control. As a result, increase productivity, relieve stress, and achieving goals with greater ease. It is always at the end of a well-controlled and time managed classroom lesson that students are evaluated to see their level of understanding. A professionally skilled teacher systematically tests his/her students during the lesson, at the end of the lesson and at the end of the term to see if students understood what was taught. Ajayi and Ayodele (2012) stated that the reason for time management includes the following: it reduces misunderstanding out the essential duties; it creates time and opportunity for carrying out the essential duties; it reduces conflicts in schedules, activities and interpersonal

reasons; it facilitates delegation of duties to staff; it increases the productivity of staff and makes it easy for staff to meet deadline. Time management also has the following advantages: It helps to take control of many areas of your life, It increases productivity, Time management makes you become more organized, It helps you to utilize time effectively, and Time management also helps you gain time for yourself to relax and do the things you enjoy doing.. Cyril (2015) who found that, there is significant relationship between the time management and Academic achievement of Higher Secondary students.

Trait of Professionalism theory by Weber (1964) was used to cement the study. The theory states that every profession has traits or features that distinguish it from other occupations. A profession is marked by some specific traits which include possession of specialized knowledge and skills, strict adherence to code of ethics, certification and licensing of members, prolonged period of training, autonomy and strong professional unions. A profession is skill based and this shows that there are certain skills expected of individuals described as belonging to a particular profession. This means that once a vocation is professionalized, its members must possess special skills related to that profession. The trait theory of professionalism really sets a tone on what is expected from secondary school teachers. The relevance of this theory to the work is that for teachers to acquire professional skills in teaching, they must adhere to the ethical and technical standards of the teaching profession by acquiring the various teaching skills such as communication skills, classroom management skills, and improvisation of instructional materials.

### **Statement of the Problem**

The improvement of any society is closely tied to the level of educational attainment of its citizens. It is generally believed that if the quality of teaching by teachers is good enough, the level of students’ academic performance would increase. However, there are observable problems of declining rate of students’ academic performance in Business studies both in internal and external examinations such as Basic Education Certificate Examination for junior secondary 3 administered by the State Ministry of Education. However, there has been observable poor performance of students in Business studies. The 2021 chief examiner’s report on Business studies showed a lower performance compared to the previous year. This is shown on the Data from the Basic Education Certificate Examination Chief Examiner’s Report of Akwa Ibom State for the years 2021, 2022 and 2023, to be 46.8%; 42.2%, and

40.6% respectively. The average performance of students in Business Studies within this period (2021-2023) is 44% at credit level. This may not only be attributed to poor reading culture among students, inadequacy of instructional facilities, poor academic foundation laid for students in primary schools or home and school environmental factors. This problem of poor academic performance may be blamed on teachers' inability to adopt various pedagogical skills in teaching the students. This has become worrisome to scholars, teachers, students and the general public to an extent that it has made some researchers to embark on various studies to see if solution could be provided, yet, this problem still persist. This has prompted the researcher to carry out this study on teachers' pedagogical skills as they relates to Business studies students' academic performance in Secondary Schools in Akwa Ibom State.

### **Purpose of the Study**

The purpose of this study was to determine how teachers' pedagogical skills relate to Business studies students' academic performance in public secondary schools in Akwa Ibom State. Specifically, this study seeks to determine the relationship between teachers':

- i. Communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.
- ii. Improvisation skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.
- iii. Time management skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.

### **Research Questions**

The following research questions were raised to guide the study:

- i. What is the relationship between communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State?
- ii. What is the relationship between improvisation skills and business studies students' academic performance in public secondary schools in Akwa Ibom State?

- iii. What is the relationship between time management skills and business studies students' academic performance in public secondary schools in Akwa Ibom State?

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

- i. There is no significant relationship between teachers' communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.
- ii. There is no significant relationship between teachers' improvisation skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.
- iii. There is no significant relationship between teachers' time management skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.

### **Research Methods**

The study adopted a correlational design. The population of the study consist of all the 714 Business Studies teachers and 14,583 Junior Secondary three students in the 269 public secondary schools in Akwa Ibom State (Akwa Ibom State Secondary Education Board 2024). A sample size 343 JS3 students was selected for this study using Taro Yamene formula. Teachers' Pedagogical Skills Questionnaire (TPSQ) for Business Studies students and Business Studies Academic Performance Test (BSAPT) were used for data collection. The instruments were validated by 3 experts in Faculty of Education, University of Uyo. Pearson's Product Moment Correlation (PPMC) Statistic was used to answer the research question (r-value) and to test the null hypotheses at 0.05 level of significance.

### **Result and Discussion**

#### **Research question 1**

What is the relationship between communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State?

**Table 1: Result of Pearson Product Moment Correlation Coefficient for the relationship between communication skills and business studies students’ academic performance in public secondary schools**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-value	Decision at $P \leq 0.05$
communication skills	8102	470276			
Students’ academic performance	29882	1752498	37984	.548	*

The result shows the type and strength of relationship between communication skill and business studies students’ academic performance in public secondary schools. The results reveal that the calculated r-value of .548 is moderate in nature and in a positive direction.

This therefore, means that there is a moderate positive relationship between teachers’ communication skills and business studies students’ academic performance in public secondary schools. The positive relationship occurs because

increase in teachers’ communication skills is accompanied with business studies students’ academic performance in public secondary schools.

**Research question 2**

What is the relationship between improvisation skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State

**Table 2: Result of Pearson Product Moment Correlation Coefficient for the relationship between improvisation skills and business studies students’ academic performance n=291**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-cal	Decision
Improvisation skills	7195	419679			
students’ academic performance	29882	1752498	60924	.552	moderate relationship

Result in Table 2 shows the type and strength of relationship between improvisation skills and business studies students’ academic performance in public secondary schools. The results reveal that the calculated r-value of .552 is moderate in nature and in a positive direction.

This therefore, means that there is a moderate positive relationship between improvisation skills and business studies students’ academic performance. The positive relationship occurs because increase in teachers’

improvisation skills in is accompanied by increase in business studies students’ academic performance in public secondary schools.

**Research Question 3**

What is the relationship between improvisation skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State

**Table 3: Result of Pearson Product Moment Correlation Coefficient for the relationship between time management skills and business studies students' academic performance n=291**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-cal	Decision
	$\sum Y$	$\sum Y^2$			
Time management skills	8098	470080	69022	.551	moderate relationship
Students' academic performance	29882	1752498			

Result in Table 3 shows the type and strength of relationship between time management skills and business studies students' academic performance in public secondary schools. The results reveal that the calculated r-value of .551 is moderate in nature. This therefore, means that there is a moderate relationship between time management skills and business studies students' academic performance.

**Hypothesis 1**

There is no significant relationship between teachers' communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.

**Table 1: Result Analysis of Pearson Product Moment Correlation Coefficient for the relationship between communication skills and business studies students' academic performance in public secondary schools**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-value	r-crit	Decision at $P \leq 0.05$
	$\sum Y$	$\sum Y^2$				
communication skills	8102	470276				
Students' academic performance	29882	1752498	37984	.548	.088	*

\* = Significant at P 0.05, N=291; df= 289, Source: Field survey (2025)

The result of the analysis presented in Table 4 revealed that the calculated-r value of .548 is greater than the critical r-value of .088 at .05 level of significance with 289 degree of freedom. The result is significant. Therefore, the null hypothesis that "there is no significant relationship between teachers' communication skills and business studies students' academic performance in public secondary schools in Akwa Ibom State" is rejected. This means that, there is a significant relationship between teachers' communication skills and business studies students'

academic performance in public secondary schools in Akwa Ibom State.

**Hypothesis 2**

There is no significant relationship between teachers' improvisation skills and business studies students' academic performance in public secondary schools in Akwa Ibom State.

**Result Analysis of Pearson Product Moment Correlation Coefficient for the relationship between improvisation skills and business studies students' academic performance in public secondary schools**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-value	r-crit	Decision at $P \leq 0.05$
	$\sum Y$	$\sum Y^2$				
improvisation skills	7195	149679				

Students' performance	academic	29882	1752498	60924	.552	.088	*
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\* = Significant at P 0.05, N=291; df= 289, Source: Field survey (2025)

The result of the analysis presented in Table 5 revealed that the calculated-r value of .552 is greater than the critical r-value of .088 at .05 level of significance with 289 degree of freedom. The result is significant. Therefore, the null hypothesis that “there is no significant relationship between teachers’ improvisation skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State” is rejected. This means that, there is a significant relationship between teachers’ improvisation

skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State.

**Hypothesis 3**

There is no significant relationship between teachers’ time management skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State

**Result Analysis of Pearson Product Moment Correlation Coefficient for the relationship between improvisation skills and business studies students’ academic performance in public secondary schools**

Variable	$\sum X$	$\sum X^2$	$\sum xy$	r-value	r-crit	Decision at P $\leq 0.05$
Time management skills	8098	470080				
Students' academic performance	29882	1752498	60924	.551	.088	* 000

\* = Significant at P 0.05, N=291; df= 289, Source: Field survey (2025)

The result of the analysis presented in Table 6 revealed that the calculated-r value of .551 is greater than the critical r-value of .088 at .05 level of significance with 289 degree of freedom. The result is significant. Therefore, the null hypothesis that “there is no significant relationship between teachers’ time management skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State” is rejected. This means that, there is a significant relationship between teachers’ time management skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State.

**Discussion of Finding**

The result of Hypothesis one shows that teachers’ communication skills significantly relate to business studies students’ academic performance in secondary schools in Akwa Ibom State. This result simply means that when business studies teachers possess good professional communication skills, it will help students understand concepts clearly thus, perform better. The outcome of this study may be due to the fact that a professional teacher who

is skillful in effective communication clearly explains concepts to students whenever they ask questions, demonstrates what he/she is saying during class, narrows the possible interpretations of a concept to students’ understanding and uses nonverbal communications to draw students’ attention in the class. These could help students understand better and may lead to higher academic performance. This finding also agrees with the findings of Munohsamy and Muniandy (2023) investigate whether teachers’ communication skills have influence on their teaching performance, if the age and the number of years has any significant impact on the teachers’ communication skills and teaching performance. The findings of the study show that; the findings revealed that teachers’ communication skills have positive correlation with their teaching performance.

The result of Hypothesis two revealed a significant relationship between teachers’ improvisation skills and business studies students’ academic performance in public secondary schools in Akwa Ibom State. Answer to the research question showed that there is a moderate positive

relationship between teachers' improvisation skills and business studies students' academic performance. This means that the more business studies teachers improvised in their lessons the higher the understanding of students which eventually lead to higher academic performances. The finding is in agreement with the findings of Etiubon (2015) who investigated teachers' resourcefulness on e-education instructional tools and chemistry achievement among University of Uyo Science Education Students.

The result of Hypothesis three revealed a significant relationship between teachers' time management skills and business studies students' academic performance in public secondary schools in Akwa Ibom State. Answer to the research question showed that there is a moderate positive relationship between teachers' time management skills and business studies students' academic performance. This means that the more business studies teachers who manages their time very well spend more time to explain concepts to students which led to higher academic performances. The reason for the outcome of this study may be attributed to the fact that teachers Select priorities that are realizable each day, they plan activities to be done during each lesson thereby apportioning time for each, they also Embark on one task at a time. The finding of the study is in agreement with the findings of Cyril (2015) who showed that there is significant relationship between the Time management and Academic achievement of Higher Secondary students.

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