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TEAM TEACHING AND STATION TEACHING METHODS AS CORRELATES OF STUDENTS' ACADEMIC ACHIEVEMENT IN FINANCIAL ACCOUNTING IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

[1]UZUEGBU ESTHER NKECHI & [2]PROF. A.N UMEZULIKE
Department of Vocational Education,
Chukwuemeka Odumegwu Ojukwu University, Igbariam.
Phone Number: [1]07044197914 & [2]07067650365
Email: [1]esthermunago@gmail.com & [2]an.umezulike@coou.edu.ng

Abstract
The study investigated Team Teaching and Station Teaching methods as correlates of students' academic achievement in Financial Accounting among secondary school students in Anambra State, Nigeria. Specifically, the study was guided by two research questions and two null hypotheses tested at the 0.05 level of significance. A correlational research design was adopted. The population comprised 569 Senior Secondary School II students offering Financial Accounting in public secondary schools in Anambra State. A sample of 240 students was selected using stratified random sampling technique. Data were collected using three instruments: Team Teaching Questionnaire (TTQ), Station Teaching Questionnaire (STQ), and Academic Achievement Questionnaire (AAQ). The instruments were subjected to reliability testing using Cronbach's alpha, which yielded an overall reliability coefficient of 0.82. Data collected were analyzed using Pearson Product-Moment Correlation to answer the research questions and test the null hypotheses at the 0.05 level of significance. The findings revealed a strong positive relationship between Team Teaching and students' academic achievement in Financial Accounting ($r = 0.72$, $p < 0.05$). Similarly, Station Teaching showed a strong positive relationship with students' academic achievement ($r = 0.75$, $p < 0.05$). The study concluded that both Team Teaching and Station Teaching are positively associated with students' academic achievement in Financial Accounting. It was therefore recommended that Financial Accounting teachers adopt these learner-centred instructional methods to promote active participation and improve students' academic outcomes. The study contributes to knowledge by providing empirical evidence on the relationship between Team Teaching, Station Teaching, and students' academic achievement in Financial Accounting, thereby strengthening the empirical basis for the use of collaborative and learner-centred instructional approaches in secondary school education.

Keywords: Team Teaching, Station Teaching, Academic Achievement, Financial Accounting.

Introduction

Education remains one of the major foundations for national progress and human development across the world. It serves as an avenue through which individuals acquire the knowledge, competencies, values, and practical skills required for productive living and societal advancement. Through effective teaching and learning processes, education contributes to manpower development, technological growth, entrepreneurship, and economic sustainability. Consequently, educational stakeholders continue to emphasize the importance of improving students' academic achievement because it reflects the effectiveness of classroom instruction and the extent to which educational objectives are attained. As a result, educational institutions continue to place considerable emphasis on the effectiveness of teaching and learning activities in schools in order to improve students' academic achievement.

Academic achievement refers to the degree of success students attain in their educational pursuits as demonstrated through examinations, assignments, classroom exercises, projects, tests, continuous assessments, and other school-related activities. It represents students' mastery of knowledge, skills, and competencies expected within a particular subject area. Students' academic achievement is often influenced by several school-related factors such as teaching methods, learning environment, instructional resources, students' motivation, and teacher effectiveness. Among these variables, teaching methods have consistently been identified as a critical determinant of students' learning outcomes because the strategy adopted by teachers largely determines the level of students' understanding and participation during instruction (Adebayo & Yusuf, 2021; Rahman & Lewis, 2020). Among the school subjects offered at the secondary school level that require effective instructional strategies for improved learning outcomes is Financial Accounting.

Financial Accounting is one of the important subjects offered in the business education programme at the secondary school level in Nigeria. The subject focuses on the recording, classification, summarization, interpretation, and reporting of financial transactions in business organizations. Through the study of Financial Accounting, students acquire bookkeeping, analytical, and decision-making skills required for effective financial management and business operations. The subject also equips learners with the foundational knowledge needed for careers in accounting, banking, auditing, finance, and entrepreneurship. Okafor and Udeani (2023) noted that Financial Accounting equally contributes to the development of entrepreneurial and managerial competencies necessary for self-reliance and national economic development.

Despite the importance of Financial Accounting in the secondary school curriculum, students' academic achievement in the subject has continued to generate concern among educators and other stakeholders in the education sector. Reports published by the West African Examinations Council between 2021 and 2023 showed fluctuations in students' performance in Financial Accounting in the West African Senior School

Certificate Examination. The Chief Examiners' reports revealed that many candidates performed poorly in areas such as journal entries, balancing of ledger accounts, preparation of final accounts, interpretation of accounting questions, and application of accounting principles. The reports further indicated that many students lacked adequate understanding of basic accounting concepts and procedures, which negatively affected their performance in the subject. These recurring weaknesses suggest that many secondary school students still experience difficulties in understanding and applying concepts in Financial Accounting.

The persistent poor academic achievement recorded among students in Financial Accounting has been linked to several factors within the teaching and learning environment. Researchers such as Nwankwo and Eze (2021) as well as Ibrahim and Sule (2022) identified factors such as inadequate teaching facilities, lack of instructional materials, overcrowded classrooms, students' poor attitude toward the subject, and ineffective instructional approaches adopted by teachers as possible causes of poor performance in the subject. However, among these factors, teaching method appears to play a more significant role because it directly influences students' level of participation, comprehension, and retention during classroom instruction. In many Nigerian secondary schools, Financial Accounting lessons are still dominated by conventional lecture methods where teachers explain concepts while students passively listen and copy notes with little opportunity for interaction, practical engagement, or collaborative learning as noted by Yusuf and Afolabi (2022).

Although the lecture method may assist teachers in covering large portions of the syllabus within a short period, it often discourages active participation and independent thinking among students. Financial Accounting, by its nature, requires regular practice, guided interaction, problem-solving, and step-by-step understanding of accounting procedures. Students who are not actively engaged during lessons may find it difficult to analyze transactions, prepare accounts correctly, and apply accounting principles effectively. This situation may partly explain the persistent poor academic achievement observed among students in Financial Accounting examinations (Huang, 2021), thus necessitating the adoption of modern educational practices.

Modern educational practices therefore emphasize the use of learner-centered instructional methods that actively involve students in the teaching and learning process. Learner-centered approaches promote participation, collaboration, critical thinking, communication, and shared learning experiences among students. Such instructional strategies enable learners to interact meaningfully with teachers, classmates, and learning materials, thereby improving comprehension and retention of knowledge (Mensah & Acquah, 2021; Zhou & Colomer, 2024), thereby paving the way for innovative instructional approaches.

Among the innovative instructional approaches currently receiving attention in contemporary education are Team Teaching and Station Teaching methods. These methods are designed to create interactive classroom environments that encourage cooperation, flexibility, and active student engagement during instruction. The approaches also provide opportunities for teachers to improve instructional delivery while helping students develop deeper understanding of classroom concepts through guided participation and collaborative learning activities, thereby enhancing overall teaching effectiveness and learning outcomes. In line with this arrangement, the discussion of innovative instructional approaches will commence with Team Teaching methods.

Team Teaching is an instructional method in which two or more teachers jointly plan, organize, present, and evaluate instruction for a group of students (Aliyu & Musa, 2020). In this teaching approach, teachers combine their professional knowledge, instructional experiences, and classroom management skills to facilitate learning more effectively. Each teacher may handle specific aspects of the lesson according to specialization or expertise while working cooperatively toward common instructional objectives. In Financial Accounting classes, Team Teaching may involve one teacher explaining accounting principles while another teacher demonstrates practical applications or guides students through exercises and corrections. This collaborative instructional process exposes students to multiple explanations, broader perspectives, and more individualized support during learning activities, thereby enhancing students' understanding and participation in classroom activities (Ezeani & Udeh, 2023). Another collaborative teaching strategy that promotes active student engagement and differentiated instruction is Station Teaching.

Station Teaching, on the other hand, is an instructional approach where classroom activities are divided into different learning stations through which students rotate within a specified period. Each station contains a particular learning task, activity, or instructional focus designed to enhance students' understanding of the lesson. The teacher may supervise one station directly while students work collaboratively or independently at other stations. In Financial Accounting, stations may include activities such as journalizing transactions, balancing ledger accounts, solving accounting problems, analyzing financial statements, or participating in teacher-guided discussions. Through rotational learning activities, students remain actively involved in the lesson and receive opportunities for hands-on practice, peer interaction, and individualized attention (Ogunleye & Akinyemi, 2022).

Educational studies have shown that interactive instructional approaches such as Team Teaching and Station Teaching can significantly improve students' academic achievement because they encourage participation, cooperative learning, classroom interaction, and immediate feedback during instruction (Johnson & Johnson, 2021; Mensah & Acquah, 2021). Students tend to understand concepts better when they actively participate in classroom tasks and receive guidance from both teachers and peers during learning activities.

In Financial Accounting, where students are expected to apply accounting principles, solve numerical problems, and interpret financial records accurately, instructional methods that encourage practical engagement and collaborative learning may contribute positively to academic achievement. Through active classroom interaction and guided practice, students are more likely to develop stronger analytical skills, improve problem-solving abilities, and gain better understanding of accounting concepts and procedures.

Despite the educational benefits associated with innovative learner-centered strategies, many teachers in Nigerian secondary schools still rely heavily on traditional lecture methods during Financial Accounting instruction. This overdependence on teacher-centered approaches may continue to limit students' participation, reduce classroom interaction, and contribute to poor academic achievement in the subject.

Furthermore, although previous studies have investigated various instructional strategies in relation to students' achievement in subjects such as mathematics, sciences, and language studies, limited empirical attention has been given to Team Teaching and Station Teaching methods in Financial Accounting among secondary school students in Anambra State. This gap in existing literature therefore necessitates further investigation.

It is against this background that the present study examined Team Teaching and Station Teaching methods as correlates of students' academic achievement in Financial Accounting in secondary schools in Anambra State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between Team Teaching method and students' academic achievement in Financial Accounting?
2. What is the relationship between Station Teaching method and students' academic achievement in Financial Accounting?

Hypotheses

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

1. There is no significant relationship between Team Teaching method and students' academic achievement in Financial Accounting.
2. There is no significant relationship between Station Teaching method and students' academic achievement in Financial Accounting.

Method

The study adopted a correlational research design to examine the relationship between Team Teaching and Station Teaching methods and students' academic achievement in Financial Accounting without manipulating the variables. The design was considered appropriate because the researcher did not experimentally expose students to the teaching methods but rather examined students' responses based on their classroom experiences with the teaching methods already being implemented by their teachers. Correlational research design is suitable for determining the extent and direction of relationship existing between two or more variables without manipulation of the variables under study (Nworgu, 2015).

The population comprised 569 Senior Secondary School II (SS2) students offering Financial Accounting in 20 selected public secondary schools across the six education zones in Anambra State, Nigeria.

A sample of 240 students was selected using stratified random sampling to ensure adequate representation of students from the different schools and education zones involved in the study. The sampling technique was considered appropriate because it enabled the researcher to divide the population into different strata based on the education zones and schools before selecting the respondents proportionately from each stratum. This helped to ensure fairness in selection, reduce sampling bias, and improve the representativeness and reliability of the findings. However, out of the 240 copies of the questionnaire administered, only 235 copies were properly completed and returned, representing a 97.9% return rate, and these were used for the final analysis.

Data were collected using a structured questionnaires titled Team Teaching Questionnaire (TTQ), Station Teaching Questionnaire (STQ) and Academic Achievement Questionnaire (AAQ). The instruments were divided into four sections. Section A elicited demographic information of the respondents. Section B contained items on Team Teaching method as experienced by students during Financial Accounting lessons. Section C contained items on Station Teaching method, while Section D contained items measuring students' academic achievement in Financial Accounting.
The questionnaire items were structured on a five-point Likert scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD), weighted 5, 4, 3, 2, and 1 respectively. Sample items included statements such as: "My teachers jointly plan and deliver Financial Accounting lessons," "Students rotate through different learning stations during Financial Accounting instruction," and "Cooperative teaching methods improve my understanding of Financial Accounting concepts."

The instrument was validated by experts in Business Education and Educational Foundations to ensure face and content validity. Reliability was established through a pilot test involving 30 SS2 Financial Accounting students from public secondary schools outside the study area in Enugu State, Nigeria. Cronbach Alpha reliability method yielded a coefficient of 0.82, indicating that the instrument was reliable for the study.

Data were analyzed using Pearson Product Moment Correlation to answer the research questions, and test the null hypotheses at 0.05 level of significance.

Results

The results of the study are presented in line with the research questions and hypotheses that guided the study.

Research Question 1: What is the relationship between Team Teaching and students' academic achievement in Financial Accounting?

Table 1: Mean, Standard Deviation, and Pearson Correlation on Team Teaching and Academic Achievement (N = 235)

Variables	N	Mean	SD	r	Sig. (2-tailed)	Remark
Team Teaching	235	3.75	0.66	0.72**	0.000	Strong Positive Relationship
Academic Achievement	235	3.68	0.71			

Table 1 shows that Team Teaching had a mean of 3.75 (SD = 0.66), while Academic Achievement had a mean of 3.68 (SD = 0.71). The Pearson correlation coefficient (r = 0.72) indicates a strong positive relationship between Team Teaching and students' academic achievement in Financial Accounting.

Research Question 2: What is the relationship between Station Teaching and students' academic achievement in Financial Accounting?

Table 2: Mean, Standard Deviation, and Pearson Correlation on Station Teaching and Academic Achievement (N = 235)

Variables	N	Mean	SD	r	Sig. (2-tailed)	Remark
Station Teaching	235	3.88	0.62	0.75**	0.000	Strong Positive Relationship
Academic Achievement	235	3.68	0.71			

The result shows that Station Teaching had a mean of 3.88 (SD = 0.62), while Academic Achievement had a mean of 3.68 (SD = 0.71). The correlation coefficient (r = 0.75) indicates a strong positive relationship between Station Teaching and students' academic achievement in Financial Accounting.

Test of Hypotheses

The hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between Team Teaching and students' academic achievement in Financial Accounting.

Table 3: Pearson Product Moment Correlation of Team Teaching and Academic Achievement (n = 235)

Variables	N	r	Sig. (2-tailed)	Remark
Team Teaching	235	0.72**	0.000	Significant
Academic Achievement	235			

The analysis using Pearson Product Moment Correlation revealed that Team Teaching has a strong positive relationship with students' academic achievement in Financial Accounting (r = 0.72). This value falls within the 0.70–1.00 range, indicating a strong relationship. This implies that as the level of Team Teaching increases, students' academic achievement also tends to improve. Since the result is statistically significant ($p < 0.05$), the null hypothesis was rejected, confirming that a significant relationship exists between Team Teaching and students' academic achievement in Financial Accounting.

Hypothesis 2: There is no significant relationship between Station Teaching and students' academic achievement in Financial Accounting.

Table 4: Pearson Product Moment Correlation of Station Teaching and Academic Achievement (n = 235)

Variables	N	r	Sig. (2-tailed)	Remark
Station Teaching	235	0.75**	0.000	Significant
Academic Achievement	235			

The analysis using Pearson Product Moment Correlation revealed that Station Teaching has a strong positive relationship with students' academic achievement in Financial Accounting ($r = 0.75$). This value falls within the 0.70–1.00 range, indicating a strong relationship. This implies that an increase in the use of Station Teaching is associated with a corresponding improvement in students' academic achievement. Since the result is statistically significant ($p < 0.05$), the null hypothesis was rejected, confirming that there is a significant relationship between Station Teaching and students' academic achievement in Financial Accounting.

Discussion of Findings

The findings of this study were discussed based on the research questions and hypotheses that guided the study.

Relationship between Team Teaching and Students' Academic Achievement in Financial Accounting

Findings from Research Question One and Hypothesis One revealed a strong and statistically significant positive relationship between Team Teaching and students' academic achievement in Financial Accounting ($r = 0.72, p < 0.05$), indicating that increased use of Team Teaching is associated with improved students' understanding and academic achievement in Financial Accounting.

The Pearson Product Moment Correlation analysis further confirmed this relationship by showing that Team Teaching has a strong positive and statistically significant relationship with students' academic achievement in Financial Accounting ($r = 0.72, p < 0.05$). This indicates that higher levels of Team Teaching are associated with better academic performance among students. The strength of the correlation suggests a meaningful and substantial association between the two variables within an educational context, implying that collaborative instructional delivery contributes significantly to students' learning outcomes in Financial Accounting. Based on this result, the null hypothesis stating that there is no significant relationship between Team Teaching and students' academic achievement was rejected.

The improvement in achievement may be attributed to the collaborative nature of Team Teaching. The strategy allows two teachers to combine their expertise and instructional approaches, providing students with clearer explanations, varied perspectives, and additional learning support. For example, one teacher may explain accounting principles while the other demonstrates practical applications and guides students through exercises. This helps students understand concepts more effectively and improve their performance in Financial Accounting.

The findings support previous studies which reported that Team Teaching enhances students' participation, understanding, and academic achievement (Akinyemi & Adedayo, 2021; Bello, 2022). By providing multiple instructional perspectives, the strategy promotes deeper learning and better retention of accounting concepts.

Overall, Team Teaching creates a supportive learning environment that enhances students' comprehension of Financial Accounting and contributes to improved academic achievement.

Relationship between Station Teaching and Students' Academic Achievement in Financial Accounting.

Findings from Research Question Two and Hypothesis Two revealed a strong and significant positive relationship between Station Teaching and students' academic achievement in Financial Accounting ($r = 0.75$, $p < 0.05$), indicating that increased use of Station Teaching is significantly associated with improved students' understanding and achievement in Financial Accounting.

The Pearson Product Moment Correlation finding ($r = 0.75$) confirms that Station Teaching has a strong and statistically significant positive relationship with students' academic achievement in Financial Accounting. This indicates that the use of Station Teaching is associated with improved academic performance. Among the cooperative teaching methods examined, it shows one of the strongest relationships with students

The improvement in achievement may be due to the active and practical nature of Station Teaching. The strategy allows students to rotate through different learning stations where they engage in specific accounting tasks, receive immediate feedback, and collaborate with peers. This promotes active participation and better understanding of accounting procedures. For example, students may rotate through stations focusing on journal entries, ledger posting, trial balance preparation, and error correction. This enables them to practice different accounting skills in manageable stages and reinforces learning through repeated engagement.

The findings support previous studies which reported that Station Teaching enhances students' engagement, skill acquisition, and academic performance (Eze & Chukwuma, 2021; Usman, 2022). By encouraging active learning and providing opportunities for practice, the strategy helps students develop a deeper understanding of Financial Accounting concepts.

Overall, Station Teaching creates an engaging learning environment that promotes participation, collaboration, and skill development. This improves students' mastery of Financial Accounting concepts and leads to better academic achievement.

Conclusion

The study concluded that Team Teaching and Station Teaching methods significantly enhance students' academic achievement in Financial Accounting. The findings showed that both instructional methods promote active participation, collaboration, better understanding of accounting concepts, and improved learning outcomes among secondary school students in Anambra State. Therefore, the adoption of these learner-centered teaching methods can improve students' academic achievement in Financial Accounting.

Implications of the Study

The findings of this study have important implications for teachers, school administrators, and curriculum planners. First, the findings emphasize the importance of adopting learner-centered instructional strategies in the teaching of Financial Accounting. Teachers who utilize Team Teaching and Station Teaching methods are more likely to improve students' participation, understanding, and academic achievement.

Second, the study suggests that school administrators should encourage the use of innovative teaching methods that promote interaction, collaboration, and active learning among students during Financial Accounting instruction.

Third, curriculum planners should incorporate Team Teaching and Station Teaching strategies into instructional guidelines for teaching Financial Accounting and other business-related subjects in secondary schools.

Recommendations

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

1. Financial Accounting teachers should adopt Team Teaching method to improve students' understanding and academic achievement in the subject.
2. Teachers should utilize Station Teaching method during Financial Accounting lessons to promote active participation and practical learning among students.
3. School administrators should organize workshops and seminars to train teachers on the effective use of innovative learner-centered instructional methods.
4. Curriculum planners and education authorities should encourage the integration of Team Teaching and Station Teaching strategies into secondary school instructional practices.
5. Government and educational authorities should provide adequate instructional materials, organize professional development programmes, and support teacher training on Team Teaching and

Station Teaching methods to ensure their effective implementation in secondary schools.

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