

**EFFECTS OF COOPERATIVE AND COMPETITIVE TEACHING METHODS
ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN
FINANCIAL ACCOUNTING IN KADUNA STATE, NIGERIA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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EDUCATION DEGREE**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

JUNE, 2018

DECLARATION

I hereby declare that this dissertation titled Effects of Cooperative and Competitive Teaching Methods on Academic Performance of Secondary School Students in Financial Accounting in Kaduna State, Nigeria, was carried out by me in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Christian Paul OKON
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Date

CERTIFICATION

This is to certify that this dissertation titled EFFECTS OF COOPERATIVE AND COMPETITIVE TEACHING METHODS ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN FINANCIAL ACCOUNTING IN KADUNA STATE, NIGERIA, by Christian Paul OKON with Reg. No. P13EDVE8032 meets the regulations governing the award of Master of Business Education Degree of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to the memory of my beloved elder brothers; Engr. Felix and Mr. Inyene OKON (may their souls continue to rest in peace).

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LIST OF ABBREVIATIONS

CG	-	Control Group
CMTM	-	Competitive Teaching Method
COTM	-	Cooperative Teaching Method
DTM	-	Demonstration Teaching Method
EG1	-	Experimental Group 1
EG2	-	Experimental Group 2
FAAT	-	Financial Accounting Achievement Test

OPERATIONAL DEFINITION OF TERMS

Academic Achievement: Student's performance in a particular subject area, indicated by grades, marks and scores of descriptive commentaries.

Competitive Teaching Method: A type of teaching where students work individually with the aim of defeating others.

Cooperative Teaching Method: The instructional use of small groups where students work together to maximize their own and other's learning.

Financial Accounting: Process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making.

ABSTRACT

The study was carried out on the effects of cooperative and competitive teaching methods on academic performance of secondary school students in financial accounting in Kaduna state, Nigeria. The study had five objectives, five research questions and five null hypotheses. Quasi-experimental research design was used for the study. The population of the study was two thousand, one hundred and seventy five (2,175). The sample size was 80 and purposive sampling technique was used in selecting the sample. Frequency distribution was used in analyzing respondents' gender; mean, standard deviation and standard error were used in answering the research questions while Pearson Product Moments Correlation Coefficient (PPMC) and t-test were used to test the null hypotheses at 0.05 level of significance. Null hypotheses one to three (1-3) and five (5) were rejected while hypothesis four (4) was retained. The study showed that cooperative teaching method and competitive teaching method had significant influence on students' academic performance in financial accounting in Kaduna State, Nigeria, among other findings. The study concluded that cooperative teaching method and competitive teaching method influenced academic performance in financial accounting in Kaduna state, Nigeria. The study recommended the use of cooperative teaching method and competitive teaching method in teaching financial accounting in Kaduna state, Nigeria among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kaduna State is one of the thirty six states of Nigeria. It came into existence in 1976 as North Central State. Kaduna state is one of the states in the north central geo-political zones of Nigeria. It is divided into three senatorial and twelve (12) education zones. Kaduna state has twenty three (23) local government areas among which are Sabon Gari and Zaria local government areas (Kaduna State Government, 2013). These local governments have secondary schools that use different teaching methods in inculcating knowledge to students. One of the subjects offered in the schools is financial accounting.

Cooperative or collaborative teaching method is an instructional context in which peers work together on a learning task, with the goal of all participants benefiting from the interaction. Cooperation and collaboration teaching method can be synonymously used (O'donnell, 2002). Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.

Cooperative teaching method is the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperative teaching method involves the use of a variety of learning activities to improve students' understanding of a subject (Slavin, 2000). According to Woolfolk (2001), cooperative teaching method is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group. Akinbobola (2006) sees cooperative method as a model of learning in which students of different levels of ability work together in small groups to achieve a purpose. Cooperative

teaching method provides opportunity for students to develop skills in group interactions and teamwork (Sharan, 2010).

Cooperative teaching method can help improve student achievement and retention, increase self-esteem and intrinsic motivation and develop more positive attitude towards learning and social skills. Cooperatively taught students can have better and longer information retention, higher grades, more highly developed critical thinking and problem-solving skills, more positive attitudes toward the subject and greater motivation to learn it. Cooperative teaching method can instill in learners important behaviours that prepare them to reason and perform well in an adult world. Critical thinking, reasoning and problems-solving skills, attitudes and values of learners could be formed through social interaction. Cooperative teaching method can be important in helping learners acquire from the curriculum the basic cooperative attitudes and values they need to think independently inside and outside of the classroom.

Cooperative teaching can enhance academic achievements of students. This can lead to critical thinking, reasoning and problem-solving skills of the learner. Cooperative teaching method, when used appropriately can enable students to move beyond the text, memorization of basic facts and learning of basic skills. This method which can result in cognitive restructuring can lead to an increase in understanding of all students in a cooperative group. Apart from academic benefits, cooperative teaching can promote self-esteem, interpersonal relationship and improved attitudes toward school and peers.

Cooperative teaching method can be said to lead to the formation of attitude and values, provision of models of pro-social behaviour, presentation of alternative perspective and viewpoints, building a coherent and integrated identity, and

promotion of critical thinking, reasoning, and problem-solving behaviour (Borich, 2004). These can result in collaborative skills improvement, better self-esteem and increased achievement.

Cooperative teaching method suggests that well-motivated students, who can be taught using the teaching method, come together from different academic background to make a difference in their academic pursuit. In cooperative teaching, assignments, tests and scores are given to groups. Cooperative teaching method has repeatedly been shown to be more effective than the traditional teaching approach to education. For example Johnson and Johnson (2005) reported that in all levels of education students in cooperative situations achieved greater academic, social and psychological benefits. Beck and Chizhik (2008), Sousa (2006), Ghani, Rashid, Subramaniam and Zain (2009) specifically reported that cooperative teaching method improved students' academic achievement compared to other conventional teaching method.

Competition is a social process that occurs when rewards are given to people on the basis of their performances compared with the performances of others doing the same task or participating in the same event. Competitive teaching method is an approach that learners will successfully achieve a certain goal by beating opponents in a learning process of mutual competing. Competition exists when one student's goal is achieved but all other students fail to reach that goal (Griffiths & Podirsky, 2002). Tabesh (2007) defined competitive method as a type of learning which is motivated by participation in a competition. It is a class based on the concept of ranking. Only one student can be at the top or students with equal performance.

Competitive teaching method is an extracurricular activity which can cause improvement of the educational system. It can assist teachers in discovering students'

abilities and creativity while it can enable students to have the chance to solve problems, conduct research and synthesize information on their own. Competitive method can be an efficient instrument to motivate learning behaviors. It can increase better academic performance and learning achievements in students. For example Carrillo-de-Gea, Fernández-Alemán, and Rodríguez-Mondéjar (2011) reported that competitive teaching method produced significant cognitive gains in comparison to the conventional teaching method.

Secondary school students are students within the age of 12-18 years. On successful completion of junior secondary school, students proceed into senior secondary classes where they choose to offer science, arts or vocational subjects. Financial accounting is one of the vocational subjects in the senior secondary school curriculum. It is offered at the beginning of Senior Secondary School (SSS) level. According to the West African Examination Council (2004), financial accounting is the most popular subject that secondary school students offer among the vocational subjects.

Academic performance, according to Gouch (2009), can be referred to as the way and manner students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It can be seen as the result of activities (e.g. of an individual) over a given period of time (Stefan, 2011). Flegm (2005) in Ibrahim (2011) reported that in educational institutions, success is measured by academic performance, or how well a student meets set standards by institution. Academic performance is what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers (Moradeyo, 2015). The quality of students' academic performance according to Ibrahim (2011) remains at top priority for educators. It is meant for making a

difference in performance. The factors which may affect academic achievement include age, gender, teaching methods, availability of teaching materials and teachers' qualification, etc.

Financial accounting according to Asaolu (2002) is the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to users for objective assessment and decision-making. Accounting is therefore the process of collecting, recording, presenting and analyzing/interpreting financial information for the users of financial statements. The aim of inclusion of financial accounting in secondary curriculum is to build on the work that has been done in book-keeping at the Junior Secondary School (JSS) level and also provide teachers with the framework within which the teaching is to take place. Generally, financial accounting aims at providing specialized instruction to prepare students for career in financial accounting field; fundamental instruction to help students assume their economic roles as consumers, workers and citizens; background instruction to assist students in preparing for other professional careers requiring advanced studies in financial accounting; and financial accounting skills for personal use in future.

Therefore, trying to incorporate cooperative and competitive teaching methods into a single class (like in a financial accounting class) requires commitment and effort on any teacher's part. However, the benefits to the students might just be worth that extra effort. Like life, nothing in teaching is completely black or white. Noting that cooperative and competitive teaching methods have their advantages and disadvantages, both could be incorporated into a classroom provided teachers remain on guard against the pitfalls of each teaching method. For instance, students could study in small groups or in pairs, but could still be responsible for their own test

grades. Financial accounting lessons could be taught in the more competitive way, but larger, cooperative projects could also be part of the lesson plan. Students could also be allowed more say in how they attack a learning problem and choosing their own collaborative activities when appropriate. It is on the basis of this background that the study was conducted on the effects of cooperative and competitive methods on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.

1.2 Statement of the Problem

The introduction of financial accounting into the secondary school curriculum grew rapidly because the first few schools which offered it in the West African School Certificate Examination (WASCE) had unexpectedly good results (Abayomi, 2014). Since Financial accounting was introduced as a school subject in the West African School Certificate Examinations, a lot of changes have been witnessed in schools. Students' results in West African Examination Council (WAEC) May/June 2010, 2011 and 2012 financial accounting showed a failure rate of 41.98% 46.20% and 48.90% respectively. Again another decline in students' result in West African Examination Council (WAEC) November / December 2010, 2011 and 2012 financial accounting showed a failure rate of 37.37%, 40.41% and 44.48% respectively (WAEC, 2010, 2011 & 2012). The drop in the performance calls for a review of current strategies in the teaching and learning of financial accounting. The trend of mass failure has compelled the academia to investigate the reasons for the large number of failures as well as low academic performance of financial accounting students (Abdullahi, 2014).

In an attempt by the researcher to uncover the reason for mass failure in financial accounting, the researcher heard students complain of difficulties in understanding financial accounting, lack of interest among students in the public secondary schools to offer financial accounting and low turnout in the subject in ordinary level examination and during the researcher's teaching practice, he noted lack of proper background in previous studies of financial accounting. Teachers of financial accounting in secondary schools do not vary their methods of teaching. They are bent mostly to the conventional methods of teaching not noting the declining academic performance of their students as a result of the constant use of these methods. Focus was lacking in broadening the financial accounting curriculum and developing alternative teaching strategies. Jackling (2005) observed that conventional methods of teaching which emphasize memory and recalling of facts are considered less desirable approach when teaching financial accounting and may result in passive students.

The researcher observed that students could not identify and solve unstructured problems by using multiple information sources, yet, identifying and solving unstructured problems is an essential requirement in the business environment today. Albrecht and Sack (2000) noted the absence of skills development through accounting programmes, despite its importance. Iksan and Zakaria (2007) noted that accounting students need the skills of working in groups in work places. Farrell and Farrell (2008) noted the absence of team work which leads to sound preparation for participation by financial accounting students in work environment. Jaidi, Mohidin, Osman and Seng (2009) stated that because students do not work in groups, there is less participation, less self-confidence and poor leadership ability. The teaching of financial accounting has failed to enable students to develop the necessary

communication and business skills needed at business environment (Abraham & Jones, 2008). Milner and Stoner (2010) observed that financial accounting teachers do not work closely with various stakeholders and they do not prepare students for lifelong learning and successful business careers.

Today, the government is expecting better results from graduates to justify its heavy spending on education; parents are also expecting good results from their children to justify their investment in education; the society is expecting well educated persons to replace the aged; organizations are expecting graduates who they will employ and spend very less on training because of the training they received in schools. With these high expectations from the government, parents, stakeholders and society, teachers are still dwelling on the conventional teaching methods which are not yielding the required academic performance from students. These constitute the problems that prompted the researcher to conduct the study on effects of cooperative and competitive methods on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.

1.3 Objectives of the Study

The major objective of the study was to investigate the effects of cooperative and competitive methods on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria. The specific objectives were to:

1. determine the effect of cooperative teaching method on secondary school students' academic performance in financial accounting in Kaduna State, Nigeria.
2. determine the effect of competitive teaching method on secondary school students' academic performance in financial accounting in Kaduna State, Nigeria.

3. determine the difference in performance of secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.
4. determine the difference between the performance of male secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.
5. determine the difference between the performance of female secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.

1.4 Research Questions

This study was guided by the following research questions:

1. What is the effect of cooperative teaching method on secondary school students' academic performance in financial accounting in Kaduna State, Nigeria?
2. What is the effect of competitive teaching method on secondary school students' academic performance in financial accounting in Kaduna State, Nigeria?
3. What is the difference in the performance of secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?
4. What is the difference in the performance of male secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?
5. What is the difference in the performance of female secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?

1.5 Research Hypotheses

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

1. Cooperative teaching method has no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.
2. Competitive teaching method has no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.
3. There is no significant difference between the performance of secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna state, Nigeria.
4. There is no significant difference between the performance of male secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.
5. There is no significant difference between the performance of female secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.

1.6 Basic Assumptions of the Study

Other variables that can affect students' academic performance (such as peer influence, parental influence and school environment) have the same effect.

1.7 Significance of the Study

The result of the study will be of benefit to students, parent, teachers, school administrators, society, government and education stakeholders. Students will benefit from the outcome of the study when teachers apply effective teaching methods. This will improve their academic performance.

Parent will benefit from the outcome of the study because their children's academic performance will justify the amount of fees spent on their education. When good academic result is achieved, parent will hope their children will have better job opportunities. Teachers who have been using conventional methods of teaching that have proven less productive will benefit from the results of this study. They will learn to do less class teaching but more of supervision from desk to desk, watching students carry out instruction in line with stated objectives. When objectives are achieved, teachers will recommend the use of the teaching method in this study to other colleagues.

School administrators are interested in fostering good academic habits for successful graduation and gainful employment. They are more concerned about their reputations and the possibility of securing financial aid from government, institutions and other Non-Governmental Agencies, which can add to the overall general performance of the school. Rather than school administrators to encourage individualistic learning which results to less number of successful graduation and less reputation on the school, teachers will be encouraged to apply the new discovered learning strategy that can lead to group attainment of objectives, which can lead to higher academic performance and general success in education.

Society stands to benefit from this study since the students are part of the entire society. Thus, any positive impact on the students equally benefits the society.

At graduation with employment, these students will reciprocate those positive impacts they benefited to the younger generation through their own contributions to the society. In a way, kindness will be recycled back to the society.

Government and educational stakeholders' investment in education is always heavy at all levels, secondary school inclusive. The outcome of this study will be of benefit to them because the study will serve as an eye opener for them to see the need to embrace financial accounting education and provide adequate fund and facilities to facilitate the teaching and learning of the subject. It will make them to appreciate that every additional money spent on raising teacher quality improved greater student achievement gains than did any other use of school resources. As such, when students perform well it means government investment is justified.

Through publications, seminars and workshops, the result of the study will be made available to the beneficiaries. Specially, the researcher will make an executive summary of the outcome of the study available to the sampled school. This way, they will have first-hand information about the outcome of the study.

1.8 Delimitation of the Study

The study was delimited to senior secondary schools in Sabon Gari and Zaria Local Government Areas of Kaduna State, Nigeria. This was to enable the researcher have an area of coverage that can adequately and effectively be covered in the course of the research. It was further delimited to public senior secondary schools offering financial accounting. Specifically, it was delimited to Government Commercial College, Zaria, Kaduna State because the school had long outstanding history in the teaching of financial accounting. The study was again delimited to senior secondary one (SSS I) students in third term. This was because the students are first introduced

to financial accounting in this class. The accounts covered in the study were Trading Profit and Loss Accounts and Balance Sheet. The choice of the accounts is because they it is a must for all accounting students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to the study based on the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Conceptual Framework
 - 2.2.1 Concept of Cooperative Teaching Method
 - 2.2.2 Concept of Competitive Teaching Method
 - 2.2.3 Concept of Financial Accounting
 - 2.2.4 Concept of Academic Performance
 - 2.2.5 Concept of Secondary School Education
- 2.3 Cooperative Teaching Method and Students' Performance
- 2.4 Competitive Teaching Method and Students' Performance
- 2.5 Gender and Students Academic Performance
- 2.6 Financial Accounting in Secondary School Curriculum in Nigeria
- 2.7 Review of Related Empirical Studies
- 2.8 Summary of the Reviewed Literature

2.1 Theoretical Framework

The work was based on the Socio-Cognitive Conflict Theory by Piaget (1932), and Social Constructivism Theory by Vygotsky (1978). The choice of the theories was based on the fact that the theories were best for cooperative and competitive teaching.

According to Piaget (1932), children are forced to re-examine their understandings and perspectives in the light of contradictions that occur from

interacting with others. When this happens, children reflect on their own understandings, seek additional information to clarify the contradictions, and attempt to reconcile their perspectives and understandings to resolve any inconsistencies. Cognitive conflict is a catalyst for change as it motivates children to reassess their understandings of the world and to construct new ones that fit better with the feedback they are receiving.

Interacting with peers is a primary impetus for change because children are very forthright when stating their ideas. They speak directly to each other in ways that can be understood easily, and children are strongly motivated to reconcile differences between themselves and others. Furthermore, children are often more receptive to their peers' ideas than to those of their teachers because peers' ideas are seen as more personal and less threatening. Damon highlighted the cognitive-developmental perspectives of Piaget and Vygotsky who both emphasized how interaction among students around cognitively appropriate tasks increases the mastery of critical concepts via discovery, idea generation, argumentation, verification and criticism. Other explanations focus on practice effects, time on task and classroom organization explanations.

According to Vygotsky (1978), children's mental functioning develops first at the interpersonal level where they learn to internalize and transform the content of interpersonal interactions with others, to the intra-personal level where it becomes part of their repertoire of new understanding and skills. In essence, children learn by interacting with adults or more capable peers who scaffold or mediate learning so that they are able to complete tasks they could not do alone.

When children work together on group tasks, they often provide information, prompts, reminders and encouragement to others' requests for help or perceived need

for help. Children are often more aware of what other children do not understand, so, by helping them to focus on the relevant features of the problem, they can often explain it to them in a way that can be readily understood. Moreover, as children interact together, they have opportunities to model their thinking, reasoning and problem-solving skills on each other, receive feedback, and as a result socially construct new understandings, knowledge and skills. When they have to justify or explain their position or ideas to others, they are forced to reorganize their understandings so that their explanations can be easily understood. In so doing, they often develop better comprehension of the problem than before and this, in turn, has a positive effect on their own learning and performance.

Social constructivism and socio-cognitive conflict theories supports cooperative learning because they emphasize that children develop cognitively only when they interact with others. Students will learn from one another because in their discussions of the content, cognitive conflicts will arise, inadequate reasoning will be exposed and higher-quality understanding will emerge. This is therefore, the linkage between this work and the Social Constructivism Theory as well as the Socio-Cognitive Conflict Theory.

2.2 Conceptual Framework

2.2.1 Concept of Cooperative Teaching Method

Cooperation is a social process through which performance is evaluated and rewarded in terms of the collective achievements of a group of people working together to reach a particular goal. Cooperation is the willingness, or an act, to work together in order to accomplish shared goals.

Woolfolk (2001) defined cooperative teaching as an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group. According to Peggy (2003), it is an organized and structured way to use small groups to enhance student learning and interdependence. Cooperative teaching method is a learning situation in which two or more students are working together to complete a common task (Siegel, 2005). It is a teaching model based on the social interdependence theory (Johnson & Johnson, 2007 and Johnson, Johnson & Roseth, 2010) where students work in small groups to help one another. Cooperative teaching encourages interactive learning wherein teachers and students construct new knowledge through social interactions in a context that enhances creativity and a free exchange of ideas.

Cooperative teaching refers to methods of instruction that organize classroom instruction so that groups of 2-6 students work together to reach a common goal. It involves all group members who share in process, content and accountability. It is a structural systematic instructional strategy in which small groups work together towards a common goal. It is a structured form of collaborative learning that contains basic components which consists of small groups working together to complete academic tasks; tasks involving a range of objectives: searching for facts; applying skills, concepts and principles; problem solving and creative thinking; and the teacher acts as a facilitator and coordinator, setting the guidelines, encouraging cooperation, reviewing performance and mingling with the groups.

Cooperative teaching method is an instructional strategy whereby small groups of students work together to maximize both their own learning and that of other group members. Cooperative teaching is not simply placing students into groups in order to work together. Within cooperative situations, individuals seek outcomes

that are beneficial to themselves and beneficial to all other group members. In cooperative teaching method, students are given a task, better known as an assignment, and they work together to accomplish this tasks. The success is dependent on the work of everyone in the group.

Cooperative teaching method is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative teaching than merely arranging students into groups, and it has been described as structuring positive interdependence. Cooperative teaching method is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. It is an intentional environment in which collaboration and social development are infused into academic learning. In cooperative classrooms, student collaboration goes beyond cooperation and compliance. Instead, students become invested caring members of a learning community.

Cooperative teaching method refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students' academic and social growth and includes teaching techniques such as "think-pair-share" and reciprocal teaching. Cooperative teaching method falls under the student-centered approach because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.

Cooperative teaching method according refers to a process by which students work together in groups to master material initially presented by teacher. It is the structured, systematic instructional technique in which small groups work together to achieve a common goal. Cooperative teaching method is a successful teaching

strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Cooperative method is a teaching strategy which allows students to be "interdependent" in learning, working, and role-playing when they deal with a shared goal to accomplish their tasks. Cooperative teaching is the instructional use of small groups in which pupils / students work together to maximize and gain from each other.

Cooperative teaching method is a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. Cooperative teaching is an act of making every learner exchange information and responsible for their learning in the activity that is carefully planned and designed, so they can further interact with other learners in the group and be motivated to promote their learning. Cooperative teaching according is the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperative teaching is a systematic and structured teaching strategy, which can improve the drawback of competitive teaching and individual teaching methods where developing cooperative and social skills is usually neglected.

The cooperative teaching method is based on the group success. There is no way one can succeed if the other in the group fails. Many researchers have affirmed that when the focus shifts from the individual to the group, individual learning is enhanced and not diminished (Marzano, Pickering, & Pollock, 2001; Marzano, 2003).

Bennett and Rolheiser (2001) note that ill-conceived group work is one of the least effective approaches in the teaching and learning process, instead, cooperative

teaching must be intentionally designed into the curriculum and must be supported by learning activities that utilize the cooperative teaching structure (Barkley, Cross & Major, 2004).

According to Buckless, Hassall and Ravenscroft (1999), cooperative teaching method has several assumptions. First, cooperative teaching is based on the theoretical premise that the more actively students process information through student interaction, the more likely they are to learn and retain that information. They further argued that cooperative teaching provide students the opportunity for active learning. Active learning provides the opportunities for students to get involved in their learning process. By asking students to engage actively in the learning process will promote their deeper learning.

Cooperative teaching allows discussion and critical thinking, so students learn more and remember it for a longer period of time. In cooperative teaching, pupils are expected to help, discuss and argue with each other; assess each other's current knowledge; and fill any gaps in each other's understanding. Cooperative teaching requires students to learn to work together, which is an important skill for their futures. If cooperative teaching is organized and given consideration to constructivism, students' achievement and social skills will be improved (Acar & Tarhan, 2007). An important rationale of cooperative teaching is allowing students to develop their latent skills and knowledge to the greatest extent possible. The safety of the group allows the quiet student to gain self-confidence to put forward ideas in a secure environment (Farrell & Farrell, 2008). Cooperative teaching does not only enhance students' learning, but also improves critical thinking, communication and group process skills (Fortin & Legault, 2010).

Reasons for Using Cooperative Teaching Method

According to Johnson *et al.* (2000), cooperative teaching method is being utilized because of the following reasons:

1. cooperative teaching method is clearly based on theory, validated by research, and operationalized into clear procedures educators can use.
2. cooperative teaching method is used in an attempt to cure many of society's ills ranging from racism to bullying to violence.
3. cooperative teaching method offer strict and flexible guidelines for educators. Teachers have a wide range of methods in which to choose.

Non-Characteristics of Cooperative Teaching

According to Johnson and Johnson (1991), cooperative teaching is relatively ignored and underutilized by teachers. To understand what cooperative teaching is, teachers should try to understand first what cooperative teaching is not. Johnson and Johnson (1994) summarize what some of the non-characteristics of cooperative teaching methods are, thus:

1. having students sit side by side at the same table and talk with others as they do their individual assignments.
2. having students to complete tasks individually after instruction with those finishing first helping other students with their work.
3. assigning a report to a group where one student does all the work and others put their name on it.

Characteristics of Cooperative Teaching

There are many different cooperative teaching techniques, however, all of them have certain elements in common as established by Johnson, Johnson and Holubec (1991). These elements are the ingredients necessary to ensure that when

students do work in groups, they work cooperatively. First, the members of a group must perceive that they are part of a team and that they all have a common goal. Second, group members must realize that the problem they are to solve is a group problem and that the success or failure of the group will be shared by all members of the group. Third, to accomplish the group's goal, all students must talk with one another to engage in discussion of all problems. Finally, it must be clear to all that each member's individual work has a direction effect on the group's success. Team work is utmost important.

Johnson, Johnson and Smith (2006) note that cooperative teaching can only be successful when the group structure actively promotes students working together. They identified five (5) basic elements that must be present to ensure the success of cooperative teaching. They are: positive interdependence, promotive/face-to-face interaction, individual / group accountability, interpersonal/small group skills, and group processing.

1. Positive Interdependence

Positive interdependence means students [are] working together in supportive (positive) ways and being accountable and caring for each other (Bennett & Rolheiser, 2001). Group members must amalgamate their efforts to complete a task in order to receive joint rewards. Johnson and Johnson (1992) note that outcome interdependence and means interdependence are two facets of positive interdependence. Outcome interdependence includes both reward and goal interdependence. Means interdependence includes resource, role and task interdependence. Each resource only contains partial information; each person's role is reliant on another person's function; and, each task is assigned to only one group member.

Without collaboration and sharing, the group will be unable to complete their task. Johnson, Johnson and Smith (2006) note that if there is no positive interdependence, there is no cooperation. Positive interdependence requires that instructors provide students with a clear and specific description of the task along with an explanation of the group goal. The group goal conveys that group members are in this together and need to be as concerned with other group members' understanding of the material as they are with their own.

Positive interdependence provides students with the idea that each student is connected to each other along with success. In order for the group to be successful, each member of the group must succeed. Mutual learning goals help to reinforce positive interdependence. Students are provided with the learning material and given the responsibility of making sure each member of the group learns the material. Joint rewards, such as bonus points, can also be used as motivation. For example, if every member of the group reaches a performance goal on an assessment, each member of the group will receive extra points. Research reveals that students learning in a cooperative teaching environment demonstrated higher levels of positive interdependence. Research has identified positive interdependence as a key component to effective cooperative teaching in the classroom. Groups, which work together with purpose, commitment, and motivation, can outperform teacher-centered classrooms.

2. Promotive / Face-to-Face Interaction

Promotive/face-to-face interaction maximizes opportunities for students to help, assist, encourage and celebrate other group members' successes. "Doing so entails cognitive processes such as verbally explaining how to solve problems, teaching one's knowledge to classmates, and connecting present with past learning"

(Johnson et al., 1998). Note that positive interdependence is closely linked to promotive interaction in that students who work together in a supportive environment will interact in order to ensure the success of all group members. Promotive interaction supports the development of interpersonal relationships that lead to increased learning and social skills (Johnson & Johnson, 2003). Tasks and activities where students orally explain how to problem-solve, teach others, check for understanding, discuss concepts, and connect current with past learning increase face-to-face interaction and should be structured into group tasks. "It is through promoting each other's learning that members become personally committed to one another as well as to the mutual goals" (Johnson & Johnson, 2003).

Face-to-face interaction encourages students to take an active role in the success of the group. Students can accomplish this by helping each other learn the assigned learning material. Personal interaction allows students to support each other and share personal knowledge of the material. Johnson and Johnson (1989) acknowledged that "accountability to peers, ability to influence each other's reasoning and conclusions, social modeling, social support and interpersonal rewards all increase" during face-to-face interaction. Research reveals that the face-to-face interaction component to cooperative teaching techniques positively affects student achievement, which in turn, demonstrates an increased level of content literacy, and helps students reach higher levels of achievement than students learning in a teacher centered classroom.

3. Individual / Group Accountability

Individual group accountability requires that each member can demonstrate that they mastered the material. Johnson and Johnson (2004) note that "any student's work may be selected as representative of the group for assessment; therefore, passive

students will not succeed in this group composition, as each student has a vested interest in the group's success". Although each individual member has a goal to support learning within the group, the group goal is to complete the task assigned. This requires that goals be clearly stated and measurable, both on an individual and group basis. Groups must be assessed by the instructor but individual assessment can also be self or peer assessment. Importantly, however, "what teachers assess may be the single most powerful message as to what teachers value and wish to accomplish" (Johnson & Johnson, 2004). "Academic learning, reasoning, skills competencies, attitudes or work habits are the most common assessment targets".

Individual accountability is present when performance results are provided to the group and individual members. Teachers who have implemented cooperative teaching strategies into the classroom do so with the intention of using the group dynamic to make each individual member better. In order to measure improvement and current level of accomplishment, individual accountability is utilized to ensure a fair distribution of the workload. Individual accountability should be structured by (i) giving an individual test to each student (ii) randomly selecting one student's product to represent to the entire group (iii) having each student explain what they have learned to a classmate.

4. Interpersonal / Small Group Skills

Interpersonal/small group skills are essential in cooperative teaching but merely arranging students into groups does not mean they can function as a group. "Group members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills" (Johnson, Johnson & Smith, 2007). Social skills such as praising, asking and giving information, and asking and giving help should be taught explicitly

so that students know what these skills look and sound like. Conflict resolution skills, most challenging of all social skills, should be demonstrated and taught so that students know how to deal with conflict in a way that promotes discussion and supports learning.

Social skills are the ability to relate to and function with other people. Group efforts require students to interact on an interpersonal level. In many cases, students must be taught skills such as how to lead, resolve conflict, building trust, and effective decision-making.

5. Group Processing

Group processing is the evaluation, by the group, of both the achievement of assigned goals and the relationships within the group (Johnson, Johnson & Smith, 2006). Group processing allows groups to review past relationships and make changes for improvement. Group members can give feedback on the contributions of others, thereby reinforcing positive behaviours. The key here is that instructors monitor and provide feedback on both individual group members as well as on how the group is working together (Johnson, Johnson & Smith, 2006). Group processing can therefore become part of the explicit teaching of interpersonal and small group skills.

Group processing occurs when students are able to self-evaluate the structure, workings and accomplishments of the group. During group processing, students are able to identify the strengths and weaknesses of group in terms of collaboration, defining the problem and overall achievement. Group processing is viewed as an essential part of the cooperative teaching experience.

Benefits of Cooperative Teaching Method

Research has shown that cooperative teaching techniques:

- 1) promote student learning and academic achievement
- 2) increase student retention
- 3) enhance student satisfaction with their learning experience
- 4) help students develop skills in oral communication
- 5) develop students' social skills
- 6) promote student self-esteem
- 7) help to promote positive race relations

Marzano, Pickering and Pollock (2001) stated that cooperative teaching activities instill in learners important behaviours that prepare them to reason and perform in an adult world. In their words, critical thinking, reasoning and problem-solving skills, attitudes and values of learners are formed through social interaction.

Borich (2004) noted that attitudes and values are formed by discussing what has already been known or thought with others. Continuing in this manner, information and knowledge is exchanged with that of others who have acquired their knowledge in different ways. This exchange shapes views and perspectives.

Similarly according to Borich (2004), critical thinking, reasoning, problem-solving skills, attitudes and values are among the most important outcomes of schooling. They provide the framework for guiding actions outside the classroom. Cooperative teaching is important in helping learners acquire from the curriculum the basic cooperative attitudes and values they need to think independently inside and outside of the classroom.

Academic achievements of students have been found to be enhanced by the use of cooperative teaching. Cooperative teaching activity engages student in learning process and seeks to improve critical thinking, reasoning, and problem-solving skills of learners.

In general, cooperative teaching can be said to lead to the formation of attitude and values, provision of models of pro-social behaviour, presentation of alternative perspective and viewpoints, building a coherent and integrated identity, and promotion of critical thinking, reasoning, and problem-solving behaviour (Borich, 2004). All these result in cooperative skills improvement, better self-esteem and increased achievement.

Miglietti (2002) suggested the importance of using small groups in introductory accounting courses. He concluded that group learning could foster critical thinking skills, improve interpersonal skills and increase active participation in learning to enable students to experience greater empowerment and enhance their achievements.

Ballantine and Larres (2007, 2009) found cooperative teaching to be effective in delivering generic skills in secondary schools accounting classes. They also found that cooperative teaching is a more effective model than simple group learning for delivering interpersonal and communication skills.

Hwang, Lui and Tong (2005, 2008) found that cooperative teaching is more effective than the traditional model for students who were educated in a passive learning environment. Chen and Cheng (2008) found that cooperative teaching improved students' attitudes toward accounting and learning of accounting. They advocated cooperative teaching as a teaching model among accounting students. Farrell and Farrell (2008) found that cooperative teaching provides students with good opportunities to develop the interpersonal, professional and written communication they need in their professional life.

Guidelines for Cooperative Teaching

David and Roger (1988) developed a basic model which focuses on a set of decisions a teacher needs to make before a lesson, what is said to students at the beginning of the lesson to “set” the cooperative goal structure, and the role of the teacher as the students are working towards achieving the skills needed to work effectively with others (communication, leadership, trust building, and conflict resolution). An outline of the model includes:

- 1. Select a Lesson:** Although almost any learning situation can be adapted to be cooperative, competitive or individualistic, the teacher needs to select a place to start with cooperation. David and Roger encourage teachers to start with one lesson and build slowly as they and their students get accustomed to the "new" structure. Cooperative teaching groups have shown to be especially effective where problem-solving, conceptual learning or divergent thinking are required.
- 2. Make Decisions:** The teacher in a cooperative class should make the following decisions:
 - a. Select the groups' size most appropriate for the lesson. The optimal size of a cooperative group will vary according to resources needed to complete the assignment (the larger the group, the more resources available); the cooperative skills of the group members (the less skillful the members, the smaller the group should be); the amount of time available (the shorter the time, the smaller the group should be); and the nature of the task.
 - b. Assign students to groups. For a variety of reasons, heterogeneous groups tend to be more powerful than extreme homogeneity. A lot of the power for learning in cooperative groups come from the need for discussion, explanation, justification, and shared resolution on the material being learned.

Quick consensus without discussion does not enhance learning as effectively as having different perspectives discussed, arguing different alternatives, explaining to members who need help and thoroughly delving into the material.

- c. Arrange the classroom. Group members need to be close together and facing each other, and the teacher as well as members of other groups need to have clear access to all groups. Within the groups, members need to be able to see the relevant materials, converse with each other easily, and exchange materials and ideas.
- d. Provide the appropriate materials. Providing one answer sheet to be turned in by the group with everyone's signature is one way to emphasize the positive interdependence. Another technique is to "jigsaw" the material so that each student has a part and responsibilities associated with their piece of the assignment (i.e., reading to the group and reporting back for discussion, etc.).

3. Explain the Task and Cooperative Goal Structure to the Students: A clear and specific description of the task needs to be given coupled with an explanation of the group goal. The group goal communicates that group members are in this together and need to be as concerned with other group members' understanding of the material as they are with their own. The reward system needs to be consistent with the structure. Students will more easily understand the group goal if they are turning in a single paper that each group member is able to defend, or can receive bonus points on the basis of how well each group member does, or will be able to skip the next quiz (or get extra recess) on the basis of a group score. It is also important to establish criteria for success as a classroom in order to make intergroup cooperation possible and extend the cooperativeness across the class. It is also necessary to specify the

basic behaviors you expect to see in the groups so that students have an "operational" definition of what cooperation is.

4. Monitor the Groups as they Work: The teacher needs to monitor carefully how well the groups are functioning; determine what skills are lacking, both related to the subject matter and to the interaction; set up a way for the groups to process how well they functioned and discuss how to do even better; and intervene where problems are serious to help groups work out their own problems. It is probable that some specific instruction will need to be focused on interpersonal skills as students will not have necessarily learned how to work with others effectively. It is important to note that the cooperative group does not take the place of instruction, but instead translates it and makes it useful. The teacher will still need to introduce new material and students will need to study so that they have something to share with their peers within the group.

Cooperative teaching needs a specific environment—not just placing students in groups. Simply placing students into groups and requiring them to work together does not necessarily promote cooperative teaching (Ashman & Gillies, 2003). Teachers should structure the work in such a way that ensures the skills are covered in a cooperative teaching model. Five elements should apply when teachers conduct cooperative teaching namely, positive interdependence, individual accountability, face to face interaction, appropriate use of social skills and group processing (Johnson & Johnson, 2005; Johnson, Johnson & Roseth, 2010; Johnson, Johnson & Smith, 2007). For example, Ahern (2007) found teachers in civil engineering courses appear to ignore cooperative teaching, rather, they tend to simply divide students into groups—which does not necessarily promote cooperative teaching. He emphasised the need for training in using cooperative learning to applying concepts in class.

Stephen summarized the guidelines for cooperative teaching thus:

1. Divide the students into subgroups of four to six. Make sure the students are seated next to each other to facilitate interaction.
2. Clearly state the problem or issue that they are supposed to address. Write it on the board, provide handouts, refer to your website or use an overhead projector to ensure that the students understand what is to be addressed.
3. Have the group members select a recorder and spokesperson to keep track of the progress of the group.
4. Briefly discuss approaches to the issue and deal with any questions.
5. Have participants deal with the issue for the designated period of time while you circulate from group to group assisting as necessary.
6. For assessment, it is useful for the groups set to work on a particular project, design, or research project, to have an opportunity to evaluate the group effectiveness.

Types of Cooperative Teaching Method

Integrating cooperative teaching method have proven to be effective in increasing student achievement across all grade levels and subject areas. The use of cooperative teaching is an effective teaching and learning strategy. Schools are faced with pressure to produce competent students in an era of standardized tests, which has raised many questions about what is the best way to teach Financial Accounting students (Soares & Wood, 2010). Educators can choose between lecture style, teacher centered methods and active or cooperative teaching method. Literacy is a natural component of students and the teacher is the key to successful literacy development (Bradley, Bradley & Key, 2010).

The volume of facts and details contained within business subjects textbooks often takes priority over student learning activities (Avery, Feng, Little, Rogers & VanTassel-Baska, 2007). Due to the volume of content, classroom teachers have a challenge of adapting texts to their students' needs and deciding which instructional methods will maximize students' learning and success. The expectation of this

literature review was to gain an understanding of some common cooperative teaching method and then determine the effectiveness of these strategies on student achievement in the classroom.

Cooperative teaching research has identified the jigsaw, learning together, student teams-achievement divisions, teams-games-tournaments, academic controversy, and the most commonly utilized cooperative teaching methods.

i. Jigsaw

The jigsaw method was developed by Elliot Aronson in 1978. In the Jigsaw method, students are assigned to multi-member teams to work on academic material that has been divided into sections. Each member of the group is assigned a section of study on which he or she becomes an expert. Experts are then assigned to expert groups in which the members of the group discuss the information and decide on the best way to present the material to members of their home teams. After the students have mastered the material, group members return to their home teams to teach the other members the material.

The research, in regards to the jigsaw method, is positive. Jigsaw teaching is an appropriate strategy for Financial Accounting because there is often not always one answer to a question. Rhetorical and open-minded questions are confronted more easily when students have exposure to a plethora of perspectives. Concept development is usually one of the main goals in a Financial Accounting lesson.

Additional reasons exist for implementing the jigsaw method in a Financial Accounting classroom. The jigsaw method proves to be useful because of narrative materials, such as a chapter, are often employed and the jigsaw method had a positive effect on mean scores. The fact that Financial Accounting classrooms are practical intensive cannot be ignored. Student mastery of a Financial Accounting lesson is

significant when planning a lesson. The jigsaw method was identified by the literature as an ideal cooperative teaching method for financial accounting.

ii. Learning Together

Learning together is a cooperative teaching method created by David W. Johnson and Roger T. Johnson. Learning together was originally designed to help train teachers how to use cooperative teaching groups in the classroom at the University of Minnesota in 1966. In the learning together strategy, cooperative effort includes five basic elements: face-to-face interaction, social skills, group processing, positive interdependence, and individual accountability. During the learning together process, students complete worksheets in groups of four or five. An emphasis is placed on team building and group self-reflection. Team grades are determined by the teacher. Student growth has appeared in the literature in regards to the Financial Accounting classroom because of the emphasis on the student and the interaction between students. The learning together teaching method had a positive effect on mean scores in the Financial Accounting classroom.

iii. Student Teams-Achievement Divisions

Student teams-achievement divisions is a cooperative teaching method created by Robert Slavin in which groups of four work within their teams to master a lesson presented by the teacher. Students take individualized quizzes, which are compared to past performances, and then team scores are put together based on the extent to which the students in the group meet or surpass past performance. Teams that meet the appropriate criteria may earn some kind of reward from the teacher. Slavin recognized through his research an increase in mean scores through the use of student teams-achievement divisions.

iv. Teams-Games-Tournament

Teams-games-tournament is a cooperative teaching method developed by David Devries, Keith Edwards and Robert Slavin. Teams-games-tournament is similar to student teams-achievement divisions except students do not take individual quizzes. Instead, students participate in academic games with members of other teams and contribute points to their team scores. Slavin determined in his research an increase in mean scores through the use of teams-games-tournaments.

v. Cooperative Integrated Reading and Composition

Cooperative integrated reading and composition is a cooperative teaching method developed by Leavy, Madden and Slavin (1986) to teach reading and writing. Cooperative integrated reading and composition places students in pairs of two or more and students follow a sequence of teacher instruction, team practice, team pre-assessments, and quizzes. Rewards are given to teams based on the average performance of all team members on all reading and writing activities.

2.2.2 Concept of Competitive Teaching Method

Competition is a social process that occurs when rewards are given to people on the basis of how their performances compare with the performances of others doing the same task or participating in the same event. Competitive teaching method is an approach that learners will successfully achieve a certain goal by beating opponents in a learning process of mutual competing. Competitive teaching method class is based on the concept of ranking. Performance indicators such as grades are used to differentiate among individual students. Only one student can be at the top or students with equal performance. For ones success, failures of others are necessary.

Competitive method exists when one student goal is achieved but all other students fail to reach that goal (Griffiths & Podirsky, 2002).

Competitive teaching method is a type of learning where students work in subgroups individually with the aim of defeating other members of the group. Members of each subgroup work strictly on themselves and strive to be the best in the subgroup for a price or reward. Tabesh (2007) defined competitive teaching as a type of learning which is motivated by participation in a competition. Competitive method is usually an extracurricular activity which can cause improvement of the educational system. Tabesh stressed that competitive teaching is often motivated by a competition and is basically an extra-curricular activity which develops creativity and problem solving skills. It assists teachers in discovering students' abilities and creativity and it enable students to have the chance to solve problems, conduct research and synthesize information on their own.

Criticisms about Competitive Teaching

There have been many criticisms of this type of learning. These criticisms include:

- i. because there is only one winner, all other students must fail.
- ii. may be linked to high anxiety levels, self-doubt, selfishness and aggression.
- iii. may promote cheating.
- iv. interferes with the capacity of problem solving.

Forming Competitive Groups

- i. Groups can be arranged to host interpersonal competitions separately from one another. This is one strategy to maximize the number of winners.
- ii. Inter-group competition can be seen as an appropriate competitive strategy as it maximizes the number of winners.
- iii. It is also important to ensure homogeneous grouping to maximize the chance of winning for all groups. Homogeneous grouping allows the groups to be as evenly matched as possible to provide a challenging environment for

competition. This involves ranking groups from highest to lowest in achievement through cooperative teaching and through interpersonal competition in clusters. The highest achieving member is then moved up to the higher ranked group, and the lowest ranked member is moved down to a lower ranked group.

- iv. Competitive teaching can also be a cooperative activity when the students formulate their own term and rules of the contest, giving them ownership of the activity.

Concerns about Competitive Teaching

Competitive teaching should be organized according to the following concerns:

- i. Competitive teaching is motivated toward participation in a contest.
- ii. Competition platform should be well organized.
- iii. Competition could be considered as an individual effort or team work.
- iv. Participation in a contest would be highly motivational.
- v. Competition would cause high level creativity.
- vi. Competition would generate some challenges which could be pedagogical.

Obstacles to Competitive Teaching

- i. It may cause selfishness and aggression.
- ii. Losers may receive a shock.
- iii. It may promote cheating.
- iv. It may interfere with problem solving ability.

2.2.3 Concept of Financial Accounting

Financial accounting as one of the subjects in secondary schools that offer commercial subjects has functions of developing in individuals skills, knowledge, attitudes and values towards solving problems and towards satisfaction of real needs in life. Financial Accounting is a very important branch of business education in which much of our daily life is governed and attached to by the results and application of business. Accounting is important to the economic and business financial world.

Financial accounting is a specialized branch of accounting that keeps track of a company's financial transactions. Using standardized guidelines, the transactions are recorded, summarized and presented in a financial report or financial statement such as income statement or a balance sheet.

Accounting is the process of recording business transaction in a systematic form so that the financial position of the business can be communicated to the users of such accounting information. Asaolu (2002) defined financial accounting as the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making. Accounting is also defined as the systematic recording, reporting, and analysis of financial transactions of business. Igboke (2003) sees accounting as that which equips individual with knowledge of recording, analyzing, classifying and interpreting financial information as well as the pedagogy required in teaching the skills.

The objectives of the accounting curriculum at the secondary school level are to:

1. facilitate a transition in the use of business concepts and techniques acquired in integrated business with accounting.
2. provide students with basic knowledge in business concepts and principles through efficient selection of content and sequencing.
3. show accounting in the inter-relation with other subjects.
4. show accounting and its link with industry, everyday life, benefits and hazards.
5. provide a course, which is complete for students not proceeding to higher education while it is at the same time a reasonably adequate foundation for a post-secondary business education course.

The primary objective includes the preparation of financial statements –the balance sheet, income statement and cash flow statement – that encapsulates the

company's operating performance over a particular period and financial position at a specific point in time.

Accounting can appear to be a purely practical subject. It would be very easy to focus on just the applications of techniques and procedures as accounting is more than just a set of calculations. Unless the figures produced in accounting are properly understood and correctly interpreted, the calculations are meaningless.

Accounting provides information for a wide variety of different users and purposes, and its practices can only be properly understood and assessed in relation to the economic and social environment in which they are applied. The aspects to financial accounting are:

1. Techniques for recording, calculation, classification and reporting of accounting information.
2. The legal and institutional background associated with accounting information.
3. The economic and administrative problems which the information is required to solve.
4. The interpretation of reports prepared using 1 in the light of 2 and 3.

The study of accounting is traditionally divided into two parts according to the types of users of the accounting information. Financial accounting is primarily concerned with the needs of users outside the business (or other organization). It therefore relates to the external control and management of resources (for example, by shareholders of the company in which they have invested their funds, or by banks making loans). A key part of financial accounting is reporting the performance and position of the business to these external users, through the financial statements. The form and content of financial statement is usually highly regulated.

In contrast, management accounting is concerned with the needs of users inside the business. It relates to the internal control and management of resources (for

example, by the directors, management or employees of a company). Management accounting statements may be more detailed than those prepared for external users, and do not normally need to meet any legal requirements. Countries around the world organise their economic and financial activities in different ways so, inevitably, legal requirements, regulation and administrative procedures also vary across countries.

The teaching and learning in accounting should be a replica of what is happening in the present business world. Therefore, a subject of this nature is one that stimulates the curiosity and imagination of student (such as becoming an accountant in the labour market), thereby encouraging him/her to pursue his own ideas. The curriculum and the classroom practice therefore are expected to provide students with the ability to explore different ideas in such a way that young school leavers can become self-reliant and as well should be able to engage themselves in functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. With the knowledge of accounting, students will be useful to themselves and the society at large.

Methods of Teaching Financial Accounting

General models and families of teaching methods are guides for designing educational activities, environments and experiences. They help to specify methods of teaching and patterns for these methods. Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources. Imagine a course that challenges teachers to meet a number of objectives. A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once. For example, demonstrations or projects are

effective for meeting some goals but ineffective for meeting others. So we need a toolbox of methods, not merely a single tool.

In the most general terms, there are four or five different models of instructional strategies or teaching methods. Having spent years in schools, you will recognize each and probably have strong preferences for one or two models.

1. Didactic – Direct Teaching: Verbal and typically in the form of a lecture or presentation.
2. Modeling – Direct Teaching: Visual and typically in the form of demonstration and practice.
3. Managerial – Indirect or Interactive Teaching: Facilitation, individualization and group management.
4. Dialogic – Indirect Interactive Teaching: Socratic Technique of dialogue, questions and thought provocations.

In the direct instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the interactive instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential learning models mean that the students experience and feel; they are actively involved. In independent study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: transmissive, transactive and transformative teaching. Transmissive teaching, or direct instruction, means that the teacher delivers *status quo* content *via* some method such as lecturing or demonstrating. Transactive teaching, or indirect instruction, means that the teacher and students arrive at *status quo* content to be learned through transactions and dialogue. Transformative teaching, or a

combination of direct and indirect instruction, means that the teacher and students reject status *quo content* and focus on a transformation of themselves or their world.

These general models help to classify teaching methods and simplify our discourse for conversing about them. We also group methods by their “family” affiliations. Some methods lend themselves to encouragement of social interaction in students. Other methods encourage information processing and some facilitate behavioral modification. Still others support intrapersonal and interpersonal development. Each of these families offers different approaches to teaching, respond to different objectives and goals, and yield different results in students.

Four Families of Teaching Methods (Joyce & Weil)

1. **Social Interaction Family:** Emphasizes the relationship of the individual to society or to other persons. Gives priority to the individual's ability to relate to others.
 - a. Partner and Group Collaboration
 - b. Role Playing
 - c. Jurisprudential Inquiry
2. **Information Processing Family:** Emphasizes the information processing capability of students. Gives priority to the ways students handle stimuli from their environment, organize data, generate concepts and solve problems.
 - a. Inductive Investigation & Inquiry
 - b. Deductive Investigation & Inquiry
 - c. Memorization
 - d. Synectics (Techniques for Creativity)
 - e. Design and Problem Solving
 - f. Projects & Reports
3. **Personal Family:** Emphasizes the development of individuals, their emotional life and selfhood. Gives priority to self-awareness.
 - a. Indirect Teaching
 - b. Awareness Training & Values Clarification
 - c. Role Modeling
 - d. Self-Reflection

4. **Behavioral Modification Family:** Emphasizes the development of efficient systems for sequencing learning tasks and shaping behavior. Gives priority to the observable behavior of students.
 - a. Direct Instruction (Demonstrations & Presentations)
 - b. Anxiety Reduction
 - c. Programmed Instruction
 - d. Simulations

Types of Teaching Methods

The following list provides definitions for a variety of different methods, including most of those listed above (Cruikshank, Bainer & Metcalf, 1999). Every method has advantages and disadvantages. For example, cooperative teaching allows for the participation of everyone, but the groups often get side tracked. Role playing introduces a dramatic problem situation, but some students are too self-conscious to project themselves into the situation. Large group discussions pool ideas and experiences from the group, but a few students may dominate. Values clarification allows students to clarify their values in a safe environment, but some students may not be honest in this environment. Projects allow for self-directed problem solving and creativity and take advantage of intrinsic purposes, but too much focus is placed on the product and too little on the process.

1. **Academic Games or Competition-** Learners compete with each other one to one or team-to-team to determine which individual or group is superior at a given task such as "spelldowns," anagrams, technology trivia, Odyssey of the Mind, or project competition. Commercially available, academic computer games are also very popular.
2. **Activity-** a general teaching method (e.g., problem solving, design challenge, field trips, role playing) based on planned, purposeful involvement of students.

3. **Brainstorming-** order to generate creative ideas, learners are asked to withhold judgment or criticism and produce a very large number of ways to do something, such as resolve a problem. For example, learners may be asked to think of as many they can for eliminating world hunger. Once a large number of ideas have been generated, they are subjected to inspection regarding their feasibility.
4. **Case Study-** A detailed analysis is made of some specific, usually compelling event or series of related events so that learners will better understand its nature and what might be done about it. For example, learners in a technology lab might investigate the wear and tear of skate boarding on public works. Another class might look at cases of digital technologies and privacy.
5. **Centers of Interest and Displays-** Collections and displays of materials are used to interest learners in themes or topics. For example, children may bring to school and display family belongings that reflect their ethnic heritage. The intention may be to interest the class in the notion of culture. Or, the teacher might arrange a display of different devices used in measurement to prompt interest in that topic.
6. **Colloquia-** A guest or guests are invited to class for the purpose of being interviewed in order to find out about the persons or activities in which they are involved. Thus, a guest musician might serve as a stimulus for arousing interest in music and musical performance.
7. **Contract-** Written agreements entered into by students and teachers which describe academic work to be accomplished at a particular level ill a particular period of time such as a week or month.

8. **Controversial Issues-** An issues-based, teacher-directed method that focuses on controversies. Students are directed through a process that assists them in understanding how to deal with controversial and sensitive issues and clarifies these issues in a group context. Involves critical thinking and discourse analysis.
9. **Cooperative Learning-** Learners are placed in groups of four to six. Sometimes the groups are as diverse or heterogeneous as possible. In such cases, group members are often rewarded for the group's overall success. Student groups might be given a teacher presentation on division of fractions. They would then be given worksheets to complete. Team members would first help and then quiz one another. See also student team learning.
10. **Culture Jamming-** A methods used to empower students to "speak back" to mass advertisements and media images that enforce stereotypes and select representations of individuals or groups. Empowers students to mock or "jam" images of popular culture.
11. **Debate-** A form of discussion whereby a few students present and contest varying points of view with regard to an issue. For example, students could take different positions and debate an issue: "Should rights to free speech on the internet be extended to students in schools?"
12. **Debriefing-** A method used to provide an environment or platform for the expression of feelings and transfer of knowledge following an experience. Debriefing may come at the hands of a tragic event or may be used more generally following an intentionally educational experience. Debriefing relies on the skills of the facilitator to reframe an experience or event to

appropriately channel emotions and knowledge toward understanding and transformation.

13. **Demonstration-** A teaching method based predominantly on the modeling of knowledge and skills. A form of presentation whereby the teacher or learners show how something works or operates, or how something is done. For example, a teacher could demonstrate how to use a thesaurus, how to operate a power drill, how to scan an image, or what happens when oil is spilled on water as when an oil tanker leaks. Following that, students practice under teacher supervision. Finally, independent practice is done to the point of proficiency.
14. **Direct Instruction-** A term used to describe explicit, step-by-step instruction directed by the teacher. The format or regimen advocated is demonstration, guided practice, and independent practice. Thus the teacher might teach a reading, mathematics, geography or technology concept or skill. Following that, students practice under teacher supervision. Finally, independent practice is done to the point of mastery.
15. **Discovery or Inquiry-** Discovery learning is used when students are encouraged to derive their own understanding or meaning for something. For example, Students are asked to find out what insulation acts as the best barrier for cold or hot environments. Experiments that are not teacher demonstrations are part of discovery learning.
16. **Discussion-** Discussions occur when a group assembles to communicate with one another through speaking and listening about a topic or event of mutual interest. To illustrate, a group of learners convenes to discuss what it has learned about global warming.

17. **Drill and Practice-** A form of independent study whereby, after the teacher explains a task, learners practice it. After Students are shown how to use Ohm's Law, they are asked to make calculations of current, resistance and voltage.
18. **Feedback-** A semi-formal mode of communicating to students constructive criticism regarding their performance during an activity.
19. **Field Observation, Fieldwork, Field Trip-** Observations made or work carried on in a natural setting. Students visit the local museum of natural history to see displays about dinosaurs, or they begin and operate a small business to learn about production and marketing.
20. **Independent Study or Supervised Study-** Described in this chapter, independent study occurs when learners are assigned a common task to be completed at their desk or as a home study assignment.
21. **Individualized Instruction-** Any of a number of teaching maneuvers whereby teaching and learning are tailored to meet a learner's unique characteristics.
22. **Installation-** Students present material within a formal structure for displaying audio, multimedia or visual artifacts.
23. **Module-** A module is a self-contained and comprehensive instructional package, meaning that basically everything that the student needs is in the module. A form of individualized instruction whereby students use a self-contained package of learning activities that guides them to know or to be able to do something. Students might be given a module containing activities intended to help them understand good nutrition.
24. **Mastery Learning-** As a class, students are presented with information to be learned at a predetermined level of mastery. The class is tested and individuals

who do not obtain high enough scores are retaught and retested. Those who passed undertake enrichment study while classmates catch up.

25. **Mixed-mode Instruction-** A combination of "face-to-face" and on-line methods.
26. **On-line Instruction and Learning-** A self-directed and automated approach that utilizes hypermedia (internet browsers, etc.) for communication that generally provides independence from the architectural constraints of classrooms.
27. **Performance-** Students act out through dance, drama, music or other expressive forms.
28. **Presentation and Lecture-** Students listen to a person who talks about a topic. To illustrate, the teacher, or a guest speaker, tells the class all about the invention of the transistor.
29. **Problem-** A general teaching method and organization of curriculum and knowledge where students work purposefully toward a solution, synthesis or cause. Often called problem-based learning.
30. **Programmed and Automated Instruction-** A form of individualized instruction whereby information is learned in small, separate units either by way of reading programmed texts or using computer-based programs (See On-line instruction).
31. **Project-** Students work through a series of activities and problems culminating in the completion of something tangible (e.g., artifact, media, performance). A form of individualization whereby learners choose and work on projects and activities that facilitate and support the development of skills

and knowledge. Often, learners not only choose topics but also the means of their conduct and production.

32. **Protocols-** Learners study an original record or records of some important event and then try to understand the event or its consequences. They might watch a film depicting actual instances of discrimination and then consider its causes and effects.
33. **Recitation-** Students are given information to study independently. They then recite what they have learned when questioned by the teacher. For example, students read about what causes pollution, and the teacher, through, questioning, determines the extent and nature of their knowledge and understanding.
34. **Reports, Written and Oral-** Individuals or groups of learners are given or choose topics. For example, each may be asked to find out about one planet in our solar system, or about solar powered vehicles. What they learn is shared with other class members by way of oral or written presentations.
35. **Role Playing-** Learners take on the role of another person or character to see what it would be like to be that person or character. Thus, a student could play the role of an imaginary student no one likes or a news reporter.
36. **Simulation Game-** Students play a specially designed, competitive game that mirrors some aspect of life. For example, they might play the Ghetto Game to find out about the problems and pressures that ghetto dwellers face and to sense how difficult it is to improve one's lot in life. Another commercially available simulation game is Gold Rush (life and adventure in a frontier mining camp). Many simulation games, such as Sim City, are automated.

37. **Simulation-** Learners engage with something intended to give the appearance or have the effect of something else. Thus students may engage in a simulation of the United Nations General Assembly in order to have "firsthand experience" with how it works and what its delegates do.
38. **Synectics-** The use of specific techniques to foster creativity in students. For example, the students may be asked to develop metaphors to describe mobility across different terrains
39. **Tutoring-** A form of individualization whereby either a teacher, or perhaps a fellow student, provides a learner or small group of learners with special help, usually because they are not learning well enough with only conventional instruction.
40. **Unit-** An intentionally designed, integrated, thematic organization of curriculum and knowledge through combinations of demonstrations, discussions, activities, problems, and projects.
41. **Values Clarification-** Teachers lead students through a series of moral and ethical dilemmas, such as birth control or clear-cutting forestry practices, to assist them in clarifying their values and moral choices.

Factors to be Considered for Teaching Methods

1. **The Method must be Suitable for the Learners:** Some teachers consider the selection of method as an area where they have exclusive monopoly. This conception is wrong as their selection of method would affect their learners. Learners' interest, age, level and weaknesses should guide the selection of the relevance method. For instance, it would be wrong of a teacher to impose the use of discussion method on any category of learners that have speech deficiency.

2. **The Method must be also Suitable to the Teacher:** Every Teacher is a unique personality with distinct behaviour. Some teachers may function well in certain condition and situations while others may flop significantly under similar condition. For instance, some teachers are intrinsically motivated, while some are extrinsically motivated.
3. **The Method should be Best for the Subject Matter:** By subject matter, we mean the topic to be taught. No matter how good a strategy of teaching is, if the method is not in line with the topic, little or no success will be achieved.
4. **The Strategy must be Right for the Resources Available:** By resources we mean the instructional aids or materials. The decision of a teacher to use a particular text or a reference material hinges on the availability of the text. Azubuike (2005) also submitted some basic criteria which must be considered before the selection of any teaching methods.
5. **Time Allocated:** Time allocated for the subject on the timetable should be a guide in the selection of teaching methods. She further explains that a teacher who has a limited time may want to favour lecture method because of its attributes. However, lecture method is not applicable in teaching the foundational classes.

Azubuike (2005) expressed that the objective of the teacher should also be considered before the selection of any method. This implies that what the teacher intends to achieve at the end of the lesson should be in line with the selected method. As a result of these factors, it is advisable that a skillful teacher should consider these factors when he/she needs to achieve his/her stated objectives. It is however, sustained that various methods of teaching exist but there is a distinctive difference

between them. There are methods used in higher education which virtually cannot be used in the lower level of education for example in secondary and higher education.

Teaching Models and Learning Theory Used in Teaching Financial Accounting

Calhoun, Joyce and Weil (2009) categorised a wide variety of teaching models into four families including: information processing, behavioural, personal, and social models which could be used in teaching Financial Accounting. They discuss the characteristics of their underlying learning styles, examine the research that has tested them, and illustrate their uses. Each of these families was examined in relation to the criteria listed above, and the most appropriate teaching models were chosen to teach Financial Accounting.

1. Information Processing Models

The information processing family and its related teaching models view students as receptacles of memorised information that needs to be organised. The models in the information processing family focus on the way learners handle information. The information processing family emphasises ways of enhancing a student's innate drive to make sense of the world by acquiring and organizing data.

The most typical instructional methods suggested by the information processing metaphor are lecturing and presenting textbooks. The role of the teacher in the information processing system is one of a dispenser of information and students are the recipients. Information processing models focus on how people attend to environmental events, encode information to be learned and relate the information to knowledge and memory. Information processing models take a mechanistic view of the mind and objectify the student as an unimaginative passive object.

2. Behavioural Family Model

In the behavioural family and behavioural theory, students learn passively when the teacher reinforces positive behavioural responses. Teaching based on the behavioural family relies on exercises that provide consistent repetition necessary for effective reinforcement of response patterns (Reid, 2005). The most typical instructional methods suggested by the behavioural models are drilling and practise on basic skills. Behavioural theory assumes that learning takes place as a result of a response that follows a specific stimulus. The role of the teacher in behavioural theory is a dispenser of rewards and punishments. Ayuso and Banet (2003) stated that the theory of constructivism rejects behavioural models because behavioural models assume students are passive receptors. Therefore, behavioural models miss opportunities to engage students more actively in their own learning.

3. The Personal Family Model

The personal family of teaching models focuses on the development of the integrated feeling and thinking self. The personal family of teaching models shapes the environment around the capacity for self-education and the need to develop self-awareness and understanding (Calhoun, Joyce & Weil, 2009). In the personal family an individual constructs and organises his or her reality. The teacher respects the students' ability to identify their own problems and formulate solutions (Calhoun, Joyce & Weil, 2009). Students only focus on their self-interest, and are responsible for their own destinies and personal success—they ignore as irrelevant the successes and failures of others (Johnson, Johnson & Smith, 2007; Calhoun, Joyce & Weil, 2009).

The similarity between constructivism theory and personal family is their focus on constructing knowledge by individuals. The main principle of constructivism

theory is that knowledge is not transmitted directly from one to another; rather, the knowledge is constructed by the learner (Baviskar, Hartle & Whitney, 2009; Calhoun, Joyce & Weil, 2009). Constructivism recognises that challenging and helping students to correct their preconceptions and misconceptions is essential for effective learning.

4. The Social Family Teaching Model

The social family of teaching models is oriented toward developing social interaction among students to promote academic learning. Most advocates of social family models believe that the central role of education is to prepare citizens to generate integrative democratic behaviour, both to enhance individual and social life and to ensure a productive democratic social order (Calhoun, Joyce & Weil, 2009). When students engage in dialogue with their peers, they internalise the language of interactions and use this language to organize their individual learning. In other words, when students work together and interact with their peers and teachers, they can explain and discuss each others' perspective, which leads to a greater understanding (Johnson & Johnson, 2002). A key benefit of social family models is that cooperative interactions in classrooms are beneficial for students socially, as well as intellectually (Calhoun, Joyce & Weil, 2009).

Social-interdependence theory is part of the social family and focuses on the social interactions among students as a primary source of knowledge that cannot be gained in isolation from other students. Johnson and Johnson (2005) stated that in social-interdependence theory learning occurs when the goals of individuals are affected by each other's actions. Individuals are open to the influence of others and are willing to exert influence on their cooperation. The teacher's role in providing students opportunities to promote each other's success produces the necessary interaction among students required for mutual success (Summers & Svinicki, 2007).

2.2.4 Concept of Performance

The main product of secondary schools is students. Upon graduation, they may either continue their studies into tertiary institutions or secure a job to become useful citizens to the society. Thus, students' academic performances are critical in ensuring that the supply chain is maintained. Academic performance, explained Rothstein (2000) in Ibrahim (2011) refers to a successful accomplishment or performance in particular subject area. It is indicated by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year.

Academic performance is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations. Academic performance and academic achievement are often correlated.

Performance of students has long generated a lot of interest among educators, researchers, government officials, parents and the students themselves. Many studies have examined the factors that influence students' performance in primary and secondary education as well as at the tertiary level, with the purpose of enhancing learning at these stages and reducing dropouts. Performance of students according to Gouch (2009) can, generally, be referred to as the way and manner students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. In other words, it is students' ability to study and remember facts and being able to communicate knowledge verbally or down on paper.

Lafer and Markert (2009) explained that there are two broad groups of definitions of academic performance. The first one refers to numerical scores of a

pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself.

Kobaland and Musek (2001) in Ibrahim (2011) defined academic performance as performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, recall and retention, and transfer of tasks.

Academic performance may be affected by various factors like intelligence, study habits and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of self and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus, a child who sees himself/herself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of performance puts a lot of pressure on students, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic performance of students, though various other outcomes are also expected from the system. Therefore a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. In

Nigeria society, academic performance is considered as a key criterion to judge one's total potentialities and capacities. Hence academic performance occupies a very important place in education as well as in the learning process.

Academic performance is the extent to which a learner is profiting from instructions in a given area of learning i.e. performance is reflected by the extent to which skill and knowledge has been imparted. Academic performance denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Academic performance is influenced by personality, motivation, opportunities, education and training.

Determinants of Academic Achievement

Determinants of academic achievement in basic education have been widely studied in the literature. Most of the studies that are indented to evaluate the determinants of quality of education by using academic performance tests include as explanatory variables, the student's socioeconomic background, school inputs, and inborn factors. Some of the most common findings of these studies are:

- i. Socioeconomic background usually measured by the educational level of the students' parents, have a positive impact on the school achievement (Checci & Peragine, 2005).
- ii. A gender check on academic performance revealed that boys do better than girls in standardized tests of General Mathematics, Science and Financial Accounting (Fuchs & Woessmann, 2008).
- iii. The quality and quantity of school's resources maintain an unclear relation with school attainment (Altinok & Bennaghmouch, 2008; Al-Samarrai, 2002).
- iv. The increase and efficiency of the amount of educational resources in the school will have a higher effect when the students are open to learning and

their interest is motivated to study because one of the main components of the 'effort' done by the students are their motivation to learn which must be aroused.

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Elder & Johnson, 2004).

Generally factors that affect academic performance include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography. In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values of quality attributes associated with the different stakeholders' view point (Blevins, 2009; Parri, 2006).

Beside other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and

hence they do not perform better academically. The low socioeconomic status causes environmental deficiencies which results in low self esteem of students (US Department of Education, 2003).

2.2.5 Concept of Secondary School Education

Nigeria operates the 6-3-3-4 structure of education. Six (6) years of primary education, three (3) years of junior secondary and three (3) years of senior secondary schools. The four (4) implies 4 years of tertiary education. Since the last decade, attempts have been made at merging the six years of primary education and the first three years of secondary education to form a continuous nine years of basic education. One is therefore tempted to describe the educational system as the 9-3-4 system. This however is not the case as it is required of a child to successfully complete primary school education before being placed in the junior secondary school (Omaze, Omo-Egbekuse & Sylvanus, 2009).

A secondary school is a school which provides secondary education, between the ages of 11 and 16 or 11 and 19, after primary school and before higher education. Secondary school is school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula (American Heritage, 2011). Fabunmi (2005) defined secondary school education as the form of education, which children receive after primary education and before the tertiary level. It is the second level of education headed by a school administrator called principal. According to Collins (2014), secondary school is a school for young people, usually between the ages of 11 and 18. It is a school for students above elementary school level and below college level.

A secondary school in the United States might also be known as a high school or as an academy. It usually provides educational instruction for students during the period from ages 11 to 18. It consists of grades 9 through 12, with grade levels known as freshman, sophomore, junior and senior, respectively. Some larger school districts fund secondary schools that teach only grades 10, 11 and 12. Some secondary schools include students in grades seven and eight, along with the higher grade levels. Secondary schools represent the final stage of compulsory schooling in most U.S. states.

Most high schools offer a range of general academic courses. The curriculum usually includes courses such as English, mathematics, science, history and a foreign language. Other common subjects offered during high school include industrial arts, homemaking, health, physical education and music. Students may distribute curriculum selections between required classes and electives. Other high schools are classified as comprehensive secondary schools. Comprehensive schools may provide specialized training so that students can transition into vocational or technical professions after graduation. College preparatory schools focus on students who plan to enter colleges or universities after graduation. Special or alternative high schools may enroll students who seek intensive fine arts instruction or those who may need child care while attending classes.

In Nigeria, secondary school is for children from ages 10 to 15. Secondary education is divided into two parts: the junior and senior secondary education. The junior secondary education which takes in ages 10-12 is pre-vocational and academic in scope. Most courses are compulsory, except religious and language courses (electives). For students to continue into senior secondary school, they have to make passing grades in the Junior Secondary School Certificate Examinations (JSCE). In

senior secondary school which now consists of ages 13-15, students are allowed to choose which areas to concentrate on, be it science, arts, commerce, or technical studies. All students have to sit for a Senior Secondary Certificate Examination (SSCE), of which there are three: the West African Senior Secondary Certificate Examination (WASSCE), the National Examination Council Senior Secondary Certificate Examination (SSCE) and National Board for Technical Education Board (NABTEB). Students must pass this before being admitted into any university.

Objectives of Secondary Education

According to Ekundayo (2010), secondary school level is the bridge between the primary and tertiary levels. The importance of secondary education made the federal government to state the broad aims of secondary education as preparation for useful living within the society and for higher education. The underline principle here is that the secondary schools should be able to provide quality secondary education to all those who can benefit from it. Ifenkwe (2013) outlines the objectives of secondary education. He stressed that the education...

1. provides all primary school leavers with the opportunity for education of a higher level.
2. offers diversified curriculum to cater for the differences in talents, opportunities and future roles.
3. provides trained man power in the applied science, technology and commerce at sub-professional grades
4. develops and promotes Nigerian languages, art and culture
5. inspires students with a desire for self improvement and achievement of excellence.

6. fosters national unity with an emphasis on the common ties that unite Nigerians in diversity.
7. raises a generation of people who can think for themselves, respect the feelings and views of others, respect the dignity of labour.
8. provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Quality of Outputs from Nigerian Secondary Schools

Assessment of students' learning behaviour is expected to be carried out in totality. That is assessing the students in all activities in the cognitive, affective and psychomotor domains (Ekundayo, 2010).

1. **The Cognitive Domain:** This domain includes those objectives which deal with recall or recognition of knowledge and the development of intellectual activities. Osunde (2008) posited that the cognitive outcome deals with the acquisition of knowledge. Acquisition of knowledge is demonstrated at six levels which include: knowledge, comprehension, application, analysis, synthesis and evaluation. According to Bandele (2002), the major instrument for assessing behaviour in the cognitive domain is the class test/examinations.
2. **The Affective Domain:** The affective domain includes objectives, which describe changes of interests, attitudes and values and the development of appreciation and adequate adjustment. Under affective domain comes the pupils' attitudes, feelings, emotions, opinions, interest, values, beliefs, reactions, motivation, social relations habits (Osunde, 2008).
3. **The Psychomotor Domains:** This deals with motor activities. Some examples of psychomotor behaviour include writing smoothly and legibly, speaking fluently, drawing maps accurately, models, ability to manipulate laboratory

equipment and use effectively, maintaining farm tools, weave and make baskets, perform a dance steps accurately and so on (Osunde, 1997 in Ekundayo, 2010). The author posited that skill assessment requires some form of performance testing under a controlled condition. The test will require the student to perform some tasks.

All these three areas should be taught, assessed and the result utilised in taking decisions on each learner. The basis for this is that education aims at moulding and developing the individual in his totality. Bandele (2002) also posited that the combination of the three domains of learning makes the recipient of the education lived a fulfilled life and contribute meaningfully to the society he lives. However, secondary school system seems to have failed in discharging its duties because of the perceived problems that bedeviled the system (Ekundayo, 2010).

Problems in the Secondary School System in Nigeria

A careful examination of the secondary school system in Nigeria reveals the following as some of the problems bedeviling the system which have been hindering the system from achieving its lofty goals:

1. **Inadequate Funding:** Inadequate funding is one of the obstacles to effective management of secondary education in the country. According to Aghenta (1984) in Ekundayo (2010), the success of any secondary school depends upon the resources available to it. Money is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses.

Meanwhile, Jaiyeoba and Atanda (2003) explained that the rapid expansion of students' enrolment in Nigeria since the attainment of

independence followed by the enrolment explosion in recent years have made education a thorny responsibility for government to shoulder. Hence inadequate funding has resulted in poor teaching and dilapidated buildings (Omoriegbe, 2005). There is no doubt whatsoever, that the inadequate funding of the secondary school system in the country has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the National Policy on Education.

2. **Inadequate facilities:** School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives.

3. **Low staff morale:** Teachers are the centre-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited

that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

4. **Poor supervision of schools:** Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that secondary schools are presently supervised by two categories of people, viz: (i) internal supervisors—the within-the school, supervisors as principals, vice-principals and heads of departments; (ii) external supervisors—the outside-the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. While it has been argued that the principals have been discharging their duties as internal supervisors, the external supervisor (inspectors from the Ministry of Education) appear non-functional as they seldom visit schools to monitor the operations in these schools. This has invariably hinder effective teaching-learning in schools.
5. **Frequent changes in policies:** The term “policy” can be explained as statement, which expresses goals, and the means of achieving them. Policy provides a road-map for actions tailored towards meeting specific goals.

According to Jaiyeoba and Atanda (2005), education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership of Nigeria. Principals of schools are often caught in this web when government changes existing education policy. The inconsistencies in educational policies have been argued to be responsible for the poor service delivery in the system.

2.3 Cooperative Teaching Method and Students' Academic Performance

Literature evidence concerning the relative effectiveness of and practical preferences of authorities among the cooperative teaching techniques have been varied and mixed. Numerous research studies on cooperative teaching methods have been conducted and have validated theorists' claims about the method as an effective teaching and learning approach.

In a study carried out by Felder *et al.* (2000), it was discovered that cooperatively taught students tend to have better and longer information retention, higher grades, more highly developed critical thinking and problem-solving skills, more positive attitudes toward the subject and greater motivation to learn it than competitively taught students.

According to Effective Instructional Strategies (2005), studies on cooperative teaching indicate a strong impact on student academic performance as well as increased motivation and improved social interactions with adults and peers. Evidently, cooperative teaching methods are effective in a variety of ways. The research showed increase in student academic performance at the elementary, middle,

high school, and collegiate levels. The theory of cooperative teaching has also been successfully applied to the workplace. It revealed that student academic performance increased when effective cooperative teaching techniques were applied to a range of courses, including Financial Accounting. Collaboration was identified as a key component to academic performance.

Egbon and Ojo (2005) found that cooperative teaching environment was more conducive in learning than the competitive setting. Afolabi, Anene and Okediji (2006) found that cooperative teaching method groups performed significantly better than their non-cooperative counterparts. Kolawole (2008) found that cooperative teaching method was more effective than competitive teaching method in teaching secondary school level.

Hwang, Lui and Tong (2008) found that cooperative teaching group outperformed the lecture group on both the direct and analytical problems. The authors noted that the result suggests that cooperative teaching enhances participants' ability to solve analysis level questions that require a higher level of understanding of the subject matter.

Everaert and Opdecam (2012) found that students in the cooperative teaching spent significantly more time outside of class than students in lecture group. In addition, they reported higher levels of satisfaction and a more positive course experience than students in lecture group. Cooperative method outperformed the lecture group but the increased performance was correlated to time spent outside of class: "the more time spent by students, the higher the exam score" (Everaert & Opdecam, 2012).

Adebowale, Ojo and Oloyede (2012) found that learners in the cooperative interaction strategy performed better than learners in competitive and the

individualistic groups. The study by Adebowale, Ojo and Oloyede showed that the cooperative interaction strategy brings about a significant difference in the achievement of students in mathematics when compared with those exposed to competitive, individualistic and conventional interaction strategies of teaching and learning mathematics. This might be due to the interactiveness, friendliness, and teamwork that the cooperative strategy provides for the students.

Study by Christian and Pepple (2012) found statistically significant effect of cooperative teaching method over individualized learning on students' achievement in Chemistry.

Numerous studies indicated that cooperative teaching is a favourable teaching approach for academic and social gain when used responsibly (Ediger, 2011; Sharan, 2010; Tarim, 2009). Nagel (2008) suggested that teachers should go beyond the conventional "chalk and talk" or lecture and include active learning where collaboration is encouraged. Cooperative teaching method is considered to help students develop the requisite skill of knowing how to work together in today's pluralistic society. It is also seen as an integrative and holistic approach to learning, with a focus on social implications (Schul, 2011). For use with large classes, which are particularly common in the developing world, cooperative teaching is also seen as a favourable approach, but far fewer studies have been done on its direct effect on students' academic performance.

2.4 Competitive Teaching Method and Students' Academic Performance

Literature evidence concerning the relative effectiveness of and practical preferences of authorities among the competitive teaching method have been varied and mixed. Several researches conducted on competitive teaching methods have

validated theorists' claims about the method as an effective teaching and learning approach.

Griffiths and Podirsky (2002) found that the competitive teaching method is the most appropriate when students need to review learned materials than cooperative teaching. Adebowale, Ojo and Oloyede (2012) found that competitive teaching method when compared with the individualistic and conventional methods yielded a better performance among learners. The reason for this may be due to the rewards attached and which might have motivated the students to perform better than their counterparts in the individualistic and conventional strategy groups.

2.5 Gender and Students' Academic Performance

Gender differences in academic achievement have been observed in teachers' grading of students and in standardized tests for many years (Connelly, 2008; Downey & Yuan, 2005). Gender is one of the factors interacting with academic achievement and studies on it have been unresolved. Usman (2000) found that male students have a higher performance than female students. Usman further reported that boys performed significantly better than girls in SSCE Financial Accounting examination. Adebayo & Danmole (2004) found no significant difference between male and female performance. Viann (2004) investigated differences and the effects of cooperative teaching in mathematics classroom setting. The results revealed no significant gender-related differences, but females achieved slightly higher grades than males. Pandian (2004) investigated the effects of cooperative computer-assisted learning method on male and female students' achievement in biology. Male and female students in the cooperative computer assisted instruction group showed

remarkable post-test mean differences over their respective counterparts who learned the same biology concepts through traditional method.

According to Kelly (2008) girls generally receive higher classroom grades while boys outperform girls on standardized tests in Financial Accounting. Several reasons have been offered for these differences. For example, teachers often consider student classroom behaviour in their grading and boys are generally more disruptive (or at least less compliant) than girls. And teachers deliberately reward effort – such as homework commitment and completion – in addition to achievement in their marking in order to encourage student interest and involvement (Kelly, 2008). Adebowale, Ojo and Oloyede (2012) found that no significant difference on the basis of gender among students taught with cooperative and competitive methods. Oludipe (2012) investigated the influence of gender on Junior Secondary students' academic achievement in basic science using cooperative teaching method and found that there was no significant difference in academic achievement of male and female students at the pre-test, post-test, and delayed post-test levels respectively.

2.6 Financial Accounting in Secondary Schools in Nigeria

Financial accounting is part of the Business Studies Curriculum in the group of Vocational Subjects. The keeping of accounting books is essentially an art and the aims of those who study the subject are essentially useful. This curriculum, which is the original work of the Comparative Education Study and Adaptation Centre (CESAC), is designed to meet these aims.

The chief aim of the curriculum is to build on the work that has been done in bookkeeping at the Junior Secondary School and also provide the teacher with the

framework within which the teaching is to take place. The aims of financial accounting in general are to provide:

1. Specialized instruction to prepare students for career in financial accounting field;
2. Fundamental instruction to help students assume their economic roles as consumers, workers and citizens;
3. Background instruction to assist students in preparing for other professional careers requiring advanced studies in financial accounting; and
4. Book keeping and accounting skills for personal use in future.

These objectives are geared towards making the students to appreciate the rules and functions of accounting, lay a sound foundation for further study of accounting at higher level and also assess candidates' knowledge of basic accounting principles and their application to modern business activities.

The Senior Secondary School Curriculum is based on the National Policy on Education, with the quality of instruction oriented towards inculcating certain values. The Federal Republic of Nigeria (2004) stated the broad goal of the secondary school education is to prepare individuals for useful living within the society and higher education. To achieve this objective, secondary school education in Nigeria has six years duration given in two stages three years of junior secondary school followed by three years of senior secondary school. The curriculum designed for senior secondary school is comprehensive and broad based, aimed at broadening students' knowledge and outlook. Subjects offered in senior school are in three group's core subjects, vocational and non-vocational subjects. One of the vocational subjects is financial accounting.

Financial accounting is one of the vocational electives that students are expected to offer from elective subjects to give a maximum eight or nine subject. Apart from the core subjects, the students are expected to offer a minimum of one and

maximum of three from elective subjects to give a maximum eight or nine subject. According to WAEC (2004), financial accounting is the most popular subject that students offer among the vocational elective subjects. Other subjects in this category include Agriculture, Commerce, Computer Education, Clothing and Textiles, Food and Nutrition, Home Management, Technical Drawing, Fine Art, Music. According to Asaolu (2002), book keeping and accounting is the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making."

Accounting data are processed into accounting information through the use of accounting principles and conventions. The accounting principles are known as "generally accepted accounting principles. They are the basic fundamentals which guide accountants in recording, appreciating and assessing accounting information as well as the preparation and interpretation of financial statements. The accounting information system is proven, time honoured, and its format is universally understood. Books of accounts prepared by accountants in one part of the world are easily understood by their counterparts in other parts of the world because the information system is based on principles that are widely accepted and globally used.

According to the National Examination Council (NECO, 2004), the general objectives of studying financial accounting at senior secondary school are as follows:

1. To enable senior secondary school students appreciate the basic rules, functions and principles of accounting
2. To lay proper foundation for further study of accountancy and allied courses at higher level and
3. To enable the students understand basic accounting principles, practice and their applications to modern business activities.

The curriculum content has been developed into ten units, ranging from Principles to Accounts of Companies and Non-Profit Making Organizations and items

such as contracts. New topics such as the History of Book-keeping and Accounting in Nigeria, Careers available in this field and Public Service Accounting have been introduced. It is recommended that:

Units 1 – 4 be taught in the first year of Senior Secondary School (SSS One i.e. Year I)

1. Introduction, History, nature and functions of Accounting Importance of Book keeping and Accounting and Career
2. Principles and Cash Accounts
3. The final Accounts
4. Control Accounts

Units 5 – 9 the second year of Senior Secondary School (SSS Two i.e. Year II)

5. Depreciation of Assets and Manufacturing Accounts
6. Account of Non-Profit Making Organization
7. Partnership
8. Special Accounts
9. Company Account

Units 10 – 11 the final year of Senior Secondary School (SSS Three i.e. Year III)

10. Commercial Accounting
11. Government Accounting

The content has been planned so as to group together related subject matters for combined treatment. It is also recommended, that at least 4 periods of 40 minutes each per week be allocated to this subject on the school time table. The first period should be a double period to give time for illustrations. The teacher should oversee the work of the students and pay attention to good habit formation by:

1. Insisting upon high standards of accuracy, hand writing, figuring and tidiness
2. Relating the subject matter to that of other subjects in the business studies curriculum
3. Speed and accuracy should be emphasized when mastery has been acquired.
4. The uses of modern mini-computers like calculators where possible and affordable should be encouraged.

The calibre of teachers to be recruited to teach financial accounting includes any of the following:

1. NCE graduates specializing in Book-keeping and Accounting

2. HND graduates in Accounting
3. University graduates with specialization in Accounting
4. University graduates in Business Education with Accounting
5. Any other equivalent qualifications.

Financial accounting is better learnt, understood and mastered by actually working exercises. Exercise given should be adequately evaluated, marked and appropriate feedback given to the students. A comprehensive test made up of objectives and problems is recommended at the end of each Unit (Yusuf, 2010).

2.7 Review of Related Empirical Studies

Investigations regarding effects of cooperative teaching and competitive teaching on academic achievement have been conducted by several researchers.

Kolawole (2007) investigated effects of competitive and cooperative learning strategies on academic performance of Nigerian students in mathematics in South West, Nigeria. The study was guided by four (4) objectives, research questions and hypotheses. The research adopted a quasi-experimental research design. The participants were 400 senior secondary schools III, Mathematics students made up of 240 boys and 160 girls selected randomly selected from four out of the five states in South West, Nigeria. The data was analyzed using z-test analysis at $\alpha=0.05$ level of significance. The findings revealed that cooperative learning strategy is more effective than competitive learning strategy and that boys performed significantly better than girls in both learning strategies. The study recommended the adoption of cooperative learning strategy in secondary schools in Nigeria.

The study by Kolawole failed to categorically state the procedure for data analysis of the instruments. But a look at the results showed that inferential statistics and z-test were used in analyzing the data generated for the study. The study again

used an unequal number of male and female. The ratio of 2:3 male and female respectively is not a fair judgement in studies where effects are checked. However, the researcher is adopting the research design as used by Kolawole and the data generated shall be analyzed using inferential statistics and t-test. It will defer in the previous studies in terms of the ratios of selecting gender for the study as it will use equal number of male and female for the sake of fairness.

Adebowale, Ojo and Oloyede (2012) investigated the effects of competitive, cooperative and individualistic classroom interaction model on learning outcomes in Mathematics in senior secondary schools in Ikere and Ado-Ekiti LGAs, Ekiti State, Nigeria. The study sought to find out the relative effectiveness of three classroom interaction strategies which are known to affect students' learning outcomes in Mathematics. The research design adopted for the study was pre-test – post-test experimental design with a control group. Four hundred and eighty four (484) senior secondary school three (SSS III) students were randomly selected through judgmental and stratified random sampling from government -owned secondary schools in Ikere and Ado-Ekiti LGAs as participants in the study. The data collected were analyzed using one-way ANOVA, ANCOVA, two-way ANCOVA, and Tukey HSD post hoc pairwise comparisons analysis. The findings showed that the students' learning outcomes in Mathematics were better promoted by the cooperative and competitive strategies but rather minimally by both individualistic and conventional strategies.

The work of Adebowale, Ojo and Oloyede did not specify the number of boys and girls that were involved in the study as gender was one of the variables that the study took cognizance of. The present researcher shall ensure that equal number of boys and girls are used in the study for the sake of fairness. The study however, deem fit to use their work as a guide.

Rashed and Robyn (2013) investigated the impact of cooperative learning in comparison to traditional learning (small groups) on English as a foreign language (EFN) learners' outcome when learning English as a foreign language in Al-Baha City, Saudi Arabia. The study was guided by three (3) objectives, research questions and hypotheses. The research adopted a quasi-experimental research design. The participants in the study were 139 tenth grade male students in four boys' secondary schools in Al-Baha City selected randomly into experimental and control groups. Inferential statistics and analysis of variance (ANOVA) were used in analyzing the data collected. It was revealed in the study that there were statistically significant difference between the mean scores of the students who were taught English in the cooperative learning environment (the experimental group), and those who were taught English by using the traditional small group method (the control group) in the post-test. The difference was in favour of the experimental group. However, there was no significant difference between students in the experimental classes and the students in the control groups in their English achievement test at the pre-test.

The study by Rashed and Robyn failed to clearly outline the research design of the study, the validity and reliability of the research instrument was not carried out and the procedure for data analysis was also not clearly stated. However, the present study shall adopt quasi-experimental research design, validity and reliability of the instrument shall be ascertained and the data shall be analyzed inferential statistics and t-test.

Wayne (2013) investigated the effects of cooperative learning on academic achievement, social interaction, behaviour and affect of secondary-level English and social studies students United States. The study examined existing literature, assess its strengths and weaknesses, and provide suggestions for further avenues of related

research on cooperative learning strategy. The study uncovered that cooperative learning has positive effects on academic achievement when students are accountable only to themselves, when they are accountable to both themselves and their group, and when they are solely accountable to their group. The study suggests that students who engage in cooperative learning are more likely to work with others even when not told to. Its implication to the teachers is that they can use different accountability structures of cooperative learning to reinforce different skills and values. The researcher used the study by Wayne to get most literature in the present study.

Bruce, Elizabeth, Hayward, Jan, Jennifer, Ken and Paul (2013) investigated the impact of individual, competitive and collaborative mathematics game play on learning, performance and motivation of students in northeastern city, New York. Participants were 58 sixth, seventh and eighth grade students were randomly selected for the study. Results suggested that in comparison to individual play, competition increased in-game, whereas collaboration decreased performance during the experimental play session. Furthermore, completion and collaboration elicited greater situational interest and enjoyment and invoked a stronger master goal orientation. Additionally, collaboration resulted in stronger intentions to play the game again and to recommend it to others.

The study by Bruce *et al.* (2013) did not make detailed outline in journal write up as it did not specify the research design, population and sample and sampling technique, validity and reliability of the research instrument and procedure for data analysis. It is however of immense importance to the present study as it will use its outcome of the study in relationship to the present study.

Effandi, Titi, Yusoff and Zulkarnain (2013) investigated effect of cooperative learning on secondary school students' mathematics achievement in Pekanbaru,

Indonesia. The purpose of this study was to determine the effects of cooperative learning on students' mathematics achievement in secondary school students in Pekanbaru, Indonesia. In addition, this study also determined students' perception concerning cooperative learning. The samples of the study consisted of 61 Form Three students. In order to control the differences of dependent variables, a pre-test was given before treatment. After treatment, a post-test was administered to both groups. Two types of instruments were used to collect the data: the mathematics achievement test and open-ended questions on cooperative learning. The pre-test and the post-test data were analyzed using t-test. Content analysis was used for the open-ended questions on cooperative learning. The results showed that there was a significant difference of mean in students' mathematics achievement between the cooperative group and the traditional group. Content analysis data revealed that students in the cooperative group were able to increase their understanding and to develop their self-confidence.

The researcher observed that Effandi *et al.* did not make a step by step outline in their write up. They were not having headings for research design, population, sample and sampling procedure, etc. They did not specify the instruments they used in analyzing the data they collected. The present researcher shall however make a straight outline of each headings. They researcher shall will use mean statistics and t-test in analyzing the data that shall be collected and will use the work of Effandi *et al.* as a guide for the study.

Okereke and Ugwuegbulam (2014) investigated effect of competitive learning strategy on secondary school students learning outcome: implications for counselling. This study sought to find out the effect of competitive learning strategies on secondary school students learning outcomes in chemistry. Two null hypotheses were

formulated to guide the study. The study adopted a quasi-experimental design. There were 337 senior secondary students II (SSS II) purposively selected from eight (8) intact classes in Imo State from 3 boys only and 3 girls only schools. The instrument for data collection was titled “Chemistry Achievement Test” designed by the researchers. It was validated before being put into use. The experimental treatment lasted for four weeks and data collected were analyzed using analysis of covariance (ANCOVA). The findings showed that competitive learning strategies enhanced students’ learning outcome in chemistry.

Okereke and Ugwuegbulam failed to specify the exact sample they took for their study as the numbers in the eight intact classes were not mentioned. They used analysis of covariance (ANCOVA) in analyzing the data they collected. The researcher shall however have forty students from each school that shall be sampled and shall use mean statistics and t-test in analyzing the data that shall be collected for the study. The researcher deems it fit to use this work as a guide towards completing this research.

Adu and Galloway (2015) investigated the effects of cooperative learning on students’ Economic achievement and attitude towards Economics in Lagos State. The study was to determine the effects of cooperative learning on economics achievement and attitude towards economics as a school subject. Quasi-experimental study was carried out on two Senior Secondary School classes in Lagos, Nigeria. The two groups were pre-tested on achievement test and attitude towards economics prior the implementation of the experimental study. At the end of the study, a post-test was administered. Data was analysed using the t-test to determine level of performance by comparing the mean of the post-test for treatment and control group. The results of this study showed that cooperative learning methods improve students’ achievement

in economics and attitude towards economics. The researchers concluded that cooperative learning is an effective approach, which economics teachers need to incorporate in their teaching, if improved results are to be achieved.

Research by Adu and Galloway did not specify the objectives and research questions which the study intended to provide answers to and they did not check the validity and reliability of the instrument for data collection before administration. The present study will have objectives, research questions and hypotheses which will guide the study to a logical conclusion. It will check the validity and reliability of the instrument for data collection before administration. The researcher will use the work of Adu and Galloway as guide to his own study.

2.8 Summary of Reviewed Literature

The chapter reviewed perspectives of authors on concepts of cooperative and competitive methods of teaching. It again made reviews on concepts of financial accounting, performance and secondary school education. Literature on effects cooperative and competitive teaching methods on academic performance were review. Lastly, it checked on financial accounting in secondary schools in Nigeria. The study reviewed eight (8) works related to cooperative and competitive methods of teaching. Of the eight (8) reviewed related literature, to the best of the researcher's knowledge, no research was carried out on effects of cooperative and competitive teaching in financial accounting. This was the notable gap this research bridged.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter outlined the specific method and procedures that was used in the study.

The chapter was discussed under the following sub-headings:

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Procedure of the Study
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

This research was carried out using quasi-experimental design. Nwana (2002) defined quasi-experimental design as any study in which the researcher deliberately interferes with the experimental situations by controlling what groups are exposed to in the study. Another way of viewing a quasi-experimental design is to consider it as one in which intact group of subjects are used rather than that in which subjects have randomly been assigned to experimental groups (Gay, 2002; Wierma, 2002). In other words, a quasi-experimental study lacks randomization.

3.2 Population of the Study

The population of the study was two thousand, one hundred and seventy five (2175). It comprised of all the senior secondary schools (SSS I) students in the twelve education zones of Kaduna State, that offered financial accounting in 2015/2016 academic session. Details of the population of the study were presented in Table 1.

Table 1 Population of the Study

S/N	Education Zone	Number of Schools	Number of Students
1	Sabon Tasha	7	205
2	Birnin Gwari	2	58
3	Giwa	2	41
4	Zaria	10	408
5	Zonkwa	6	145
6	Anchau	3	75
7	Godogodo	3	86
8	Kaduna	10	501
9	Kafanchan	5	243
10	Kachia	7	202
11	Lere	4	91
12	Rigachikun	4	120
Total		58	2175

Source: Kaduna State Ministry of Education (2016)

3.3 Sample Size and Sampling Procedure

The sample size of the study was eighty (80). Purposive sampling technique was used to select senior secondary school one (SSS I) students of Government Commercial College, Zaria from Zaria education zone as sample for the study because the school has a long history of offering financial accounting. The students were placed into experimental groups 1 and 2 and control group. A detail of the sample was presented in Table 2.

Table 2 Sample Size

Treatment Groups	Students	Total
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		Males	Females	
Experimental Group 1	– Cooperative Teaching Method	20	10	30
Experimental Group 2	– Competitive Teaching Method	19	6	25
Control Group	– Demonstration (Conventional) Teaching Method	16	9	25
Total		55	25	80

The SSS I students had three intact classes – SSS 1A, 1B and 1C. SSS 1A students were purposively assigned as cooperative teaching method (CMTM) class, that is, Experimental Group 1, SSS 1B students were assigned as competitive teaching method (COTM) class, that is, Experimental Group 2, while SSS 1C students were assigned as demonstration (conventional) teaching method class, that is, the Control Group (CG). This was in line with Olayiwola (2007) who suggested sample size of nonequivalent groups be used in experimental study.

3.4 Instrument for Data Collection

The instrument for data collection was Financial Accounting Achievement Test (FAAT) which was divided into two parts – pre-test and post-test. The pre-test (Appendix C & D) consisted of 10 items that lasted for 10 minutes. Students were required to fill in blank spaces in the 10 items. Each correctly filled item earned 10 marks, that is, 5 marks for correct debit entry and 5 marks for correct credit entry. In all, the pre-test mark was 100. This was to ascertain students' level of accounting knowledge before administering the treatment. The post-test (Appendix I & J) was a 45 minutes instrument achievement test. It was a detailed transaction carried out in a month, requesting students to make the necessary ledger entries for the transactions, take a trial balance to confirm the correctness of their entries and prepare a trading, profit & loss account and balance sheet. Allocation of marks was based on each

posting made correctly, that is, 1 mark for every correct posting. A total of 61 marks were required to be earned in ledger entries, 13 marks were required to be earned in trial balance extraction while 16 marks were required to be earned in trading, profit and loss and balance sheet posting. In all, 100 marks were required to be earned in the post-test. The post-test was meant to test the students' comprehension of what was taught in the eight contacts (hours) of the experiment.

3.4.1 Validity of the Instrument

The instrument was validated by four experts in research methodology and measurement and evaluation in Ahmadu Bello University, Zaria; suggested modifications were effected.

3.4.2 Pilot Study

A pilot study was conducted in Demonstration Secondary School, Samaru, Zaria, with 10 males and 10 female students because the students had the same characteristics with the sampled school. The pre-test and post-test components of the instruments were administered.

3.4.3 Reliability of the Instrument

The researcher determined the reliability of the instrument using the result of the pilot study. The split-half method was used to determine the reliability of the instrument. The instrument was divided into two half of odd and even numbers. The Spearman Rank Order Correlation Coefficient was used to calculate the reliability. A 0.89 reliability coefficient was obtained. This reliability coefficient was positive and high hence the instrument was adjudged reliable and stable based on Olayiwola (2007) statement that the reliability coefficient of 0.5 and above was adequate.

3.5 Procedure for Data Collection

The researcher collected introductory letter from the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria (Appendix A) seeking permission to conduct research in the school as part of the requirement for the award of Master of Business Education Degree. Upon presentation of the introductory letter, the researcher was referred to the Zonal Education Office for letter of authority from the Zonal Office to Principal (Appendix B) to permit the researcher to carry out the research.

The first double contacts (80 minutes) were used for introduction and familiarization in order to create conducive environment and establish good relationship between the researcher and the students. Students were placed into experimental (EG1 – cooperative method and EG2 – competitive method) and control groups. Students in the cooperative teaching method group were required to cooperate with each other towards achieving their objectives (Appendix E1-4). Those in competitive teaching method group were required to ensure that they outdo other students (Appendix F1-4) while those in control group were required to attain the regular objectives (Appendix G1-4). The last ten minutes of the period was used in administering the pre-test (Appendix C) on the students.

The second double periods of the second week was used to introduce the students to the books of the trader. This time was used to teach the students the basic double entry principles of accounting, that is, every transaction affects two accounts (Appendices E1, F1 & G1). The next double periods of the third week was used to continue teaching the students how entries were made in the books of the trader and how the accounts were closed (Appendices E2, F2 & G2), while the last period during the third week was used to teach the students how to draw up a trial balance as it tests

the arithmetical accuracy of the entries recorded in the books of accounts (Appendices E3, F3 & G3).

The last double periods of the fourth week was spent teaching students how to draw up a trader's final account (the Trading, Profit and Loss account and the Balance Sheet) (Appendices E4, F4 & G4). At the end of the fourth week, the researcher administered post-test of the Financial Accounting Achievement Test (FAAT), which was a 45 minutes test (Appendix I). Two contacts (80 minutes i.e. 40 minutes per contact, made up of two double periods) were used per week, making a total of eight contacts (8 periods) in each method. This was achieved since the classes had different days for financial accounting on the timetable in a week. The pre-test and post-test were marked using the prepared marking scheme (Appendices C & D and I & J). The scores collected served as primary data for the study.

3.6 Procedure for Data Analysis

In analysing the data collected, percentage was used to present respondents' demographic variables; mean, standard deviation and standard error were used to answer the research questions, Pearson Product Moments Correlation Coefficient (PPMC) was used to test null hypothesis one and two, while t-test was used to test null hypotheses three to five.

Decision Rule

In answering the research questions, the pass mark was 50%. Where the experiment resulted in a performance by students of 50% and above, the method was effective. Where the performance was less than 50%, the method was not effective.

In testing the null hypothesis, where calculated value was less than the critical value, the null hypothesis was retained but when the calculated value was equal to or

greater than the critical value, the null hypothesis was rejected. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter analyzed the data collected in the course of the study. The analysis of data was done on the basis of the post-test results. The chapter was presented under the following sub-headings:

- 4.1 Analysis of Students' Demographic Variables
- 4.2 Answers to Research Questions
- 4.3 Test of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussion of Major Findings

4.1 Analysis of Students' Demographic Variables

Gender was the only demographic variable that concerned this study. The analysis of the respondents' gender was presented in Table 3.

Table 3 Analysis of Students by Gender

Sex	Frequency	Percent
Male	55	68.75
Female	25	31.25
Total	80	100.00

Source: Field Survey, 2016

Table 3 revealed that male students made up 68.75% while female students made up 31.25% of the respondents. The male students were the major respondents in the study.

4.2 Answers to Research Questions

The result of the post test was used to answer the research questions. The detailed scores for the students in the various groups are contained in Appendix K. The summary as it affects each research question is as presented in 4.2.1 to 4.2.5.

4.2.1 Research Question One: **What is the effect of cooperative teaching method on secondary school students' academic performance in financial accounting in Kaduna state, Nigeria?**

The summary of the effect of cooperative teaching method on secondary school students' academic performance in financial accounting in Kaduna state, Nigeria was presented in Table 4.

Table 4 Cooperative Teaching Method and Students' Performance in Financial Accounting

Students' Group	N	\bar{X}	SD	SE	MD
Cooperative Teaching Method	30	73.20	12.57	2.29	
Demonstration Teaching Method	25	56.08	05.91	1.18	17.12

Source: Field Study Data (2015/2016) Session

Table 4 showed cooperative teaching method and students' academic performance in financial accounting in Kaduna State, Nigeria. Following the data presented in Table 4, thirty (30) students were exposed to cooperative teaching method while twenty five (25) students were exposed to demonstration teaching method. The mean performance of students exposed to cooperative teaching method was 73.20, with standard deviation (SD) and standard error (SE) of 12.57 and 2.29 respectively. The mean performance of students exposed to demonstration teaching method was 56.08, with standard deviation (SD) and standard error (SE) of 5.91 and 1.18 respectively. With mean difference (MD) of 17.12, the study concluded that cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method.

4.2.2 Research Question Two: What is the effect of competitive teaching method on secondary school students' academic performance in financial accounting in Kaduna State, Nigeria?

The summary of the effect of competitive teaching method on secondary school students' academic performance in financial accounting in Kaduna state, Nigeria was presented in Table 5.

Table 5 Competitive Teaching Method and Students' Performance in Financial Accounting

Students' Group	N	\bar{X}	SD	SE	MD
Competitive Teaching Method	25	67.20	09.56	1.91	
Demonstration Teaching Method	25	56.08	05.91	1.18	11.12

Source: Field Study Data (2015/2016) Session

Table 5 showed competitive teaching method and students' academic performance in financial accounting in Kaduna State, Nigeria. Following the data presented in Table 5, twenty five (25) students were exposed to competitive teaching method while another twenty five (25) students were exposed to demonstration teaching method. The mean performance of students exposed to competitive teaching method was 67.20, with standard deviation (SD) and standard error (SE) of 9.56 and 1.91 respectively. The mean performance of students exposed to demonstration teaching method was 56.08, with standard deviation (SD) and standard error (SE) of 5.91 and 1.18 respectively. With mean difference (MD) of 11.12, the study concluded that competitive teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method.

4.2.3 Research Question Three: What is the difference in the performance of secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?

The summary of difference between performance of students taught financial accounting using cooperative teaching method and competitive teaching method in secondary schools in Kaduna state, Nigeria was presented in Table 6.

Table 6 Difference between Performance of Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	MD
Cooperative Teaching Method	30	73.20	12.57	2.29	6.00
Competitive Teaching Method	25	67.20	09.56	1.91	

Source: Field Study Data (2015/2016) Session

Table 6 showed difference between performance of students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna State, Nigeria. Following the data presented in Table 6, thirty (30) students were exposed to cooperative teaching method while twenty five (25) students were exposed to competitive teaching method. The mean performance of students exposed to cooperative teaching method was 73.20, with standard deviation (SD) and standard error (SE) of 12.57 and 2.29 respectively. The mean performance of students exposed to competitive teaching method was 67.20, with standard deviation (SD) and standard error (SE) of 9.56 and 1.91 respectively. With mean difference (MD) of 6.00, the study concluded that cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than competitive teaching method.

4.2.4 Research Question Four: What is the difference in the performance of male secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?

The summary of difference between performance of male students taught financial accounting using cooperative teaching method and competitive teaching method in secondary schools in Kaduna state, Nigeria was presented in Table 7.

Table 7 Difference between Performance of Male Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	MD
Male-Cooperative Teaching Method	20	68.60	11.90	2.66	
Male-Competitive Teaching Method	19	65.11	10.05	2.31	3.49

Source: Field Study Data (2015/2016) Session

Table 7 showed difference between performance of male students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna State, Nigeria. Following the data presented in Table 7, twenty (20) male students were exposed to cooperative teaching method while nineteen (19) male students were exposed to competitive teaching method. The mean performance of male students exposed to cooperative teaching method was 68.60, with standard deviation (SD) and standard error (SE) of 11.90 and 2.66 respectively. The mean performance of male students exposed to competitive teaching method was 65.11, with standard deviation (SD) and standard error (SE) of 10.05 and 2.31 respectively. With mean difference (MD) of 3.49, the study concluded that male students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than male students in competitive teaching method.

4.2.6 Research Question Five: What is the difference in the performance of female secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria?

The summary of difference between performance of female students taught financial accounting using cooperative teaching method and competitive teaching method in secondary schools in Kaduna state, Nigeria was presented in Table 8.

Table 8 Difference between Performance of Female Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	MD
Female-Cooperative Teaching Method	10	82.40	8.32	2.63	8.57
Female-Competitive Teaching Method	6	73.83	2.23	0.91	

Source: Field Study Data (2015/2016) Session

Table 8 showed difference between performance of female students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna State, Nigeria. Following the data presented in Table 8, ten (10) female students were exposed to cooperative teaching method while six (6) female students were exposed to competitive teaching method. The mean performance of female students exposed to cooperative teaching method was 82.40, with standard deviation (SD) and standard error (SE) of 8.32 and 2.63 respectively. The mean performance of female students exposed to competitive teaching method was 73.83, with standard deviation (SD) and standard error (SE) of 2.23 and 0.91 respectively. With mean difference (MD) of 8.57, the study concluded that female students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than female students in competitive teaching method.

4.3 Test of Null Hypotheses

The hypotheses earlier raised for the study were tested for significant effect and difference. Specifically, hypotheses one and two were tested for significant effect while hypotheses three to five were tested for significant difference, all at 0.05 level of significance in 4.3.1 to 4.3.5.

4.3.1 Hypothesis One: **Cooperative teaching method has no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.**

To test hypothesis one, the mean scores of students in cooperative teaching method and demonstration teaching method were subjected to Pearson Product Moments Correlation Coefficient (PPMC). The summary of the significant effect (r) was presented in Table 9.

Table 9 PPMC Statistic on Effect of Cooperative Teaching Method on Students' Performance in Financial Accounting

Students' Group	N	\bar{X}	SD	SE	Df	r_{Cal}	r_{Crit}	P-Value
Cooperative Teaching Method	30	73.20	12.57	2.29	51	6.250	2.000	0.000
Demonstration Teaching Method	25	56.08	05.91	1.18				

Table 9 showed results of PPMC statistic on effect of cooperative teaching method on students' performance in financial accounting in Kaduna State, Nigeria. The table showed that thirty (30) students were exposed to cooperative teaching method. The method had mean performance of 73.20 with standard deviation (SD) and standard error (SE) of 12.57 and 2.29 respectively. The table also showed that twenty five (25) students were exposed to demonstration teaching method. The method had mean performance of 56.08 with standard deviation (SD) and standard error (SE) of 5.91 and 1.18 respectively. With a degree of freedom of 51, the

calculated value ($r_{cal}=6.250$) was higher than the critical value ($r_{crit}=2.000$). This showed that there was significant effect ($P=0.000$) in the performance of students exposed to cooperative teaching method. Therefore, the hypothesis which stated that cooperative teaching method had no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria, was rejected.

4.3.2 Hypothesis Two: Competitive teaching method has no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria.

To test hypothesis two, the mean scores of students in competitive teaching method and demonstration teaching method were subjected to Pearson Product Moments Correlation Coefficient (PPMC). The summary of the significant effect (r) was presented in Table 10.

Table 10 PPMC Statistic on Effect of Competitive Teaching Method on Students Performance in Financial Accounting

Students' Group	N	\bar{X}	SD	SE	Df	r_{Cal}	r_{Crit}	P-Value
Competitive Teaching Method	25	67.20	09.56	1.91	46	4.947	2.009	0.000
Demonstration Teaching Method	25	56.08	05.91	1.18				

Table 10 showed PPMC statistic on effect of competitive teaching method on students' performance in financial accounting in Kaduna State, Nigeria. The table showed that twenty five (25) students were exposed to competitive teaching method. The method had mean performance of 67.20 with standard deviation (SD) and standard error (SE) of 9.56 and 1.91 respectively. The table also showed that another twenty five (25) students were exposed to demonstration teaching method. The method had mean performance of 56.08 with standard deviation (SD) and standard error (SE) of 5.91 and 1.18 respectively. With a degree of freedom of 46, the

calculated value ($r_{cal}=4.947$) was higher than the critical value ($r_{crit}=2.009$). This showed that there was significant effect ($P=0.000$) in the performance of students exposed to competitive teaching method. Therefore, the hypothesis which stated that competitive teaching method had no significant effect on academic performance of secondary school students in financial accounting in Kaduna State, Nigeria was rejected.

4.3.3 Hypothesis Three: There is no significant difference between secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna state, Nigeria.

To test hypothesis three, the mean scores of students in cooperative teaching method and competitive teaching method were subjected to analysis. The summary of the difference (t-test) was presented in Table 11.

Table 11 t-test Statistic on Difference between Performance of Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	Df	T _{Cal}	T _{Crit}	P-Value
Cooperative Teaching Method	30	73.20	12.57	2.29	53	2.009	2.000	0.050
Competitive Teaching Method	25	67.20	09.56	1.91				

Table 11 showed t-test statistic on difference between performance of students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna State, Nigeria. The table showed that thirty (30) students were exposed to cooperative teaching method. The method had mean performance of 73.20 with standard deviation (SD) and standard error (SE) of 12.57 and 2.29 respectively. The table again showed that twenty five (25) students were exposed to competitive teaching method. The method had mean performance of 67.20 with

standard deviation (SD) and standard error (SE) of 9.56 and 1.91 respectively. With a degree of freedom of 53, the calculated value ($T_{cal}=2.009$) was higher than the critical value ($T_{crit}=2.000$). This showed that there was significant difference ($P=0.050$) between performance of students exposed to cooperative teaching method and those exposed to competitive teaching method. Therefore, the hypothesis which stated that there was no significant difference between secondary school students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna state, Nigeria was rejected.

4.3.4 Hypothesis Four: There is no significant difference between the performance of male secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.

To test hypothesis four, the mean scores of male students in cooperative teaching method and competitive teaching method were subjected to analysis. The summary of the difference (t-test) was presented in Table 12.

Table 12 t-test Statistic on Difference between Performance of Male Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	dF	T_{Cal}	T_{Crit}	P-Value
Male-Cooperative Teaching Method	20	68.60	11.90	2.66	37	0.992	2.021	0.330
Male-Competitive Teaching Method	19	65.11	10.05	2.31				

Table 12 showed t-test statistic on difference between performance of male students taught financial accounting using cooperative teaching method and competitive teaching method in Kaduna State, Nigeria. The table showed that twenty (20) male secondary school students were exposed to cooperative teaching method. The students had mean performance of 68.60 with standard deviation (SD) and

standard error (SE) of 11.90 and 2.66 respectively. The table again showed that nineteen (19) male secondary school students were exposed to competitive teaching method. The students had mean performance of 65.11 with standard deviation (SD) and standard error (SE) of 10.05 and 2.31 respectively. With a degree of freedom of 37, the calculated value ($T_{cal}=0.992$) was less than the critical value ($T_{crit}=2.021$). This showed that there was no significant difference ($P=0.330$) between performance of male students exposed to cooperative teaching method and competitive teaching method. Therefore, the hypothesis which stated that there was no significant difference between the performance of male secondary school students taught financial accounting using cooperative method and competitive method in Kaduna State, Nigeria was retained.

4.3.5 Hypothesis Five: There is no significant difference between the performance of female secondary school students taught financial accounting using cooperative teaching method and those taught using competitive teaching method in Kaduna State, Nigeria.

To test hypothesis five, the mean scores of female students in cooperative teaching method and competitive teaching method were subjected to analysis. The summary of the difference (t-test) was presented in Table 13.

Table 13 t-test Statistic on Difference between Performance of Female Students taught Financial Accounting using Cooperative Teaching Method and Competitive Teaching Method

Students' Group	N	\bar{X}	SD	SE	dF	T_{Cal}	T_{Crit}	P-Value
Female-Cooperative Teaching Method	10	82.40	8.32	2.63	14	3.079	2.145	0.010
Female-Competitive Teaching Method	6	73.83	2.23	0.91				

Table 13 showed t-test statistic on difference between performance of female students taught financial accounting using cooperative teaching method and

competitive teaching method in Kaduna State, Nigeria. The table showed that ten (10) female students were exposed to cooperative teaching method. The students had mean performance of 82.40 with standard deviation (SD) and standard error (SE) of 8.32 and 2.63 respectively. The table again showed that six (6) female secondary school students were exposed to competitive teaching method. The students had mean performance of 73.83 with standard deviation (SD) and standard error (SE) of 2.23 and 0.91 respectively. With a degree of freedom of 14, the calculated value ($T_{cal}=3.079$) was higher than the critical value ($T_{crit}=2.145$). This showed that there was significant difference ($P=0.010$) between performance of female students exposed to cooperative teaching method and competitive teaching method. Therefore, the hypothesis which stated that there was no significant difference between the performance of female secondary school students taught financial accounting using cooperative method and competitive method in Kaduna State, Nigeria was rejected.

4.4 Summary of Major Findings

The result of the analyses revealed the following major findings:

1. Cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method ($MD=17.12$). Cooperative teaching method had significant influence on students' academic performance in financial accounting in Kaduna State, Nigeria ($P=0.000$).
2. Competitive teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method ($MD=11.12$). Competitive teaching method had significant influence on

students' academic performance in financial accounting in Kaduna State, Nigeria ($P=0.000$).

3. Cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than competitive teaching method in (MD=6.00). Cooperative teaching method and competitive teaching method had significant difference between performance of secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.050$).
4. Male students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than male students in competitive teaching method (MD=3.49). Cooperative teaching method and competitive teaching method had no significant difference between performance of male secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.330$).
5. Female students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than female students in competitive teaching method (MD=8.57). Cooperative teaching method and competitive teaching method had significant difference between performance of female secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.010$).

4.5 Discussion of Major Findings

This study showed that cooperative, competitive and demonstration teaching methods had significant effect on secondary school students' academic performance in financial accounting. Specifically, it showed that significant difference existed between students that were exposed to cooperative and demonstration teaching

methods students that were exposed to competitive and demonstration teaching methods but the study did not find significant difference on students that were exposed to cooperative and competitive teaching methods. This study has demonstrated the superiority of cooperative and competitive (experimental groups 1 & 2) teaching methods over the demonstration (conventional) teaching method. The implication of this finding is that the demonstration (conventional) teaching method which teachers in secondary schools often use is gradually losing its effect on academic achievement of students, especially in financial accounting. This is because financial accounting as a subject does not only require demonstration, lecture, discussion, etc (conventional) teaching methods. It is a subject that require cooperative, competitive, brainstorming teaching methods.

The study agrees with the findings of Rashed and Robyn (2013) who found that there were statistically significant differences ($P=0.009$) between the mean scores of the students who were taught in the cooperative learning environment (experimental group) and those who were taught English by using the conventional method (control group) in the post-test. The difference was in favour of the cooperative teaching method (experimental) group.

This study showed that cooperative teaching method significantly affected students' academic performance in financial accounting. The implication of this finding is that, with cooperative teaching method, there is improvement in students' achievement and retention, increase in self-esteem and intrinsic motivation and development of more positive attitude towards learning and social skills. There is also better and longer information retention, higher grades, more highly developed critical thinking and problem-solving skills, more positive attitudes towards financial accounting and greater motivation to learn it. The method instills in learners

important behaviours that prepare them to reason and perform in an adult world. Critical thinking, reasoning and problems-solving skills, attitudes and values of learners are formed through social interaction. Cooperative teaching method is important in helping learners acquire from the curriculum the basic cooperative attitudes and values they need to think independently inside and outside of the classroom. The finding agrees with the results of Gillies (2007) who found that when students learn through cooperative teaching, it enables them to work in groups and discuss many tasks. It also agrees with the findings of Johnson and Johnson (2003) who affirmed that weak students from each group learn from more able students rather than their teacher and the students in cooperative learning groups can learn more efficient.

This study showed that competitive teaching method significantly affected students' academic performance in financial accounting. The implication of the finding on students brings to light development of analytical skills, increase in mastery goal orientations, strengthens students learning motivation and staying focus on their tasks. This study is in line with the findings of Bruce *et al.* (2013) who found that students in competitive groups solved more problems than those in individual and collaborative groups. It also agrees with the findings of Adebowale *et al.* (2012) who found that students in competitive strategy group yielded better performance than their counterparts in conventional strategy group. They suggested the reason for competitive strategy group outperforming the conventional strategy group to be due to the rewards attached. This result again agrees with the findings of Adebowale *et al.* (2012) that students exposed to competitive learning strategies performed better than those taught with traditional teacher centred strategies. It also agrees with the findings of Qin, Johnson and Johns (2005) that competition out performs cooperation.

This study showed that cooperative and competitive teaching methods had significant difference in the performance of secondary school students in financial accounting. This agrees with the findings of Kolawole (2007) who found significant difference in the academic performance of students taught mathematics with cooperative and competitive teaching methods, in favour of the cooperative teaching method. Aldrich and Shimazoe (2010) asserted that cooperative learning promotes deep learning of materials; students achieve better grades in cooperative learning compared to competitive or individual learning; students learn social skills and civic values; students learn higher-order, critical thinking skills; cooperative learning promotes personal growth; and students in cooperative learning develop positive attitudes toward autonomous learning. In other words, cooperative learning has the potential to engage students actively through cognitive and social encounters that foster collegial and collective thinking whereby generating infused knowledge at a higher level of cognitive thinking and deliberation through attitudinal change and motivational influences within the context of classroom based teaching and learning.

This study showed that cooperative and competitive teaching methods had no significant difference in the performance of female and male secondary school students in financial accounting. The study is in line with the findings of Sani (2015) who asserted that students irrespective of their sexes benefited in both cooperative and competitive teaching methods. This perhaps may be the reason why no significant difference was found in performance between the male and female students on the use of cooperative and competitive teaching methods. This implies that if students are used to a particular teaching method, it might be difficult to teach such students with an alternate teaching method. This means where a student is used to only cooperative teaching method, when competitive teaching method is used for teaching, such

students might encounter difficulty or might not even comprehend. Hence, teachers must ensure the use of various teaching methods in teaching financial accounting students so that they do not get use to a particular one. When teaching different gender in cooperative or competitive teaching methods, the teacher must explain the task given, the goal to be achieved, students' accountability, criteria for success and expectation. The teacher must observe the various groups and help solve any problems that may emerge.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the work. It also contained conclusions drawn and recommendations made based on the analyses of the data for the study.

5.1 Summary

The objective of the study was to ascertain the effect of cooperative and competitive teaching methods on academic performance of financial accounting secondary school students in Kaduna State, Nigeria. The study had five (5) specific objectives, five (5) research questions and five (5) hypotheses.

The study was a quasi-experimental research. The population of the study was two thousand, one hundred and seventy five (2,175) senior secondary school one (SSS 1) students who offer financial accounting in 2015/2016 academic session in the twelve (12) education zones of Kaduna State, Nigeria. Purposive sample technique was used to select eighty (80) senior secondary school one (SSS 1A–1C) students of Government Commercial College, Zaria, from Zaria Education Zone as sample for the study.

Frequency distribution was used in analyzing respondents' gender; mean, standard deviation and standard error were used in answering research questions. In addition, Pearson Products Moment Correlation Coefficient (PPMC) and t-test were used to test the null hypotheses at 0.05 level of significance. Null hypotheses one to three (1-3) and five (5) were all rejected while hypothesis four (4) was retained.

1. Cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method (MD=17.12). Cooperative teaching method had significant influence on

students' academic performance in financial accounting in Kaduna State, Nigeria ($P=0.000$).

2. Competitive teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than demonstration teaching method ($MD=11.12$). Competitive teaching method had significant influence on students' academic performance in financial accounting in Kaduna State, Nigeria ($P=0.000$).
3. Cooperative teaching method was more effective in teaching financial accounting in Kaduna state, Nigeria than competitive teaching method in ($MD=6.00$). Cooperative teaching method and competitive teaching method had significant difference between performance of secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.050$).
4. Male students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than male students in competitive teaching method ($MD=3.49$). Cooperative teaching method and competitive teaching method had no significant difference between performance of male secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.330$).
5. Female students in cooperative teaching method performed better in financial accounting in Kaduna state, Nigeria than female students in competitive teaching method ($MD=8.57$). Cooperative teaching method and competitive teaching method had significant difference between performance of female secondary school students in financial accounting in Kaduna State, Nigeria ($P=0.010$).

5.2 Contributions to Knowledge

The following were the contributions of this study to knowledge:

1. Cooperative teaching method had significant influence on academic performance of students in financial accounting in Kaduna state, Nigeria ($P=0.000$).
2. Competitive teaching method had significant influence on academic performance of students in financial accounting in Kaduna state, Nigeria ($P=0.000$).
3. Cooperative and competitive teaching methods had significant difference on academic performance of students in financial accounting in Kaduna state, Nigeria ($P=0.050$).
4. Cooperative and competitive teaching methods had no significant difference on academic performance of male students in financial accounting Kaduna State, Nigeria ($P=0.330$).
5. Cooperative and competitive teaching methods had significant difference on academic performance of female students in financial accounting Kaduna State, Nigeria ($P=0.010$).

5.3 Conclusion

Cooperative and competitive teaching methods had significant influence on academic performance of students in financial accounting in Kaduna state, Nigeria. This implies that students' academic performance will improve when they are taught using cooperative and competitive teaching methods.

5.4 Recommendations

The following recommendations were made based on the findings and conclusion of the study:

1. Cooperative teaching method should be used in teaching financial accounting in secondary schools in Kaduna state, Nigeria.
2. Competitive teaching method should be used in teaching financial accounting in secondary schools in Kaduna state, Nigeria.
3. Cooperative teaching method should be used more in teaching financial accounting in secondary schools in Kaduna state, Nigeria than competitive teaching method.
4. Cooperative and competitive teaching methods should be used in teaching male students financial accounting in Kaduna state, Nigeria.
5. Cooperative teaching method should be used in teaching female students financial account in Kaduna state, Nigeria.

5.4 Suggestions for Further Studies

The following suggestions were made for further studies:

1. Effects of cooperative and competitive teaching methods on academic performance of private secondary schools students in financial accounting in Kaduna state, Nigeria. This is suggested because the present study dealt with only students in public schools in Kaduna state.

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Appendix A

Letter of Introduction



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.
FACULTY OF EDUCATION

VICE CHANCELLOR: Prof. Ibrahim Garba (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.)

Telephone: 089-51755, 50692

HEAD OF DEPARTMENT: Professor A. A. Udoh (B.Ed. (Hons) Nucleus; M. Ed. & Ph.D. Bus Edu. (A.B.U.))

Your Ref: _____

14th October, 2015

Our Ref: P13EDVE8032

Letter of Introduction

CHRISTIAN PAUL OKON - P13EDVE8032

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: *Effects of Cooperative and Competitive Learning on Academic Performance of Financial Accounting Secondary School Students in Kaduna State, Nigeria.*

Please, kindly give him every assistance he may require.


Professor A.A. Udoh
HEAD OF DEPARTMENT
A.B.U. ZARIA

Appendix B
Letter of Authority

Ministry of Education Science and Technology,
Zonal Office Headquarters,
Zaria.

Date 14/10/2015

The Principal/Proprietor,

LETTER OF INTRODUCTION

OKON CHRISTIAN PAUL

The bearer is a Postgraduate student in the department of/from
Voc. & Tech. Educ., ABU, Zaria and
wish to conduct a research in the following areas:-

Effects of Cooperative and Competitive
Learning on Academic performance
of Financial Accounting Secondary
School students in Kaduna State,
Nigeria.

I am directed to request you to allow him/her the use of your facilities accordingly please.



ZONAL EDUC. OFFICE
E.J. USMAN (MRS)

HOD, PPS

For: Director

Appendix C

Pre-test

School: GCC, Zaria

Class: SSS I **Learning Group:** COTM / CMTM / CTM

Gender: Male / Female

Student Name: _____

Below is a list of financial transaction

SN	Transaction	Debit	Credit
1	Introduction of additional capital into the business by the owner		
2	Bank loan obtained for the business by the owner		
3	Sale of obsolete motor vehicle for cash		
4	Purchase of a new delivery van from Okon motors		
5	Repayment of loan collected from the bank		
6	Purchase of stock on credit		
7	Sale of goods for cash		
8	Sale of goods on credit		
9	Cash in hand paid into the bank		
10	Goods purchased on credit returned back		

Required: Show which account would be debited and which account would be credit in posting these transactions using the double entry system of bookkeeping in the table.

Example:

SN	Transaction	Debit	Credit
1	Started business with cash	Capital	Cash

Appendix D
Pre-test Marking Scheme

SN	Transaction	Debit	Credit	Marks
1	Introduction of additional capital into the business by the owner	Cash/bank	Capital	10
2	Bank loan obtained for the business by the owner	Cash/bank	Loan	10
3	Sale of obsolete motor vehicle for cash	Cash	Motor van	10
4	Purchase of a new delivery van from Okon motors	Motor van	Okon motors	10
5	Repayment of loan collected from the bank	Loan	Cash/bank	10
6	Purchase of stock on credit	Purchases	Creditors	10
7	Sale of goods for cash	Cash	Sales	10
8	Sale of goods on credit	Debtors	Sales	10
9	Cash in hand paid into the bank	Bank	Cash	10
10	Goods purchased on credit returned back	Creditors	Purchases	10
			Total	100

For every CORRECT DEBIT entry, give 5 marks and every CORRECT CREDIT entry, give 5 marks.

$5 \times 2 \times 10 = 100$ marks

Appendix E1

Lesson Plan on Cooperative Teaching Method (Week One)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Double Entry System
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students definition of financial accounting, ledger and double entry principle.

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. define financial accounting
- b. define a ledger
- c. post into the ledger using the double entry principle

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught data collection and recording phase of accounting.

Introduction: Teacher introduces the lesson by relating data collection and recording phase to double entry principle.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Definition of Financial Accounting

Financial accounting can be defined as the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.

Step 2 – Definition of Ledger

The ledger can be defined as the book that contains the accounts for the transactions of a business organization. It is written up periodically and is the ultimate destination of all entries recorded in the subsidiary books. An account is a page (or folio) in the ledger divided into two equal halves with a vertical line and with a horizontal line on top. The left-hand side of an account is the debit side while the right-hand side is the credit side. The words DEBIT and CREDIT are usually abbreviated to DR. and CR. respectively. At the top of an account will be the name of the item or transaction to which it relates e.g. Rent Account, Salaries Account, Motor Vehicles Account, etc. The word account is sometimes abbreviated to A/C.

Step 3 – How to know which account to debit and which to credit

In order to apply the double entry principles, it is necessary to first identify the two accounts required. Having done this, the next step is to identify the account which is receiving the value of the transaction and the account which is giving the value. It should be noted that for every transaction, one account is receiving value and another is giving value. Having identified the receiver and giver of the value, a debit entry shall be posted to the account which is receiving value while a credit shall be posted to the account which is giving value. This is the double entry rule which is sometimes expressed as: “*debit the receiver, credit the giver*”.

Step 4 – Teacher make some illustrations showing how typical transactions are recorded assuming the entries are being made in the books of accounts of Mr. ROI, a sole trader.

Illustration 1: Rent N5,000 was paid by Mr. ROI to his landlord on 1st July, 2015 by cheque.

DR.			Rent Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
1/7/15	Bank	5,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			1/7/15	Rent	5,000			

Illustration 2: Goods worth N10,000 were sold on credit on 1st August 2015 to a customer, Mende Enterprises.

DR.			Mende Enterprises Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
1/8/15	Sales	10,000						

DR.			Sales Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			1/8/15	Mende Enterprises	10,000			

Illustration 3: Goods worth N20,000 were sold on 15th March 2015 to a customer, Sunny and Co. who immediately paid for the goods by cash.

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
15/3/15	Sales	20,000						

DR.			Sales Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			15/3/15	Cash	20,000			

Illustration 4: Good were purchased for resale costing N15,000 on 30th September 2015 from Tosanwumi International

DR.			Purchase Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
30/9/15	Tosanwumi	15,000						

DR.			Tosanwumi Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			30/9/15	Purchases	15,000			

Illustration 5: Goods costing N12,000 were purchased from Bala Limited on 3rd October 2015. The supplier was paid immediately by cheque.

DR.			Purchase Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
3/10/15	Bank	12,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
			3/10/15	Purchases	12,000			

Illustration 6: A photocopying machine was purchased for office use at a cost of N25,000 by cheque on 15th October 2015 from CFAO Limited.

DR.			Office Equipment Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
15/10/15	Bank	25,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
			15/10/15	Office Equipment	25,000			

Step 5 – Class work

1. Bought goods on credit from David worth N4,000 on 02.02.16
2. Received N9,000 cash from Danlami on 05.02.16
3. Paid NEPA bill by cheque N1,250 on 09.02.16
4. Transferred N30,000 cash to bank on 15.02.16
5. Bought motor van by cheque N120,000 on 20.02.16

Required: Post these transactions into the appropriate ledgers.

Step 5 – Teacher required the students to do class work in their note books.

Step 6 – Teacher works round and check groups' activities

Solution

Bought goods on credit from David worth N4,000 on 02.02.16

DR.			Purchases Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
02/02/16	David	4,000						

DR.			David Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
			02/02/16	Purchases	4,000			

Received N9,000 cash from Danlami on 05.02.16

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
05/02/16	Danlami	9,000						

DR.			Danlami Account			CR.		
Date	Particulars	₦	Date	Particulars	₦	Date	Particulars	₦
			05/02/16	Cash	9,000			

Paid NEPA bill by cheque N1,250 on 09.02.16

DR.		Electricity Bill Account		CR.
Date	Particulars	₦	Date	Particulars
09/02/16	Bank	1,250		

DR.		Bank Account		CR.
Date	Particulars	₦	Date	Particulars
			09/02/16	Electricity Bill
				1,250

Transferred N30,000 cash to bank on 15.02.16

DR.		Bank Account		CR.
Date	Particulars	₦	Date	Particulars
15/02/16	Cash	30,000		

DR.		Cash Account		CR.
Date	Particulars	₦	Date	Particulars
			15/02/16	Bank
				30,000

Bought motor van by cheque N120,000 on 20.02.16

DR.		Motor Van Account		CR.
Date	Particulars	₦	Date	Particulars
20/02/16	Bank	120,000		

DR.		Bank Account		CR.
Date	Particulars	₦	Date	Particulars
			20/02/16	Motor Van
				120,000

Evaluation: Teacher asks the students the following questions to test their level of understanding:

- What is financial accounting?
- What is a ledger?
- Teacher checked the ledger postings students made.

Summary: The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:

- Financial accounting is the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.
- The ledger can be defined as the book that contains the accounts for the transactions of a business organization.
- In order to apply the double entry principles, it is necessary to first identify the two accounts required, then debit the receiver and credit the giver.

Conclusion: The teacher concludes the lesson by asking students to go and read about subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix E2

Lesson Plan on Cooperative Teaching Method (Week Two)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Subsidiary Books
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students to know what subsidiary books are.
Behavioural Objectives:	At the end of the lesson, students should be able to: <ol style="list-style-type: none">understand the kinds of transactions that are to be posted into the various subsidiary books.define trial balance
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught double entry principle.
Introduction:	Teacher introduces the lesson by relating double entry principle to subsidiary books.
Presentation:	Teacher presents the lesson in the following steps:

Step 1 – Subsidiary Books

Transactions are not normally posted from the source documents directly to the ledger. They are normally recorded first in subsidiary books before they are posted there-from to the ledger.

Subsidiary books can be defined as the books into which transactions are recorded on a daily basis from the source documents and from which transfers are made at suitable periodic intervals to the relevant accounts in the ledger. The use of subsidiary books prevents the ledger from containing too much details.

Step 2 – Types of Subsidiary Books

The subsidiary books normally used in financial accounting are listed below:

1. Sales Day Book for recording credit sales
2. Purchases Day Book for recording credit purchase
3. Returns Inward Day Book for recording returns from customers
4. Returns Outward Day Book for recording returns to suppliers
5. Cash Book for recording the receipt and payment of money
6. Journal Proper for recording other transactions

Other names for subsidiary books are books of original entry and books of primary entry.

Step 3 – Explanation of Each Subsidiary Book

1. **Sales Day Book:** As credit sales occur, they are listed in the sales day book which is ruled up to show among others, the date of the sale, the customer's name and the amount. The customer's personal account is debited while the credit entry to sales is delayed. At the end of the period (monthly, quarterly or yearly), the total of the sales day book shall be posted to the credit side of the sales account in the general ledger. At

this point the double entry for the credit sales is now complete. Another name for the sales day book is sales journal.

2. **Purchases Day Book:** As credit purchases occur, they are listed in the purchases day book which is ruled up to show among others, the date of the purchases, the customer's name and the amount. The customer's personal account is credited while the credit entry to purchases is delayed. At the end of the period (monthly, quarterly or yearly), the total of the purchases day book shall be posted to the debit side of the purchases account in the general ledger. At this point the double entry for the credit purchases is now complete. Another name for the purchases day book is purchases journal.
3. **Returns Inward Day Book:** A returns inward day book is a book where all sales returns are recorded. A returns inwards day book is maintained in which all the credit notes are listed, while the customer's personal accounts are credited. At the end of the period, the total of the returns inwards day book is posted to the debit of the returns inwards account in the general ledger thereby completing the double entry for the returns from the customers. The returns inwards book is sometimes called returns inward journal or sales returns day book.
4. **Returns Outward Day Book:** A returns outward day book is a book where all purchases returned are recorded. A returns outward day book is maintained in which all the debit notes are listed, while the customers' personal accounts are debited. At the end of the period, the total of the returns outward day book is posted to the credit of the returns outward account in the general ledger thereby completing the double entry for the returns to customers. Another name for the returns outward day book is called returns inward journal or purchases returns day book.
5. **Journal Proper:** The journal proper is used to record transactions – such as the following – for which the day to day books are inappropriate, before they are posted to the ledger:
 - i. the purchase and sale of fixed assets on credit
 - ii. opening entries
 - iii. correction of errors
 - iv. transfer from one account to another
 - v. taking of goods by the owner from the business for his private use; and
 - vi. any other transaction which cannot be recorded in any of the other subsidiary books.
6. **Cash Book:** A cash book is a book where cash and bank transactions are recorded. It is divided into three types. The **single** column cash book records transactions made or received in cash. The **double** column cash book records transactions made or received in cash and cheques. The **three** column cash book records transaction made or received in cash and cheques and also records discounts given.

Step 4 – Teacher Explains Trial Balance

If the double entry principle have been completely and correctly applied, it is obvious that the total of all debit entries will be equal to the total of all credit entries. By extension, the total of the debit balances should be equal to the total of the credit balances. The list drawn up showing the balances extracted from all accounts is known as a *trial balance*.

The trial balance, can, therefore, be defined as the list of accounts' balances at a given point in time drawn up to test the arithmetical accuracy of accounting entries.

The debit balances are shown under the debit column and the credit balances under the credit column. As has been mentioned, the total of the debit balances should agree with the total of the credit balances if the double entry principle have been correctly applied. The failure of the totals to agree is therefore an indication of error(s) in the entries.

The trial balance serves two purposes:

- i. It serves as a check on the 'arithmetical accuracy' of the entries, as already mentioned, and
- ii. It is the basis upon which the Trading & Profit and Loss Account and Balance Sheet are drawn up.

Evaluation: Teacher asks the students the following questions to test their level of understanding:

- a. Give examples of transactions that can be recorded in the following subsidiary books:
 - Sales day book
 - Purchase day book
 - Returns inward day book
 - Returns outward day book
 - Cash book
- b. What is a trial balance?

Summary: The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:

1. Sales day book is used for recording credit sales
2. Purchase day book is used for recording credit purchases.
3. Returns inwards book is used for recording sales returned.
4. Returns outward is used for recording purchases returned.
5. Cash book is for cash and bank transaction and discounts.

Conclusion: The teacher concludes the lesson by asking students to go and practice how to post into various subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix E3

Lesson Plan on Cooperative Teaching Method (Week Three)

Name of Teacher: Christian Paul OKON – P13EDVE8032

School(s): Government Commercial College, Zaria

Class: SSS I

Age Range: 12 – 15 Years

Subject: Financial Accounting

Topic: Overview of Financial Accounting

Sub-Topic: Posting into Subsidiary Books (a worked example)

Method of Teaching: Cooperative Learning Method

Duration: 1 Hour, 20 Minutes

General Objective: To teach students how to post into subsidiary book

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. post into the various subsidiary books.
- b. be able to extract a trial balance.

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught the various subsidiary books.

Introduction: Teacher introduces the lesson by refreshing students' knowledge of subsidiary books and trial balance.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Question for worked example

Mr. Ejima commenced business on 1st January 2016 by transferring N720,000 from his private current account into a bank account which he had opened for the business. His transaction for the month of January 2016 were as follows:

		N
January 1	Bought goods on credit from Yakubu	120,000
January 2	Withdrew cash from the bank for office use	18,000
January 3	Sold goods on credit to Dauda	150,000
January 4	Bough goods on credit from Bashiru	180,000
January 6	Sold goods to Okechukwu on credit	220,000
January 7	Paid rent by cash	2,500
January 9	Withdrew cash from office till for person use	3,000
January 10	Bought goods from Bemigho on credit	100,000
January 11	Goods returns by Dauda	17,000
January 12	Sold goods on credit to Anthony	140,000
January 14	Cash purchases from Ekpulu paid by cheque	40,000
January 15	Goods returned to Yakubu	8,200
January 15	Cost of goods taken for private use	5,000
January 16	Goods returns by Okechukuw	20,000
January 17	Sold goods (normal selling price N20,000) to Akintolu giving trade discount of 10%	-
January 18	Receive cheque of N95,000 from Okechukwu after he had deducted cash discount of 5%	-
January 20	Purchased second hand car from Mazamaza motors by cheque	100,000
January 21	Paid cheque to Yakubu in full settlement of his account	110,000

January 22	Cash sales to Taribo received cash	25,000
January 25	Goods returned to Bamigho	5,000
January 26	Purchased goods worth N70,000 on credit from Aminu at a trade discount of 10%	-
January 27	Paid cash of N18,000 to Bamigho after deducting discount of 10%	-
January 29	Received cash from Dauda in full settlement of his account	130,000
January 29	Cheque received from Anthony	50,000
January 30	Deposited cash into bank account	80,000
January 30	Paid salaries by cash	5,000
January 31	Withdrew cash from bank to pay his son's school fees	3,000
January 31	Paid Bashiru by cheque	80,000

Required:

- Write up the 3-column cash book and other subsidiary books
- Post the entries to the ledger accounts
- Balance the accounts at 31st January and extract a trial balance at that date.

Step 4 – Teacher posts into the subsidiary books

I. SUBSIDIARY BOOK

DR.					Cash Book					CR.				
Date	Particulars	Discounts ₦	Cash ₦	Bank ₦	Date	Particulars	Discounts ₦	Cash ₦	Bank ₦					
1/1/16	Capital	-	-	720,000	2/1/16	Cash (C)	-	-	18,000					
2/1/16	Bank (C)	-	18,000	-	7/1/16	Rent	-	2,500	-					
18/1/16	Okechukwu	5,000	-	95,000	9/1/16	Drawings	-	3,000	-					
22/1/16	Sales	-	25,000	-	14/1/16	Purchases	-	-	40,000					
29/1/16	Dauda	3,000	130,000	-	20/1/16	Motor V.	-	-	100,000					
29/1/16	Anthony	-	-	50,000	21/1/16	Yakubu	1,800	-	110,000					
30/1/16	Cash (C)	-	-	80,000	27/1/16	Bamigho	2,000	18,000	-					
					30/1/16	Bank (C)	-	80,000	-					
					30/1/16	Salaries	-	5,000	-					
					31/1/16	Drawings	-	-	3,000					
					31/1/16	Bashiru	-	-	80,000					
					31/1/16	Balance c/d	-	64,500	594,000					
		8,000	173,000	945,000			3,800	173,000	945,000					
1/2/16	Balance b/d	-	64,500	594,000										

Sales Day Book

Date	Sales Inv. No.	Customer's Name	Amount ₦
3/1/16		Dauda	150,000
6/1/16		Okechukwu	220,000
12/1/16		Anthony	140,000
17/1/16		Akintolu	18,000
31/1/16		Transferred to sales account	528,000

Purchases Day Book

Date	Purchase Inv. No.	Customer's Name	Amount ₦
1/1/16		Yakubu	120,000
4/1/16		Bashiru	180,000
10/1/16		Bemigho	100,000
26/1/16		Aminu	63,000
31/1/16		Transferred to purchases account	463,000

Returns Inward Day Book

Date	Credit Inv. No.	Customer's Name	Amount ₦
11/1/16		Dauda	17,000
16/1/16		Okechukwu	20,000
31/1/16		Transferred to Returns Inward account	37,000

Returns Outward Day Book

Date	Debit Inv. No.	Customer's Name	Amount ₦
15/1/16		Yakubu	8,200
25/1/16		Bemigho	5,000
31/1/16		Transferred to Returns Outward account	13,200

Journal Book

	DR ₦	CR ₦
Drawings Account	5,000	
Purchases Account		5,000
Cost of goods taken by owner for private use on 15/1/16		

II. LEDGER ACCOUNTS

Debtors Ledger

Dr.

Dauda Account

Cr.

Date	Particulars	₦	Date	Particulars	₦
3/1/16	Sales	150,000	11/1/16	Returns inward	17,000
			29/1/16	Cash	130,000
			29/1/16	Discount allowed	3,000
		150,000			150,000

Dr.			Okechukwu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
6/1/16	Sales	220,000	16/1/16	Returns inwards	20,000			
			18/1/16	Bank	95,000			
			18/1/16	Discount allowed	5,000			
			31/1/16	Balance c/d	100,000			
		220,000			220,000			
1/2/16	Balance b/d	100,000						

Dr.			Anthony Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
12/1/16	Sales	140,000	29/1/16	Bank	50,000			
			31/1/16	Balance c/d	90,000			
		140,000			140,000			
1/2/16	Balance b/d	90,000						

Dr.			Akintolu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
17/1/16	Sales	18,000	31/1/16	Balance c/d	18,000			
		18,000			18,000			
1/2/16	Balance b/d	18,000						

Creditors Ledger

Dr.			Yakubu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
15/1/16	Returns outwards	8,200	1/1/16	Purchases	120,000			
21/1/16	Bank	110,000						
21/1/16	Discount received	1,800						
		120,000			120,000			

Dr.			Bashiru Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Bank	80,000	4/1/16	Purchases	180,000			
31/1/16	Balance c/d	100,000						
		180,000			180,000			
			1/2/16	Balance b/d	100,000			

Dr.			Bemigho Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
25/1/16	Returns outwards	5,000	10/1/16	Purchases	100,000			
27/1/16	Cash	18,000						
27/1/16	Discount received	2,000						
31/1/16	Balance c/d	75,000						
		100,000			100,000			
			1/2/16	Balance b/d	75,000			

Dr.			Aminu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	63,000	26/1/16	Purchases	63,000			
		63,000			63,000			
			1/2/16	Balance b/d	63,000			

General Ledger

Dr.			Capital Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	720,000	1/1/16	Bank	720,000			
		720,000			720,000			
			1/2/16	Balance b/d	720,000			

Dr.			Rent Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
7/1/16	Cash	2,500	31/1/16	Balance c/d	2,500			
		2,500			2,500			
1/2/16	Balance b/d	2,500						

Dr.			Drawings Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
9/1/16	Cash	3,000	31/1/16	Balance c/d	11,000			
15/1/16	Purchases	5,000						
31/1/16	Bank	3,000						
		11,000			11,000			
1/2/16	Balance b/d	11,000						

Dr.			Purchases Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
14/1/16	Bank	40,000	15/1/16	Drawings	5,000			
31/1/16	Trade creditors	463,000	31/1/16	Balance c/d	498,000			
		503,000			503,000			
1/2/16	Balance b/d	498,000						

Dr.			Motor Vehicle Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
20/1/16	Bank	100,000	31/1/16	Balance c/d	100,000			
		100,000			100,000			
1/2/16	Balance b/d	100,000						

Dr.			Sales Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	553,000	22/1/16	Cash	25,000			
			31/1/16	Trade debtors	528,000			
		553,000			553,000			
			1/1/16	Balance b/d	553,000			

Dr.		Salaries Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
30/1/16	Cash	5,000	31/1/16	Balance c/d	5,000
		5,000			5,000
1/2/16	Balance b/d	5,000			

Dr.		Returns Inward Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	37,000	31/1/16	Balance c/d	37,000
		37,000			37,000
1/2/16	Balance b/d	37,000			

Dr.		Returns Outward Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	13,200	31/1/16	Trade creditors	13,200
		13,200			13,200
			1/2/16	Balance b/d	13,200

Dr.		Discount Allowed Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	8,000	31/1/16	Balance c/d	8,000
		8,000			8,000
1/2/16	Balance b/d	8,000			

Dr.		Discount Received Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	3,800	31/1/16	Trade creditors	3,200
		3,200			3,200
			1/2/16	Balance b/d	3,200

III. MR. EJIMA TRIAL BALANCE AS AT 31ST JANUARY, 2016

	Dr	Cr
	₦	₦
Cash in hand	64,500	-
Cash at hand	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

- Evaluation:** Teacher cleans the closing balances on all the ledgers and ask students to balance them correctly.
- Summary:** Teacher asks the students to practice the worked example against.
- Conclusion:** The teacher concludes the lesson by asking students to go and practice how to make Trading, Profit & Loss Account and Balance Sheet
- Reference Book:** *Robert, O.I. (2004). Financial Accounting Made Simple (Vol. 1-First Edition).*
Lagos: El-Toda Ventures Limited.

Appendix E4

Lesson Plan on Cooperative Teaching Method (Week Four)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Trading, Profit & Loss Account and Balance Sheet
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students how to prepare Trading, Profit & Loss Account and Balance sheet.
Behavioural Objectives:	At the end of the lesson, students should be able to: <ol style="list-style-type: none">understand what trading, profit and loss is and how to prepare it.understand what balance sheet is and how to prepare it.
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught how to extract a trial balance.
Introduction:	Teacher introduces the lesson by relating trial balance with trading, profit and loss account and balance sheet.
Presentation:	Teacher presents the lesson in the following steps:
Step 1 – Teacher explains the various terms used frequently in Trading Profit & Loss Account	
Revenue / Incomes – These are the amounts earned by a business organization during the period. The major source of income for a sole trader and any other merchandizing business organization is the sale of goods. Income from sales of goods is dealt with in the trading account while incomes from other sources such as interest received on bank deposit, discount received and rent received are dealt with in the profit and loss account.	
Expenses – These are costs of goods and services consumed during the account period. Expenses are incurred by a business organization in order to achieve its objectives. Expenses that are direct in nature (e.g. purchase price of goods sold and carriage inwards costs) are dealt with the trading account while expenses that are indirect in nature (i.e. overhead expenses) such as rent and rates, depreciation, transport and travelling, salaries and so on are dealt with in the profit and loss account.	
Gross Profit – This is the profit earned on goods sold during the period. It is obtained by deducting cost of goods sold (or cost of sales) from the sales value.	
Net Profit / Loss – This is the profit (or loss) obtained on the profit and loss account after adding other incomes (i.e. incomes other than from sales) to the gross profit and deducting therefore the indirect (i.e. overhead) expenses. Net profit is therefore, the excess of all incomes over all expenses. Conversely, the excess of all expenses over all income is net loss .	
Step 2 – Teacher recalls the last trial balance and uses it in preparing Trading, Profit & Loss Account and Balance Sheet, thus:	

The following is the trial balance of MR. EJIMA as at 31st January, 2016.

	Dr	Cr
	₦	₦
Cash in hand	64,500	-
Cash at bank	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

Required: Prepare Trading, Profit & Loss Accounts and extract a Balance Sheet at 31/12/2016.

Solution

Step 3 – Teacher posts the transaction into Trading, Profit & Loss and Balance Sheet, thus

Mr. Ejima Trading, Profit & Loss Account as at 31st December, 2016

	₦			₦
Purchases	498,000		Sales	553,000
Less Returns Outward	13,200		Less Returns Inward	37,000
Cost of Goods Sold	<u>484,800</u>			
Gross Profit c/d	31,200			
	<u>516,000</u>			<u>516,000</u>
Rent	2,500		Gross Profit b/d	31,200
Salaries	5,000		Discount Received	3,800
Discount Allowed	8,000			
Net Profit	19,500			
	<u>35,000</u>			<u>35,000</u>

Mr. Ejima Balance Sheet as at 31st December, 2016

	₦	₦		₦	₦
Owner's Equity			Fixed Assets		
Capital	720,000		Motor Vehicle		100,000
Add Net Profit	19,500				
	<u>750,500</u>				
Less Drawings	11,000	728,500			
Current Liabilities			Current Assets		
Bashiru	100,000		Okechukwu	100,000	
Bemigho	75,000		Anthony	90,000	
Aminu	63,000	238,000	Akintolu	18,000	208,000
	<u>238,000</u>		Bank	<u>594,000</u>	
			Cash	64,500	658,500
		<u>966,500</u>		<u>658,500</u>	<u>966,500</u>

Evaluation:

Teacher asks the students the following questions to:

- a. prepare a trading, profit a loss account from the worked example.
- b. prepare a balance sheet from the worked example.

Summary:

The teacher briefly goes over the lesson stressing out the important point from the topic taught.

Conclusion:

The teacher concludes the lesson by giving the students post-test.

Reference Book:

Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix F1

Lesson Plan on Competitive Teaching Method (Week One)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Double Entry System
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students definition of financial accounting, ledger and double entry principle.

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. define financial accounting
- b. define a ledger
- c. post into the ledger using the double entry principle

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught data collection and recording phase of accounting.

Introduction: Teacher introduces the lesson by relating data collection and recording phase to double entry principle.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Definition of Financial Accounting

Financial accounting can be defined as the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.

Step 2 – Definition of Ledger

The ledger can be defined as the book that contains the accounts for the transactions of a business organization. It is written up periodically and is the ultimate destination of all entries recorded in the subsidiary books. An account is a page (or folio) in the ledger divided into two equal halves with a vertical line and with a horizontal line on top. The left-hand side of an account is the debit side while the right-hand side is the credit side. The words DEBIT and CREDIT are usually abbreviated to DR. and CR. respectively. At the top of an account will be the name of the item or transaction to which it relates e.g. Rent Account, Salaries Account, Motor Vehicles Account, etc. The word account is sometimes abbreviated to A/C.

Step 3 – How to know which account to debit and which to credit

In order to apply the double entry principles, it is necessary to first identify the two accounts required. Having done this, the next step is to identify the account which is receiving the value of the transaction and the account which is giving the value. It should be noted that for every transaction, one account is receiving value and another is giving value. Having identified the receiver and giver of the value, a debit entry shall be posted to the account which is receiving value while a credit shall be posted to the account which is giving value. This is the double entry rule which is sometimes expressed as: “*debit the receiver, credit the giver*”.

Step 4 – Teacher make some illustrations showing how typical transactions are recorded assuming the entries are being made in the books of accounts of Mr. ROI, a sole trader.

Illustration 1: Rent N5,000 was paid by Mr. ROI to his landlord on 1st July, 2015 by cheque.

DR.		Rent Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
1/7/15	Bank	5,000			

DR.		Bank Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
			1/7/15	Rent	5,000

Illustration 2: Goods worth N10,000 were sold on credit on 1st August 2015 to a customer, Mende Enterprises.

DR.		Mende Enterprises Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
1/8/15	Sales	10,000			

DR.		Sales Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
			1/8/15	Mende Enterprises	10,000

Illustration 3: Goods worth N20,000 were sold on 15th March 2015 to a customer, Sunny and Co. who immediately paid for the goods by cash.

DR.		Cash Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
15/3/15	Sales	20,000			

DR.		Sales Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
			15/3/15	Cash	20,000

Illustration 4: Good were purchased for resale costing N15,000 on 30th September 2015 from Tosanwumi International

DR.		Purchase Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
30/9/15	Tosanwumi	15,000			

DR.		Tosanwumi Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
			30/9/15	Purchases	15,000

Illustration 5: Goods costing N12,000 were purchased from Bala Limited on 3rd October 2015. The supplier was paid immediately by cheque.

DR.		Purchase Account		CR.	
Date	Particulars	₦	Date	Particulars	₦
3/10/15	Bank	12,000			

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			3/10/15	Purchases				12,000

Illustration 6: A photocopying machine was purchased for office use at a cost of N25,000 by cheque on 15th October 2015 from CFAO Limited.

DR.			Office Equipment Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
15/10/15	Bank	25,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			15/10/15	Office Equipment				25,000

Step 5 – Class work

1. Bought goods on credit from David worth N4,000 on 02.02.16
2. Received N9,000 cash from Danlami on 05.02.16
3. Paid NEPA bill by cheque N1,250 on 09.02.16
4. Transferred N30,000 cash to bank on 15.02.16
5. Bought motor van by cheque N120,000 on 20.02.16

Required: Post these transactions into the appropriate ledgers.

Step 5 – Teacher required the students to do class work in their note books.

Step 6 – Teacher works round and check groups' activities

Solution

Bought goods on credit from David worth N4,000 on 02.02.16

DR.			Purchases Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
02/02/16	David	4,000						

DR.			David Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			02/02/16	Purchases				4,000

Received N9,000 cash from Danlami on 05.02.16

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
05/02/16	Danlami	9,000						

DR.			Danlami Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			05/02/16	Cash				9,000

Paid NEPA bill by cheque N1,250 on 09.02.16

DR. Electricity Bill Account CR.					
Date	Particulars	₦	Date	Particulars	₦
09/02/16	Bank	1,250			

DR. Bank Account CR.					
Date	Particulars	₦	Date	Particulars	₦
			09/02/16	Electricity Bill	1,250

Transferred N30,000 cash to bank on 15.02.16

DR. Bank Account CR.					
Date	Particulars	₦	Date	Particulars	₦
15/02/16	Cash	30,000			

DR. Cash Account CR.					
Date	Particulars	₦	Date	Particulars	₦
			15/02/16	Bank	30,000

Bought motor van by cheque N120,000 on 20.02.16

DR. Motor Van Account CR.					
Date	Particulars	₦	Date	Particulars	₦
20/02/16	Bank	120,000			

DR. Bank Account CR.					
Date	Particulars	₦	Date	Particulars	₦
			20/02/16	Motor Van	120,000

- Evaluation:** Teacher asks the students the following questions to test their level of understanding:
- What is financial accounting?
 - What is a ledger?
 - Teacher checked the ledger postings students made.

- Summary:** The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:
- Financial accounting is the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.
 - The ledger can be defined as the book that contains the accounts for the transactions of a business organization.
 - In order to apply the double entry principles, it is necessary to first identify the two accounts required, then debit the receiver and credit the giver.

Conclusion: The teacher concludes the lesson by asking students to go and read about subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix F2

Lesson Plan on Competitive Teaching Method (Week Two)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Subsidiary Books
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students to know what subsidiary books are.
Behavioural Objectives:	At the end of the lesson, students should be able to: <ol style="list-style-type: none">understand the kinds of transactions that are to be posted into the various subsidiary books.define trial balance
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught double entry principle.
Introduction:	Teacher introduces the lesson by relating double entry principle to subsidiary books.
Presentation:	Teacher presents the lesson in the following steps:

Step 1 – Subsidiary Books

Transactions are not normally posted from the source documents directly to the ledger. They are normally recorded first in subsidiary books before they are posted there-from to the ledger.

Subsidiary books can be defined as the books into which transactions are recorded on a daily basis from the source documents and from which transfers are made at suitable periodic intervals to the relevant accounts in the ledger. The use of subsidiary books prevents the ledger from containing too much details.

Step 2 – Types of Subsidiary Books

The subsidiary books normally used in financial accounting are listed below:

1. Sales Day Book for recording credit sales
2. Purchases Day Book for recording credit purchase
3. Returns Inward Day Book for recording returns from customers
4. Returns Outward Day Book for recording returns to suppliers
5. Cash Book for recording the receipt and payment of money
6. Journal Proper for recording other transactions

Other names for subsidiary books are books of original entry and books of primary entry.

Step 3 – Explanation of Each Subsidiary Book

1. **Sales Day Book:** As credit sales occur, they are listed in the sales day book which is ruled up to show among others, the date of the sale, the customer's name and the amount. The customer's personal account is debited while the credit entry to sales is delayed. At the end of the period (monthly, quarterly or yearly), the total of the sales day book shall be posted to the credit side of the sales account in the general ledger. At

this point the double entry for the credit sales is now complete. Another name for the sales day book is sales journal.

2. **Purchases Day Book:** As credit purchases occur, they are listed in the purchases day book which is ruled up to show among others, the date of the purchases, the customer's name and the amount. The customer's personal account is credited while the credit entry to purchases is delayed. At the end of the period (monthly, quarterly or yearly), the total of the purchases day book shall be posted to the debit side of the purchases account in the general ledger. At this point the double entry for the credit purchases is now complete. Another name for the purchases day book is purchases journal.
3. **Returns Inward Day Book:** A returns inward day book is a book where all sales returns are recorded. A returns inwards day book is maintained in which all the credit notes are listed, while the customer's personal accounts are credited. At the end of the period, the total of the returns inwards day book is posted to the debit of the returns inwards account in the general ledger thereby completing the double entry for the returns from the customers. The returns inwards book is sometimes called returns inward journal or sales returns day book.
4. **Returns Outward Day Book:** A returns outward day book is a book where all purchases returned are recorded. A returns outward day book is maintained in which all the debit notes are listed, while the customers' personal accounts are debited. At the end of the period, the total of the returns outward day book is posted to the credit of the returns outward account in the general ledger thereby completing the double entry for the returns to customers. Another name for the returns outward day book is called returns inward journal or purchases returns day book.
5. **Journal Proper:** The journal proper is used to record transactions – such as the following – for which the day to day books are inappropriate, before they are posted to the ledger:
 - i. the purchase and sale of fixed assets on credit
 - ii. opening entries
 - iii. correction of errors
 - iv. transfer from one account to another
 - v. taking of goods by the owner from the business for his private use; and
 - vi. any other transaction which cannot be recorded in any of the other subsidiary books.
6. **Cash Book:** A cash book is a book where cash and bank transactions are recorded. It is divided into three types. The **single** column cash book records transactions made or received in cash. The **double** column cash book records transactions made or received in cash and cheques. The **three** column cash book records transaction made or received in cash and cheques and also records discounts given.

Step 4 – Teacher Explains Trial Balance

If the double entry principle have been completely and correctly applied, it is obvious that the total of all debit entries will be equal to the total of all credit entries. By extension, the total of the debit balances should be equal to the total of the credit balances. The list drawn up showing the balances extracted from all accounts is known as a *trial balance*.

The trial balance, can, therefore, be defined as the list of accounts' balances at a given point in time drawn up to test the arithmetical accuracy of accounting entries.

The debit balances are shown under the debit column and the credit balances under the credit column. As has been mentioned, the total of the debit balances should agree with the total of the credit balances if the double entry principle have been correctly applied. The failure of the totals to agree is therefore an indication of error(s) in the entries.

The trial balance serves two purposes:

- iii. It serves as a check on the 'arithmetical accuracy' of the entries, as already mentioned, and
- iv. It is the basis upon which the Trading & Profit and Loss Account and Balance Sheet are drawn up.

- Evaluation:** Teacher asks the students the following questions to test their level of understanding:
- a. Give examples of transactions that can be recorded in the following subsidiary books:
 - Sales day book
 - Purchase day book
 - Returns inward day book
 - Returns outward day book
 - Cash book
 - b. What is a trial balance?

- Summary:** The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:
- 1. Sales day book is used for recording credit sales
 - 2. Purchase day book is used for recording credit purchases.
 - 3. Returns inwards book is used for recording sales returned.
 - 4. Returns outward is used for recording purchases returned.
 - 5. Cash book is for cash and bank transaction and discounts.

Conclusion: The teacher concludes the lesson by asking students to go and practice how to post into various subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix F3

Lesson Plan on Competitive Teaching Method (Week Three)

Name of Teacher: Christian Paul OKON – P13EDVE8032

School(s): Government Commercial College, Zaria

Class: SSS I

Age Range: 12 – 15 Years

Subject: Financial Accounting

Topic: Overview of Financial Accounting

Sub-Topic: Posting into Subsidiary Books (a worked example)

Method of Teaching: Cooperative Learning Method

Duration: 1 Hour, 20 Minutes

General Objective: To teach students how to post into subsidiary book

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. post into the various subsidiary books.
- b. be able to extract a trial balance.

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught the various subsidiary books.

Introduction: Teacher introduces the lesson by refreshing students' knowledge of subsidiary books and trial balance.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Question for worked example

Mr. Ejima commenced business on 1st January 2016 by transferring N720,000 from his private current account into a bank account which he had opened for the business. His transaction for the month of January 2016 were as follows:

		N
January 1	Bought goods on credit from Yakubu	120,000
January 2	Withdrew cash from the bank for office use	18,000
January 3	Sold goods on credit to Dauda	150,000
January 4	Bough goods on credit from Bashiru	180,000
January 6	Sold goods to Okechukwu on credit	220,000
January 7	Paid rent by cash	2,500
January 9	Withdrew cash from office till for person use	3,000
January 10	Bought goods from Bemigho on credit	100,000
January 11	Goods returns by Dauda	17,000
January 12	Sold goods on credit to Anthony	140,000
January 14	Cash purchases from Ekpulu paid by cheque	40,000
January 15	Goods returned to Yakubu	8,200
January 15	Cost of goods taken for private use	5,000
January 16	Goods returns by Okechukuw	20,000
January 17	Sold goods (normal selling price N20,000) to Akintolu giving trade discount of 10%	-
January 18	Receive cheque of N95,000 from Okechukwu after he had deducted cash discount of 5%	-
January 20	Purchased second hand car from Mazamaza motors by cheque	100,000
January 21	Paid cheque to Yakubu in full settlement of his account	110,000

January 22	Cash sales to Taribo received cash	25,000
January 25	Goods returned to Bamigho	5,000
January 26	Purchased goods worth N70,000 on credit from Aminu at a trade discount of 10%	-
January 27	Paid cash of N18,000 to Bamigho after deducting discount of 10%	-
January 29	Received cash from Dauda in full settlement of his account	130,000
January 29	Cheque received from Anthony	50,000
January 30	Deposited cash into bank account	80,000
January 30	Paid salaries by cash	5,000
January 31	Withdrew cash from bank to pay his son's school fees	3,000
January 31	Paid Bashiru by cheque	80,000

Required:

- Write up the 3-column cash book and other subsidiary books
- Post the entries to the ledger accounts
- Balance the accounts at 31st January and extract a trial balance at that date.

Step 4 – Teacher posts into the subsidiary books

I. SUBSIDIARY BOOK

DR.					Cash Book					CR.				
Date	Particulars	Discounts ₦	Cash ₦	Bank ₦	Date	Particulars	Discounts ₦	Cash ₦	Bank ₦					
1/1/16	Capital	-	-	720,000	2/1/16	Cash (C)	-	-	18,000					
2/1/16	Bank (C)	-	18,000	-	7/1/16	Rent	-	2,500	-					
18/1/16	Okechukwu	5,000	-	95,000	9/1/16	Drawings	-	3,000	-					
22/1/16	Sales	-	25,000	-	14/1/16	Purchases	-	-	40,000					
29/1/16	Dauda	3,000	130,000	-	20/1/16	Motor V.	-	-	100,000					
29/1/16	Anthony	-	-	50,000	21/1/16	Yakubu	1,800	-	110,000					
30/1/16	Cash (C)	-	-	80,000	27/1/16	Bamigho	2,000	18,000	-					
					30/1/16	Bank (C)	-	80,000	-					
					30/1/16	Salaries	-	5,000	-					
					31/1/16	Drawings	-	-	3,000					
					31/1/16	Bashiru	-	-	80,000					
					31/1/16	Balance c/d	-	64,500	594,000					
		8,000	173,000	945,000			3,800	173,000	945,000					
1/2/16	Balance b/d	-	64,500	594,000										

Sales Day Book

Date	Sales Inv. No.	Customer's Name	Amount ₦
3/1/16		Dauda	150,000
6/1/16		Okechukwu	220,000
12/1/16		Anthony	140,000
17/1/16		Akintolu	18,000
31/1/16		Transferred to sales account	528,000

Purchases Day Book

Date	Purchase Inv. No.	Customer's Name	Amount ₦
1/1/16		Yakubu	120,000
4/1/16		Bashiru	180,000
10/1/16		Bemigho	100,000
26/1/16		Aminu	63,000
31/1/16		Transferred to purchases account	463,000

Returns Inward Day Book

Date	Credit Inv. No.	Customer's Name	Amount ₦
11/1/16		Dauda	17,000
16/1/16		Okechukwu	20,000
31/1/16		Transferred to Returns Inward account	37,000

Returns Outward Day Book

Date	Debit Inv. No.	Customer's Name	Amount ₦
15/1/16		Yakubu	8,200
25/1/16		Bemigho	5,000
31/1/16		Transferred to Returns Outward account	13,200

Journal Book

	DR ₦	CR ₦
Drawings Account	5,000	
Purchases Account		5,000
Cost of goods taken by owner for private use on 15/1/16		

II. LEDGER ACCOUNTS

Debtors Ledger

Dr.

Dauda Account

Cr.

Date	Particulars	₦	Date	Particulars	₦
3/1/16	Sales	150,000	11/1/16	Returns inward	17,000
			29/1/16	Cash	130,000
			29/1/16	Discount allowed	3,000
		150,000			150,000

Dr.			Okechukwu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
6/1/16	Sales	220,000	16/1/16	Returns inwards	20,000			
			18/1/16	Bank	95,000			
			18/1/16	Discount allowed	5,000			
			31/1/16	Balance c/d	100,000			
		220,000			220,000			
1/2/16	Balance b/d	100,000						

Dr.			Anthony Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
12/1/16	Sales	140,000	29/1/16	Bank	50,000			
			31/1/16	Balance c/d	90,000			
		140,000			140,000			
1/2/16	Balance b/d	90,000						

Dr.			Akintolu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
17/1/16	Sales	18,000	31/1/16	Balance c/d	18,000			
		18,000			18,000			
1/2/16	Balance b/d	18,000						

Creditors Ledger

Dr.			Yakubu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
15/1/16	Returns outwards	8,200	1/1/16	Purchases	120,000			
21/1/16	Bank	110,000						
21/1/16	Discount received	1,800						
		120,000			120,000			

Dr.			Bashiru Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Bank	80,000	4/1/16	Purchases	180,000			
31/1/16	Balance c/d	100,000						
		180,000			180,000			
			1/2/16	Balance b/d	100,000			

Dr.			Bemigho Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
25/1/16	Returns outwards	5,000	10/1/16	Purchases	100,000			
27/1/16	Cash	18,000						
27/1/16	Discount received	2,000						
31/1/16	Balance c/d	75,000						
		100,000			100,000			
			1/2/16	Balance b/d	75,000			

Dr.			Aminu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	63,000	26/1/16	Purchases	63,000			
		63,000			63,000			
					63,000			
			1/2/16	Balance b/d	63,000			

General Ledger

Dr.			Capital Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	720,000	1/1/16	Bank	720,000			
		720,000			720,000			
					720,000			
			1/2/16	Balance b/d	720,000			

Dr.			Rent Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
7/1/16	Cash	2,500	31/1/16	Balance c/d	2,500			
		2,500			2,500			
1/2/16	Balance b/d	2,500						

Dr.			Drawings Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
9/1/16	Cash	3,000	31/1/16	Balance c/d	11,000			
15/1/16	Purchases	5,000						
31/1/16	Bank	3,000						
		11,000						
1/2/16	Balance b/d	11,000						

Dr.			Purchases Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
14/1/16	Bank	40,000	15/1/16	Drawings	5,000			
31/1/16	Trade creditors	463,000	31/1/16	Balance c/d	498,000			
		503,000			503,000			
1/2/16	Balance b/d	498,000						

Dr.			Motor Vehicle Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
20/1/16	Bank	100,000	31/1/16	Balance c/d	100,000			
		100,000			100,000			
1/2/16	Balance b/d	100,000						

Dr.			Sales Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	553,000	22/1/16	Cash	25,000			
			31/1/16	Trade debtors	528,000			
		553,000			553,000			
			1/1/16	Balance b/d	553,000			

Dr.		Salaries Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
30/1/16	Cash	5,000	31/1/16	Balance c/d	5,000
		5,000			5,000
1/2/16	Balance b/d	5,000			

Dr.		Returns Inward Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	37,000	31/1/16	Balance c/d	37,000
		37,000			37,000
1/2/16	Balance b/d	37,000			

Dr.		Returns Outward Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	13,200	31/1/16	Trade creditors	13,200
		13,200			13,200
			1/2/16	Balance b/d	13,200

Dr.		Discount Allowed Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	8,000	31/1/16	Balance c/d	8,000
		8,000			8,000
1/2/16	Balance b/d	8,000			

Dr.		Discount Received Account		Cr.	
Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	3,800	31/1/16	Trade creditors	3,200
		3,200			3,200
			1/2/16	Balance b/d	3,200

III. MR. EJIMA TRIAL BALANCE AS AT 31ST JANUARY, 2016

	Dr ₦	Cr ₦
Cash in hand	64,500	-
Cash at hand	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

- Evaluation:** Teacher cleans the closing balances on all the ledgers and ask students to balance them correctly.
- Summary:** Teacher asks the students to practice the worked example against.
- Conclusion:** The teacher concludes the lesson by asking students to go and practice how to make Trading, Profit & Loss Account and Balance Sheet
- Reference Book:** *Robert, O.I. (2004). Financial Accounting Made Simple (Vol. 1-First Edition).*
Lagos: El-Toda Ventures Limited.

Appendix F4

Lesson Plan on Competitive Teaching Method (Week Four)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Trading, Profit & Loss Account and Balance Sheet
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students how to prepare Trading, Profit & Loss Account and Balance sheet.
Behavioural Objectives:	At the end of the lesson, students should be able to: a. understand what trading, profit and loss is and how to prepare it. b. understand what balance sheet is and how to prepare it.
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught how to extract a trial balance.
Introduction:	Teacher introduces the lesson by relating trial balance with trading, profit and loss account and balance sheet.
Presentation:	Teacher presents the lesson in the following steps:
Step 1 – Teacher explains the various terms used frequently in Trading Profit & Loss Account	
Revenue / Incomes – These are the amounts earned by a business organization during the period. The major source of income for a sole trader and any other merchandizing business organization is the sale of goods. Income from sales of goods is dealt with in the trading account while incomes from other sources such as interest received on bank deposit, discount received and rent received are dealt with in the profit and loss account.	
Expenses – These are costs of goods and services consumed during the account period. Expenses are incurred by a business organization in order to achieve its objectives. Expenses that are direct in nature (e.g. purchase price of goods sold and carriage inwards costs) are dealt with the trading account while expenses that are indirect in nature (i.e. overhead expenses) such as rent and rates, depreciation, transport and travelling, salaries and so on are dealt with in the profit and loss account.	
Gross Profit – This is the profit earned on goods sold during the period. It is obtained by deducting cost of goods sold (or cost of sales) from the sales value.	
Net Profit / Loss – This is the profit (or loss) obtained on the profit and loss account after adding other incomes (i.e. incomes other than from sales) to the gross profit and deducting therefore the indirect (i.e. overhead) expenses. Net profit is therefore, the excess of all incomes over all expenses. Conversely, the excess of all expenses over all income is net loss .	
Step 2 – Teacher recalls the last trial balance and uses it in preparing Trading, Profit & Loss Account and Balance Sheet, thus:	

The following is the trial balance of MR. EJIMA as at 31st January, 2016.

	Dr	Cr
	₦	₦
Cash in hand	64,500	-
Cash at bank	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

Required: Prepare Trading, Profit & Loss Accounts and extract a Balance Sheet at 31/12/2016.

Solution

Step 3 – Teacher posts the transaction into Trading, Profit & Loss and Balance Sheet, thus

Mr. Ejima Trading, Profit & Loss Account as at 31st December, 2016

	₦			₦
Purchases	498,000		Sales	553,000
Less Returns Outward	13,200		Less Returns Inward	37,000
Cost of Goods Sold	<u>484,800</u>			
Gross Profit c/d	31,200			
	<u>516,000</u>			<u>516,000</u>
Rent	2,500		Gross Profit b/d	31,200
Salaries	5,000		Discount Received	3,800
Discount Allowed	8,000			
Net Profit	19,500			
	<u>35,000</u>			<u>35,000</u>

Mr. Ejima Balance Sheet as at 31st December, 2016

	₦	₦		₦	₦
Owner's Equity			Fixed Assets		
Capital	720,000		Motor Vehicle		100,000
Add Net Profit	19,500				
	<u>750,500</u>				
Less Drawings	11,000	728,500			
			Current Assets		
Current Liabilities			Okechukwu	100,000	
Bashiru	100,000		Anthony	90,000	
Bemigho	75,000		Akintolu	18,000	208,000
Aminu	63,000	238,000	Bank	<u>594,000</u>	
			Cash	64,500	658,500
		<u>966,500</u>			<u>966,500</u>

Evaluation:

Teacher asks the students the following questions to:

- prepare a trading, profit a loss account from the worked example.
- prepare a balance sheet from the worked example.

Summary:

The teacher briefly goes over the lesson stressing out the important point from the topic taught.

Conclusion:

The teacher concludes the lesson by giving the students post-test.

Reference Book:

Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix G1

Lesson Plan on Demonstration Teaching Method (Week One)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Double Entry System
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students definition of financial accounting, ledger and double entry principle.

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. define financial accounting
- b. define a ledger
- c. post into the ledger using the double entry principle

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught data collection and recording phase of accounting.

Introduction: Teacher introduces the lesson by relating data collection and recording phase to double entry principle.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Definition of Financial Accounting

Financial accounting can be defined as the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.

Step 2 – Definition of Ledger

The ledger can be defined as the book that contains the accounts for the transactions of a business organization. It is written up periodically and is the ultimate destination of all entries recorded in the subsidiary books. An account is a page (or folio) in the ledger divided into two equal halves with a vertical line and with a horizontal line on top. The left-hand side of an account is the debit side while the right-hand side is the credit side. The words DEBIT and CREDIT are usually abbreviated to DR. and CR. respectively. At the top of an account will be the name of the item or transaction to which it relates e.g. Rent Account, Salaries Account, Motor Vehicles Account, etc. The word account is sometimes abbreviated to A/C.

Step 3 – How to know which account to debit and which to credit

In order to apply the double entry principles, it is necessary to first identify the two accounts required. Having done this, the next step is to identify the account which is receiving the value of the transaction and the account which is giving the value. It should be noted that for every transaction, one account is receiving value and another is giving value. Having identified the receiver and giver of the value, a debit entry shall be posted to the account which is receiving value while a credit shall be posted to the account which is giving value. This is the double entry rule which is sometimes expressed as: “*debit the receiver, credit the giver*”.

Step 4 – Teacher make some illustrations showing how typical transactions are recorded assuming the entries are being made in the books of accounts of Mr. ROI, a sole trader.

Illustration 1: Rent N5,000 was paid by Mr. ROI to his landlord on 1st July, 2015 by cheque.

DR.			Rent Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
1/7/15	Bank	5,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			1/7/15	Rent	5,000			

Illustration 2: Goods worth N10,000 were sold on credit on 1st August 2015 to a customer, Mende Enterprises.

DR.			Mende Enterprises Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
1/8/15	Sales	10,000						

DR.			Sales Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			1/8/15	Mende Enterprises	10,000			

Illustration 3: Goods worth N20,000 were sold on 15th March 2015 to a customer, Sunny and Co. who immediately paid for the goods by cash.

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
15/3/15	Sales	20,000						

DR.			Sales Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			15/3/15	Cash	20,000			

Illustration 4: Good were purchased for resale costing N15,000 on 30th September 2015 from Tosanwumi International

DR.			Purchase Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
30/9/15	Tosanwumi	15,000						

DR.			Tosanwumi Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			30/9/15	Purchases	15,000			

Illustration 5: Goods costing N12,000 were purchased from Bala Limited on 3rd October 2015. The supplier was paid immediately by cheque.

DR.			Purchase Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
3/10/15	Bank	12,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			3/10/15	Purchases				12,000

Illustration 6: A photocopying machine was purchased for office use at a cost of N25,000 by cheque on 15th October 2015 from CFAO Limited.

DR.			Office Equipment Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
15/10/15	Bank	25,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			15/10/15	Office Equipment				25,000

Step 5 – Class work

1. Bought goods on credit from David worth N4,000 on 02.02.16
2. Received N9,000 cash from Danlami on 05.02.16
3. Paid NEPA bill by cheque N1,250 on 09.02.16
4. Transferred N30,000 cash to bank on 15.02.16
5. Bought motor van by cheque N120,000 on 20.02.16

Required: Post these transactions into the appropriate ledgers.

Step 5 – Teacher required the students to do class work in their note books.

Step 6 – Teacher works round and check groups’ activities

Solution

Bought goods on credit from David worth N4,000 on 02.02.16

DR.			Purchases Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
02/02/16	David	4,000						

DR.			David Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			02/02/16	Purchases				4,000

Received N9,000 cash from Danlami on 05.02.16

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
05/02/16	Danlami	9,000						

DR.			Danlami Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			05/02/16	Cash				9,000

Paid NEPA bill by cheque N1,250 on 09.02.16

DR.			Electricity Bill Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
09/02/16	Bank	1,250						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			09/02/16	Electricity Bill	1,250			

Transferred N30,000 cash to bank on 15.02.16

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
15/02/16	Cash	30,000						

DR.			Cash Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			15/02/16	Bank	30,000			

Bought motor van by cheque N120,000 on 20.02.16

DR.			Motor Van Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
20/02/16	Bank	120,000						

DR.			Bank Account			CR.		
Date	Particulars	₦	Date	Particulars	₦			
			20/02/16	Motor Van	120,000			

- Evaluation:** Teacher asks the students the following questions to test their level of understanding:
- What is financial accounting?
 - What is a ledger?
 - Teacher checked the ledger postings students made.

- Summary:** The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:
- Financial accounting is the process of collecting, recording, presenting and analysing / interpreting financial information for the users of financial statements.
 - The ledger can be defined as the book that contains the accounts for the transactions of a business organization.
 - In order to apply the double entry principles, it is necessary to first identify the two accounts required, then debit the receiver and credit the giver.

Conclusion: The teacher concludes the lesson by asking students to go and read about subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix G2

Lesson Plan on Demonstration Teaching Method (Week Two)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Subsidiary Books
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students to know what subsidiary books are.
Behavioural Objectives:	At the end of the lesson, students should be able to: <ol style="list-style-type: none">understand the kinds of transactions that are to be posted into the various subsidiary books.define trial balance
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught double entry principle.
Introduction:	Teacher introduces the lesson by relating double entry principle to subsidiary books.
Presentation:	Teacher presents the lesson in the following steps:

Step 1 – Subsidiary Books

Transactions are not normally posted from the source documents directly to the ledger. They are normally recorded first in subsidiary books before they are posted there-from to the ledger.

Subsidiary books can be defined as the books into which transactions are recorded on a daily basis from the source documents and from which transfers are made at suitable periodic intervals to the relevant accounts in the ledger. The use of subsidiary books prevents the ledger from containing too much details.

Step 2 – Types of Subsidiary Books

The subsidiary books normally used in financial accounting are listed below:

1. Sales Day Book for recording credit sales
2. Purchases Day Book for recording credit purchase
3. Returns Inward Day Book for recording returns from customers
4. Returns Outward Day Book for recording returns to suppliers
5. Cash Book for recording the receipt and payment of money
6. Journal Proper for recording other transactions

Other names for subsidiary books are books of original entry and books of primary entry.

Step 3 – Explanation of Each Subsidiary Book

1. **Sales Day Book:** As credit sales occur, they are listed in the sales day book which is ruled up to show among others, the date of the sale, the customer's name and the amount. The customer's personal account is debited while the credit entry to sales is delayed. At the end of the period (monthly, quarterly or yearly), the total of the sales day book shall be posted to the credit side of the sales account in the general ledger. At

this point the double entry for the credit sales is now complete. Another name for the sales day book is sales journal.

2. **Purchases Day Book:** As credit purchases occur, they are listed in the purchases day book which is ruled up to show among others, the date of the purchases, the customer's name and the amount. The customer's personal account is credited while the credit entry to purchases is delayed. At the end of the period (monthly, quarterly or yearly), the total of the purchases day book shall be posted to the debit side of the purchases account in the general ledger. At this point the double entry for the credit purchases is now complete. Another name for the purchases day book is purchases journal.
3. **Returns Inward Day Book:** A returns inward day book is a book where all sales returns are recorded. A returns inwards day book is maintained in which all the credit notes are listed, while the customer's personal accounts are credited. At the end of the period, the total of the returns inwards day book is posted to the debit of the returns inwards account in the general ledger thereby completing the double entry for the returns from the customers. The returns inwards book is sometimes called returns inward journal or sales returns day book.
4. **Returns Outward Day Book:** A returns outward day book is a book where all purchases returned are recorded. A returns outward day book is maintained in which all the debit notes are listed, while the customers' personal accounts are debited. At the end of the period, the total of the returns outward day book is posted to the credit of the returns outward account in the general ledger thereby completing the double entry for the returns to customers. Another name for the returns outward day book is called returns inward journal or purchases returns day book.
5. **Journal Proper:** The journal proper is used to record transactions – such as the following – for which the day to day books are inappropriate, before they are posted to the ledger:
 - i. the purchase and sale of fixed assets on credit
 - ii. opening entries
 - iii. correction of errors
 - iv. transfer from one account to another
 - v. taking of goods by the owner from the business for his private use; and
 - vi. any other transaction which cannot be recorded in any of the other subsidiary books.
6. **Cash Book:** A cash book is a book where cash and bank transactions are recorded. It is divided into three types. The **single** column cash book records transactions made or received in cash. The **double** column cash book records transactions made or received in cash and cheques. The **three** column cash book records transaction made or received in cash and cheques and also records discounts given.

Step 4 – Teacher Explains Trial Balance

If the double entry principle have been completely and correctly applied, it is obvious that the total of all debit entries will be equal to the total of all credit entries. By extension, the total of the debit balances should be equal to the total of the credit balances. The list drawn up showing the balances extracted from all accounts is known as a *trial balance*.

The trial balance, can, therefore, be defined as the list of accounts' balances at a given point in time drawn up to test the arithmetical accuracy of accounting entries.

The debit balances are shown under the debit column and the credit balances under the credit column. As has been mentioned, the total of the debit balances should agree with the total of the credit balances if the double entry principle have been correctly applied. The failure of the totals to agree is therefore an indication of error(s) in the entries.

The trial balance serves two purposes:

- i. It serves as a check on the 'arithmetical accuracy' of the entries, as already mentioned, and
- ii. It is the basis upon which the Trading & Profit and Loss Account and Balance Sheet are drawn up.

- Evaluation:** Teacher asks the students the following questions to test their level of understanding:
- a. Give examples of transactions that can be recorded in the following subsidiary books:
 - Sales day book
 - Purchase day book
 - Returns inward day book
 - Returns outward day book
 - Cash book
 - b. What is a trial balance?

- Summary:** The teacher briefly goes over the lesson stressing out the important point from the topic taught, thus:
1. Sales day book is used for recording credit sales
 2. Purchase day book is used for recording credit purchases.
 3. Returns inwards book is used for recording sales returned.
 4. Returns outward is used for recording purchases returned.
 5. Cash book is for cash and bank transaction and discounts.

Conclusion: The teacher concludes the lesson by asking students to go and practice how to post into various subsidiary books.

Reference Book: Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix G3

Lesson Plan on Demonstration Teaching Method (Week Three)

Name of Teacher: Christian Paul OKON – P13EDVE8032

School(s): Government Commercial College, Zaria

Class: SSS I

Age Range: 12 – 15 Years

Subject: Financial Accounting

Topic: Overview of Financial Accounting

Sub-Topic: Posting into Subsidiary Books (a worked example)

Method of Teaching: Cooperative Learning Method

Duration: 1 Hour, 20 Minutes

General Objective: To teach students how to post into subsidiary book

Behavioural Objectives: At the end of the lesson, students should be able to:

- a. post into the various subsidiary books.
- b. be able to extract a trial balance.

Instructional Materials: Calculator, accounting textbook and chalkboard

Previous Knowledge: Students have been taught the various subsidiary books.

Introduction: Teacher introduces the lesson by refreshing students' knowledge of subsidiary books and trial balance.

Presentation: Teacher presents the lesson in the following steps:

Step 1 – Question for worked example

Mr. Ejima commenced business on 1st January 2016 by transferring N720,000 from his private current account into a bank account which he had opened for the business. His transaction for the month of January 2016 were as follows:

		N
January 1	Bought goods on credit from Yakubu	120,000
January 2	Withdrew cash from the bank for office use	18,000
January 3	Sold goods on credit to Dauda	150,000
January 4	Bough goods on credit from Bashiru	180,000
January 6	Sold goods to Okechukwu on credit	220,000
January 7	Paid rent by cash	2,500
January 9	Withdrew cash from office till for person use	3,000
January 10	Bought goods from Bemigho on credit	100,000
January 11	Goods returns by Dauda	17,000
January 12	Sold goods on credit to Anthony	140,000
January 14	Cash purchases from Ekpulu paid by cheque	40,000
January 15	Goods returned to Yakubu	8,200
January 15	Cost of goods taken for private use	5,000
January 16	Goods returns by Okechukuw	20,000
January 17	Sold goods (normal selling price N20,000) to Akintolu giving trade discount of 10%	-
January 18	Receive cheque of N95,000 from Okechukwu after he had deducted cash discount of 5%	-
January 20	Purchased second hand car from Mazamaza motors by cheque	100,000
January 21	Paid cheque to Yakubu in full settlement of his account	110,000

January 22	Cash sales to Taribo received cash	25,000
January 25	Goods returned to Bamigho	5,000
January 26	Purchased goods worth N70,000 on credit from Aminu at a trade discount of 10%	-
January 27	Paid cash of N18,000 to Bamigho after deducting discount of 10%	-
January 29	Received cash from Dauda in full settlement of his account	130,000
January 29	Cheque received from Anthony	50,000
January 30	Deposited cash into bank account	80,000
January 30	Paid salaries by cash	5,000
January 31	Withdrew cash from bank to pay his son's school fees	3,000
January 31	Paid Bashiru by cheque	80,000

Required:

- Write up the 3-column cash book and other subsidiary books
- Post the entries to the ledger accounts
- Balance the accounts at 31st January and extract a trial balance at that date.

Step 4 – Teacher posts into the subsidiary books

I. SUBSIDIARY BOOK

DR.					Cash Book					CR.				
Date	Particulars	Discounts ₦	Cash ₦	Bank ₦	Date	Particulars	Discounts ₦	Cash ₦	Bank ₦					
1/1/16	Capital	-	-	720,000	2/1/16	Cash (C)	-	-	18,000					
2/1/16	Bank (C)	-	18,000	-	7/1/16	Rent	-	2,500	-					
18/1/16	Okechukwu	5,000	-	95,000	9/1/16	Drawings	-	3,000	-					
22/1/16	Sales	-	25,000	-	14/1/16	Purchases	-	-	40,000					
29/1/16	Dauda	3,000	130,000	-	20/1/16	Motor V.	-	-	100,000					
29/1/16	Anthony	-	-	50,000	21/1/16	Yakubu	1,800	-	110,000					
30/1/16	Cash (C)	-	-	80,000	27/1/16	Bamigho	2,000	18,000	-					
					30/1/16	Bank (C)	-	80,000	-					
					30/1/16	Salaries	-	5,000	-					
					31/1/16	Drawings	-	-	3,000					
					31/1/16	Bashiru	-	-	80,000					
					31/1/16	Balance c/d	-	64,500	594,000					
		8,000	173,000	945,000			3,800	173,000	945,000					
1/2/16	Balance b/d	-	64,500	594,000										

Sales Day Book

Date	Sales Inv. No.	Customer's Name	Amount ₦
3/1/16		Dauda	150,000
6/1/16		Okechukwu	220,000
12/1/16		Anthony	140,000
17/1/16		Akintolu	18,000
31/1/16		Transferred to sales account	528,000

Purchases Day Book

Date	Purchase Inv. No.	Customer's Name	Amount ₦
1/1/16		Yakubu	120,000
4/1/16		Bashiru	180,000
10/1/16		Bemigho	100,000
26/1/16		Aminu	63,000
31/1/16		Transferred to purchases account	463,000

Returns Inward Day Book

Date	Credit Inv. No.	Customer's Name	Amount ₦
11/1/16		Dauda	17,000
16/1/16		Okechukwu	20,000
31/1/16		Transferred to Returns Inward account	37,000

Returns Outward Day Book

Date	Debit Inv. No.	Customer's Name	Amount ₦
15/1/16		Yakubu	8,200
25/1/16		Bemigho	5,000
31/1/16		Transferred to Returns Outward account	13,200

Journal Book

	DR ₦	CR ₦
Drawings Account	5,000	
Purchases Account		5,000
Cost of goods taken by owner for private use on 15/1/16		

II. LEDGER ACCOUNTS

Debtors Ledger

Dr.

Dauda Account

Cr.

Date	Particulars	₦	Date	Particulars	₦
3/1/16	Sales	150,000	11/1/16	Returns inward	17,000
			29/1/16	Cash	130,000
			29/1/16	Discount allowed	3,000
		150,000			150,000

Dr.			Okechukwu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
6/1/16	Sales	220,000	16/1/16	Returns inwards	20,000			
			18/1/16	Bank	95,000			
			18/1/16	Discount allowed	5,000			
			31/1/16	Balance c/d	100,000			
		220,000			220,000			
1/2/16	Balance b/d	100,000						

Dr.			Anthony Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
12/1/16	Sales	140,000	29/1/16	Bank	50,000			
			31/1/16	Balance c/d	90,000			
		140,000			140,000			
1/2/16	Balance b/d	90,000						

Dr.			Akintolu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
17/1/16	Sales	18,000	31/1/16	Balance c/d	18,000			
		18,000			18,000			
1/2/16	Balance b/d	18,000						

Creditors Ledger

Dr.			Yakubu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
15/1/16	Returns outwards	8,200	1/1/16	Purchases	120,000			
21/1/16	Bank	110,000						
21/1/16	Discount received	1,800						
		120,000			120,000			

Dr.			Bashiru Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Bank	80,000	4/1/16	Purchases	180,000			
31/1/16	Balance c/d	100,000						
		180,000			180,000			
			1/2/16	Balance b/d	100,000			

Dr.			Bemigho Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
25/1/16	Returns outwards	5,000	10/1/16	Purchases	100,000			
27/1/16	Cash	18,000						
27/1/16	Discount received	2,000						
31/1/16	Balance c/d	75,000						
		100,000			100,000			
			1/2/16	Balance b/d	75,000			

Dr.			Aminu Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	63,000	26/1/16	Purchases	63,000			
		63,000			63,000			
					63,000			
			1/2/16	Balance b/d	63,000			

General Ledger

Dr.			Capital Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
31/1/16	Balance c/d	720,000	1/1/16	Bank	720,000			
		720,000			720,000			
					720,000			
			1/2/16	Balance b/d	720,000			

Dr.			Rent Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
7/1/16	Cash	2,500	31/1/16	Balance c/d	2,500			
		2,500			2,500			
					2,500			
1/2/16	Balance b/d	2,500						

Dr.			Drawings Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
9/1/16	Cash	3,000	31/1/16	Balance c/d	11,000			
15/1/16	Purchases	5,000						
31/1/16	Bank	3,000						
		11,000						
1/2/16	Balance b/d	11,000						

Dr.			Purchases Account			Cr.					
Date	Particulars	₦	Date	Particulars	₦						
14/1/16	Bank	40,000	15/1/16	Drawings	5,000						
31/1/16	Trade creditors	463,000				31/1/16	Balance c/d	498,000			
		503,000									
1/2/16	Balance b/d	498,000									

Dr.			Motor Vehicle Account			Cr.		
Date	Particulars	₦	Date	Particulars	₦			
20/1/16	Bank	100,000	31/1/16	Balance c/d	100,000			
		100,000			100,000			
					100,000			
1/2/16	Balance b/d	100,000						

Dr.			Sales Account			Cr.					
Date	Particulars	₦	Date	Particulars	₦						
31/1/16	Balance c/d	553,000	22/1/16	Cash	25,000						
						31/1/16	Trade debtors	528,000			
		553,000							553,000		
			1/1/16	Balance b/d	553,000						

Dr. **Salaries Account** Cr.

Date	Particulars	₦	Date	Particulars	₦
30/1/16	Cash	5,000	31/1/16	Balance c/d	5,000
		5,000			5,000
1/2/16	Balance b/d	5,000			

Dr. **Returns Inward Account** Cr.

Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	37,000	31/1/16	Balance c/d	37,000
		37,000			37,000
1/2/16	Balance b/d	37,000			

Dr. **Returns Outward Account** Cr.

Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	13,200	31/1/16	Trade creditors	13,200
		13,200			13,200
			1/2/16	Balance b/d	13,200

Dr. **Discount Allowed Account** Cr.

Date	Particulars	₦	Date	Particulars	₦
31/1/16	Trade debtors	8,000	31/1/16	Balance c/d	8,000
		8,000			8,000
1/2/16	Balance b/d	8,000			

Dr. **Discount Received Account** Cr.

Date	Particulars	₦	Date	Particulars	₦
31/1/16	Balance c/d	3,800	31/1/16	Trade creditors	3,200
		3,200			3,200
			1/2/16	Balance b/d	3,200

III. MR. EJIMA TRIAL BALANCE AS AT 31ST JANUARY, 2016

	Dr	Cr
	₦	₦
Cash in hand	64,500	-
Cash at hand	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

- Evaluation:** Teacher cleans the closing balances on all the ledgers and ask students to balance them correctly.
- Summary:** Teacher asks the students to practice the worked example against.
- Conclusion:** The teacher concludes the lesson by asking students to go and practice how to make Trading, Profit & Loss Account and Balance Sheet
- Reference Book:** *Robert, O.I. (2004). Financial Accounting Made Simple (Vol. 1-First Edition).*
Lagos: El-Toda Ventures Limited.

Appendix G4

Lesson Plan on Demonstration Teaching Method (Week Four)

Name of Teacher:	Christian Paul OKON – P13EDVE8032
School(s):	Government Commercial College, Zaria
Class:	SSS I
Age Range:	12 – 15 Years
Subject:	Financial Accounting
Topic:	Overview of Financial Accounting
Sub-Topic:	Trading, Profit & Loss Account and Balance Sheet
Method of Teaching:	Cooperative Learning Method
Duration:	1 Hour, 20 Minutes
General Objective:	To teach students how to prepare Trading, Profit & Loss Account and Balance sheet.
Behavioural Objectives:	At the end of the lesson, students should be able to: a. understand what trading, profit and loss is and how to prepare it. b. understand what balance sheet is and how to prepare it.
Instructional Materials:	Calculator, accounting textbook and chalkboard
Previous Knowledge:	Students have been taught how to extract a trial balance.
Introduction:	Teacher introduces the lesson by relating trial balance with trading, profit and loss account and balance sheet.
Presentation:	Teacher presents the lesson in the following steps:
Step 1 – Teacher explains the various terms used frequently in Trading Profit & Loss Account	
Revenue / Incomes – These are the amounts earned by a business organization during the period. The major source of income for a sole trader and any other merchandizing business organization is the sale of goods. Income from sales of goods is dealt with in the trading account while incomes from other sources such as interest received on bank deposit, discount received and rent received are dealt with in the profit and loss account.	
Expenses – These are costs of goods and services consumed during the account period. Expenses are incurred by a business organization in order to achieve its objectives. Expenses that are direct in nature (e.g. purchase price of goods sold and carriage inwards costs) are dealt with the trading account while expenses that are indirect in nature (i.e. overhead expenses) such as rent and rates, depreciation, transport and travelling, salaries and so on are dealt with in the profit and loss account.	
Gross Profit – This is the profit earned on goods sold during the period. It is obtained by deducting cost of goods sold (or cost of sales) from the sales value.	
Net Profit / Loss – This is the profit (or loss) obtained on the profit and loss account after adding other incomes (i.e. incomes other than from sales) to the gross profit and deducting therefore the indirect (i.e. overhead) expenses. Net profit is therefore, the excess of all incomes over all expenses. Conversely, the excess of all expenses over all income is net loss .	
Step 2 – Teacher recalls the last trial balance and uses it in preparing Trading, Profit & Loss Account and Balance Sheet, thus:	

The following is the trial balance of MR. EJIMA as at 31st January, 2016.

	Dr	Cr
	₦	₦
Cash in hand	64,500	-
Cash at bank	594,000	-
Okechukwu	100,000	-
Anthony	90,000	-
Akintolu	18,000	-
Bashiru	-	100,000
Bemigho	-	75,000
Aminu	-	63,000
Capital	-	720,000
Rent	2,500	-
Drawings	11,000	-
Purchases	498,000	-
Motor vehicles	100,000	-
Sales	-	553,000
Salaries	5,000	-
Returns inwards	37,000	-
Returns outwards	-	13,200
Discount allowed	8,000	-
Discount received	-	3,800
	<u>1,528,000</u>	<u>1,528,000</u>

Required: Prepare Trading, Profit & Loss Accounts and extract a Balance Sheet at 31/12/2016.

Solution

Step 3 – Teacher posts the transaction into Trading, Profit & Loss and Balance Sheet, thus

Mr. Ejima Trading, Profit & Loss Account as at 31st December, 2016

	₦			₦
Purchases	498,000		Sales	553,000
Less Returns Outward	13,200		Less Returns Inward	37,000
Cost of Goods Sold	<u>484,800</u>			
Gross Profit c/d	31,200			
	<u>516,000</u>			<u>516,000</u>
Rent	2,500		Gross Profit b/d	31,200
Salaries	5,000		Discount Received	3,800
Discount Allowed	8,000			
Net Profit	19,500			
	<u>35,000</u>			<u>35,000</u>

Mr. Ejima Balance Sheet as at 31st December, 2016

	₦	₦		₦	₦
Owner's Equity			Fixed Assets		
Capital	720,000		Motor Vehicle		100,000
Add Net Profit	19,500				
	<u>750,500</u>				
Less Drawings	11,000	728,500			
Current Liabilities			Current Assets		
Bashiru	100,000		Okechukwu	100,000	
Bemigho	75,000		Anthony	90,000	
Aminu	63,000	238,000	Akintolu	18,000	208,000
	<u>238,000</u>		Bank	<u>594,000</u>	
			Cash	64,500	658,500
		<u>966,500</u>		<u>658,500</u>	<u>966,500</u>

Evaluation:

Teacher asks the students the following questions to:

- a. prepare a trading, profit a loss account from the worked example.
- b. prepare a balance sheet from the worked example.

Summary:

The teacher briefly goes over the lesson stressing out the important point from the topic taught.

Conclusion:

The teacher concludes the lesson by giving the students post-test.

Reference Book:

Robert, O.I. (2004). *Financial Accounting Made Simple (Vol. 1-First Edition)*. Lagos: El-Toda Ventures Limited.

Appendix I

Post-test

School: GCC, Zaria

Class: SSS I **Learning Group:** COTM / CMTM / CTM

Gender: Male / Female

Student Name: _____

Mr. Okon commenced business on 1st February 2016 by transferring N1,000,000 from his private current account into a bank account which he had opened for the business. His transactions for the month of February 2016 were as follows:

		N
February 1	Bought goods on credit from Abel	140,000
February 2	Withdrew cash from the bank for office use	58,000
February 3	Sold goods on credit to David	190,000
February 4	Bough goods on credit from Benjamin	220,000
February 6	Sold goods to Elizabeth on credit	260,000
February 7	Paid rent by cash	6,500
February 9	Withdrew cash from office till for person use	7,000
February 10	Bought goods from Peace on credit	140,000
February 11	Goods returned by David	20,000
February 12	Sold goods on credit to Anthony	180,000
February 14	Cash purchases from Ekpulu paid by cheque	80,000
February 15	Goods returned to Abel	10,000
February 15	Cost of goods taken for private use	10,000
February 16	Goods returned by Elizabeth	30,000
February 17	Sold goods to Maxwell on credit	40,000
February 18	Receive cheque from Elizabeth	230,000
February 20	Purchased second hand car from Mazamaza motors by cheque	300,000
February 20	Paid cheque to Abel in full settlement of his account	130,000
February 21	Cash sales to Taribo	150,000
February 21	Goods returned to Peace	15,000
February 22	Purchased goods from Maria	140,000
February 22	Paid cash to Peace	125,000
February 23	Received cash from David in full settlement of his account	170,000
February 23	Cheque received from Anthony	180,000
February 24	Deposited cash into bank account	80,000
February 24	Paid salaries by cash	20,000
February 25	Withdrew cash from bank to pay his son's school fees	30,000
February 25	Paid Benjamin by cheque	90,000

Required:

- i. Make the necessary ledger entries for the above transactions.
- ii. Take a trial balance to confirm the correctness of your entries.
- iii. Prepare a trading, profit & loss account and balance sheet.

Appendix J
Post-test Marking Scheme

I- LEDGERS

(61 Entries = 61 Marks)

Mr. Okon Cash Book

Date	Particulars	Cash ₦	Bank ₦	Date	Particulars	Cash ₦	Bank ₦
1/2/16	Capital	--	1,000,000	2/2/16	Cash (c)	--	58,000
2/2/16	Bank (c)	58,000	--	7/2/16	Rent	6,500	--
18/2/16	Elizabeth	--	230,000	9/2/16	Drawings	7,000	--
21/2/16	Sales	150,000	--	14/2/16	Purchases	80,000	--
23/2/16	David	170,000	--	20/2/16	Motor Van	--	300,000
23/2/16	Anthony	--	180,000	20/2/16	Abel	--	130,000
24/2/16	Cash (c)	--	80,000	22/2/16	Peace	125,000	--
				24/2/16	Bank (c)	80,000	--
				24/2/16	Salaries	20,000	--
				25/2/16	Drawings	--	30,000
				25/2/16	Benjamin	--	90,000
				29/2/16	Balance c/d	59,500	882,000
		378,000	1,490,000			378,000	1,490,000
1/3/16	Balance b/d	59,500	882,000				

Capital Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
29/2/16	Balance c/d	1,000,000	1/2/16	Bank	1,000,000
		1,000,000	1/3/16	Balance b/d	1,000,000

Abel Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
15/2/16	Returns Outward	10,000	1/2/16	Purchases	140,000
20/2/16	Bank	130,000			
		140,000			140,000

Sales Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
29/2/16	Balance c/d	820,000	3/2/16	David	190,000
			6/2/16	Elizabeth	260,000
			12/2/16	Anthony	180,000
			17/2/16	Maxwell	40,000
			21/2/16	Cash	150,000
		<u>820,000</u>			<u>820,000</u>
			1/3/16	Balance b/d	820,000

David Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
3/2/16	Sales	190,000	11/2/16	Returns Inward	20,000
			23/2/16	Cash	170,000
		<u>190,000</u>			<u>190,000</u>
			1/3/16	Balance b/d	190,000

Purchases Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
1/2/16	Abel	140,000	15/2/16	Drawings	10,000
4/2/16	Benjamin	220,000	29/2/16	Balance c/d	710,000
10/2/16	Peace	140,000			
14/2/16	Cash	80,000			
22/2/16	Maria	140,000			
		<u>720,000</u>			<u>720,000</u>
1/3/16	Balance b/d	710,000			

Benjamin Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
25/2/16	Bank	90,000	4/2/16	Purchases	220,000
29/2/16	Balance c/d	130,000			
		<u>220,000</u>			<u>220,000</u>
			1/3/16	Balance b/d	130,000

Elizabeth Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
6/2/16	Sales	260,000	16/2/16	Returns Inward	30,000
			18/2/16	Bank	230,000
		260,000			260,000

Rent Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
7/2/16	Cash	6,500	29/2/16	Balance c/d	6,500
		6,500			6,500
1/3/16	Balance b/d	6,500			

Drawings Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
9/2/16	Cash	7,000	29/2/16	Balance c/d	47,000
15/2/16	Purchases	10,000			
25/2/16	Bank	30,000			
		47,000			47,000
1/3/16	Balance b/d	47,000			

Peace Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
21/2/16	Returns Outward	15,000	10/2/16	Purchases	140,000
22/2/16	Cash	125,000			
		140,000			140,000

Returns Inward Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
11/2/16	David	20,000	29/2/16	Balance c/d	50,000
16/2/16	Elizabeth	30,000			
		50,000			50,000
1/3/16	Balance b/d	50,000			

Anthony Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
12/2/16	Sales	180,000	23/2/16	Bank	180,000
		180,000			180,000

Returns Outward Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
29/2/16	Balance c/d	25,000	15/2/16	Abel	10,000
			21/2/16	Peace	15,000
		<u>25,000</u>			<u>25,000</u>
			1/3/16	Balance b/d	25,000

Maxwell Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
17/2/16	Sales	40,000	29/2/16	Balance c/d	40,000
		<u>40,000</u>			<u>40,000</u>
			1/3/16	Balance b/d	40,000

Motor Van Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
20/2/16	Bank	300,000	29/2/16	Balance c/d	300,000
		<u>300,000</u>			<u>300,000</u>
1/3/16	Balance b/d	300,000			

Maria Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
29/2/16	Balance c/d	140,000	22/2/16	Purchases	140,000
		<u>140,000</u>			<u>140,000</u>
			1/3/16	Balance b/d	140,000

Salaries Account

Data	Particulars	Amount ₦	Data	Particulars	Amount ₦
24/2/16	Cash	20,000	29/2/16	Balance c/d	20,000
		<u>20,000</u>			<u>20,000</u>
1/3/16	Balance b/d	20,000			

II. TRIAL BALANCE AS AT 29TH FEBRUARY, 2016

(13 Entries = 13 Marks)

	DR N	CR N
Cash	59,500	
Bank	882,000	-
Capital	-	1,000,000
Sales	-	820,000
Purchases	710,000	-
Benjamin	-	130,000
Rent	6,500	-
Drawings	47,000	-
Returns Inward	50,000	-
Returns Outward	-	25,000
Maxwell	40,000	-
Motor Van	300,000	-
Maria	-	140,000
Salaries	20,000	-
	2,115,000	2,115,000

III. TRADING, PROFIT AND LOSS ACCOUNT AND BALANCE SHEET (16 Entries = 16 Marks)

Mr. Okon's Trading, Profit & Loss Account as at 29th February, 2016

	N		N
Purchases	710,000	Sales	820,000
Less Returns Outward	25,200	Less Returns Inward	50,000
Cost of Goods Sold	<u>685,000</u>		
Gross Profit c/d	<u>85,000</u>		
	<u>770,000</u>		<u>770,000</u>
Rent	6,500	Gross Profit b/d	85,000
Salaries	20,000		
Net Profit	<u>58,500</u>		
	<u>85,000</u>		<u>85,000</u>

Mr. Okon's Balance Sheet as at 29th February, 2016

	N		N		N
Owner's Equity				Fixed Assets	
Capital	1,000,000			Motor Vehicle	300,000
Add Net Profit	58,500				
	<u>1,058,500</u>				
Less Drawings	47,000	1,011,500		Current Assets	
Current Liabilities				Maxwell	40,000
Benjamin		130,000		Bank	882,000
Maria		140,000		Cash	54,500
					<u>1,281,500</u>
		<u>1,281,500</u>			<u>1,281,500</u>

61 + 13 + 16 = 100 Marks

Appendix K
Pre-Test and Post-Test Results

EXPERIMENTAL GROUP 1 Cooperative Method				EXPERIMENTAL GROUP 2 Competitive Method				CONTROL GROUP Demonstration Method			
SN	Gender	Pre Test	Post Test	SN	Gender	Pre Test	Post Test	SN	Gender	Pre Test	Post Test
1	F	40	82	1	F	40	75	1	F	30	50
2	F	40	83	2	F	40	75	2	F	20	55
3	F	40	88	3	F	30	71	3	F	20	56
4	F	30	85	4	F	30	75	4	F	20	50
5	F	30	85	5	F	20	76	5	F	20	50
6	F	30	86	6	F	20	71	6	F	10	50
7	F	30	84	7	M	30	80	7	F	10	51
8	F	30	81	8	M	30	80	8	F	10	55
9	F	40	90	9	M	30	81	9	F	0	52
10	F	10	60	10	M	30	66	10	M	40	65
11	M	40	90	11	M	30	80	11	M	30	68
12	M	40	90	12	M	20	64	12	M	30	63
13	M	30	90	13	M	20	54	13	M	30	62
14	M	30	60	14	M	20	57	14	M	30	60
15	M	30	60	15	M	20	61	15	M	30	64
16	M	30	75	16	M	20	60	16	M	30	64
17	M	20	50	17	M	20	77	17	M	20	62
18	M	20	75	18	M	20	65	18	M	10	50
19	M	20	75	19	M	20	65	19	M	10	55
20	M	20	75	20	M	10	56	20	M	10	55
21	M	20	60	21	M	10	55	21	M	10	55
22	M	20	60	22	M	10	55	22	M	10	60
23	M	20	65	23	M	10	55	23	M	0	50
24	M	10	68	24	M	10	55	24	M	0	50
25	M	10	69	25	M	10	71	25	M	0	50
26	M	10	70								
27	M	20	60								
28	M	10	60								
29	M	30	70								
30	M	10	50								
Total		760	2196	Total		550	1680	Total		430	1402
Group Mean		25.33	73.20	Group Mean		22.00	67.20	Group Mean		17.20	56.08
Female		320	824	Female		180	443	Female		140	469
Female Mean		32.00	82.40	Female Mean		30.00	73.80	Female Mean		15.56	52.11
Male		440	1372	Male		370	1237	Male		290	933
Male Mean		22.00	68.60	Male Mean		19.50	65.10	Male Mean		18.13	58.31