

INFLUENCE OF TEACHING STRATEGIES ON SKILLS ACQUISITION AMONG SECRETARIAL ADMINISTRATION STUDENTS IN TAI SOLARIN UNIVERSITY OF EDUCATION, IJEBU ODE.

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Abstract

Despite the importance of secretarial administration, graduates often lack practical skills for workforce demands, limiting contributions to skills acquisition of the students. The study examined influence of teaching strategies on skills acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode. To achieve the main objective of the study, four specific objectives, three hypotheses were highlighted. The study employed a quasi experimental design of pretest, posttest control group design with 3x2x2 factorial matrixes. The population includes 340 third year secretarial administration students at Tai Solarin University of Education, Ijebu-Ode. A sample random techniques was used to select One hundred and twenty (120) students which were divided into three groups (40 each) were selected. The instrument on the Teaching Strategies on Skills Acquisition was developed and validated for data collection. The reliability of the instrument was obtained using Cronbach Alpha technique which yielded a coefficient of 0.84 while ANCOVA was used to test the hypotheses at 0.05 level of significance. The result showed a significant composite effect on teaching strategies with gender differences in self-efficacy observed between students taught using demonstration and lecture methods. Effective teaching strategies, including hands-on training, project-based learning and soft skills development were established to be vital for job readiness and workplace success among secretarial administration students. The study therefore concluded that integrating technology to enhance skills acquisition, implementing project-based learning, developing mentorship programs, designing a sustainability-focused curriculum promoting collaborative learning to build teamwork and critical thinking were lcritical to the success of secretarial administration students. It was recommended among others that secretarial administration educators should adopt appropriate teaching strategies to promote skills acquisition among university students.

Keywords: Secretarial Administration, Skills Acquisition, Students, Teaching Strategies

Introduction

The rapid technology advancements and the increasing globalization of ind ustries have placed greater emphasis on the acquisition of practical skills and competencies in higher education, particularly in secretarial administration. Secretarial administration a critical component of business operation demands a dynamic blend of technical skills, administrative proficiency and adaptability to evolving workplace demands. Secretarial administration is the management and coordination of administrative responsibilities within an organization by secretarial personnel. This includes coordinating, managing letters, planning meetings, keeping redords and providing administrative assistance to executives or managers (Ogunsaju, 2020). Secretarial Administration is a programme of study that provides people with opportunity to develop and acquire abilities, skills, knowledge and understanding which will enable them explore and utilize the broad field of business and also assume their civic responsibilities through enlightened participation in the activities in the society. It is a course that prepares students for entry into an advancement in jobs within secretarial and it is

equally important because it prepares students to handle their own secretarial affairs and to function intelligently as consumers and citizens in a business economy (Nwosu 2022).

The emergence of career education and increasing interest of students in job related courses and the employers' emphasis on skills acquisition before job placement have generated a need for rapid expansion of employment-related education in Nigeria especially now that Nigeria is undergoing economic and technological development. The pertinent question of concern includes, preparing youths for employment through tertiary education level an acceptable goal of University education. Lamaro and Anena (2024) have highlighted the need for educators to adopt innovative teaching strategies that prioritize active learning and practical skill development. However, the extent to which these strategies influence skills acquisition in secretarial administration students remains underexplored. To ensure that the office or department runs smoothly, the role frequently requires excellent organizational communication, and multitasking skills. Effective teaching strategies play a pivotal role in equipping students with the requisite skills to excel in their professional endeavors. Scholars such as Okoye (2024) have emphasized the need for innovative and student-centered teaching methods, including project-based learning, collaborative learning, and the integration of digital tools, to meet the challenges of the modern workplace. Additionally, Oduah (2023) noted that teaching strategies that incorporate experiential learning, such as internships and role-playing significantly enhance students' practical skills and readiness for the job market.

Bolarin and Akinpelu (2019) affirm that teaching strategies work effectively mainly to suit learners' needs since every learner interprets and responds to questions in a unique way. With the increasing development in the world of industry and trade, the educational sector is challenged with the task of producing competent students in the field of Secretarial Administration. This imposes great demand on the lecturers to devise appropriate teaching strategies that could deliver the right students to face the emerging challenges Otokiti (2010).

Statement of the Problem

Despite the importance of secretarial administration in supporting corporate operations and attaining organizational goals, there is worry regarding the ability of graduates in this sector to meet the demands of today's workforce. Many graduates lack the practical skills and competencies required for effective performance in secretarial roles, thereby limiting their contributions to sustainable development. The issue is further aggravated by the use of outdated teaching strategies that fail to engage or equip them with the technical and soft skills necessary for success in the evolving job market. There is need for educators to adopt innovative, teaching methodologies that will engage students or provide them with the technical and soft skills required for success in today's job market. However, the extent to which these strategies influence skills acquisition in secretarial administration students remains underexplored. This study seeks to address this gap by examining the Influence of Teaching Strategies on Skills Acquisition among Secretarial Administration Students in Tai Solarin University of Education, Ijebu-Ode.

Purpose of the Study

The main objective of this study is to examine the Influence of Teaching Strategies on Skills Acquisition among Secretarial Administration Students at Tai Solarin University of Education Ijebu – Ode. Other specific objectives of this study are:

- to determine the significant relationship between the teaching Strategies on Skills Acquisition among Secretarial Administration Students in Tai Solarin University of Education, Ijebu –Ode.
- ii. to examine the significant relative effect of teaching strategies on skill acquisition among secretarial administration in Tai Solarin University of Education, Ijebu-Ode.
- iii. to find out the gender difference between the self-efficacy of students taught secretarial administration using guided-discovery and demonstration teaching strategies in Tai

Solarin University Education, Ijebu-Ode.

- iv. to determine the significant composite effect of guided discovery and demonstration teaching strategies on skill acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.

Research Hypotheses

The following research hypotheses were formulated to guide this study:

- H₀₁: There is no significant relationship between the teaching strategies and skills acquisition among students at Tai Solarin University of Education, Ijebu-Ode.
- H₀₂: There is no significant difference between the relative effects of teaching strategies and skills acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.
- H₀₃: There is no significant difference between the gender self-efficacy of students secretarial administration using guided-discovery and demonstration teaching strategies in Tai Solarin University of Education, Ijebu-Ode.
- H₀₄: There is no significant between guided-discovery and demonstration teaching strategies and skill acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.

Methodology

The study adopted the 3 x 2 x 2 factorial design of pre-test, post-test, post-test quasi-experimental design. Quasi-experimental design was used to avoid disruption of normal class lecture and to control extraneous variables. The population of the study consisted of 300 level secretarial administration (340) One hundred and twenty (120) secretarial administration students were selected through sample random techniques. The research instruments used was titled: Teaching Strategies on Skills Acquisition Questionnaire (TSSAQ) on five-point using likert scale instrument ranging from strongly agreed, agreed, undecided, disagreed to strongly disagreed was used to rate the opinion without bias. The instrument was validated by three experts in Business Education and Evaluation Department in Tai Solarin University of Education, Ogun State with reliability coefficients of 0.79 was used to gather data for the study. The consistency of the instrument was determined using Cronbach Alpha techniques. The analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The use of ANCOVA is considered appropriate for the analysis in order to control the effect of extraneous variable.

Data Presentation and Analysis

Table 1: Gender of Respondents

	Frequency	Percent	Cumulative percent
Valid Male	80	66.7	66.7
Female	40	33.3	100.0
Total	120	100.0	

Table 1 above shows the gender distribution of the respondents used for this study. 80 respondents which represent 66.7% of the population are male. 40 which represent 33.3% of the population are female.

Table 2: Marital Status of the Respondents

	Frequency	Percent	Cumulative percent
Valid Married	10	8.3	8.3
Single	100	83.3	91.7
Others	10	8.3	100.0
Total	120	100.0	

Table 2 above shows the marital status of the respondents, 10 of the respondents which represent 8.3% of the total population are married 100 of the respondents which represent 83.4% of the entire population are single while the remaining 10% of the respondents which represent 8.3% of the total population are others.

Table 3: Age Range of the Respondents

	Frequency	Percent	Cumulative Percent
Valid 15-20	33	27.5	27.5
Years			
21-30	77	64.2	91.7
31 years and above	10	8.3	100.0
Total	120	100.0	

Table 3 above shows the age range of the respondents, 33 of the respondents which represent 27.3% of the total population are between 15-21 years of age 77 of the respondents which represent 64.2% of the entire population are between 21-30 years of age while the remaining 10% of the respondents which represents which represent 8.3% of the total population are from the ages of 31 years and above.

Table 4: Success in skill acquisition depends largely on effective teaching strategies on skills among secretarial administration students

	Frequency	Percent	Cumulative Percent
Valid Strongly agreed	60	50.0	50.0
Agreed	45	37.5	87.5
Undecided	10	8.3	95.8
Disagreed	5	4.2	100.0
Total	120	100.0	

Table 4 above shows the responses of the respondents that success in skill acquisition depends largely on effective teaching strategies using guided discovery. 60% of the respondent strongly agreed that success in skill acquisition depends largely on effective teaching strategies using guided discovery. 45% of the respondents agreed that success in skill acquisition depends largely on effective teaching strategies using guided discovery 10% of the respondents were undecided. 5% of the respondent disagree that success in skill acquisition depends largely on effective teaching students

Table 5: Students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions.

	Frequency	Percent	Cumulative Percent
Strongly agreed	80	66.7	66.7
Valid Agreed	40	33.3	100.0
Total	120	100.0	

Source: Field survey 2024

Table 5 above shows that responses of the respondents that students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions, 80 percent of the respondents strongly agreed that the students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions.

Table 6 Students taught with demonstration strategy participated more in the classroom activities

	Frequency	Percent	Cumulative Percent
Strongly agreed	50	41.7	41.7
Agreed	60	50.0	91.7
Valid Undecided	5	4.2	95.8
Disagreed	5	4.2	100.0
Total	120	100.0	

Table 6 above shows the responses of the respondent that students taught with demonstration strategy participated more in the classroom activities. 50 percent of the respondents strongly agreed that students taught with demonstration strategy participated more in the classroom activities 60 percent of the respondents agreed that students taught with demonstration strategy participated more in the classroom activities, 5 percent of the respondents were undecided, 5 percent of the respondents disagreed that students taught with demonstration strategy participated more in the classroom activities.

Hypothesis 1:

Table: 7 Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4.1.43a	3	138.146	2.067	.008	.051
Intercept	41260.347	1	41260.347	617.344	.000	.842
PRETEST	269.638	1	269.638	4.034	.047	.034
GROUP	187.823	2	93.912	1.405	.049	.024
Error	7752.887	116	66.835			
Total	831865.000	120				
Corrected Total	8167.325	119				

a. R Squared = .851 (Adjusted R Squared = .726).

Model Summary

From table 7, the value of R-square of 0.851 percent shows that there is significant relative effect of guided discovery and demonstration teaching strategies on skills acquisition among Secretarial Administration students in Tai Solarin University of Education. In other words the explanatory variable (Pre-test) was able to explain 85.1 percent of the dependent variable (Post-test) while the unexplained 14.9 percent was seen as the error term. The value of the adjusted R-square of 0.726 shows that the explanatory variable was able to explain 72.6 percent variation in the dependent variable.

Estimate Of Analysis

Table 8: Estimates

Dependent Variable: POST-TEST

TEACHING STRATEGIES	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
GUIDED DISCOVERY	83.961a	1.344	81.300	86.622
DEMONSTRATION	83.461a	1.313	80.860	86.061
CONTROL	81.053a	1.300	78.479	83.627

a. Covariates appearing in the model are evaluated at the following values:
PRE-TEST = 47.68

From the above table, we can see that there is a difference in the mean performance of secretarial administration students under guided discovery (83.961), demonstration (83.461), and control (81.053).

HYPOTHESIS 2:

LEVEL OF SIGNIFICANCE ($\alpha=0.05$)

Table 9: Univariate Tests

Dependent Variable: POST-TEST

	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	187.823	2	93.912	1.405	.249	.024
Error	7752.887	116	66.835			

The F tests the effect of TEACHING STRATEGIES. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

HYPOTHESIS 3

LEVEL OF SIGNIFICANCE ($\alpha=0.05$)

Table 10: Paired Samples Test

Table 104 Paired Samples Test								
		Paired Differences		95% Confidence Interval of the Difference				Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error	Lower	Upper	T	df	
Pair 1 GENDER OF THE RESPONDENTS PRE-TEST	59.175	22.892	3.620	-66.496	-51.854	-16.349	40	.000
Pair 2 GENDER OF THE RESPONDENTS POST-TEST	67.050	15,839	2.504	-72.116	-61.984	-26.773	40	.000

From the above table the first pair between gender and the pre-test scores that the mean is 59.175 while the second pair between gender and the post-test score the mean is 167.050. In conclusion since the p-value (0.000) for both pair is less than the level of significance (0.05) therefore the null hypothesis is rejected and there is significant gender difference between the self-efficacy of students taught using guided-discovery and demonstration teaching strategies.

Summary of Findings

The study was conducted to determine the influence of teaching strategies on skills acquisition among secretarial administration students. The study revealed that teaching strategies have a positive influence on the academic performance of the students because it introduced them to the need to adopt innovative teaching strategies that prioritize active learning and practical skill development. The study according to Okoye (2024) emphasized the need for innovative and student-centered teaching methods and integration of digital tools. Oduah (2023) noted that teaching strategies that incorporate experiential learning such as internships and role-playing significantly enhance students' practical skills and readiness for the job market. Bolarin and Akinpelu (2019) affirms that teaching strategies work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way with the increasing development in the world of industry and trade, the educational sector in producing competent student in secretarial administration.

Conclusion

Based on the findings of the study, it was concluded that teaching strategies have a profoundly positive impact on skills acquisition among secretarial administration students at Tai Solarin University of Education, Ijebu-Ode. Effective teaching strategies play a vital role in enhancing academic performance, facilitating the integration of theoretical and practical knowledge, and ultimately, empowering students to become competent professionals who can contribute meaningfully to their workplaces and the broader community.

Recommendations

The recommendations were made based on the information gathered in the course of the study. It will give assistance to students, teachers, school authorities and future researchers.

1. Secretarial Administration students should focus on enhancing their skills acquisition and job readiness to improve employability.
2. The University Management should establish a mentorship program that connects Secretarial Administration students with industry professionals, providing guidance and support during their SIWES Programme.
3. The NUC should develop a sustainable, development-focused curriculum for Secretarial Administration programs, integrating environmental and social responsibility principles.
4. Lecturers should foster collaborative learning environments to enhance teamwork, problem-solving, and critical thinking skills among Secretarial Administration students.

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