ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Effects of Discussion and Lecture Methods on Academic Performance of Business Administration Students of Private Polytechnic in Ekiti State

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Publication Date: 2026/05/08

Abstract: This study examined the effects of discussion and lecture methods on the academic performance of Business Administration students in private polytechnics. Specifically, the study investigated the effects of round table discussion, group discussion, panel lecture, and interactive lecture methods on students' academic performance. The study adopted a descriptive survey research design. The population consisted of 300 National Diploma (ND) and Higher National Diploma (HND) students of Business Administration in Crown Polytechnic. Using Taro Yamane's formula, a sample size of 171 respondents was obtained through simple random sampling. Data were collected using a structured questionnaire and analyzed using simple and multiple regression analysis. Findings revealed that round table discussion, group discussion, panel lecture, and interactive lecture methods all had significant positive effects on academic performance. The combined regression result indicated that the instructional methods jointly explained 78.9% variation in students' academic performance. The study concluded that integrating discussion-based and interactive lecture methods enhances students' participation, comprehension, and retention. The study recommended that lecturers should adopt blended teaching strategies to improve academic outcomes in Business Administration programmes.

Keywords: *Discussion Method, Lecture Method, Academic Performance, Interactive Learning, Business Education.*

How to Cite: Faleye, Olubunmi Christianah; Olaniyan Opeyemi Omototo; Adeoti Adesoji Isaac (2026) Effects of Discussion and Lecture Methods on Academic Performance of Business Administration Students of Private Polytechnic in Ekiti State. *International Journal of Innovative Science and Research Technology*, 11(4), 3666-3676. https://doi.org/10.38124/ijisrt/26apr1920

I. INTRODUCTION

Education is a fundamental instrument for national development and human capacity building. It involves the transmission of knowledge, skills, values, and attitudes from one generation to another. Modern educational practice emphasizes effective instructional strategies that improve students' academic performance and promote meaningful learning Obanya (2023). Teaching methods play a central role in determining students' understanding and achievement in tertiary institutions. Traditional lecture methods have long been used due to their efficiency in content delivery; however, they often encourage passive learning. Conversely, discussion-based instructional methods encourage student participation, collaboration, and critical thinking Adesehinwa (2013). In business education, particularly at the polytechnic level, students are expected to develop analytical, communication, and managerial skills. However, persistent reports of low academic engagement among students suggest the need for improved instructional

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

approaches. Scholars have argued that interactive teaching strategies such as group discussion and collaborative learning improve knowledge retention and academic performance Agih, Paulley, and Offor (2011), referenced in Agih, Paulley, and Offor (2018). Despite several studies on teaching methods, limited empirical research exists on the combined effects of discussion and lecture methods on Business Administration students in private polytechnics. Therefore, this study investigates how discussion and lecture methods influence academic performance (Larson, 2000).

➢ *Statement of the Problem*

The effectiveness of teaching methods in tertiary institutions has become a growing concern due to fluctuations in students' academic performance. Many lecturers still rely heavily on traditional lecture methods, which often limit student participation and reduce comprehension of complex business concepts. Business Administration students require practical, analytical, and interactive learning experiences to enhance performance. However, insufficient use of discussion-based teaching strategies may contribute to poor retention and low engagement. There is therefore a need to examine whether discussion and interactive lecture methods significantly improve academic performance.

➢ *Objectives of the Study*

The study aims to evaluate the effects of discussion and lecture methods on academic performance. Specifically, the objectives are to:

- Examine the effect of round table discussion on academic performance.
- Determine the effect of group discussion on academic performance.
- Assess the effect of panel lecture on academic performance.
- Evaluate the effect of interactive lecture method on academic performance.
- Ascertain the combined effect of round table discussion, group discussion, panel lecture, and interactive lecture on academic performance.

II. LITERATURE REVIEW

A. Concept of Discussion Method

Discussion method is a student-centered instructional strategy involving exchange of ideas between students and teachers. It promotes critical thinking, collaborative learning, and active participation Stephen & Stephen (2005). According to Larson (2000), discussion enhances students' communication skills and deepens understanding of academic content. The discussion method allows students to analyze problems collectively and develop solutions through interaction. Researchers have noted that students retain information better when they actively participate in learning activities. According to the Special Teacher Upgrade Programme (2007), the discussion method is a verbal exchange of ideas, opinions, or points of view between two or more people that involves students in problem solving. Students carefully consider the problem, democratically debate among themselves, offer solutions, and draw conclusions. It is a helpful method for improving students' communication and higher order thinking abilities as well as their capacity for information interpretation, analysis, and manipulation (Larson, 2000). Small-group assignments to "collaborative learning," a more specialized type of group work. One definition of the discussion approach is when the instructor helps the students share their thoughts and opinions in order to discover and resolve issues as a group. According to Oyedeji (1996), the discussion technique operates on the premise that several people's thoughts and knowledge are likely to provide answers or solutions to particular issues or subjects. Teachers and students are both encouraged to think when using the discussion method of instruction. Additionally, it helps pupils improve their listening and speaking social skills. Of course, there are drawbacks to the approach as well, such as the potential for the lesson to veer off subject. Students that struggle academically might not participate fully in the lessons. The conversation might be dominated by a few smart people. A lack of regard for the viewpoints of others may cause problems among the participants, and the entire class may descend into chaos. Inadequate use of the discussion approach may lead to the aforementioned issues. According to Thornton and Sokoloff (1998), discussion learning is predicated on the notion that learning is inherently a social activity in which participant's converse with one another. The process of learning occurs during the conversation. However, Negata & Ponkowski (1981) claimed that the phrase "discussion learning" encompasses a variety of collaborative learning methods.

B. Types of Discussion Method

➢ *Round Table Discussion*

Round table discussion involves a small group of learners discussing a topic under the guidance of a moderator. It encourages equal participation and improves analytical reasoning. There are just between three to eight people involved. A moderator is required to introduce the group's members, outline the issue being discussed, and steer the conversation in the right direction. Instead than controlling the group, the leader's job is to guide it. A moderator's duties included introducing the subject, keeping the conversation flowing, preventing the group from getting distracted, avoiding arguing over unimportant points, summarizing, and drawing conclusions. Members of the discussion group are expected to be knowledgeable about the subject, speak casually without arguing or arguing, stay on topic, have information sources at their disposal, support statements with facts, and assist the group in summarizing its findings. The audience's (students') duties in this type are to listen intently, refrain from asking questions until the presentation is finished, seek clarification on concepts, seek evidence for dubious claims, keep comments on the subject at hand, and show members of the round table the proper audience etiquette.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

➢ *Group Discussion*

Group discussion promotes teamwork and collaborative learning. It enhances comprehension and improves retention of complex academic materials. There are numerous ways to have a group discussion, including debate, panel discussions, round tables, devil's advocate, small groups, and opposing panels (Adewuya, 2003). Students' ability to share ideas, improve their communication and listening skills, clarify their thoughts, and encourage teamwork are some of the method's benefits. Despite all of the benefits listed above, there are a lot of drawbacks. Inadequate management and the informal nature of the organization can cause misunderstanding, the class to become a marketplace, and discussions to spiral out of control. One tactic that could be used to effectively engage children in reading comprehension is group discussion learning. According to Igwebuike and Atomatofa's (2013) research, the effectiveness of discussions—particularly group discussions—in raising students' performance in integrated science classes is more important than the argument that the discussion technique is better than field trips. pertinent According to Rahman, Khalil, Jumani, Ajmal, Malik, and Sharif (2011), a group discussion is an occasion where two or more students share, present, explain, and debate their information, experiences, ideas, and feelings. The term "grouped discussion method" describes how small, diverse groups of students collaborate to learn while taking responsibility for both their own and their teammates' learning (Dotson, 2001 as quoted in Galadima, 2019). Gifted children are frequently paired with non-gifted children in a clustered learning group with the intention of having the gifted assist the non-gifted children directly (Odudu, 2014). According to Amali's (2015) research, male and female students who were taught using cooperative learning strategies differed significantly from those who were taught using traditional methods, which is consistent with Odudu's summary. Additionally, the results of Mutrofin, Degeng, Ardhana, and Setyosari (2017) demonstrate that students taught using the lecture discussion approach had different learning outcomes than students taught using the group discussion method.

➢ *Panel Lecture*

Panel lecture combines lecture and discussion formats where selected participants present ideas while others interact through questions and feedback. Our study's panel discussions are based on the idea of authentic assessment (Villarroel, Bloxham, Bruna, Bruna & Herrera-Seda, 2018), which entails creating assignments that reflect real-world circumstances and issues. Because it prepares students for the intricate, multidisciplinary nature of healthcare communication, this method is especially pertinent in the context of medical education. Creating tasks that are comparable to those encountered in real and/or professional life and offering a realistic context that explains and provides a framework for the problem to be solved are two ways to attain realism (Schultz, Young, Gunning & Harvey, 2022). By mimicking situations in which medical students must present and discuss intricate medical subjects in a formal environment, the panel lecture in our study offers a realistic atmosphere that reflects the kinds of interactions they would face in their future employment. As students must critically think about intricate medical themes, evaluate data, and effectively articulate their conclusions, taking part in panel lectures also presents a cognitive challenge. According to Bhuvaneshwari, Rashmi, Deepika, Anirudh, Vijayamathy, Rekha, and Kathiravan (2023), this kind of assignment attempts to produce processes of problem-solving, application of information, and decision-making that correlate to the development of cognitive and metacognitive skills. By establishing connections between new ideas and prior knowledge, connecting theoretical concepts with real-world experiences, drawing conclusions from data analysis, and analyzing the theory's practical applicability as well as the logic of its arguments, the panel lecture encourages students to move beyond the textual replication of fragmented and low-order content and towards understanding (Johnson, Logan, Darley, Stone, Smith, Osae, 2023; Nurakhir, Palupi, Langeveld & Nurmalia, 202; Dyhrberg & O'Neill, 2024). Additionally, our study's evaluative judgment component is crucial in assisting students in creating standards and criteria for what constitutes a successful medical communication performance. This entails students controlling their own learning and evaluating their own success (Sundrarajun & Kiely, 2010). Students consider their own work, evaluate it against predetermined criteria, then ask peers and teachers for input during a panel discussion. By doing this, students can have an understanding of what medical communication performance is good and what needs to be improved (Wyatt-Smith & Adie, 2021). According to Boud, Lawson, and Thompson (2015), students must develop accurate assessments of the caliber of their work and adjust them in light of available data. For aspiring medical professionals, who will need to continuously evaluate and enhance their communication abilities throughout their careers, this ability is especially crucial. According to Suryanarayana (2023), deeper learning and better memory might result from authentic learning experiences. A panel lecture task that mimics real-world situations was created by the instructor-researchers in consideration of the benefits of group work in fostering cooperative problem-solving and language development. Students can collaborate to analyze complex cases, exchange knowledge, and present their findings to a simulated audience. Because panel lectures are a unique way for students to speak and will add to the classroom dynamic, they have been shown to serve a number of educational reasons. Panel lectures typically require students to discuss the topic at a high level of both cognitive and affective ability. In conversational democracy, students converse with one another and take turns. Panel lectures are conducted in a microcosmic environment and are comparable to classroom lectures. The general understanding panel lecture has been distilled by Dillon (1994) into "what they talk about is an issue, a topic that is in question for them." They discuss the subject by offering and analyzing various proposals. Panel lectures are regarded to be an effective teaching method for helping students acquire higher order thinking skills, which essentially enable them to analyze, manipulate, and interpret information instead of just repeating facts and details. Students are no longer the passive recipients of knowledge as a result. According to Faust & Paulson (1998), panel

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

lectures are advantageous since they involve the entire class rather than just a select few students.

➢ *Interactive Lecture Methods*

Interactive lecture method integrates traditional lecturing with active learning techniques such as questioning, case studies, and group tasks. This approach improves attention, engagement, and comprehension. Studies show that interactive lectures increase motivation and academic achievement compared to conventional lectures. The goal of an interactive lecture is to foster active participation in the classroom. The lecturer plans to incorporate breaks into the interactive lectures so that students can engage directly with the content through activities (Stanley & Porter, 2002). Students have the chance to put what they have previously learnt into practice through these exercises. More interaction between lecturers, students, and the course material is a feature of interactive lecturing. Using interactive lectures can boost motivation and attention, encourage active learning, provide feedback to both the lecturer and the student, and improve satisfaction for both parties. As is well known, lectures are essential to teaching. However, pupils typically comprehend and retain information better when they actively engage with it. As a result, lecturers may invite students to participate in order to emphasize the difference between students understanding the content and faculty covering it. Because they fully understand the principles and have more opportunities to clear up any doubt, students who participate in class often cover less material in a semester, but they also learn more than they would in a regular lecture course, according to Cavanagh (2011). To ensure that students are no longer passive in the learning process, interactive lecturing always requires audience participation and active engagement. Additionally, interactive lecturing suggests a new perspective to the job of the teacher. According to the findings of a study on students' experiences with lectures that offered numerous chances for active participation through interactive learning exercises, the majority of students appreciated the combination of traditional lecturing with cooperative learning activities (Cavanagh, 2011). According to Charlie, Taat, and Saikim (2017), they especially appreciate the range of activities, the chances for both small-group and large-class conversations, the assignments' genuineness, and the clear focus on one or two key concepts. However, interactive teaching techniques are becoming more well-known for their capacity to raise student involvement and promote learning outcomes as a result of shifting pedagogical viewpoints and technological integration (Jamil & Bhuju, 2023). According to Kamran, Afzal, and Rafiq (2022), interactive teaching approaches are instructional strategies that actively engage students in the learning process and promote their involvement, teamwork, and critical thinking. These techniques, which include role plays, case studies, group discussions, simulations, and problem-solving activities, encourage active participation in addition to passive listening. They foster an atmosphere in which learners actively construct their knowledge and gain a more profound comprehension of the subject (Afzal, Rafiq & Kanwal, 2023). Additionally, it has been discovered that interactive teaching strategies are successful in encouraging student enthusiasm, engagement, and knowledge retention. The effect of active learning techniques, including group discussions, peer teaching, and problem-solving activities, on student motivation and engagement in a chemistry course was investigated in a study by Ahmed, Usman, and Khan (2019). The findings demonstrated that, in contrast to students who received conventional lecture-based training, those who engaged with active learning methodologies shown greater levels of motivation, engagement, and information retention. In order to improve learning results, this study emphasizes how important it is to use interactive teaching techniques to increase student motivation and engagement. According to this study, interactive teaching strategies like team-based learning can foster critical soft skills that are highly sought after in the South Asian labour market. Interactive teaching techniques help students develop both cognitive and non-cognitive skills as well as their general well-being outside of the classroom. According to a study by Ali, Bansal, and Sharma (2021), engineering students' self-directed learning and sense of ownership over their education are affected by interactive teaching techniques like case studies and simulations. The findings demonstrated that, in comparison to students who received standard lecture-based training, students who were exposed to interactive teaching methods had higher levels of self-directed learning and a greater sense of ownership over their education. This study emphasizes how interactive teaching strategies help students develop a sense of ownership and lifetime learning skills. Additionally, it has been demonstrated that interactive teaching techniques increase student involvement, which is crucial for raising learning results. According to Henrie, Halverson, and Graham (2015), effective learning at the university level depends on student engagement, which includes active participation in class discussions, group activities, and technology-mediated learning.

➢ *Academic Performance*

Academic performance refers to students' level of achievement measured through tests, assignments, and examinations. Several factors influence performance, including teaching methods, learning environment, and student engagement. The academic achievement of students is a complex issue that is impacted by many different aspects. According to research, not all factors influencing performance may be adequately captured by conventional evaluation techniques like grades. In order to anticipate and comprehend academic outcomes, studies have looked into other factors such Internet usage behaviour, demographic information, family income, learning methodologies, and teacher interactions (Islam & Rouse, 2021; Kaizer, Zerbini & de Paiva, 2023; Trakunphutthirak & Lee, 2022). One study on parent participation, for example, found a favourable correlation between it and academic achievement. Significant effects on standardized test scores and classroom performance were found when this involvement was connected to a child's assessment of cognitive capacity and the caliber of the student-teacher relationship (Topor, Keane, Shelton, & Calkins, 2010).

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

➢ *Generative Learning Theory Wittrock (1974)*

The theory emphasizes that learners actively construct knowledge through interaction and mental processing. Discussion-based teaching aligns with this theory because it promotes knowledge generation through participation. Theory of Generative Learning In order to emphasize the significance of learners, Wittrock (1974) introduced generative learning theory together with its partner model, generative teaching. According to the notion, a student is likely to comprehend sentences that he creates on his own even if he does not grasp statements that are spoken to him by his teacher (Wittrock, 1974). According to generative learning theory, learning occurs through interactions between students, teachers, and instruction rather than through discovery. According to Wittrock, students are active participants in the learning process who strive to create meaningful knowledge from the fragments of information present in the learning environment rather than passive users of information. The idea acknowledges that the learning environment and the students are equally important, and that both the teacher's and the students' intentionality is crucial (Bonn & Grabowski, 2011).

➢ *Experiential Learning Theory Dewey's Theory*

This theory emphasizes learning through experience and interaction. Interactive lecture and discussion methods support experiential learning by engaging students actively. John Dewey first put forth the theory in 1938. He focused his fundamental ideas on the three methods of traditional schooling. Academic Description: According to Dewey's approach, research design is a strategy for gathering and applying data that is structured around a number of fundamental ideas. The main idea is experimentation, where he asserts that experience is the source of all knowledge. Choosing the type of current experiences is the main challenge of an experience-based education. According to Dewey (1938), the second idea is democracy, wherein a sample of people are interviewed or given a questionnaire (Kothari, 2004). Descriptive survey design was used in this study to get more data on how democratic social structures enhance the quality of human experience. Dewey (1938). The third idea is continuity, which states that every experience borrows from previous experiences and modifies the quality of subsequent ones in some way, such as growth and development. Dewey (1938). The fourth notion, interaction, refers to the interpretation of experience in its force, education, and the assignment of equal rights to both internal and objective situations.

III. RESEARCH METHODS

➢ *Research Design*

The study adopted a descriptive survey research design to examine the relationship between teaching methods and academic performance.

➢ *Population of the Study*

All students enrolled in Crown Polytechnics' business administration program make up the study's target population. Three hundred ND and HND students make up the study's population.

Table 1 Population of the Study

LEVEL	NUMBER OF THE STUDENTS
ND 1	100
NDII	85
HND I	65
HND 2	50
TOTAL	**300**

Source: Academic Planning of Crown Polytechnic

➢ *Sample Size*

Yamane (1964) statistical formula for selecting from a finite population was used to estimate the study's sample size. Thus, the sample size for this study was determined using Yamane's formula. Questionnaires were the main source of data for this study.

$$n = \frac{N}{1+ N(e)^2}$$

Where:

n= Sample size required for the study;

N= number of people in the population;

e= allowable error (%) which is 5% or 0.05

Using this formula, we can estimate the sample size of this study thus:

N= 300/1+300(0.05)2

N= 300/1+300 (0.0025)

N= 300/ 1.75

N= 171

➢ *Sampling Techniques*

The study used a random sampling technique, which allows the researchers to contact a large number of individuals. There were 171 sample participants in all for this study.

The random sample distribution formula is as follows:

$$n = \frac{N!n!}{N}$$

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Where:

n = sample size

n! = total sample size

N! = population of each stratum

N = total Population of the study

Table 2 Sampling Techniques

LEVEL	SAMPLE SIZE	No of Expected Respondents
ND 1	100/300×171	57
NDII	85/300×171	48
HND I	65/300×171	37
HND 2	50/300×171	29
TOTAL		**171**

Author's Computation 2026

➢ *Instrument for Data Collection*

A structured questionnaire was used for data collection.

- *Validity and Reliability of Data Instrument*

Face and content validity were ensured by experts in Business Administration. Test–retest method was used to determine reliability.

- *Method of Data Analysis*

Simple regression analysis was used for objectives 1–4, while multiple regression analysis was used for objective 5.

IV. RESULTS

➢ *Demographic Distribution of Respondents*

The distribution of respondents revealed the gender distribution of respondents to showed that 86(56.2%) of the respondents are male respondents while 67(43.8%) of the respondents are female respondents. Age distribution of respondents showed that ages between 18-20years are 40(26.1%) of the respondents, 76(49.7%) of the respondents are ages between 21-25years, while 37(24.2%) of the respondents are above 26years. Marital status of the respondents indicated that 144(94.1%) of the respondents are single, 8(5.2%) of the respondents are married while 1(0.7%) of the respondents are divorced. Level of student revealed that 27(17.6%) of the respondents are ND I students, 44(28.8%) of the respondents are ND II students, 42(28.1%) of the respondents are HND I students while 39(25.5%) of the respondents are HND II students. Mode of student revealed that 34(22.2%) of the respondents are Full Time students while 119(77.8%) of the respondents are part time students.

Table 3 Demographic Distribution of Respondents

	Frequency	Percent
Gender Distribution		
Male	86	56.2
Female	67	43.8
Total	**153**	**100.0**
Age Distribution		
18-20Years	40	26.1
21-25Years	76	49.7
Above 26Years	37	24.2
Total	**153**	**100.0**
Marital Status		
Single	144	94.1
Married	8	5.2
Divorced	1	.7
Total	**153**	**100.0**
Level		
ND I	27	17.6
HN II	44	28.8
HND I	42	28.1
HND II	39	25.5
Total	**153**	**100.0**
Mode of Study		

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Full Time	34	22.2
Part Time	119	77.8
Total	**153**	**100.0**

➢ *Round Table Discussion and Academic Performance*

The respondents' ratings on two variables—round table discussion and academic performance of business administration students at private polytechnics in Ekiti State were calculated and put through a basic regression analysis in order to evaluate this hypothesis. The correlation coefficient, or R, in Table 3 shows a positive value of 0.759, indicating a very strong and positive association between the academic achievement of business administration students at private polytechnics in Ekiti State and Round Table Discussions. The percentage of the dependent variable's overall fluctuation that can be accounted for by the independent variables' variation is known as the R2. According to the results, Round Table Discussion contributed roughly 57.6% of the variance in the academic performance of business administration students at a private polytechnic in Ekiti State. This is further supported by the adjusted R2, which indicates the model's goodness of fit and yields a value of 0.573. This indicates that, after all errors and adjustments are made, Round Table Discussion can only account for 57.3% of the variance in the model, with the remaining 42.7% being explained by the error term, as indicated in Table 4 Round Table Discussion's unstandardized beta coefficient is 0.609, t = 14.328, and p = 0.000 < 0.05. These findings demonstrated a positive correlation between roundtable discussions and the academic achievement of business administration students at a private polytechnic in Ekiti State. This implies that round table conversations increase my motivation to actively participate in class discussions, improve my engagement with the course material, and provide a more dynamic and interesting learning environment. The null hypothesis, "Round Table Discussion does not significantly affect academic performance of business administration students of private polytechnic in Ekiti State," is rejected based on the Table 4 discussion in Objective 1 and F-Stat. 205.286, p-value 0.000<.05. Based on this, we agreed with the alternative hypothesis that round table discussions affect the academic achievement of students studying business administration at Crown polytechnic. Regression results showed a significant positive relationship between round table discussion and academic performance ($\beta = 0.609$, $p < 0.05$). This indicates that increased student interaction improves academic outcomes.

Table 5 Round Table Discussion and Academic Performance

Variable	**Coeff.**	**Coeff.**	**t-value**	**Sig.**
Constant	1.358	0.163	8.324	0.000
Round Table Discussion	0.609	0.042	14.328	0.000
R	0.759			
R Square	0.576			
Adj. R Square	0.573			
F Stat.	205.286(0.000)			

Dependent Variable: Academic Performance

➢ *Group Discussion and Academic Performance*

The respondents' scores on two variables—group discussion and academic achievement of business administration students at a private polytechnic in Ekiti State—were calculated and put through a straightforward regression analysis in order to evaluate this hypothesis. Group discussions and academic achievement of business administration students at private polytechnics in Ekiti State are strongly and favourable correlated, as shown by Table 4.3's R (correlation coefficient) value of 0.799. The percentage of the dependent variable's overall fluctuation that can be accounted for by the independent variables' variation is known as the R2. According to the results, R2 equals 0.639, which suggests that Group Discussion contributed roughly 63.9% of the variance in the academic performance of business administration students at private polytechnics in Ekiti State. This is further supported by the adjusted R2, which indicates the model's goodness of fit and yields a value of 0.636, which suggests that, after correcting and adjusting for all errors, Group Discussion can only account for 63.6% of the variance, with the error term in the model explaining the remaining 36.4%, as indicated in Table 5 Group Discussion's unstandardized beta coefficient is 0.725, with t = 16.336 and p = 0.000 < 0.05. These findings demonstrated that group discussions and the academic achievement of business administration students at private polytechnics in Ekiti State are positively correlated. This suggests that group conversations encourage me to study more for classes, help me comprehend difficult course content better, and help me retain information longer than I would if I only attended lectures. The null hypothesis that group discussions do not significantly affect the academic performance of business administration students at private polytechnics in Ekiti State is rejected based on the discussion in Table 5 of objective two and the F-Stat. 266.860, p-value 0.000<.05. This led us to adopt the alternative hypothesis that group discussions had an impact on the academic achievement of business administration students at Crown polytechnic. Group discussion significantly influenced academic performance ($\beta = 0.725$, $p < 0.05$). Students who participated actively demonstrated better comprehension.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Table 6 Group Discussion and Academic Performance

Variable	Coeff.	Coeff.	t-value	Sig.
Constant	0.685	0.183	3.736	0.000
Group Discussion	0.725	0.044	16.336	0.000
R	0.799			
R Square	0.639			
Adj. R Square	0.636			
F Stat.	**266.860(0.000)**			

Dependent Variable: Academic Performance

➢ *Panel Lecture and Academic Performance*

The respondents' ratings on two variables—panel lectures and academic performance of business administration students at private polytechnics in Ekiti State were calculated and put through a straightforward regression analysis in order to evaluate this hypothesis. Panel lectures and the academic achievement of business administration students at a private polytechnic in Ekiti State are strongly and favourable correlated, as shown by Table 6s R (correlation coefficient) of 0.723. The percentage of the dependent variable's overall fluctuation that can be accounted for by the independent variables' variation is known as the R2. According to the results, R2 is equal to 0.523, which suggests that Panel Lecture contributed roughly 52.3% of the variance in the academic performance of business administration students at private polytechnics in Ekiti State. This is further supported by the adjusted R2, which displays the model's goodness of fit and yields a value of 0.519, indicating that the model can only account for 51.9% of the academic performance of business administration students at private polytechnic in Ekiti State, with the remaining 48.1% being explained by the error term in the model, as indicated in Table 5. Panel Lecture's unstandardized beta coefficient is 0.609, with t = 12.855 and p = 0.000 < 0.05. These findings demonstrated a positive correlation between panel lectures and the academic achievement of business administration students at Ekiti State's private institution. This suggests that using panel lectures facilitates comprehension of the course material and promotes student engagement. The null hypothesis that Panel Lectures do not significantly affect the academic performance of business administration students at private polytechnics in Ekiti State is rejected based on the discussion in Table 6 in objective three and the F-Stat. 165.252, p-value 0.000 <.05. This led us to adopt the alternative hypothesis that panel lectures had an impact on the academic achievement of business administration students at Crown Polytechnic. Panel lecture showed a positive effect on academic performance ($\beta = 0.609$, $p < 0.05$), suggesting that blended teaching improves analytical thinking.

Table 7 Panel Lecture and Academic Performance

Variable	Coeff.	Coeff.	t-value	Sig.
Constant	1.436	0.175	8.194	0.000
Panel Lecture	0.609	0.047	12.855	0.000
R	0.723			
R Square	0.523			
Adj. R Square	0.519			
F Stat.	165.252(0.000)			

Dependent Variable: Academic Performance

➢ *Interactive Lecture Method and Academic Performance*

The respondents' ratings on two variables the interactive lecture technique and the academic performance of business administration students at a private polytechnic in Ekiti State were calculated and put through a basic regression analysis in order to evaluate this hypothesis. According to Table 7, the correlation coefficient, or R, has a positive value of 0.778, indicating a strong and positive association between the academic performance of business administration students at private polytechnics in Ekiti State and the interactive lecture approach. The percentage of the dependent variable's overall fluctuation that can be accounted for by the independent variables' variation is known as the R2. According to the results, the interactive lecture method contributed approximately 60.5% of the variance in the academic performance of business administration students at private polytechnics in Ekiti State. This is further supported by the adjusted R2, which indicates the model's goodness of fit and yields a value of 0.602. This indicates that, after all errors and adjustments are made, the model can only account for 60.2% of the academic performance of business administration students at private polytechnics in Ekiti State, with the remaining 39.9% being explained by the error term in the model, as indicated in Table 7. With t = 15.210 and p = 0.000 < 0.05, the interactive lecture method's unstandardized beta coefficient is 0.512. These findings demonstrated a positive correlation between the academic performance of business administration students at private polytechnics in Ekiti State and the interactive lecture approach. This suggests that interactive lectures improve comprehension of difficult business administration topics, help me remember material better, and motivate me to apply ideas in practical situations. The null hypothesis that the interactive lecture method has no discernible impact on the academic performance of business administration students at private polytechnics in

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Ekiti State is rejected based on the discussion in Table 7 of objective three and the F-Stat. 231.358, p-value 0.000 <.05. This led us to adopt the alternative hypothesis that the interactive lecture technique affects the academic performance of students studying business administration at Crown polytechnic Interactive lecture method significantly improved academic performance ($\beta = 0.512$, $p < 0.05$).

Table 8 Interactive lecture method and Academic Performance

Variable	Coeff.	Coeff.	t-value	Sig.
Constant	2.233	0.101	22.073	0.000
Interactive lecture method	0.512	0.034	15.210	0.000
R	0.778			
R Square	0.605			
Adj. R Square	0.602			
F Stat.	231.358(0.000)			

Dependent Variable: Academic Performance

- *Discussion and Lecture Methods and Academic Performance*

The academic achievement of business administration students at a private polytechnic in Ekiti State, as well as the respondents' scores on two variables related to discussion and lecture methods (Round Table Discussion, Group Discussion, Panel Lecture, and Interactive Lecture Method), were calculated and put through multiple regression analysis in order to test this hypothesis. There is a strong and positive correlation between the academic performance of business administration students at a private polytechnic in Ekiti State and discussion and lecture methods (Round Table Discussion, Group Discussion, Panel Lecture, and Interactive Lecture Method), according to Table 7's R (correlation Coefficient) of 0.888. The percentage of the dependent variable's overall fluctuation that can be accounted for by the independent variables' variation is known as the R2. The results show that the discussion and lecture methods (Round Table Discussion, Group Discussion, Panel lecture, and Interactive lecture method) contributed approximately 78.9% of the variance in the academic performance of business administration students of private polytechnic in Ekiti State. This is further supported by the adjusted R2, which indicates the goodness of fit of the model and yields a value of 0.783. This indicates that the model can only account for 78.3% of the academic performance of business administration students of private polytechnic in Ekiti State, with the remaining 21.7% being explained by the error term in the model, as indicated in Table 8. Round Table Discussion's unstandardized beta coefficient is 0.214, $t = 3.189$, and $p = 0.002 < 0.05$. These findings demonstrated that the academic achievement of business administration students at private polytechnics in Ekiti State is positively correlated with round table discussions. This suggests that I feel at ease expressing my thoughts and opinions during roundtable discussions and lectures, which offer an organized method of effectively covering a lot of content. Group Discussion's unstandardized beta coefficient is 0.279, with $t = 2.867$ and $p = 0.005 < 0.05$. These findings demonstrated that group discussions and the academic achievement of business administration students at private polytechnics in Ekiti State are positively correlated. This suggests that participating in group discussions improves my marks and that it enables me to quickly clear up any doubts with peers.

With $t = -0.522$ and $p = 0.051 > 0.05$, the lecturers' teaching approach has an unstandardized beta coefficient of -0.034. These findings demonstrated a negative correlation between panel lectures and business administration students' academic achievement at a private polytechnic in Ekiti State. This suggests that panel lectures enhance my analytical and critical thinking abilities and have a favourable impact on my academic achievement. With $t = 9.799$ and $p = 0.000 < 0.05$, the interactive lecture method's unstandardized beta coefficient is 0.313. These findings demonstrated a positive correlation between panel lectures and the academic achievement of business administration students at Ekiti State's private institution. This suggests that interactive lectures enhance my ability to critically analyze case studies and boost my participation and interest in class. The null hypothesis is rejected because the discussion in Table 8 in objective four, as well as the p-value of 0.000<.05 and the F-Stat. 138.182, demonstrated that the discussion and lecture methods (round table discussion, group discussion, panel lecture, and interactive lecture method) do not significantly affect the academic performance of business administration students at private polytechnic in Ekiti State. This led us to accept the alternative hypothesis that the academic performance of business administration students at private polytechnics in Ekiti State is influenced by the lecture and discussion methods. Multiple regression results revealed that discussion and lecture methods jointly explained 78.9% variation in academic performance ($R^2 = 0.789$). This confirms the effectiveness of blended instructional strategies.

Table 9 Discussion and Lecture Methods and Academic Performance

Variable	Coeff.	Coeff.	t-value	Sig.
Constant	0.981	0.146	6.719	0.000
Round Table Discussion	0.214	0.067	3.189	0.002
Group Discussion	0.279	0.097	2.867	0.005
Panel Lecture	-0.034	0.066	-0.522	0.603

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/26apr1920

Interactive lecture method	0.313	0.032	9.799	0.000
R	0.888			
R Square	0.789			
Adj. R Square	0.783			
F Stat.	138.182(0.000)			

Dependent Variable: Academic Performance

V. DISCUSSION OF FINDINGS

The findings support Generative Learning Theory which emphasizes active student participation. The results also align with previous studies indicating that interactive teaching methods improve academic achievement. Discussion-based strategies enhance communication skills, problem-solving ability, and knowledge retention. Interactive lecture methods also improve students' engagement and understanding of complex business concepts.

VI. SUMMARY

The study assessed how business administration students at a private polytechnic in Ekiti State performed academically in relation to debate and lecture approaches. Nonetheless, the particular goals are to investigate how round table discussions affect business administration students' academic performance. Students at a private polytechnic in Ekiti State evaluate how group discussions affect their business administration academic performance. Students at a private institution in Ekiti State evaluate how panel lectures affect their business administration coursework. Students at Ekiti State's private polytechnic assess how the interactive lecture style affects their academic achievement. Administration of Business Students at Ekiti State's private polytechnic and determine how the combination of round tables, panel discussions, group discussions, and interactive lectures affects business administration students' academic performance pupils in Ekiti State's private polytechnic. All students enrolled in Crown Polytechnics' business administration program make up the study's target population. Three hundred ND and HND students make up the study's population (Source: Academic Planning of Crown Polytechnic, 2024). The study used a random sampling technique, which allows the researchers to contact a large number of individuals. One hundred and seventy-one (171) total sample subjects participated in this study. Regression analysis was used to examine the data gathered for this study. In particular, multiple regression analysis will be used for objective five.

The null hypothesis—that round table discussions have no discernible impact on academic achievement in Ekiti State postsecondary institutions is rejected in light of the results. This led us to adopt the alternative hypothesis that roundtable discussions had an impact on academic achievement at tertiary institutions in Ekiti State. The null hypothesis, according to the results, is rejected since it is not true that group discussions have a significant impact on academic achievement at Ekiti State tertiary institutions. On the basis of this, we agreed with the alternative hypothesis that group discussions influence academic achievement in postsecondary institutions in Ekiti State. The null hypothesis that panel lectures have no discernible impact on academic achievement in Ekiti State postsecondary institutions is rejected in light of the results. This led us to accept the alternative premise that academic performance in Ekiti State tertiary institutions is impacted by panel lectures. The findings demonstrated that the null hypothesis—that students' academic performance at Ekiti State tertiary institutions is not significantly impacted by the interactive lecture method is false. As a result, the null hypothesis is rejected. On the basis of this, we agreed with the alternative hypothesis that the interactive lecture technique influences students' academic achievement in tertiary institutions in Ekiti State. According to the results, academic performance in Ekiti State tertiary institutions is not significantly impacted by the discussion and lecture methods (round table, group, panel, and interactive lecture methods). As a result, the null hypothesis is rejected. On the basis of this, we agreed with the alternative hypothesis that the methods of lectures and discussions had an impact on academic achievement in tertiary institutions in Ekiti State.

VII. CONCLUSION

The study concluded that discussion and lecture methods significantly influence academic performance of Business Administration students. Round table discussion, group discussion, panel lecture, and interactive lecture methods all contribute positively to students' learning outcomes. The integration of multiple instructional strategies provides a more effective learning environment than reliance on traditional lecture methods alone.

RECOMMENDATIONS

- Lecturers should combine lecture and discussion teaching methods.
- Interactive learning activities should be integrated into Business Administration courses.
- Institutions should organize training for lecturers on modern teaching strategies.
- Teaching resources that promote active learning should be provided.

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