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TRADITIONAL VERSUS DIALOGIC STUDENT-STUDENT INTERACTION AND STUDENTS PERFORMANCE IN CREATIVITY IN BUSINESS EDUCATION IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

Prof Sam Otamiri & Ewarawon, Ulisan
Department of Business Education, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.

samotamiri @yahoo.com

ABSTRACT

The study examined the effect of dialogic student-to-student interaction on students' performance in Business Education in Universities in south-south Nigeria. The study adopted a quasi-experimental design (pretest and posttest of non-equivalent control group). Two groups were established, the Control and Experimental group. The Control group received no treatment while the Experimental group was administered the treatment of 'Dialogic Teaching'. The population of the study consisted of 114 final year students of Delta State University and University of Benin. The sample size of 36 students was selected using non-random sampling technique, Purposive. Achievement Test was designed to elicit the performance of students after the intervention programme. The Achievement Test DTATBES consisted of 48 question items. The hypotheses were tested with Analysis of Covariance (ANCOVA) at 0.05 level of significance. The findings revealed that male and female (Gender differentiation) students exposed to dialogic teaching performed better than male and female students exposed to traditional teaching. That is the experimental group (dialogic) performance statistically differs significantly from the control group (traditional). The study therefore recommended that tertiary institutions, business schools, school administrators and business educators need to incorporate dialogic teaching in business courses in undergraduate and postgraduate programmes that require explorative and collaborative team work among students.

Keywords: Students Performance, Creativity, Business Education

INTRODUCTION

Business education students exhibit some level of poor performance in their courses, low commitment to class attendance, low engagement in class activities and low study habits. With improvement in the teaching-learning process, Business Education needs to reflect on some of these changes in their classroom activities. With challenges experienced in students' engagement and performance in and out of school, there is a need to consider other alternatives. Possibly, other options might engender positive enhancement in students' performance. Before adopting a new approach, one must know why the recent poor academic performance? There is the possibility that the teaching pedagogy employ in Business Education are not adequate enough or require some modifications. It could also be that students' involvement in case studies on theories and concept is played down. It could also be the voices of the students and teacher in flexible learning environment is the desire of student in classroom engagement. Research from renowned scholars reflected improved student performance in sciences and art from dialogic teaching a flexible and highly interactive learning environment. Therefore, it is reasonable for business education to key into the study and implementation of dialogic teaching in business education classrooms. From the literature gathered, the effect of dialogic teaching on students' academic performance in Business Education in tertiary institutions is unknown. This knowledge gap is what the researchers intend to fill hence the need to investigate if students in Business Education could experience this learning improvement through dialogic teaching.

From empirical evidence, research on dialogic teaching has not been tried before in Edo and Delta State and possibly other states. Being that as it may, this study is novel. The researcher thus

believes that this study will close the gap in the literature and empirical support on the effect of dialogic teaching on students' performance and will likewise stand as a base for further research in the teaching-learning process.

Hypotheses

H_{o1} There is no significant difference between the mean score in Creativity Skill of Business Education Students who were exposed to teacher-student interaction and who were exposed to traditional teaching in universities in south-south Nigeria.

H_{o2} There is no significant difference between the mean score in Creativity Skill of Business Education Students who were exposed to student-student interaction and who were exposed to traditional teaching in universities in south-south Nigeria.

H_{o3} There is no significant difference between the mean score in Creativity Skill of Business Education Students who were exposed to students-teacher interaction and who were exposed to traditional teaching in universities in south-south Nigeria.

Student-Student Interaction

Interaction between students takes place between one student and another or among several students during class discussion or while working together on a project. This can take place between one student and several students (Moore, 1989 in Zhang & Li, 2019). The student-student interaction pattern gives students the opportunity to discuss and work together with their classmates to find a solution to an issue that they all share (Viiri & Saari, 2006 in Owodunni, 2015). This type of speech requires the engagement of each individual who is a part of the group. Learning and teaching that are effective need more student participation (active) than just sitting back and listening to the instructor (passive). Therefore, productive interaction within the classroom is necessary for effective teaching and learning in the modern world. Interaction in the classroom refers to the relationship that exists between the instructor and the students in the setting of teaching and learning (Igbokwe, 2005 in Bolarinwa & Okolocha, 2016). Interaction between students in a dialogic classroom takes the form of discussion between the students, in which each student is given the opportunity to freely voice their opinion. They engage in mutually beneficial criticism of one another's points of view in order to discover novel approaches or techniques.

According to Bolarinwa and Okolocha (2016), good interactions in the classroom help the students to identify their learning methods, guide them to easily communicate with their peers, give them an exposure to learning, and enhance their academic achievement in their subject. According to Johnson (1981) in Kerem and Cihan, (2020), ignoring the interaction of students with one another in the classroom or other instructional setting would provide place for three substantial gaps between the knowledge and practices of present educational theory and practice. The first inconsistency that he pointed out was that teacher-student interaction is emphasised and the possibility of student interaction is eliminated in many classrooms, despite the fact that student-student interaction may be the more important determinant of educational success. Contrary to this, he argued that, student interaction is emphasised and the possibility of student interaction is eliminated in many classrooms. The second aspect is that competition and individualistic learning dominate in most classrooms, despite the fact that cooperative learning experiences appear to be far more effective in promoting desired educational outcomes. The third disparity is that in many classrooms, teachers generally avoid and suppress all conflict among students, despite the fact that spirited argumentation over academic issues is a powerful influence on student achievement, socialisation, and development. Argumentation on academic matters requires presenting a criticism on issues.

Students are more likely to develop positive connections with one another in a classroom that uses dialogue. This interaction is essential for students to experience in order to attain their full

academic potential, participate fully in society, and grow in a healthy way. There are certain healthy student-to-student connections that contribute to the successful completion of educational objectives. Students have a great deal of effect on the educational goals and actual success of other students, particularly via the use of argumentation that is constructive. Students get knowledge from one another and derive ambitions from the thoughts and expectations that they share with one another. Students who entered the class with an inaccurate thought or misunderstanding are progressively guided into an understanding and acceptance of the correct concept by the teacher. Students who have weak study abilities are similarly motivated to better themselves when they put in more effort to engage with their peers who are at the same academic level as them. In the student-to-student exchange, students are willing to take part in embracing and supporting the connections amongst themselves, so that there is space for the application of their talents in success scenarios (Davidson, 1981 in Kerem & Cihan, 2020).

Johnson, et al. (2013), the interaction between students is significant because it contributes to the socialisation of values, attitudes, and ways of viewing the world (student-student relationship). As concerns of reality are addressed, analysed, and tries to model a solution as offered in the classroom, it moulds the students' ideas about the world that is around them. According to Johnson's theory, the contact between students provides expectations, examples, and reinforcements that form a broad range of social behaviours, attitudes, and views. Students who enter the classroom with low expectations or poor self-esteem are likely to live with establishing high standards for themselves with the notion that these goals may be fulfilled once the student-student constructive segment has been completed. When something like this occurs, it will have an effect on the academic performance or result of that particular student. Students learn to manage violent impulses as a result of the constructive discourse that takes place amongst other students. The purpose of this class session is to analyse the thought process that led to the current predicament. Students will gain the capacity to perceive events and issues from viewpoints other than their own as a result of this activity. Group work or activities, as Peng (2006) pointed out in Mnguember et al. (2014), are a technique that make it possible for learners with needs and challenges who could not be reached by the language teacher to be helped by able learners in the groups. This is because the language teacher could not reach those learners individually.

Johnson et al (2013), who emphasised the aesthetic component of student-student contact, provided the following piece of advice: Simply putting students near each other and enabling them to engage does not entail that the aforementioned beneficial consequences would arise. Sentiments of belonging, acceptance, support, and compassion must be emphasised among students rather than feelings of animosity and rejection if student relationships are to be positively affected and have the potential to positively shape the students' lives. Students demonstrate their ability to work together during periods of argumentation or critique by respectfully disagreeing with one another and encouraging all other students to take part in the conversation (Kagan, 1994 in Katz, 2013).

The influence of the instructor cannot be understated when it comes to the development of positive relationships amongst students. According to Johnson et al. (2013), the teacher is responsible for ensuring that students engage with one another and for ensuring that such contact takes place within an environment that is supportive and welcoming. To put it another way, instructors are the only ones who can manage the primary aspects that influence student interaction. The educational aim and instructional techniques are both included in these considerations (dialogic ethics). A cooperative goal structure, a competitive goal structure, and an individualistic goal structure make up the three components of the educational objectives that are at play when students engage with one another. When students perceive that they can reach their objective if and only if the other students with whom they are collaboratively connected obtain their goals, a collaborative goal structure has been established. Students have clearly defined goals of students-student interactions such that none can succeed until all achieve (Johnson and Johnson (1994) in (Katz, 2013). There is a resource dependency that has been arranged by the instructor in such a

way that each student has a part of the essential knowledge, materials, or resources in order for the work to be completed. The responsibility that each student has to do their assignment contributes to the overall duty. The students might come to a consensus on the rotation of roles – criticism, in which they would give each other comments on what they had built using criteria derived from the resource materials. Each student constructed their own individual sculpture based on the notion via the process of asking one another questions regarding the "how" and "why" of a particular problem (Johnson et al., 2013). In this configuration, the individual is focused on obtaining their own personal goal as a result of the connection; yet, they are also worried about whether or not the other students involved in the relationship are equally successful in accomplishing their objectives. With this strategy, everyone goes up to the tide and fights it together until they win.

Concept of Students' Performance

Bloom's Taxonomy was examined by Anderson and Krathwohl (2001) in Forehand (2010), where they aimed to update the taxonomy to reflect changes in language, structure, and focus. The noun create was changed to the verb creating, knowledge was changed to remember, recognise, and recall, and comprehension was changed to understanding. These changes were made to the vocabulary. The structure has a hierarchical organisation, and the upper levels are responsible for subsuming the lower levels. Students in business education who are able to perform at the apply level have shown that they have a strong command of the content at the remembering and understanding levels. The higher order or lower order levels of thought were given a lot of attention. Remembering, comprehending, and implementing are the first three and most fundamental stages. The three most advanced stages are making, analysing, and evaluating (synthesis). The development of taxonomy resulted in the separation of lower-order and higher-order thinking.

The Revised Bloom's Taxonomy gives an even more effective tool to match the requirements placed on instructors in today's classrooms. It provides a clear, concise visual representation of the alignment between standards and educational goals, objectives, products, and activities. The structure of the Revised Taxonomy Table matrix provides a clear, succinct visual representation (Anderson & Krathwohl, 2002 in Forehand, 2010). Anderson and Krathwohl determined the following to be true for each of the components:

i. Remembering is the process of retrieving, identifying, and remembering pertinent information stored in long-term memory.
ii. Understanding is the process of constructing meaning from spoken, written, and visual communications by interpreting, exemplifying, categorising, summarising, inferring, comparing, and explaining. This may be done via a variety of methods.
iii. Applying is defined as the action of carrying out or making use of a method by executing or implementing it.
iv. Analyzing is the process of disassembling anything into its component pieces, establishing how those aspects connect to one another and an overall structure or purpose by discriminating, organising, and assigning, and drawing conclusions about those relationships.
v. Evaluating is making judgements by examining and evaluating something in accordance with certain criteria and standards.
vi. Creating is the process of assembling constituent parts into a unit that is logically or practically useful; rearranging components into a different arrangement or framework by means of creating, designing, or manufacturing.

The factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge are the subcategories that fall under the cognitive process dimension. The factual

knowledge category includes the understanding of terminology as well as precise information and components.

Higher order reasoning

(dialogic)

KNOWLEDGE DIMENSION	REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Factual Knowledge	List	Summarise	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-cognitive Knowledge	Appropriate	Execute	Construct	Achieve	Action	Actualise

Table 1: Bloom's Taxonomy: Cognitive Process Dimension
Source: Dianna Fisher in Forehand (2010)

The cognitive presence will attract the involvement of the Bloom Taxonomy into the process which serves as a base for evaluation.

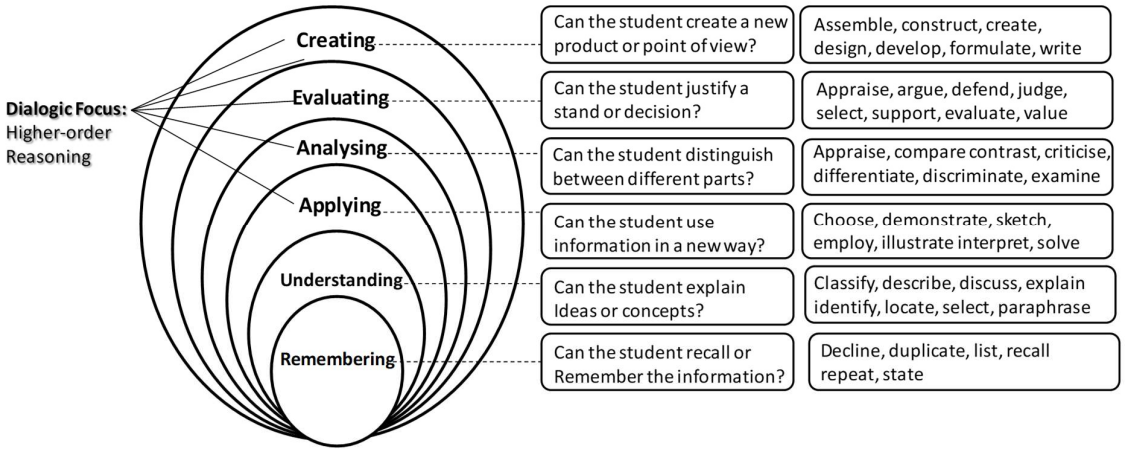

Figure 1: Bloom Taxonomy Modified with Dialogic focus by the Researcher
Source: Magnas (2007), Bloom Taxonomy in Forehand, M. (2010)

The Bloom Taxonomy identifies six components that are reflected in the performance variable of the students. They are engaging in activities including recall, comprehension, application, analysis, and evaluation, as well as creation.

These performance elements are accounted for throughout the process of developing and delivering content. In the same vein, it is used as a yardstick for the purpose of evaluating the teaching-learning process in dialogic pedagogy. In order to award scores to the performance characteristics that are being measured, measuring scales must first be allocated. Scores quantify the weight of the performance variable, which allows for comparison, verification, and judgement in relation to ability, skill competence, proficiency, quality, and quantity. Scores are based on the performance of an individual or group.

The SOLO taxonomy may be used in conjunction with Bloom's Taxonomy. Martin (2011), cited in Corwin (2020), projected a Structure of Observed Learning Outcomes (SOLO) taxonomy, which

was developed by John B. Biggs and K. Collins, with the intention of enhancing students' understanding of subjects to a deeper level of meaning, which is the primary focus of dialogic teaching. They are as follows:

i. Students at this level learn pieces of knowledge that are not related to each other, the material is not organised, and it does not make any sense. Level 1 is called the pre-structural stage.
ii. Students have one or two right bits of information and can make some connections between them. This level is considered non-instructional and indicates that students have no prior knowledge. However, they have not understood the significance of the facts. This is seen as level 2 uninstructural stage.
iii. Level 3 - Multi-structural: (students know at all): students know several facts connected to each other and are able to connect them in the right way. They do not yet comprehend the significance of the situation as a whole.
iv. Students have reached the point where they are able to recognise the significance of the pieces in relation to the whole and are at the relational level four.

The students have obtained a knowledge of the material, and they are now drawing connections both within the provided subject area and beyond it. This is the Extended Abstract level. They have the ability to generalise and transmit the fundamental principles and ideas, which are distinctive to the notions.

Student-student Interaction and Students' Performance
Criticism and Students' Performance

Dialogic student-to-student contact necessitates critique in order to help students better understand the topics being discussed by their peers. Criticism, in whatever shape it takes, has the advantage of giving students the chance to learn from their errors and do their work better in the future. Errors are highlighted, and suggestions are provided on how to fix them so that everything runs more smoothly in the future. Several studies have shown that students' performance improves when professors and students provide constructive criticism to one another. Helpful feedback; it offers an honest answer that helps students understand what they are doing properly and what they may improve on. Students' performance might be influenced or even improved with the help of criticism. It encourages a desire to study. In the absence of constructive criticism, all efforts to attain academic objectives are rendered ineffective. It provides students the opportunity to meet new individuals, whether they are other students or instructors.

An honest relationship may be formed by listening to the individual (a fellow student) who is being critical. Because no one can be flawless, they reason, if their ideas are not subjected to criticism, then others do not want them to succeed. Someone will undoubtedly pick up on any errors, misunderstandings, or misrepresentations that have been made. An openness to receiving criticism is essential for students who want to interact with their peers without fear of being judged. There is a way for students to view the results of their ideas in the context of various parties, which indicates their contradictory beliefs. Students' understanding of the subject topic is enriched as a result of the variety of viewpoints they are exposed to. It is a place where students may learn how to take constructive criticism. The individual who is critical of one's work is not a source of prejudice, but rather a chance to grow and develop oneself. It inadvertently trains a student to listen closely and select the places in which one should devote one's attention. A relevant and essential medium for students' motivation and skill development is provided by this medium.

In order to help students achieve their objectives, business instructors benefit from criticism by better understanding the wants, needs, and expectations of their students in relation to the course material. Students in dialogic classes benefit from constructive criticism since it allows them to enhance their skills. When a student is open to criticism, they are more concerned with what others

think of their work than with the critique itself. Criticism is seen by teachers as a way to help students improve their communication skills (Katz, 2013).

Theory of Dialogical Imagination

The theory of Dialogical imagination was prounded by Bakhtin Mikhal in 1975 with focus on four essays which are Polyphony and Dialogism, Dialogism and Social analysis, Heterologissia, among others. From its concept on Polyphony and Dialogism, he described Polyphony as multiple voices. The tenets of Polyphony are that in every relations that has to do with human existence or endeavour, it entails:

1. that instead of single voice (homophony) as in Monologism that different voices are present in human activities.
2. Each of the voices has their own perspectives. It recognizes the multiplicity of perspectives and voices. Each character or student has their own final word or view however it relates and interacts with those of other characters. As such discourse does not logically unfold but arises out of interactions. That dialogical works are a lot more objective and realistic than monological (conventional) works of single voice.
3. The validity of the voices and its narratives are weighed within the context.
4. Authors do not place or laud their narratives between the character or students but allows the character to subvert.
5. There is a plurality of consciousness and each with its own world.
6. The reality of the issues voiced are discussed in the light of how each individuals presents the reality.
7. The role of the author (teacher) changes because the author can no longer monopolise the 'power to mean'.

Dialogical classroom activities constantly engage with others and members are informed by the works and voices of members or group. The dialogical environment seeks to alter or inform meanings associated with each word. Every dialogue is a response to other statement as well as in anticipation of future statement. Dialogical word is always in an intense relationship with another's word. Dialogical word are addressed to listener and as well anticipating a response from the listeners. It exhibits combative features. It is a consciousness lived constantly on the borders of other consciousness. Consciousness is a product of responsive interactions (counter response). Owing to the human nature, its ecological environment, multiple inner voices of dialogism goes beyond the inter-human, it requires the use of language so as to maximize dialogial nature. It involves the distribution of incompatible elements within different perspectives of equal values. That disagreement does not necessarily connote that one person is wrong rather many standpoints should exist as truth or reality require several incommensurable voices.

METHODOLOGY

Experiments were conducted using a quasi-experimental design. A total of 114 final year students from the Delta State University affiliate programme at the College of Education Warri in Delta State and the University of Benin in Edo State participated in the research. 46 students from the Delta State University affiliate programme and 68 students from University of Benin. The school's business education department's course counsellors provided this data. A sample size of 36 students was purposefully chosen from the final year class of 114 students in order to efficiently manage the class and assess the effects. In order to assess the effects of the independent variable and other variables on the dependent variable, Analysis of Covariance (ANCOVA - One-Way Analysis of Covariance) was employed to test the null hypotheses at a 0.05 level of significance using scores from the pre-test and post-tests. The null hypothesis with a p-value higher than 0.05 was accepted, whereas the null hypothesis with a p-value less than or equal to 0.05 was rejected. Respondents' responses were analysed using SPSS (statistical package for social science) software version 23. The Moderating variable was examined with Pearson Product Movement Correlation.

Hypothesis 1: There is no significant difference between the mean score in Creativity of Business Education Students who were exposed to teacher-student interaction and who were exposed to traditional teaching.

Traditional vs Dialogic Teaching and Students Performance in Creativity
Traditional vs Dialogic Teaching (Teacher-Student Interaction) and Students Performance in Creativity

Test of Between-Subjects Effects

Dependent Variable Post-test Business Education Achievement Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power[b]	Decision
Corrected Model	14396.541[a]	2	7198.271	181.179	.000	.917		
Intercept	39.528	1	39.528	.995	.326	.029		
Pretest	13112.513	1	13112.513	330.039	.000	.909		Not
Exp Group	31.951	1	31.951	.804	.376	.024		Significant
Error	1311.098	33	39.730					
Total	176375.000	36						
Corrected Total	15707.639	35						

a. R Squared = .917 (Adjusted R Squared = .911)
b. Computed using alpha = .05

The information shown on Table above at 2-tailed test to determine if there is no significant difference between the mean scores in creativity of Business Education students taught with teacher-student interaction and those taught with the traditional teaching method revealed that there was no significant main effect of the treatment in students' performance scores, F (1, 35) = .804, p (0.376) > 0.05. Based on the findings of p-value is greater than the level of significance, the null hypothesis was therefore accepted. This implies that there is no significant difference between students' mean score in creativity of Business Education Students taught with teacher-student interaction and those taught with the traditional method. The degree of student-teacher interaction effect on students' performance showed (Eta value x 100) 91.7% based on the model and from the experimental group 24%.

Hypothesis 2: There is no significant difference between the mean score in Creativity of Business Education Students who were exposed to student-student interaction and who were exposed to traditional teaching.

Traditional vs Dialogic Teaching (Student-Student Interaction) and Students Performance in Creativity

Test of Between-Subjects Effects

Dependent Variable Post-test Business Education Achievement Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power[b]	Decision
Corrected Model	20036.293[a]	2	10018.147	234.313	.000	.934		
Intercept	39.528	1	16.165	.378	.543	.011		
Pretest	18691.849	1	18691.849	437.181	.000	.930		Not
Exp Group	25.692	1	25.692	.601	.444	.018		Significant

Error	1410.929	33	42.755
Total	129250.000	36	
Corrected Total	21447.222	35	

R Squared = .934 (Adjusted R Squared = .930)

The findings on if there is no significant difference between the mean scores in creativity of concepts of Business Education students taught with student-student interaction and those taught with the traditional teaching method revealed that there was no significant main effect of the treatment in students' performance scores, F(1,35) = .601, p (0.444) > 0.05. Based on the findings of p-value is greater than the level of significance, the null hypothesis was therefore accepted. This implies that there is no significant difference between students' mean score in creativity of concepts of Business Education Students taught with student-student interaction and those taught with the traditional method. The degree of student-teacher interaction effect on students' performance showed (Eta value x 100) 93.4% based on the model and from the experimental group 1.8%%.

Hypothesis 3: There is no significant difference between the mean score in Creativity of Business Education Students who were exposed to student-teacher interaction and who were exposed to traditional teaching.

Traditional vs Dialogic Teaching (Student-Teacher Interaction) and Students Performance in Creativity

Test of Between-Subjects Effects

Dependent Variable Post-test Business Education Achievement Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power[b]	Decision
Corrected Model	19199.816[a]	2	9599.908	199.360	.000	.924		
Intercept	101.486	1	101.486	2.108	.156	.060		
Pretest	16863.705	1	16863.705	350.206	.000	.914		
Exp Group	484.474	1	484.474	10.061	.003	.234		Significant
Error	1589.072	33	48.154					
Total	175500.000	36						
Corrected Total	20788.889	35						

a. R Squared = .924 (Adjusted R Squared = .919

The findings on if there is no significant difference between the mean scores in creativity of Business Education students taught with student-teacher interaction and those taught with the traditional teaching method revealed that there was a significant main effect of the treatment in students' performance scores, F (1, 35) = 10.61, p (0.003) < 0.05. Based on the findings of p-value is less than the level of significance, the null hypothesis was therefore rejected. This implies that there is a significant difference between students' mean score in creativity of Business Education Students taught with student-teacher interaction and those taught with the traditional method. The degree of student-teacher interaction effect on students' performance showed (Eta value x 100) 92% based on the model and from the experimental group 23%. The study also revealed a correlation coefficient of .846 which implies that there is a positive and very strong relationship between student-student interaction and students' performance. That students' performance is positively related to dialogic teaching-learning process. The mean score for student-teacher interaction (73.61) differ significantly from the mean score (57.50) of Traditional

teaching. This implies that, the dialogic teaching group with student-teacher interaction performed well above their counterparts (traditional teaching) in creativity.

Discussion of Findings

Traditional vs Dialogic Teaching and Students Performance in Creativity

Hypotheses 1, 2, and 3 were also evaluated. Specifically, these topics were addressed in the Part B of the Achievement Test by the items 5 - 8 (involving teacher and student interactions), 21 - 24 (involving student interactions), and 36 - 39 (including student and teacher interactions). Mean differences between study questions 4 to 6 were -5.27 (SD = 22.45), 12.22 (SD = 25.91), and 16.11 (SD = 32.25), respectively. The Ancova results in Table 4.13, 4.14 and 4.15 are F(1, 35) = .804 p-value of .376, F(1, 35) = .601 p-value of .444 and F(1, 35) = 10.06 p-value .003 respectively. Teacher-student interaction and student-student interaction are not significant at 0.05 alpha level. Thus, there are enough evidence to accept the null hypothesis (Ho_4, and Ho_5) and retain Ha_6. Ha_6 showed significant difference at 0.05. This implies that there is no significant difference between the performance score of students exposed to dialogic teaching teacher-student and student-student interaction and traditional teaching in creativity. There is also significance difference between performance score of students exposed to student-teacher interaction and those exposed to traditional teaching. This suggests that students who are exposed to dialogic education (teacher-student interaction and student-student interaction) and conventional instruction are not significantly different in originality in terms of their accomplishment scores. In addition, students who were exposed to dialogic instruction (student-teacher interaction) had a much higher accomplishment score in originality. Study results are consistent with those of Allen, Gregory, Mikami, and Lun (2012), who posited that classrooms where students may converse with one another improve student ability to interact, cooperate, and build academic work. They explore differing points of view and take turns being in charge of their own education. Students learn best when they are able to interact with their instructor numerous times over the course of a lesson. It is consistent with Alison's (2020) assertion that creative thinking is the ability to break out of one's comfort zone. Students' capacity to see patterns that are not immediately apparent is a key component of creativity. It also includes figuring out how to complete a task or overcome a hurdle. It's about introducing a new set of eyes to the office. Creative problem-solving students, on the other hand, have a tendency to stand out. Instead of just recognising and applying the norm, a creative problem-solver will come up with original solutions. Students who are exposed to dialogic instruction are more likely to be skilled problem solvers. It is the students' responsibility to make connections between disparate concepts and then utilise those connections to find solutions. Students might question accepted or conventional knowledge using this method of learning. According to Peng (2006) as well as Mnguember et al (2014), students with special needs and problems who could not be reached by their language instructor benefit from the assistance of more able classmates via group work or activities. According to Nugent (2009) and Mnguember et al (2014), there is a favourable correlation between teacher-student contact and student motivation. Children who associate learning with success are more likely to put in the effort needed to succeed in the subject they are studying (Nwoke, 2004). It is consistent with Atuboinoma and Amadi (2021) findings that classroom contact influences performance by helping learners acquire self-awareness and the ability to criticise themselves, as well as encouraging reciprocal reactions between lecturer and students. Students' academic performance improves when they use communication skills, demonstration, discussion, use of instructional resources and the inquiry approach in the classroom.

CONCLUSION

Based on the objectives of the study, the following conclusions were drawn. In recent times, students' outcomes and classroom engagement in Business Education have become a source of concern to business educators. Students' performance in business education is referenced to

academic achievement, cognitive skills, analytical skill, skill competency in technology, communication skills, social interactive skills, entrepreneurial skills, marketing skills, problem-solving skills, etc. Contemporary learning outcomes for business education undergraduates include their ability to identify product or service concepts and opportunities for developing new and quality products and services to meet the changing needs of organizations and individuals. This learning outcome requires learners to use advanced level analytic and problem-solving abilities

RECOMMENDATIONS

Based on the findings of the study, the following recommendations have been made to facilitate the implementation of dialogic teaching in tertiary institutions.

1. Tertiary institutions, business schools, School administrators and business educators need to consider incorporating dialogic teaching in business courses that require explorative and collaborative team work among students.
2. Lecturers should imbibe the culture of democratic attitude in dialogic teaching-learning process as freedom to know, ask, query or criticized and rephrased is paramount to the success of dialogic teaching.
3. Dialogic teaching-learning should be employed at undergraduate studies and highly encourage at post-graduate programmes with students with matured mind and experienced students.
4. In a class session of two hours, 40 minutes could be used for teacher-student interaction, 40 minutes for student-student interaction and 40 minutes for student-teacher interactions.

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