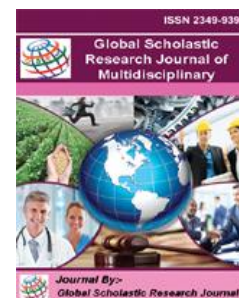




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**EFFECT OF THREE TEACHING STRATEGIES ON STUDENTS' ACQUISITION  
OF ENTREPRENEURIAL SKILLS IN THE CONSTRUCTION OF  
POTENTIOMETER**

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**Abstract**

The study investigated the relative effects of Demonstration, Guided-Inquiry and cooperative strategies on students' acquisition of entrepreneurial skills in physics. Two research questions and two null hypotheses guided the study. The study is quasi-experiment, a pre-test control design. The study was carried out in Obio Akpor Local Government Area of Rivers State. Sixty SS2 physics students was purposively drawn from population of one thousand and one hundred and forty (1,140) students. The instrument, Entrepreneurial Skill Acquisition Test (ESAT), was validated with a reliability of 0.74, using Cronbach Alpha. The students in different groups were taught using three teaching strategies namely Demonstration, Guided-Inquiry and Cooperative strategies on the construction of potentiometer. They were assessed on acquisition of entrepreneurial skills measurement and manipulative skills before and after treatment. Data collected were analyzed using mean and percentage to answer research questions while the Analysis of Co-variance (ANCOVA) was used to test the null hypothesis. The finding showed that Demonstration strategy is the most facilitative in enhancing the acquisition of measurement and manipulative skills in the construction of potentiometer and was followed by cooperative strategy. It was recommended that Demonstration strategy should be employed by physics teachers in the teaching of measurement and manipulative skills in the senior secondary schools.

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