Appraisal of Microsoft Teams on Quality Teaching of Senior Secondary Accounting in Rivers East Senatorial District Rivers State

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Abstract

The study examined the effectiveness of Microsoft Teams on Quality Teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District, Rivers State. Descriptive survey research design was adopted. A population of 115 Financial Accounting teachers in 137 Senior Secondary Schools in the district was used for the study. The entire population was studied since the population was not large. Three research questions and three null hypotheses guided the study. The instrument for the study was self-structured 4-point rating scale questionnaire tagged Effectiveness of Microsoft Teams on Quality Teaching of Financial Accounting. (EMSTQTFA). The instrument was validated by three lecturers in Business Education department and one Measurement and Evaluation expert. Reliability coefficient of 0.86 was obtained through split-half method using Pearson Product Moment Correlation formula and Spearman Brown Prophecy formula. Research questions were answered with mean and standard deviation while the hypotheses were tested with t-test. Findings from the study revealed amongst others, that it is possible to achieve quality teaching of Financial Accounting when Microsoft Teams is integrated in the teaching and learning of Financial Accounting. Based on the findings, recommendations were proffered which include: that Financial Accounting teachers should integrate Microsoft Teams in the teaching of Financial Accounting in order to promote quality teaching through collaboration, flexibility and ubiquity. Also, that government and other education stakeholders should ensure that computers, network service and electricity are provided in schools since Microsoft Teams is internet driven.

Key Words: Effectiveness; Microsoft Teams Resources; Quality Teaching; Financial Accounting

Introduction

Financial Accounting is one of the subjects offered in Senior Secondary Schools in Rivers State. The subject has to do with recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making (Akamigbo & Eneja (2020).

Financial Accounting as a skill course, seeks to achieve one of the goals entrenched in National Policy on Education (2014) which requires individuals to acquire appropriate skills and develop mental, physical and social abilities as well as competencies for necessary equipment or preparedness to live on and contribute to the development of the society (Okafor, Amaefule & Obiekezie, 2023).

The subject imbues the students with necessary skills and knowledge that would promote success in paid or self-employment. These skills include financial record keeping, profit and loss determination, production cost determination and so forth. It is expected that with these skills Senior Secondary Schools graduands that do not want to further their education can offer these skills in paid employment or lean on the skills for their own personal businesses. Financial Accounting involves tracking all money earned and spent by the organization and organizing this information into standardized financial statements, such as the income statement, balance sheet, and cash flow statement. These statements provide a clear image of the business's financial health, showing its profitability, assets, liabilities, and cash flow. Financial accounting follows specific rules, standards, and principles to ensure accuracy and consistency thus making the information reliable for business owners, investors, and other stakeholders to make informed decisions (Haya, 2024). However, recent studies have shown that students display lukewarm attitude towards this noble subject. The numbers of students that offer the subject and register it in external examinations have persistently remained low in recent years and the students' performances in both internal and external examinations have not been impressive (Rodrigo, 2019; Izuchukwu & Remigius, 2020) Scholars have attributed this anomaly to several factors such as poor instructional strategies that could not spur and promote students' interest in the subject. Okafor, Amaefule and Obiekezie (2023) attributed the ugly trend to a whole gamut of factors including: shortage of qualified accounting teachers, lack of essential teaching aids, poor students and teacher's attitude towards teaching and learning of financial accounting, short duration of teaching periods, and so forth. As a solution to these challenges, Izuchukwu and Remigius (2020); Okafor, Amaefule and Obiekezie (2023) submitted that if quality teaching of Financial Accounting is to be achieved, the curriculum should be restructured to incorporate emphasis on the use of digital and innovative technologies.

According to Mafole (2022) quality teaching is education that is well designed to provide the recipients with an all-round development of skills and potentials to achieve success in their future endeavors in a society. Long (2021) submits that quality teaching means tailoring teaching to meet individual student's need. This involves creating an environment that would encourage collaborative and independent learning and ensuring that the students remain focused and guided. Burnett (2017) noted that quality teaching is synonymous with creativity. Burnett opined that creativity in teaching involves teaching in a novel and useful way that promotes students' growth in relation to the development of original thought and action. It is teaching that has to do with using unusual, exciting, innovative and simplified techniques to engage learners. In the view of Mustak (2021), quality teaching should evoke collaborative learning among the students. According to the author, collaborative learning is teaching strategy in which students are encouraged to form groups in order to learn something together using group projects, assignments, and so forth. In this type of learning, students get the opportunity to learn from others' skills and resources. To Thoralf and Daniel (2023), quality teaching is akin to applying flexibility in the teaching and learning process. it is a teaching that addresses students' needs for autonomy in shaping their learning process, it involves shaping the students' learning process in relation to when, where, and how they learn; this is often realized through online educational technologies. Marcel (2024) observed that there are several online innovative technologies that can support education; however, Microsoft Teams plays critical role in this direction.

According to Marcel (2024), Microsoft Teams supports personalized learning, allowing educators to tailor their instructions to meet the unique needs of each student. Features such as the Assignments and Grade-book, provide valuable insights into individual student performance, helping teachers identify areas where students may need additional support. Moreover, the platform's flexibility enables the integration of diverse educational resources, including multimedia content, interactive exercises, and external learning tools, enriching the learning experience. Stephen (2024), noted that Microsoft Teams as digital innovative education platform, can enable educators to organize classrooms, assignments and collaborate with students with ease. Microsoft Teams enables real-time interactions through chat, video calls, and meetings thus facilitates seamless communication and collaboration among students, teachers, and administrators (Daradkah, 2021).

Daniel (2024) noted that the benefits of using Microsoft teams in teaching include: The teacher has everything he need in the teaching and learning process in one place; the platform makes it simple for students and teachers to work together; the platform connects well with other Microsoft Office tools and other different learning platforms; teaching and learning can take place at any time and at any place; teachers can monitor the progress of individual students through instantaneous feedback and so forth. This implies that Financial Accounting teachers could leverage Microsoft teams to attain quality teaching of the subject. However, Alessandro (2024); Hawthorne (2024) and Brennan (2026) asserted that effective educational instructional tools should lead to improved learning or good student outcomes; it should promote engagement in learning activities, it should also deepen understanding and be able to hone skills hence the basic question to ask in the choice of instructional tools include: Do the instructional tools align with curriculum objectives?' 'Does it support the full scope of the study?' 'Do the tools support in-depth understanding?' 'Can the tools easily be adapted to learners' needs?' 'Do the tools expose teachers and learners to new learning strategies and so forth. Alessandro (2024) posits that this appraisal is essential because some instructional tools may be incompatible with curriculum objectives. This implies that there is need to appraise the effectiveness of Microsoft Teams on quality teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District of Rivers State.

Statement of the problem

Studies have shown that students display lukewarm attitude towards Financial Accounting. The number of students that offer the subject and register it in external examinations have persistently remained low in recent years; in addition, the failure rate in both internal and external examinations is worrisome (Rodrigo, 2019; Uwhejevwe-Togbolo, 2020). Scholars have attributed this anomaly to several factors including: shortage of qualified accounting teachers, lack of essential teaching aids, poor students and teacher's attitude towards teaching and learning of the subject, short duration of teaching periods, and so forth. As a measure to ameliorate the ugly trend, the integration of digital innovative technologies in the teaching and learning of the subject was recommendation (Izuchukwu & Remigius, 2020). The current study which is an appraisal of the effectiveness of Microsoft Teams on quality teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District becomes imperative as it fills the gap; since Microsoft Teams is perceived of having the potential to offer educational suite that, can transform the educational experience of students, teachers.

Purpose of the Study.

The main purpose of this study was to investigate the effectiveness of Microsoft Teams on quality teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District Specifically, the study sought to:

1. Determine the extent to which Microsoft Teams could promote collaborative studies of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District.
2. Find out the extent to which Microsoft Teams could support virtual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District.
3. Determine the extent to which Microsoft Teams could enhance creative teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District.

Research Questions

1. To what extent could Microsoft Teams promote collaborative studies of Financial Accounting in Senior Secondary Schools Rivers East Senatorial District?
2. To what extent could Microsoft Teams support virtual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District?
3. To what extent could Microsoft Teams enhance creative teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District?

Hypotheses

1. There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District

2 There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support visual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District

3 There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could enhance creative teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District.

Methodology

The study adopted descriptive survey research design. The area of the study was in Rivers East Senatorial District in Rivers State; this district comprises eight (8) local government areas in Rivers State, namely: Emohua, Etche, Ikwerre, Obio-Akpor, Ogu-bolo, Okirika, Omuma and Port-Harcourt. The choice of this senatorial district was influenced by high number of Senior Secondary Schools that are there. The population of the study was 115 Financial Accounting teachers comprising 71 male teachers and 44 female teachers in the 137 Senior Secondary Schools in the senatorial district (Planning and Statistics Department Senior Secondary Schools Board, 2025). The entire population was studied since the population was not large. Data for the study were obtained through self-constructed four-point rating scale of very high extent (VHE = 4 points); high extent (HE = 3 points); Low extent (LE = 2 points); and Very low extent (VLE = 1). The questionnaire was tagged Effectiveness of Microsoft Teams on Quality Teaching of Financial Accounting in senior secondary School. (EMTQTFASSS); it was validated by three lecturers in the department of Business Education and one measurement and evaluation expert. A reliability co-efficient of 0.86 was obtained through split-half method using Pearson Product Moment Correlation formula and Spearman Brown formula. Descriptive and inferential statistics were used. In the descriptive statistics, mean and standard deviation was used to answer the research questions. Scores of 2.5 and above meant high extent while scores below 2.5 implies low extent. In the inferential statistics, t-test was used to test the hypotheses. Decision for acceptance or rejection was that if the calculated t is greater than the critical or table value of t, the null hypotheses is rejected. On the other hand, where the calculated t is less than the critical or table value of t, the null hypotheses is accepted.

Results

Research Question 1: To what extent could Microsoft Teams promote collaborative studies of Financial Accounting in Rivers East Senatorial District?

Table 1: Mean and standard deviation on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District (N =115)

S/N	Items	Male			Female		
		Mean	Std. Dev.	Remarks	Mean	Std. Dev.	Remarks
1	Students learning from one another	3.47	0.61	VHE	3.50	0.65	VHE
2	Reticent students can be aroused	3.59	0.53	VHE	3.55	0.58	VHE
3	Building confidence among students	3.13	0.62	VHE	3.28	0.50	VHE
4	Students can be challenged to put in their best	3.66	0.54	VHE	3.66	0.48	VHE
5	High motivation is possible	3.76	0.46	VHE	3.77	0.43	VHE
	Grand	**3.52**	**0.58**		**3.35**	**0.53**	

Source: Field Survey, 2026

Table 1 above shows the Mean and standard deviation scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Rivers East Senatorial District. The table indicated that the respondents scores were all above 3.00; implying very high extent. The grand standard deviation of 0.58 and 0.53 for male and female respondents respectively show the homogeneity of the responses.

Research Question 2: To what extent could Microsoft Teams support virtual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District?

Table 2: Mean and standard deviation on the Extent Microsoft Teams could Promote Collaborative Studies of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District (N = 115)

S/N	Items	Male			Female		
		Mean	Std. Dev.	Remarks	Mean	Std. Dev.	Remarks
6	Enhanced student engagement is possible	3.75	0.44	VHE	3.66	0.48	VHE
7	Students can receive lesson while at home	3.62	0.49	VHE	3.62	0.49	VHE
8	Lessons can be streamed and replayed later	3.44	0.53	VHE	3.45	0.54	VHE
9	Instantaneous feedback between teacher and student is possible	3.52	0.59	VHE	3.60	0.54	VHE
10	High assimilation of what is taught is possible	3.56	0.53	VHE	3.60	0.65	VHE
	Grand	**3.58**	**0.52**		**3.39**	**0.54**	

Source: Field Survey, 2026

Table 2 above reveals the mean and standard deviation scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote virtual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District. The table indicates that the respondents obtained grand mean score of 3.58 and 3.39 and grand standard deviation score of 0.52 and 0.54 for male and female teachers respectively. The grand mean scores indicate very high extent and the standard deviation scores portray the homogeneity of the responses.

Research Question 3: To what extent could Microsoft Teams enhance creative teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District?

Table 3: Mean and standard deviation on the extent Microsoft teams could enhance creative teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District?

S/N	Items	Male			Female		
		Mean	Std Dev	Remarks	Mean	Std Dev	Remarks
11	Critical thinking mind can be developed	3.76	0.46	VHE	3.77	0.43	VHE
12	Learning can be deepened	3.72	0.45	VHE	3.81	0.40	VHE
13	Development of problem-solving skill	3.51	0.53	VHE	3.72	0.50	VHE
14	Boasting engagement and motivation	3.63	0.49	VHE	3.60	0.54	VHE
15	Long retention of lessons	3.66	0.56	VHJE	3.32	0.63	VHE
	Grand	3.66	0.50		3.64	0.50	

Source: Field Survey, 2026

Table 3 above depicts the mean and standard deviation scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support creative teaching in Senior Secondary Schools in Rivers East Senatorial District. The table indicates that the respondents obtained grand mean score of 3.66 and 3.64 and grand standard deviation score of 0.50 and 0.50 for male and female teachers respectively. The grand mean scores depict very high extent and the standard deviation scores imply homogeneity of the responses.

Hypotheses 1

There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Rivers East Senatorial District.

Table 4: Computation of t-test to determine the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting Senior Secondary Schools in in Rivers East Senatorial District

Respondents	N	Mean	Std Dev.	Df	Z cal.	Z-Crit	Remark
Male	68	3.58	0.52				
				113	1.88	1.96	Acceptable
Female	47	3.39	0.54				

The analysis in table 4 above show the calculated t-test on the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Rivers East Senatorial District. The result indicates that the calculated t is 1.63, this figure is lesser than the t critical value of 1.96 at 0.05 level of significance on 113 degree of freedom. This implies that the hypothesis of no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Rivers East Senatorial District is accepted.

Hypotheses 2

There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support virtual teaching of Financial Accounting in Rivers East Senatorial District.

Table 5: Computation of t-test to determine the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support virtual teaching of Financial Accounting in Rivers East Senatorial District

Respondents	N	Mean	Std Dev.	Df	Z Cal.	Z-Crit	Remark
Male	68	3.52	0.58				
				113	1.63	1.96	Acceptable
Female	47	3.35	0.53				

The analysis in table 5 above show the calculated t-test on the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote virtual teaching of Financial Accounting in Rivers East Senatorial District. The result indicates that the calculated t is 1.63 this figure is less than the t critical value of 1.96 at 0.05 level of significance on 113 degree of freedom. This implies that the hypothesis of no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote virtual teaching of Financial Accounting in Rivers East Senatorial District is upheld.

Hypotheses 3

There is no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could promote creative teaching of Financial Accounting in Rivers East Senatorial District.

Table 6: Computation of t-test to determine the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support creative teaching of Financial Accounting in Rivers East Senatorial District?

Respondents	N	Mean	Std Dev.	Df	Z.Cal	Z-Crit	Remark
Male	68	3.66	0.50				
				113	0.18	1.96	Acceptable
Female	47	3.64	0.50				

The analysis in table 5 above show the calculated t-test on the difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support creative teaching of Financial Accounting in Rivers East Senatorial District. The result indicates that the calculated t is 0.18, this figure is lesser than the t critical value of 1.96 at 0.05 level of significance on 113 degree of freedom. This implies that the hypothesis of no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support creative teaching of Financial Accounting in Rivers East Senatorial District is accepted.

Discussion of Finding

The purpose of the study was to investigate the extent Microsoft Teams could promote quality teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District. Findings with respect to the extent Microsoft Teams could promote collaborative studies of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District, revealed that the respondents' score favour very high extent. This implies that with Microsoft Teams, collaborative studies amongst students is possible; students can learn better from one another; the withdrawn or reticent students can actively participate in lessons; self-confidence can be built among students; besides Microsoft Teams can motivate the students to put in their best. Besides, the hypothesis of no significant difference in the mean scores of male and female Financial Accounting teachers on the extent Microsoft Teams could support collaborative studies of Financial Accounting was accepted; the calculated t: 1.88 was lesser that the critical value of t 1.96 at 0.05 level of significance on 113 degree of freedom. Based on the result, it is certain that when Financial Accounting teachers leverage Microsoft Teams in the teaching of Financial Accounting collaborative studies can significantly be achieved and this can lead to quality teaching of the subject. These findings are in agreement with the finding of Shradha (2025) who noted that collaborative learning platforms allows students to learn the essence of teamwork**,** broadens perspectives**,** and prepares students for real-world challenges, hence it is teaching approach, used by institutions currently to cater to the problems of lost attention and low knowledge retention in students.

The findings with respect to the extent Microsoft Teams could promote virtual teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial District in Rivers State, revealed that Microsoft Teams could significantly enhance virtual teaching of Financial Accounting in Senior Secondary Schools. The respondents upheld that virtual teaching has the potential to enhance student engagement; to promote ubiquitous teaching and learning; to reinforce learning as students can stream lessons and replay it later; to support instantaneous feedback between teacher and students and that it could greatly enhance assimilation of what was taught. The hypothesis of no significant difference in the responses of male and female Financial Accounting teachers was accepted. The calculated t: 1.63 was lesser than the critical value of t 1.96. The whole of these implies that through virtual teaching, the financial Accounting teacher can achieve quality teaching of the subject. These findings are in line with the findings of Priyanka (2025) who observed that virtual teaching offers teachers an efficient way to deliver lessons to students, that it provides access to a wide range of learning resources that may not be readily available in traditional classroom settings, and that it offers students the opportunity to learn from experts and professionals regardless of their physical location.

Findings of the study with regards to the extent Microsoft Teams could promote creativity in teaching, indicate that Microsoft Teams is a veritable app that could evoke creativity. The respondents' scores in the descriptive statistics indicate that Microsoft Teams can sufficiently support quality teaching of Financial Accounting in Senior Secondary Schools. The grand mean scores were all above the criterion mean of 2.5. This is an indication that creative teaching can arouse critical thinking mind, can deepen learning, can cause students to develop problem solving skill, and can boast engagement and motivation among others.

The hypothesis of no significant difference between responses of male and female Financial Accounting teachers with regards to the extent Microsoft Teams could Microsoft Teams could promote virtual teaching of Financial Accounting in Senior Secondary Schools was accepted.

The calculated t: 0.18, is lesser than the t critical value of 1.96 at 0.05 level of significance on 113 degree of freedom hence it can be concluded that Microsoft Teams can significantly support quality teaching of Financial Accounting in senior secondary schools through creativity. These findings are in line with Ankita (2025) who opined that creative teaching digital platforms is one of the demands of 21st century education tools as it hones skills that allow learners to think out of the box; creative teaching permits the learner **to** combine imaginative ideas with logical reasoning thus enhancing curiosity among students, this enhances accurate expression of their original ideas.

Conclusion

The result of this study reveal that Microsoft Teams can play crucial role in promoting quality teaching of Financial Accounting in Senior Secondary Schools in Rivers East Senatorial district. The platform has apps that can capture students' interest, build self-confidence, in addition it can offer teaching and learning anywhere and anytime. The platform promotes creativity, collaboration and flexibility in teaching and learning. With Microsoft Teams the Financial Accounting teachers can organize virtual face-to-face extra-moral lessons from the comfort of their homes on weekends, and holidays. Therefore, Microsoft Teams can be employed to engage the students from inside and outside the school building thus improving how students can be taught for quality result the senatorial district and beyond.

Recommendations

Based on the result of this study, the following recommendations were proffered.

1. Financial Accounting teachers in Senior Secondary Schools should employ collaborative studies in the teaching of Financial Accounting in order to arouse the student for maximum result
2. Virtual and creative teaching feature of Microsoft Teams should be harnessed and applied in the teaching of Financial Accounting.

3 Microsoft Teams is internet driven, government and other education stake holders should ensure that there are computers, internet service and electricity in the schools for effective utilization of Microsoft Teams in the teaching of Financial Accounting in Senior Secondary Schools.

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