

Failure Associated With Teaching And Learning Of Business Studies In Public Secondary Schools In Yola North L.G.A. Adamawa

Zailani Ahmed

Department of General Studies Education, Federal College of Education , PMB 2042 Yola,

E-mail Zailaniahmed53@gmail.com

Abstract: *The research project was carried out to examine "Problems associated with teaching failure and learning of business studies in public secondary schools in Yola North L.G.A of Adamawa State". However, the population of the study comprises of some secondary schools within the metropolis such as GDSS, Doubeli, GMMC, Yola, CGDSS, Yola etc from which sample were selected. The design of this study was a descriptive survey and data were collected and administered using structured questionnaire. And the data collected were statistically analyzed using mean and standard deviation. The findings of the study revealed that "business studies teachers do not teach properly and are unable to motivate students to study the subject. More also, they are no adequate infrastructural facilities, instructional materials as well as unavailability of machines such as computer systems, photocopier machine, typewriters etc. to facilitate learning on the part of the students. It is therefore, recommended that, Government should employ skilled. and qualified teachers to teach business studies and adequate attention should be given to the educational sector as well as sufficient fund should be provided to the secondary schools in order to purchase infrastructural facilities, instructional materials and equipments or machines which will in turn help enhance learning.*

Keyword: *Learning, Teaching, Failure, Business Studies, Public Schools.*

I. Introduction

The advent of Business studies stressed the need of providing the youths the educational experience which equips them with saleable skills and competence. Lawal (2002) stated that, in the past two decades, Nigeria has witnessed a compelling demand by business studies for a place in Nigerian school curriculum. Lawal further added that the thirst for trained managers, accountants, secretariat and allied staff has remained unassigned. Indeed, in recent business education has virtually imposed itself on every one of us. A good percentage of our adult population has a smattering of such business concept as foreign exchange , bunkering, budget, import, advertising and distribution. All these emphasizes the important of business studies in our school curriculum. Business studies are an integral part .of vocational education "which encourages the use of the head and the hands in acquiring specific practical training required in business and industry at the junior secondary school level. Business studies are taught as integrated subjects such as book keeping, commerce, office practice, shorthand and typewriting. While at the senior secondary school are allowed to stand on their own as separate subjects whereby students move towards a career option which they are likely to pursue further professional training at the university. Pubic secondary schools are government schools sponsored by public taxes that provide free education. They focus in the general education basis and controlled by school authority. Public secondary schools are local and affordable to all children. Examinations are regarded as a method of assessment of students who have gone through one level of education or another at the end of a term, a semester or academic year (Kayode 2005).Student's failure, in examination in public secondary school is a dangerous dimension to education sector. Onafide (2010)stated that, the parents, the government, students as well as examination fraudsters are to be blamed for poor performance. He stressed that apart from the failure of government all levels to put in facilities for teaching and learning at the basic and secondary school level, teachers' morale are also low as they are not well motivated to do their job properly. The failure of student in business studies examination is not an exception to this trend in education in Nigeria. It is true that many public secondary schools have not been given much attention to the business subjects compared with the emphasis on science and vocational subjects. Thus, with reference to Yola North Local Government Area, Adamawa state, there is student's failure in business studies examination in public secondary schools.

Business education is widely recognized as an effective pivot for development of professional or skilled manpower in all aspect of commercial, industrial and managerial areas. Osuala (2004) stated that, the advent of business studies stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies. He added that, business studies is a vocational subject taught in junior secondary school in Nigeria aimed at providing youths who may proceed to senior secondary school

(SSS) to graduate with the necessary prevocational skills that will enable them to be useful to them selves and to the community in which they live. He said that school would equally be exposed to the educational experience that would give them comparative advantage in the world of work. The increasing interest about student's performance calls for identification of the place of business education and appraisal of business subject in educational system. However, (Olujuwon ,2010) note that series of factors affecting student's academic performance include poor instructional quality, student's negative attitude to school, overcrowded classrooms and poor facilities. NPE (2004) stated that, teachers are important in any educational system. This is because, the qualities of the system itself. Profession teachers: in particular are crucial in the formulation of education policies in any country. According to Kochlar (2000), teacher is to guide the pupils by his percept and possess professional efficiency. Onifade (2010) stated that part from the failure of government at all levels to put in place facilities for teaching and learning at all secondary school level. The methods used by some teachers do not enhance the power of thinking and understanding the subject such as type writer, shorthand and accounting. Which are skill-oriented subjects requiring thinking and most importantly carefulness. Aliyu, (2001) noted that, traditionally shorthand and typewriting are designed skill subjects; performance in a skilled subject requires the application of the three (3) domains for learning, namely: the student's cognitive, effective and the psychomotor respectively.

Nwanunobi (2010) viewed that, the problem of failure in examination goes beyond the student's cognitive ability. The decaying infrastructure in most secondary is directly responsible for the problem. The laboratories are poorly equipped, even the physical infrastructure like classroom and libraries are nothing to write home about. So with these factors in place how do you expect the student to perform brilliantly in examination? It is just not possible. Kochhar (2000) stated that, the library is the hub of the academic life of a school. It is considered to be the intellectual laboratory of the school. It is also the pressure vault of ideas, the store house of knowledge and the flowing streams of living thoughts. However, Chean (2007) stressed that, the school library is the sole institution that provide children services but they are not adequately funded. Reading habit of children is low because not all children have access to books school may have some programmed for the children but the fact that the school library is not adequately funded; their wishes and aspiration will not go well. Aliyu (2001) stated that, a laboratory is considered essential which serve as the office practical room and for keeping of other machine available for learning. Most of the public secondary school are overcrowded as many as seventy (70) and above pupils, that of teaching in the classroom such as lecture and discussion methods while in vocational subject like business studies, these methods cannot be employed for effective teaching process. Kochhar(2000) also noted that furniture plays an extremely important part in the physical, moral and mental welfare of pupils as education is the cultivation of a first and legitimate familiarity between the mind and the things.

Onifade (2010) stated that government of both federal- and state have not showed commitment and will to find the education sector properly. As a result the basic facilities for teaching and learning are not there. Adequate teaching and learning facilities are basic and essential for an effective business studies programmed. Aliyu (2001) stressed that teaching and learning facilities are essential that help to stimulate interest which in turn motivates students to perform better in their studies. Kanu (2002) stated that, any school learning process that lacks teaching materials would not expect and will never achieve desired goals in teaching and learning process. Equipment and facilities should not only be available but should bein good quality because when they are adequate and qualitative teachers find that simple, convenient and becomes likely in teaching. Similarly, Hassan (2003) maintained that instructional material make teaching and learning process effective, interesting and real.

Ughamadu and Okoye (2006) stated that, a learner is interested in a particular activity worthwhile to him and is for his advantage. In this way, a lesson may be amusing without really being interesting to the learner. The learner's interest must be considered while teaching because e interest and ability are highly related.

It can also be aroused by discovering the best method of teaching that enhances the child's learning process by getting him as active participant in the class Edem (2006) stated that, the ability of the student to learn is to a large extent dependent on what the teacher address to arouse his interest in school work and to bring him to appreciate the important of education as a human ability. Student's negative attitude to studies has been attributed as a factor which results to examination failure among students. As such, poor performance is largely as a result of wrong attitude to study and this is in line with the viewed that, study skill is the ability to make use of adequate choice expected in the area of learning. Anamze (1999) stated that, students who are deficient instudy skill would easily fall prey to examination malpractice whereas if they possessed the skill they would be self-confident and dependent on their ability to achieve. Onifade (2010) stated that, In any students are not ready to learn these days. Closely related to this truant behavior on the part of students is the failure of the parents to monitor their wards movement and activities during and after school hours. There is also need to provide guidance and counseling in the selection of individual career pattern. Shehu, Adamu and Jika (2008) studied on "Evaluation of student's performance in business studies at JSS level in Yola, Adamawa state".

1.2 Statement of the Problem

Student's failure in business studies examination is among other disturbing development- to education sector in recent times. Based on the investigation carried out on 23rd September, 2011 on percentage performance of students in Doubeli Government Day Secondary School for 2006, 2007, 2008 and 2009 JSCE results, revealed the percentage failure as 63.2%, 51.4%, 49% and 54.2% respectively. Hence, there are students failures in public secondary schools and the failure may be as a result of inadequate qualified teachers, inadequate teaching and learning facilities, inadequate infrastructure, and poor method of teaching, non-completion of syllabus before examination and lack of confidence on the part of teachers and students. Thus, there is the need to address this problem on what can be done to halt the situation which if care is it is true that many public secondary schools have not been given much attention to the business subjects compared with the emphasis on science and vocational subjects. Thus, with reference to Yola North Local Government Area, Adamawa state, there is student's failure in business studies examination in public secondary schools.

1.3 Purpose of the Study

The main purpose of the study is to find out remedies to students failure in business studies examination in public secondary schools in Yola north local government area of Adamawa state. Specifically, the study sought to:

1. Find out teacher related remedies to failure in business studies examination..
2. Find out infrastructures related remedies to failure in business studies examination.
3. Find out facility related remedies to failure in business studies examination.
4. Find out students related remedies to failure in business studies examination.

1.4 Research Questions

The following questions were used to guide the study:

1. What are the teacher related remedies to failure in business studies examination?
2. What are the infrastructure related remedies to failure in business studies examination?
3. What are the facility related remedies to failure in business studies examination?
4. What are the student related remedies to failure in business studies examination?

1.5 Significance of the Study

The findings would be significant to student teachers, parents, school administrators, ministry of education as well as the at large. The result of this research would help the students in advancement of their knowledge as well as increase their awareness and understanding of the subject. The result would also help teachers to understand the effects of certain processes and at the same time increase their understanding at the appropriate skills, method and specific teaching behavior. Similarly, the result of this research would help in increasing and understanding the awareness of parents as to the importance of business studies in the overall development of the economy of the nation in general, as well as know the remedies to their children's failure in business studies examination. The outcome of this research would also make the school administrators, ministry of education and the government to bring about better and improved practice in business studies remedy the problems of teaching and learning business studies in secondary schools. However, this study would serve as insight to general public particularly for further study by researchers in this field.

1.6 Scope of the Study

This study is delimited to the public secondary schools in Yola north local government area of Adamawa state. It sight out the remedies to student's failure in business studies examination

II. Research Design

The design of the study is a descriptive survey which aimed at collecting data on "Remedies to student's failure in business studies examination in public secondary school in yola North Local Government Area of Adamawa State".

2.1 Area of Study

The area of the study is the- six (6) public secondary schools in Yola North Local Government Area, Adamawa State. The schools are Government Day Secondary School, Gwadabawa; Government Day Secondary School, Doubeli; Government Day Secondary School, Demsawo; General Murtala Mohammed College, Yola; and Government Girls Secondary Schools, yola.

2.2 Population of the Study: The population of the study comprises of both the students “and the teachers of business studies in the six on the table below.

Table 1: Population of the study.

SIN	SCHOOLS	TEACHERS	JSS 1	JSS II	JSS III	TOTAL
1	GDSS Gwadabawa	3	486	359	415	1245
2	GDSS Doubeli	2	322	197	502	1021
3	GDSS Luggere	1	120	180	240	540
4	GDSS Demsawo	6	520	420	490	1430
5	GMMC Y ola	3	9	67	185	261
6	GDSS Yola	2	18	27	245	300
	Total	17	1425	1260	2112	4797

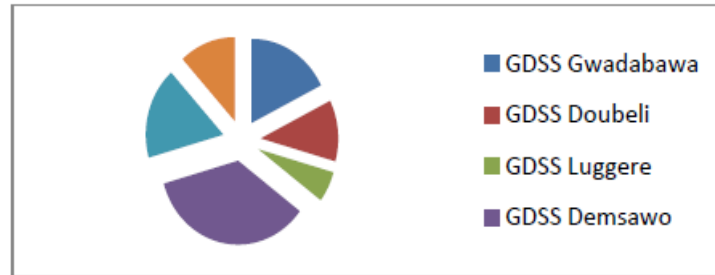


Figure 1: The total number of teachers in each school

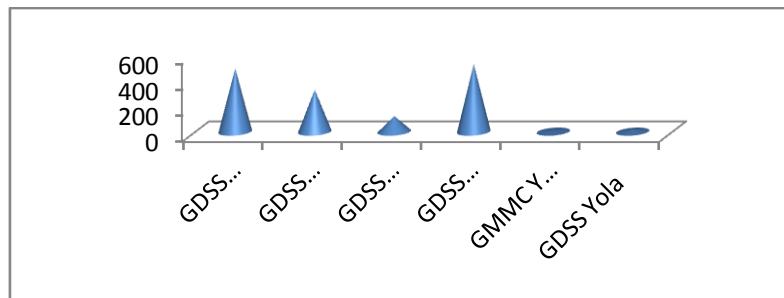


Figure 2: The total number of pupil in JSS 1 for each school

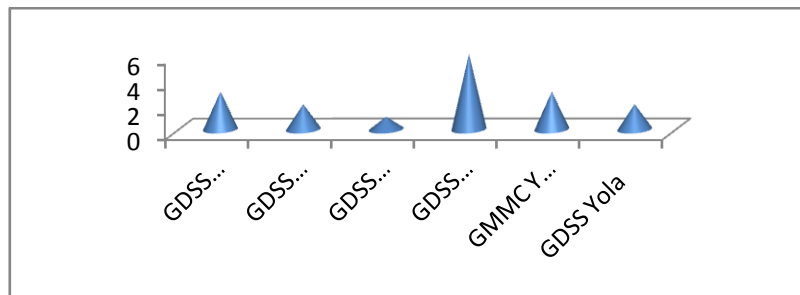


Figure 3: The total number of pupil in JSS 2 for each school

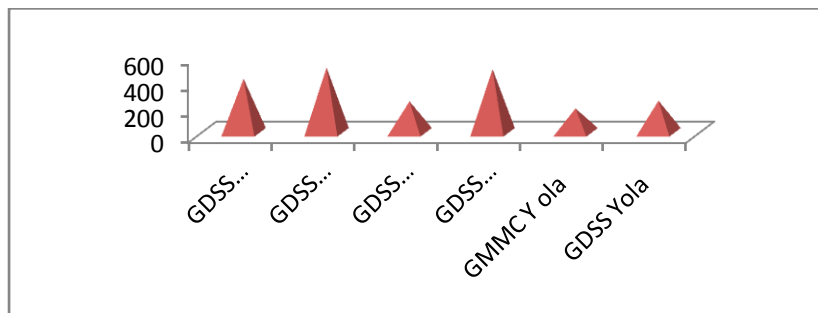


Figure 4: The total number of pupil in JSS 3 for each school

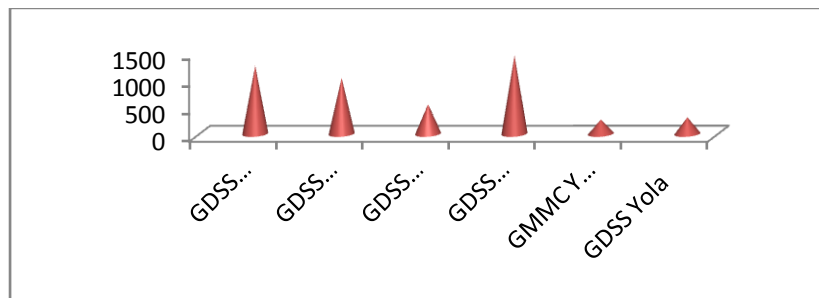


Figure 5: The total number of pupil for each school

2.3 Sample and Sampling Technique

The sample size of the population is 212 students out of the total number of 2112 in JSS In that is 10% was used through simple random sampling. Jen (2010) stated that, if the population is large, say in thousands, the percentage population to sample should be a minimum of about 10 percent. While the total of 17 teachers is maintained as sample since the number is very small. Jen also noted that, sampling is not necessary where the number of the population very; small. Therefore, the researcher drew 212 and 17 respondents for JSS III students and teachers respectively in the size public secondary schools.

2.4 Instrument for Data Collection

The instrument for data collection is Questionnaire which is designed by the researcher and administered to the respondents. The questionnaire comprises of four (4) sections and 5 items on each section.

2.5 Validation of the Instrument

The instrument was validated by three (3) senior lecturers in the Department of Vocational Education, Modibbo Adama University of Technology, Yola.

2.6 Method of Data Collection and Analysis

The questionnaires were personally administered to the respondents (both teachers and students) and all of them were retrieved after due completion. Data analysis involves treatment of data with statistical tools in order to simplify and make the data interpretable.

The questionnaire was structured as follows

Strongly Agreed (SA) 5 points

$$Mean (\bar{x}) = \frac{\sum fx}{\sum f}$$

Where x is Stand for the value of different items for the distribution

\bar{x} Meam

\sum is Summation

f frequency of the distribution

$$Standard Deviation (\sigma) = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$$

Decision Rule:

The mean was calculated when dividing the summation of Ix and the number of response (N). In order to answer the research questions, the scores are now added and divided by the number of

$$response, i. e., \frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3$$

Therefore, the mean cut-off point is 3.00. Thus, a questionnaire with a mean score of 3.00 or above was accepted while an item(s) with score less than 3.00 were rejected.

III. Discussion of Findings

The finding of the study that, business studies teachers do not teach properly confirmed that improper teaching affects student's performance. The findings contradict the NPE (2004) which stated that, teachers are important in any educational system. This is because the qualities of teachers determine to great extent the quality of the system itself. The respondents accepted that government does not encourage business studies

teachers with incentives. Onifade(2010) stated that, teachers' morale is low as they are not well motivated to do their job properly. This study found that, large number respondents agreed that business studies teachers do not motivate students to study. The results contradicts the view of Edem (2006) who stressed that, the ability of the students to learn is to a large extent dependent on what the teacher address to arouse his interest in school work and to bring him to appreciate the important of education as a human ability. The study also revealed that, inadequate infrastructure affect student's performance. This is as a result of inadequate classroom sand classroom's furniture, lack of equipped libraries, lack of typing pools and computer laboratories. Oghamadu and Okoye (2006) stated that, inadequate school infrastructure may hamper student's attention. The findings that, lack of adequate teaching and learning facilities such as textbooks, typewriters, computer systems, photocopying and duplicating machine do hinder effective teaching and learning of business studies. And this is in conformity with Aliyu (2001) who stressed that, teaching and learning facilities are essential in stimulating interest which in turn motivates students to perform better. However, the respondents agreed that, students exhibited negative attitude to pay much attention during lesson. The finding is therefore, in line with Onifade (2010) who stated that many students are not ready to learn these days. Closely related to this truant's behaviour on the part of students is the failure of their parents to monitor their movements and activities during and after school hours.

IV. Restatement of the Problem

Student's failure in: business studies examination is among other disturbing development to education sector in recent times. The student's failure for 2006, 2007, 2008 and 2009 JSCE results in Doubeli Government Day' Secondary School that there were percentages failure of 63.2%, 51.4%, 49.1% and 54.2% respectively. The failure may be caused as a result of inadequate qualified teachers, inadequate teaching and learning facilities, inadequate infrastructure, and poor method of teaching, non-completion of syllabus before examination and lack of confidence on the part of teachers and students.

4.1 Summary of Procedure

This study is carried out find out remedies to student's failure in business studies examination in public secondary schools in yola north local government area of Adamawa state. The design,of the study was a descriptive survey and data were collected through and administered using structured questionnaire. Data collected were statistically analyzed using mean and standard deviation from which findings were Concluded and recommendation were made.

V. Conclusion

Based on the findings of this study, the following conclusions were made: The researcher concluded that improper teaching of business studies, lack of students motivation by teachers, teachers employed Wrong method of teaching and lack of government encouragement to teachers and with incentives are the teacher related factors affecting students' performance in secondary school. Teaching and learning of business studies encountered difficulties with infrastructure related factors affecting students' performance such as inadequate classrooms furniture, lack of equipped libraries, lack of typing pools and computer system laboratories. Facility related factors affecting students' performance hindered effective teaching and learning of business studies as a result of inadequate textbooks, lack of adequate typewriters and computer systems, lack of duplicating and photocopying machines. Thenegativestudents'interesttowardsaccountingcalculations, shorthand drilling and in attention during lesson hindered effective teaching and learning of business studies in secondary schools. However, the student exhibited negative attitude to revise their lesson notes and do their home works. On the basis of the findings and their implications, some recommendations were made:

- Only personally qualified teachers should be employed' to teach business studies. While those who lack professional qualities should be sent back for training.
- Adequate find should be made available in the educational sector to enable business studies infrastructure.
- Adequate attention should be given to the provision of teaching and learning' facilities for business studies.
- Parents and teachers should monitor the behaviour and progress of students towards business studies and to encourage their habit of paying much attention to learning business studies.
- Government should have more concern to business studies teachers by motivating their attitude towards discharging their duties through increment in salaries and other incentives.

References

- [1]. Abraham, Nasakar and Stephen (2008): Strategies for improving business studies in JSSCE in Jalingo Local Government, Taraba state. A research project.Department of vocational education.FUT Yola.
- [2]. Aliyu M.M (2001): Business education in Nigeria (Trend and Issues). Kwara-Nigeria: Gashen print media publishers.
- [3]. Anamanze L.M (1999), Study skills acquisition. A remedy for exmnination malpractice in Nigeria. A journal of education for national development and international co-operation: Kaduna-Nigeria. Nigerian Association of Education for National Development.
- [4]. Edem D.A (2006), Introduction to educational administration in Nigeria. Ibadan-Nigeria: Spectrum books publishers.Jen S.U

- (2010), *Fundamental of research methodology*. Vola-Nigeria:Paracelete and sons publishers.
- [5]. Kayode G. (2005): www.articlebase.com/college_and_university_article/exam-irregularities-in_nigeria-school-2550973.html.
- Kochlar S.K (2000), *Secondary school administration*: Sterling publishers' private limited.
- [6]. Kwairanga H.B (1999), *Roles of business education in national development*. A journal teacher education. Kaduna-Nigeria: NationalCommission for Colleges of Education.Nwabueze B.O (1995), *Crisis and problems in education in Nigeria*. Ibadan-Nigeria: Spectrum books limited.
- [7]. Olujuwin T. (2010), *Transforming the Nigerian education system*. A paper presented at department of educational foundation. AdeniranOgunsunyi College of Education: Lagos-Nigeria.
- [8]. Onifade (2010): *All stakeholders responsible for student failure*, Vanguard newspapers 24th march page 4.
- [9]. Osuala E.C (2004), *Foundation of vocational education*. Enugu-Nigeria: Cheston Agency Publishers.
- [10]. Shehu, Adamu and Jika (2008), *Evaluation of student's performance in business studies at JSSCE level in Y ola, Aadamawas,tate*. A researchproject, department of vocational education FUT Yola.
- [11]. Simon, Bulus and Nyagba (2008), *Performance of students in business studies JSSCE in Zing local government area, Taraba state*. A researchproject, department of vocational education, FUT, Yola.
- [12]. Ughamadu K.A and Okoye N.S (2006), *Principles, methods and strategies for effectiveness teaching*.Onitsha-Nigeria: Lineel publishers.
- [13]. Kwairanga H.B (1999), *Roles of business education in national development*. A journal teacher education. Kaduna-Nigeria: NationalCommission for Colleges of Education.
- [14]. Nwabueze B.O (1995), *Crisis and problems in education in Nigeria*. Ibadan-Nigeria: Spectrum books limited.
- [15]. Olujuwin T. (2010), *Transforming the Nigerian education system*. A paper presented at department of educational foundation. AdeniranOgunsunyi College of Education: Lagos-Nigeria.
- [16]. Onifade (2010): *All stakeholders responsible for student failure*, Vanguard newspapers 24th march page 4.
- [17]. Osuala E.C (2004), *Foundation of vocational education*. Enugu-Nigeria: Cheston Agency Publishers.
- [18]. Shehu, Adamu and Jika (2008), *Evaluation of student's performance in business studies at JSSCE level in Y ola, Aadamawas,tate*. A researchproject, department of vocational education FUT Yola.
- [19]. Simon, Bulus and Nyagba (2008), *Performance of students in business studies JSSCE in Zing local government area, Taraba state*. A researchproject, department of vocational education, FUT, Yola.
- [20]. Ughamadu K.A and Okoye N.S (2006), *Principles, methods and strategies for effectiveness teaching*.Onitsha-Nigeria: Lineel publishers.