

*AN ASSESSMENT OF POOR PERFORMANCE
OF STUDENTS IN BUSINESS EDUCATION AT
JUNIOR SECONDARY CERTIFICATE
EXAMINATION A STUDY OF SOME
SELECTED SECONDARY SCHOOLS IN BIDA*

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DEPARTMENT OF BUSINESS EDUCATION
SCHOOL OF VOCATIONAL EDUCATION
NIGER STATE COLLEGE OF EDUCATION MINNA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
BUSINESS EDUCATION, NIGER STATE COLLEGE OF EDUCATION
MINNA, IN PARTIAL FULFILMENT FOR THE AWARD OF NIGERIA
CERTIFICATE IN EDUCATION (NCE)

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NOVEMBER, 2019

DECLARATION

We declare that the work in this project report "An Assessment of Poor Performance of Students in Business Education at Junior Secondary Certificate Examination: A Study of Some Selected Secondary Schools in Bida" that the information derived from the literature has been duly acknowledged in the text and a list of references provided. To the best of our knowledge, no part of this project was previously presented for another certificate elsewhere.

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APPROVAL PAGE

This project titled "An Assessment of Poor Performance of Students in Business Education at Junior Secondary Certificate Examination: A Study of Some Selected Secondary Schools in Bida" was supervised by Abdullahi Jagaba on behalf of the Department Business Education for the award of Nigeria Certificate in Education (NCE) Business Education.

Abdullahi Jagaba
(Project Supervisor)



Signature

09/11/2020
Signature Date

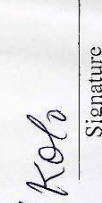
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DEDICATION

We dedicate this research work to Almighty God for making it possible for us to live till now and be able to contribute to human resources and having started and ended this programme successfully.

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ACKNOWLEDGEMENT

I wish to express our profound gratitude to Almighty God for making it possible for us to live till now and be able to contribute to the body of knowledge.

We also give thanks to our project supervisor Abdullahi Jagaba for his guidance constructive criticism, may Almighty God reward him abundantly. Our appreciation also goes to our HOD and other lecturers in the Business Education Department. May you all live long.

Our special thanks also goes to our parents for their moral and financially support throughout this programme may Almighty God reward them with AlJanatul Firdausi (paradise) all.

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ABSTRACT

This research is on an assessment of poor performance of students in business education at junior secondary schools certificate examination: a study of selected secondary schools in Bida. The research methodology utilized descriptive statistics with simple numbers and percentages in the analysis and synthesizing of primary sources of data collected via questionnaire, as well as diverse literature on the area of study. The research hypotheses were tested using chi-square. However, the research concluded that one of the major causes of poor performance of inadequate and unqualified current business education textbooks in secondary schools library. The research also revealed that lack proper motivation as well as poor remuneration of teachers is part of the factors responsible for mass failure of students in business education. It is therefore, recommended that Ministry of Education in collaboration with Bida Local Government Education Authority should employ more qualified business education teachers in order to bridge the gap of inadequate teachers and that government should also equip schools (i.e. secondary schools) with recent business education textbooks as well as other business education instructional materials.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The essence of any learning is to ensure academic success of its learners. School, no worth without student. (George, Uchechukwu, Uwemedimoh and Nwabueze, 2016). Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali, Jusoff, Syukriah, Najah and Salant, 2009).

One of the major of today's education is to make the students gain the thinking skills and strategies which they will use throughout their lives, rather than storing information. A good education should be able to equip students on how to learn, how to remember, how to motivate themselves and how to control their own learning. (Wandato, Abubakar and Dzarma, 2016). The problem of low or poor academic achievement is one of the biggest problems facing the modern educational institutions, which hindered them from the implementation of their educational mission appropriately. Still, this problem may lead to the presence of a group of students who are unable to pursue their courses with their colleagues because of their weak potentials, becoming a source of annoyance, chaos and inconvenience to the lecturers/teacher and the rest of the students and this in turn leads to disruption of the educational process in the classroom and in the whole school. (Samei, 2015).

In solving any problem however, it is pertinent to understand the causes of such problems. Many causes or agents have been studied as the etiological starting point for investigating the phenomena of school failure or success. These causes are looked into from several perspectives including the role of the students, teachers, parents or family, school environment, society, government etc. Notable works among these are effects of: students' study habits (Ayodele & Adebisi, 2013; Obasoro & Ayodele 2012), school environment (Adesoji & Olatunbosun, 2008; Okoro, 2004), teachers' competencies (Akiri & Ugborugbo, 2009), parents' economic status (Osonwa et al, 2013), continuous assessment (Kolawole & Ala, 2014; Okwu & Orum, 2012), educational funding (Ugwulashi, 2012).

There seems to be agreement among most authors to explain failure from a multi causal perspective where the phenomenon is analyzed at several levels, and where multiple variables are involved.

1.2 Statement of the problem

Students' academic performance plays an important role in producing the best quality graduates who will in turn compete in the labour market against others without favouring those who are not competent to get the available jobs in the market. Further to that, good quality graduates are needed nationwide to help in the national struggle to attain economic and social development activities.

Poor students' academic performance in Business Education has remained a major concern to educators. Poor student's performance is one of the most challenging problems that are facing our secondary school education. The problem of poor academic performance has many causes and it has educational, social, cultural and psychological dimensions. This problem, as a phenomenon, calls for intensive investigation to know the root causes of this poor performance so as to proffer a

- Is lack of instructional material responsible for student's poor performance in business education?
- Does quality of business education teachers affect junior secondary schools student's academic performance in business education?

The following research questions are put forward to guide the research:

1.4 Research Questions

- Determine whether quality of business education teachers affect junior secondary schools student's academic performance in Business Education
 - Find out if lack of instructional material is responsible for students poor performance in business education
 - Find out the possible solution to poor academic performance of students in junior secondary schools in business education
- The primary objective of this research work is to assess poor performance of Students in Business Education at Junior Secondary Examination (JSCIE) with particular reference to some selected secondary schools in Bida. Other specific objectives are to:

1.3 Objective of the Study

It is on this note that this research was embarked upon to assess poor performance of student in Business Education at Junior Secondary Examination (JSCIE) in Bida.

well as other educational stakeholders must work together in order to find solution this problem. Lasting solution to it. Therefore, all hands must be on deck. Niger State Ministry of Education as

What are the possible solutions to poor academic performance of students in business education?

- 1.5 **Research Hypothesis**

The following research hypotheses are formulated to the research:

1101: There is no significance relationship between quality of teacher and students academic performance in business education.

1102: There is no significance relationship between lack of instructional material and student academic performance in business education

1.6 **Significance of the Study**

The significance of this research can never be over emphasized. The study will be helpful to both educational policy makers and parents of the students. It will help the school administration to design and implement the policies to improve the students' performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures in business education.

Parents can use the outcomes of the study to solve the students' problems especially financial problems and to look after them. It may also create awareness among students about their rights and responsibilities to achieve quality education. The research could serve as reference point to researchers as well as students wishing to carry out similar research. The research could also form the reference material in Niger State College of Education School Library.

1.7 Scope and Delimitation of the Study

Limitation means the constraint of the project. The study is limited to five schools in Bida Local Government Area. More schools could not be used to financial and time constraint. In fact, due to the shortage of time, it does not allow full comprehensive work on such a very wide range of problem. As it may appear that the problem of mass failure of students at junior secondary school certificate examination is a national problem, it would be worthwhile to find a lasting national solution to it. But it is an extremely difficult to conduct a thorough investigation that would embrace the whole country. Hence, this research has its investigation confined to a manageable size by restricting it to Bida Local Government Area in Niger State and this is made for meaningful study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Review

2.1.1 The Concept of Poor Academic Performance

Aremu (2003) identifies poor academic performance as a performance that is adjudged by the examiner and some other significant as falling below an expected standard. Aremu (2003) also stresses that academic failure is not only frustrating to the pupils and the parents, its effects are equally crucial on the society in terms of lack of manpower in all fields of the economy and politics. Academic failure or poor academic performance is the performance that falls below a specific standard or stipulated standard known as pass mark. This specified standard is also known as a criterion of excellence. In Nigeria, many educational institutions have what is refers to as pass mark. (David, 2013).

Poor academic performance is the performance that falls below a desired standard. It is more subjective than academic failure. Owing to the fact that a desired standard could be interpreted in different ways poor academic performance is therefore any performance that fails, this falls below adequate, appropriate, wish or wanted standard. Poor academic performance can span from zero to 100 and there a pass mark could be poor performance depending on the standard desired. For instance, a teacher sets a very simple test and majority of the students pass very well may be scoring 90% any student that score 95 or 80% in the same test is said to have failed and this failure in the context is poor performance. (John, 2011 in David 2013).

2.1.2 Teaching Method and Students' Academic Performance

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebalal & Kahassy, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student learning have consistently raised considerable interest in the thematic field of educational research (Hightower, 2011 in Elvis, 2013).

Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students is fundamental linked to application of ineffective teaching methods by the teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

Howard (1995) carried out an empirical research on the relationship of internal locus of control and female role models in female college students. The researcher found that instructional effectiveness and cooperative/competitive condition affect academic achievement.

2.1.3 Causes/Factors Responsible for Poor Academic Performance of Students in Business Education

Different researchers have identified different factors as being responsible for the consistent poor performance of students in business education. These include among others lack of proper digestion and utilization of research findings by business education teachers, inadequate instructional materials, teachers characteristics, societal factors and school factors (Adu, 2004, Chudi, 2013, Yusuf, 2009).

The relevance of business education to the corporate development and progress of the economy and human kind should primarily impel a firm support from educators and teachers to seek a coherent instructional evaluation instrument that can diagnose and remedy the prevailing underachievement in business education (Kallie, 2015). The essence of using tests and other evaluation instruments during the instructional process is to guide, direct and monitor students' learning and progress towards attainment of course objective (Alonge, 2004; Kolawole, 2010).

Thus, the use of diagnostic testing in the teaching and learning process involve breaking up the subject matter into smaller hierarchical units of learning skills; specifying objectives for each skills; designing and administration of validated diagnostic test for skills; offering a group based remediation in specific skills where students are deficient before moving to another skills and then administration of summative test on completion of all skills (Rajeswari, 2010).

The breaking up of subject of course into small skills makes for adequate preparation for the test-by the students. Moreover, such frequent testing enables the student to get involved and committed to the teaching-learning process thereby enhancing their performance (Revera, 2007)>

Alderson (2005) opined that diagnostic evaluation is useful to both the students (as a way of diagnosing students' learning difficulties and the prescription of alternative remedial measures) and to the teacher (as means of locating the specific difficulties that the students are experiencing within a learning skills and forecast summative evaluation result). Hence, diagnostic testing is a strategic designed to identify learners' learning difficulties with a view to providing remediation measures to enhance the achievement of majority of students.

Individual differences play an important role in academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioural characteristics and psychological factors, namely, attitudes, self-esteem, self-efficacy and self-concept, have been used to explain academic achievement. Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement (Boateng, 2003).

Socio-economic factors like attendance in the class, family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school are also affecting the performance of the students. (Raychaudhury, Debnath, Manojit, Sen, & Majumder 2010). Kerman, Bogart & Wheat (2011) opined that academic success of graduate student will be enhanced if the optimal health related barriers are low. There is negative relationship between college credit and stress but weak relationship between GPA (Grade Point Average) and stress. (Zajacova, Lynch and Lispenshade, 2005).

Raychaudhuri, et. al., (2010), found that numerous studies have been done to identify those factors which are affecting student's academic performance. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.

Okyerefo, Fiaveh & Lamptey (2011) observe that home plays diverse roles in the facilitation of academic performance of students at school. The main role is played by parents, with supporting staff going to other significant household members such as siblings, uncles, aunts, etc. Different parenting styles lead to various means of interaction with children, each of which forms an important component in shaping the child's worldviews. For example, some studies have shown that parents spend less time with their child between the ages of six and ten years because they are then normally at school. Another critical aspect of home life, socio-economic status, is most commonly determined by a combination of parents' education level, occupation and income level (Jeynes, 2002, McMillian & Western, 2000). Boateng (2003) noted that the success or failure of curriculum delivery depends on the teacher. The teacher is the pivot of the education system as he or she makes or breaks the education programme, delivers the objectives of education reforms, and is engine of everything that is planned and implemented in school. Looking at human resources, teachers, supervisors, heads and deputy heads form the pivot around which the wheel of education moves.

2.1.4 Teacher's/Instructors' Knowledge of Subject and Enthusiasm for Teaching and Student Academic Performance

According to Eggen & Kauchak (2001), there are three dimensions under which a teacher's knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know. Adediwura & Tayo (2007) further emphasized existence of high correlation between what teachers subject knowledge and what they teach students. In line with these finding, Adediwura & Tayo (2007) further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a lecturer whose understanding of the subject content is thorough uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

In a remarkable study by Broder and Dorflman (1994), it was stated that factors such as instructor's knowledge of subject, preparation for class, ability to maintain interest and stimulate study, ability to clearly explain subject matter, enthusiasm for teaching, consideration and interest in students, ability to stimulate thinking, organization of lectures, tying information together and coverage of subject of examinations affect teaching quality.

Other factors reported include: class characteristics, course characteristics, and instructor's characteristics, differences in instructor, course and class characteristics, perceptions of teacher and course attributes.

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2.1.5 Home Background/Social Economic Status of Parent and Academic Performance of Student

Family background can be analytically separated into at least three distinct components as raised by Coleman (2008). These are: financial (physical) capital (family income or wealth), human capital (parent education), and social capital (relationship among actors). With respect to children's educational achievement, Kim (2002) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone.

Kim (2002) explained that this variance by what he called the "social capital" which meditates the relationship between parents' financial and human capital, on the one hand, and the development of the human capital of their children on the other. A research conducted using a sample of low-income minority families, found that mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in mathematics and reading (Kim, 2002).

The economic deprivation perspective has been given enormous attention by researchers of African family processes, specifically with regard to single-mother homes (McLanahan, and Wilson, 2009 as cited in Kim, 2011). The proponents of the economic deprivation perspective argued that the potential effects of single parents is not due to the physical absence of one parent but to the absence of the economic resources generated by the absent parent. Therefore, the effects

or marital status or child well-being will be reduced when income is statistically controlled or when families are matched on income level. For instance, McLood et al. (2000) as cited in Kim (2002) argued that parents who experienced income loss become more rejecting of their children and that their children were at risk for developing feelings of inadequacy associated with parental rejection.

2.1.6. School Environment and Student Academic Performance

Good school environment is an essential ingredient in the attainment of quality education. Conducive learning environment improves students' performance in class work and examinations. Ulkit (2003) defined school environment as the aggregate of external conditions or factors, which influence the activities of educational institutions. These conditions often include: economic, legal, political, socio-cultural, technological and physical factors.

In the same vein, Uvadiac (2001) described school environment as conditions (natural and man-made) prevalent in the school and include: climate, building and their structural designs, facilities/equipment for teaching and learning, library materials, recreational facilities, leadership style of the school management and the level of academic planning and involvement. Good school environment is very essential for the attainment of quality education and could influence students' academic performance. Good environment can lift one up and promote one's all round development and bad environment can let down and make a person live a hopeless life.

In support of this, Mark (2002) reported that clean, quiet, safe, comfortable and healthy environments are an important component of successful teaching and learning. According to him, poor indoor air quality makes teachers and students sick and sick students and teachers cannot

perform as well as healthy ones. Morcover, Sucharita (2004) carried out a study on the effect of school climate on social intelligence and found that qualities of the school environment interacted with general intellectual ability of the students in the process of development of their social intelligence. He employed the usage of 2 by 2-factorial design in his research where the two levels of intelligence interacted with the two types of school environment. The findings of the study showed that average students in enriched climate scored significantly higher on social intelligence tests than average students in non-enriched school climate. In addition to this, it was found that temperature and humidity affected indoor air quality, which invariably affected students' academic outcomes.

Kennedy (2001), McGovern (1998), and Moore (1998) observed that schools need especially good ventilation because children breathe a greater volume of air in proportion to their body weight than adults do. One of the first symptoms of poor ventilation in a building is a build-up of carbon dioxide caused by human respiration. When carbon dioxide levels reach 1000 parts per million, headaches, drowsiness and inability to concentrate ensue. In support of this, Myhrrold et al. (1996) found that increased carbon dioxide levels in classrooms owing to poor ventilation decreased students' performance in tests and increased students' complaints of health problem as compared to classes with lower carbon dioxide levels.

2.1.7 Possible remedies on poor academic performance

According to Ige & Ogunleye (2016) efforts to help students deal with specific academic weaknesses (e.g., in Business Education) can involve improvements in teacher practices in the many schools offer remedial classes either during the term (say, in the evenings, on weekends or

during periods of preparatory leave) or vacations. Another approach is to provide a two-week period (in addition to preparation leave) when no classes are held but teachers are available to help students address their weaknesses. Ige & Ogunleye (2016) further suggested that extra inputs should also be provided in more innovative ways, such as:

- Tutorial classes where additional problems are solved and students interact with each other.
- Where they are a large number of weak students who cannot be handled individually, a Student Academic Support Program' could systemically provide extra classes, extra notes and extra guidance.
- Student and faculty collaborations on projects (which may be integrated in the curriculum) where teachers are available to students formally and informally and focus attention on weak members of the group.

Improving classroom practices by teachers

One of the most critical needs is to ensure classroom sizes in which teachers can give adequate attention to the students and involve them in the daily lesson. To enhance this, class adequate could adopt one or more of the following approaches.

- i. Start by asking students what they know and build their knowledge and confidence by teaching some familiar material and gradually moving to a new or difficult topic.
- ii. Explain the importance of a topic being taught and its relevance to the 'real world', industry, etc.

- iii. Give practical examples particularly when explaining difficult concepts. Balancing theory and practice is an important request from students-which also means giving more time to lab work, projects, industrial visits, in terms hips and apprenticeships.
- iv. Organize lesson by points, including adequate examples in each, using materials beyond the textbook.
- v. Move around the classroom and interact with students while they solve problems or read texts, or even while just giving the lesson.
- vi. Speak clearly and audibly.
- vii. Use media beyond 'chalk and board', and power-points - classrooms can be equipped with charts, models, projectors and videos to make instruction more visual and tactile.
- viii. Give feedback to students on their performance and how to improve it. Weak students (and others) say they rarely get constructive feedback; in some instances, they get no feedback at all. Besides making such feedback part of teachers' responsibilities, they need to be trained in how to provide it.
- ix. Be open to questions and to feedback from students about the teaching contents and style.
- x. Be available for formal and informal contact after class (Igc & Ogunleye, 2016).

2.2 Theoretical Review

Spady's Sociological Theory

Spady was one of the first researchers to propose a widely recognized theory on student retention in 1970 (Spady 1970). The basic assumption of this theory is that student dropout is best explained by a process involving an interaction between the individual student and the university environment. In this interaction, the student's attributes such as attitudes, skills and interests are exposed to influences, expectations and demands of the university. The result of this interaction

will determine whether the student will be assimilated in the academic and social system of the university and subsequently whether the student will be retained in the university. Linked to this process are variables that promote the academic and social integration of students in higher education. These variables are family background, academic potential, normative congruence, grade performance, intellectual development and peer support. All these variables are further linked to two other variables namely satisfaction with the university environment and institutional commitment (Spady 1970).

Tinto's Integration Theory

According to literature studies done by authors such as Swail (2006), Draper (2005) and McCubbin (2003) Tinto's theory of social and academic integration is the most referred to in the area of student retention. In 1975 Tinto drew upon the work of Spady (1970) who was the first to apply Durkheim's theory of suicide to student retention. This theory is based on the assertion that the likelihood that an individual will commit suicide is predicted by the level of their integration into society (Tinto, 1975). While in Durkheim's model of suicide individuals commit suicide because they are insufficiently integrated into society, Tinto asserts that dropout occurs because students are insufficiently integrated into different aspects of the university. Tinto further contends that dropout could occur through lack of integration in either the academic or the social systems of the university (Tinto 1975). Based on further research, Tinto revised theory in 1987 by including the three stages of moving from one community to the other. The first stage, separation, refers to the student's parting with one group to join another one. During the second stage, which is transition, students deal with the stresses of coping in a new, unfamiliar environment. In the last stage of incorporation students become competent in being members of the new environment (McClanahan 2004, Swail, Redd and Perna, 2003). A further revision of this theory version of this

theory in 1993 added other variables affecting the social and academic integration of students in the university. These variables are adjustment, difficulty, incongruence, isolation, finances, learning and external obligations or commitments of the students in the university (Tinto 1993). Tinto further revised the integration theory in 1997 by focusing on the classroom experience. From this perspective, Tinto asserts that the interaction process that takes place in the classroom determines the social and academic integration of students (Tinto 1997).

Bennett (2003) elaborates on the two aspects of Tinto's model. The first aspect, academic integration, includes factors such as academic performance of students, intellectual development and whether the student believes that lecturers are personally committed to teaching and helping students. Social integration in turn, includes factors such as the student's self-esteem and the quality of his/her relationship with fellow students and lecturers. A further elucidation of Tinto's model by Berge and Huang (2004), McCubbin (2003) and Seidman (1996) shows that students' pre-entry college attributes such as family background, academic ability, race, sex and prior schooling will determine their academic and social integration into the university environment, and subsequently their academic performance.

Bean's Psychological Theory

In 1980 Bean (1980) developed the psychological theory of student retention by asserting that the background characteristics of students must be taken into consideration in order to understand their integration into a new university environment. According to this theory, Bean (1980, 183) further contends that the intentions of students to persist are influenced by their attitudes and behaviours. These attitudes and behaviours might affect the degree to which the student is satisfied with the institution. The level of satisfaction might increase the level of commitment to the institution.

2.3 Empirical Review

Bassi (2001) discovered that overpopulated classes, inadequate instructional materials for teaching and learning and teachers' pedagogy are significantly related to students' academic achievement. Adetoro (1999) investigated the institutional factors that affect students' academic performance and found that variables such as peer-group influence, home-school distance, age, experience of the learner, interest and commitment to learning affect students' academic achievement. He adopted the ex post facto research method for the study and documentary evidence and personal assessment were also used. The findings of the study revealed a significant relationship between teachers' qualifications and students' academic achievement.

Famimi (2012) opined that students should stay away from violence and inappropriate words with students who suffer from academic weakness and encourage these students by offering them some gifts and paying them more attention. Ahmed & Wias (2012) observed that large number of distractions around the student like the spread of mobile phone means fun, low motivation of students towards learning and the weakness of the attention of parents to follow up the level of their children are the reasons for low level of academic performance.

Eldridge (2012) suggests that there are six key elements in the definition of academic failure these are: First, schools' Exams. It is known that the school years in all levels of education, either end with final exams, or divide a year into several semesters, each of which ends with a periodic exam (quarterly), and sometimes applying the two methods for evaluating students

Theoretical Framework

This study is informed by the following theories:

Achievement Motivation

- **Watson's Theory of Learning**

Theory of Achievement Motivation

This is theory was propounded by McClelland (1951) of Harvard University. According to the theorist, the psychological study of the individual and the nation can contribute a great deal to the problem of economic growth. Human beings differ from one another in the strength of achievement motive. It is this difference in the strength of motivation to achieve that is important in understanding the differences in the economic growth of nations. This theory can be related to the study and has been upheld by a number of researchers (Misanchuk, 1977; Dunham, 1973; and Ajila and Oluotola, 2000) and is also relevant to the current study.

Watson's Theory of Learning

According to the theorist, the explanation of learning, understanding of brain and its functioning is very essential. This theory holds that people's behaviour is learned by interacting with essential environment stimuli. Emphasis is laid on providing conducive environment in school for efficient and permanent learning. Sufficient practice and exercise are necessary to make the bondages between S-R (stimulus-response) permanent. This theory has relationship with the current study because academic and social integration affects students' persistence and achievement in colleges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedure for data collection, the research design adopted in the study, research instrument and sampling techniques as well as method of data collection and analysis.

3.2 Research Design

The research design that was used in this study was the descriptive survey research design. The design was adopted because only part of the population will be sampled and generalize to the entire population.

3.3 Population of Study

According to Orodho, (2008) specifying the population that is targeted for study is important as it helps researcher to make decisions on sampling and resources to use. Population for this study is the entire Business Education Teachers in Junior Secondary Schools and students Secondary Schools, Bida.

3.4 Sample and Sampling Techniques

A simple random sampling technique was used in the selection of five secondary schools in Bida. Two (2) teachers and eighteen (18) students each were randomly selected from each of the five secondary schools selected. A total sample of ten (10) teachers and ninety (90) students were used for the study. Five (5) different schools that were randomly chosen are:

Table 1: Name of Sampled Schools and Number of Respondents

S/NO	Name of Sampled Schools	No of Sampled Teachers	No of Sampled Students
1	Government Model School, Bida	2	18
2	Army Day Secondary School, Bida	2	18
3	Government Girls Day Secondary School, Bida	2	18
4	Iyagi Day Secondary School, Bida	2	18
5	Ndayako Day Secondary School, Bida	2	18
	Total	10	90

Source: Field Survey, 2019

3.5 Research Instrument

The main instrument to be used in soliciting for information will be questionnaire. Four (4) Likert Scale (i.e. Strongly Agree, Agree, Strongly Disagree and Disagree) is used to collect response from the respondents. The instrument consists of two sections A & B. section A contains the personal data of the respondents while section B consists of ten (10) items and four (4) Likert Scale as identified above.

3.6 Validity and Reliability of Instrument Used

In order to ensure validity, the instrument will be given to the experts for suggestions, observations and corrections, before they will be administered to the respondents. A total of 10 questions were designed and will given to experts for their input. The reliability of the instrument will be determined using test-retest method of obtaining reliability coefficient.

3.7 Method of Data Collection

The researcher will personally administer i.e. questionnaire to the respondents (i.e. the sampled Teacher and Students). The researcher will physically distribute the questionnaire in order to gather first hand information for the study as this could ensure validity and reliability of the findings.

3.8 Method of Data Analysis

The data collected via questionnaire will be analyzed using descriptive statistics, simple percentage and tabulation. Chi-square was used to test the null hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with data presentation and analysis of the data collected via questionnaire.

4.2 Data Presentation and Analysis

Table 1: Gender of the Respondents

S/NO	Gender		Frequency	Percentage (%)	
	Student	Teachers			
1	Male	50	3	53	50.96
2	Female	50	1	51	49.1
	Total	100	4	104	100

Source: Field Survey, 2019

Table 1 above revealed that 50.96% of the respondents are male, while the remaining 49.1% are female. The implication of this is that the research is gender sensitive.

Research Question 1: Does quality of Business Education teachers affect secondary schools student's academic performance of in Business Education?

Table 2: Response on the relationship between teacher's quality and students' performance (response from students)

S/NO	ITEMS	SA	A	SD	D	Total
1	Lack of teachers quality and interest and Commitment lead to student poor performance in business education	50 (50%)	35 (35%)	10 (10%)	5 (5%)	100
2	Business education teachers in your school do not make use of appropriate teaching materials in teaching business education	30 (30%)	20 (20%)	35 (35%)	15 (15%)	100
3	Most of our business education teachers lack teaching method and that leads to our poor performance	30 (30%)	40 (40%)	20 (20%)	10 (10%)	100

Source: Field Survey, 2019

Item 1 under table 2 revealed that 50% of the respondents (i.e. students) strongly agreed with assertion that lack of teachers quality and interest and commitment lead to student poor performance in Business Education, 35% of them agreed with the assertion, 10% of the respondents strongly disagreed, while the remaining 5% disagreed with the assertion.

Table 2 under item 2 shows that 30% of the respondents strongly agreed with the statement that Business Education teachers in their school do not make use of appropriate teaching materials in teaching Business Education, 20% of them agreed with the assertion, 35% of the strongly disagreed with the statement, while the remaining 15% of them disagreed with the assertion.

Table 2 under item 3 revealed that 30% of the respondents strongly agreed with the assertion that most of their Business Education teachers lack teaching method and that leads to their poor performance, 40% of the agreed with the assertion, 20% of the strongly disagreed, while the remaining 10% of the disagreed with the assertion.

Research Question 2: Is lack of instructional materials responsible for students' poor performance in Business Education?

Table 3: Responses on the effect of Instructional materials on students' performance in Business Education (responses from students)

S/N/O	ITEMS	SA	A	SD	D	Total
1	I find it difficult to understand because our school libraries is not equipped with current business education textbook	50 (50%)	25 (25%)	15 (15%)	5 (5%)	100
2	Students understand better when instructional materials are	45 (45%)	25 (25%)	20 (20%)	10 (10%)	100
3	Application of instruction materials case teaching and learning of business education	60 (60%)	20 (20%)	10 (10%)	10 (10%)	100

Source: Field Survey, 2019

Table 3 under item 1 revealed that 50% of the respondents strongly agreed with the assertion that they find it difficult to understand because their school libraries is not equipped with current Business Education textbooks, 25% of them agreed with the statement, 15% of them strongly disagreed with the assertion, while the remaining 5% of the respondents disagreed with the assertion respectively.

Table 3 under item 2 shows that 45% of the respondents strongly agreed with the assertion that students understand better than instructional materials are employed in Business Education, 25% of the agreed with the assertion, 20% of them strongly disagreed, while the remaining 10% disagreed with the statement.

Item 3 under table 3 revealed that 60% of the respondents strongly agreed with the assertion that application of instruction materials ease teaching and learning of Business Education, 20% of the respondents are in support of the assertion, 10% of them strongly disagreed with the assertion, while the remaining 10% disagreed with the statement.

Research Question 3: What are the possible solutions to poor academic performance of students in Business Education?

Table 4: Responses on the possible solution to poor academic performance among student (responses from students)

S/NO	ITEMS	SA	A	SD	D	Total
1	Providing adequate fund for instructional materials to schools would help to improve the performance of students in business education	65 (65%)	25 (25%)	10 (10%)	-	100
2	Training and retraining of business education teachers on effective teaching and learning would reduce poor academic performance among business education students.	70 (70%)	30 (30%)	-	-	100

3	Providing a conducive learning environment would facilitate effective teaching and learning of business education	55 (55%)	25 (25%)	18 (18%)	2 (2%)	100
4	Creating extra moral classes for business education students would help them perform well in their JSCE	60 (60%)	22 (22%)	15 (15%)	3 (3%)	100

Source: Field Survey, 2019

Table 4 under item 1 revealed that 65% of the respondents strongly agreed with the statement that providing adequate fund for instructional materials to schools would help improve the performance of students in business education, 25% of them are in support of the motion, while the remaining 10% of them strongly disagreed with the statement.

Item 2 under table 4 revealed that 70% of the respondents strongly agreed with the assertion that training and retraining of business education teachers on effective teaching and learning would reduce poor academic performance among business education students, while the remaining 30% are in support of the motion.

Item 3 under table 4 revealed that 55% of the respondents strongly agreed with the statement that providing a conducive learning environment would facilitate effective teaching and learning of business education, 25% of the respondents are in support of the motion, 18% of them strongly disagreed with the assertion, while the remaining 2% disagreed with the motion.

Item 4 under table 4 shows that 60% of the respondents strongly agreed with the motion that creating extra moral classes for business education would help them perform well in their JSCE, 22% of them are in support of the assertion, 15% strongly disagreed with the assertion, while the remaining 3% disagreed with the assertion respectively.

Research Question 1: Does quality of Business Education teachers affect junior secondary schools student's academic performance in Business Education?

Table 5: Response on the relationship between teacher's quality and students' performance (responses from teachers)

S/NO	ITEMS	SA	A	SD	D	Total
1	Lack of teachers quality and interest and Commitment lead to student poor performance in business education	3 (75%)	1(25%)	-	-	100
2	Some business education teachers do not make use of appropriate teaching materials in teaching business education	2 (50%)	2 (50%)	-	-	100
3	Some business education teachers lack teaching method and that leads to students' poor performance	3 (75%)	1 (25%)	-	-	100

Source: Field Survey, 2019

Table 5 under item 1 revealed that 3(75%) of the respondents strongly agreed with the assertion that lack of teachers quality and interest and commitment lead to student poor performance in business education, while the remaining 1(25%) of them agreed with the statement.

Table 5 under item 2 shows that 2 (50%) of the respondents strongly agreed with the assertion that some business education teachers do not make use of appropriate teaching materials in teaching business education, while the remaining 2(50%) of the agreed with the assertion.

Item 3 under table 5 revealed that 3(75%) of the respondents strongly agreed with the assertion that some business education teachers lack teaching method and that leads to students' poor performance, while the remaining 1(25%) of the respondents are in support of the assertion.

Research Question 2: Is lack of instructional materials responsible for students' poor performance in business education?

Table 6: Responses on the effect of instructional materials on students' performance in business education (responses from teachers)

S/NO	ITEMS	SA	A	SD	D	Total
1	Students find it difficult to understand because their school libraries is not equipped with current business education textbooks	2 (50%)	2(50%)	-	-	100
2	Students understand better when instructional materials are employed in business education	3 (75%)	1 (25%)	-	-	100
3	Application of instruction materials case teaching and learning of business education	3 (75%)	1 (25%)	-	-	100

Source: Field Survey, 2019

Table 6 under item 1 revealed that 2(50%) of the respondents strongly agreed with the assertion that students find it difficult to understand because their school libraries is not equipped with current business education textbooks, while the remaining 2(50%) of them agreed with the statement.

Table 6 under item 2 shows that 3(75%) of the respondents strongly agreed with the assertion that students understood better when instructional materials are employed in business education while the remaining 1(25%) of the agreed with the assertion.

Item 3 under table 5 revealed that 3(75%) of the respondents strongly agreed with the assertion that application of instruction materials case teaching and learning of economics while the remaining 1(25%) of the respondents are in support of the assertion.

Research Question 3: What are the possible solutions to poor academic performance of students in Business Education?

Table 7: Responses on the possible solution to poor academic performance among students in business education (responses from students)

S/NO	ITEMS	SA	A	SD	D	Total
1	Providing adequate fund for instructional materials to schools would help improve the performance of students in business education	1 (25%)	3 (75%)	-	-	100
2	Training and retraining of business education teachers on effective teaching and learning would reduce poor academic performance among business education students.	3(75%)	1 (25%)	-	-	100
3	Providing a conducive learning environment would facilitate effective teaching and learning of business education	2 (50%)	2 (50%)	-	-	100
4	Creating extra moral classes for business education students would help them perform well in their JSCE	2 (60%)	2 (50%)	-	-	100

Source: Field Survey, 2019

Table 7 under item 1 revealed that 1(25%) of the respondents strongly agreed with the statement that providing adequate fund for instructional materials to schools would help improve the performance of students in business education while the remaining 3(75%) of them are in support of the motion.

Item 2 under table 7 revealed that 3(75%) of the respondents strongly agreed with the assertion that training and retraining of business education teachers on effective teaching and learning would reduce poor academic performance among business education students, while the remaining 1(25%) are in support of the motion.

Item 3 under table 7, revealed that 2(50%) of the respondent strongly agreed with the statement that providing a conducive learning environment would facilitate effective teaching and

learning of business education while the remaining 2(50%) of the respondents are in support of the motion.

Item 4 under table 7 shows that 2(50%) of the respondents strongly agreed with the motion that creating extra moral classes for business education students would help them perform well in their JSCIE while the remaining 2(50%) of them are in support of the assertion.

4.3 Hypothesis Testing

The hypothesis earlier stated in chapter one will be tested using chi-square

Hypothesis One: There is no significance relationship between quality of teacher and students academic achievement in business education.

O	E	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
60	100	-40	160	16
22	100	-78	6084	60.84
				$X^2 = 76.84$

Source: Field Survey, 2019

$$\text{Chi-square } (X^2) = \frac{\sum(O-E)^2}{E}$$

Where

O = Observed Frequency,

E = Expected Frequency

X^2 = Chi-square

$$df = (r-1)(c-1)$$

Where r = number of row =

c = number of column = 2

$$= (2-1)(2-1)$$

$$df = 1$$

The critical value of 3.84 is obtained from the chi-square table at alpha level of 0.05 or 5% and the calculated value is obtained at 76.84 and, the calculated value is greater than the critical value and as such the researcher rejected the null hypothesis which state that there is no significance relationship between quality of teacher and students academic performance in business education. and accepted the alternative hypothesis which state that there is a significance relationship between quality of teacher and students academic performance in business education.

Hypothesis Two: There is no significance relationship between lack instructional material and student academic performance in business education.

O	E	O-E	(O-E) ²	$\frac{\sum(O-E)^2}{E}$
30	100	-70	4900	49
40	100	-60	3600	36
				X² = 85

Source: Field Survey, 2019

$$\text{Chi-square } (X^2) = \sum \frac{(O-E)^2}{E}$$

Where

O = Observed Frequency,

E = Expected Frequency

X² = Chi-square

$$df = (r-1)(c-1)$$

Where r = number of row =

C = number of column = 2

$$(2-1)(2-1)$$

$$df = 1$$

The critical value of 3.84 is obtained from the chi-square table at alpha level of 0.05 or 5% and the calculated value is obtained at 85 and, the calculated value is greater than the critical value and as such the researcher rejected the null hypothesis which state that there is no significance relationship between lack instructional material and student academic performance in business education and accepted the alternative hypothesis which state that there is a significance relationship between lack instructional material and student academic performance in business education.

4.4 Discussion of Findings

The analysis above related that larger percentage of the respondents (i.e. the teachers and the students) are in support of the assertion that lack of teachers quality and interest and commitment is one of the causes of students' poor performance in business education. In a remarkable study by Broder and Dorfman (1994), it was stated that factors such as instructor's knowledge of subject, preparation for class, ability to maintain interest and stimulate study, ability to clearly explain subject matter, enthusiasm for teaching, consideration and interest in students, ability to stimulate thinking, organization of lectures, tying information together and coverage of subject of examinations affect teaching quality.

The analysis also revealed that some business education teachers do not make use of appropriate teaching materials in teaching business education. Providing a conducive learning environment would facilitate effective teaching and learning of business education according to the respondents is one of the major causes of poor academic performance of students in business education. In support of this, Mark (2002) reported that clean, quiet, safe, comfortable and healthy environments are an important component of successful teaching and learning. According to him, poor indoor air

quality makes teachers and students sick and sick students and teachers cannot perform as well as healthy ones.

Creating extra moral classes for economics students would help them perform well in their JSCE. Teacher's academic qualification according to the respondents also has a significance relationship with student's academic performance. Emotional problem as well examination anxiety are considered by the respondent as one of the major causes of students failure in examination.

It is therefore, evident base on the result of the study that there is a significant relationship between quality of teacher and student's academic performance in secondary schools in Bida. The result of the findings also indicated that there is a significant relationship between instructional materials and academic performance of junior secondary school students in business education in Bida:

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This research examines the causes of poor performance of students in business education at ISCE with special reference to secondary schools in Bida. The research has reviewed related literatures that have bearing on the subject of study. The research design adopted for the study was survey research design. The instrument used for data collection was questionnaire. The collected data was analyzed in chapter four using simple percentage. Hypotheses were also tested using chi-square. The result of the findings was consequently discussed.

5.2 Conclusion

Based on the findings, this research concluded that one of the major causes of poor performance of inadequate and unqualified business education teachers, attitude of students toward learning of business education as well as inadequate current business education textbooks in junior secondary schools library. The research also revealed that lack proper motivation as well as poor remuneration of teachers is part of the factors responsible for mass failure of students in business education.

5.3 Recommendations

- The following recommendations are made based on the findings:
- i. Ministry of Education should employ more qualified business education in order to bridge the gap of inadequate business education teachers'
 - ii. The government should also equip schools (i.e. secondary schools) with recent business education textbooks as well as other business education instructional materials;

Seminary workshops should be organized to train business education teachers on new way and strategies of teaching business education in our secondary schools;
Secondary schools principals should carry out their instructional supervision in order to

ensure that teachers impart the require knowledge to students;

More training should be given to pre-service teachers (i.e. students undergoing NCI programme) to ensure that required teaching skills are learned. Since they future teacher.

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APPENDIX
QUESTIONNAIRE

Department of Business Education
Niger State College of Education,
Minna.

Dear Respondent,

The researcher is the students of the above named institution carrying out research on the topic: Causes of Poor Performance of Students in Business Education at JSCE: A Study of Some Selected Secondary Schools in Minna" as part of the requirement for the award of the NCE in Education of Niger State College of Education, Minna.

All information provided shall strictly be used for this research alone. Thank you.

Notice:

Please note that the acronym:

SA = Strongly Agree

A = Agreed

SD = Strongly Disagree

D = Disagreed

SECTION A: PROFILE OF RESPONDENTS

1. Sex: Male () Female ()

Section B: Questionnaire for Students

S/NO	ITEMS	SA	A	SD	D
1.	Poor study habits among student affect their performances in examination				
2.	Business education teachers in yours school do not make use of appropriate teaching materials in teaching business education				
3.	Your schools libraries is not equipped with current business education textbooks.				

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The researcher is the students of the above named institution carrying out research on the topic: Causes of Poor Performance of Students in Business Education at JSCE: A Study of Some Education of Niger State College of Education, Minna.

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SECTION A: PROFILE OF RESPONDENTS

1. Sex: Male () Female ()

Section B: Questionnaire for Students

S/NO	ITEMS	SA	A	SD	D
1.	Poor study habits among student affect their performances in examination				
2.	Business education teachers in yours school do not make use of appropriate teaching materials in teaching business education				
3.	Your schools libraries is not equipped with current business education textbooks.				

4.	Parent and peer influences on the students affect their cognitive ability in examination				
5.	Wrong timing and schedule of exams is responsible for student's failure in business education				
6.	Some students absent themselves from lesson which in turns affect their performance in examination				
7.	Emotional problems e.g. exam tension and anxiety lead to low student performance in business education				
8.	Overcrowded classroom affects negatively the performance of students in business education				
9.	Un-conducive learning environment has negative effect on teaching and learning of business education				
10.	Teachers quality and interest and commitment lead to student poor performance in business education				

Section C: Questionnaire for Teachers

S/NO	ITEMS	SA	A	SD	D
1.	Inadequate manpower/teachers workload is responsible for student's poor performance in business education				
2.	Teachers' interest and commitment has a significance effect on student's academic performance				
3.	Overcrowded classroom affects negatively the teaching & learning of business education				
4.	Socio-economic status of parents has a positive and negative effect on students performance in business education				

4.	Parent and peer influences on the students affect their cognitive ability in examination				
5.	Wrong timing and schedule of exams is responsible for student's failure in business education				
6.	Some students absent themselves from lesson which in turns affect their performance in examination				
7.	Emotional problems e.g. exam tension and anxiety lead to low student performance in business education				
8.	Overcrowded classroom affects negatively the performance of students in business education				
9.	Un-conducive learning environment has negative effect on teaching and learning of business education				
10.	Teachers quality and interest and commitment lead to student poor performance in business education				

Section C: Questionnaire for Teachers

S/NO	ITEMS	SA	A	SD	D
1.	Inadequate manpower/teachers workload is responsible for student's poor performance in business education				
2.	Teachers' interest and commitment has a significance effect on student's academic performance				
3.	Overcrowded classroom affects negatively the teaching & learning of business education				
4.	Socio-economic status of parents has a positive and negative effect on students performance in business education				

5. Un-conducive learning environment has negative effect on teaching and learning of business education
6. Poor study habits among students affect their academic performance in business education
7. Wrong timing and schedule of exams is responsible for student's failure in business education
8. Students absenteeism from lecturers has a negative effect on their academic performance
9. Emotional problems e.g. exam tension and anxiety lead to low students performance in business education
10. Inadequate current business education textbooks in school library is responsible for student's poor academic performance in business education
