

**THE CHALLENGES OF UBE PROGRAMME IN THE
TEACHING AND LEARNING OF BUSINESS STUDIES IN
NIGERIA SECONDARY SCHOOLS**

BY

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SCHOOL OF VOTED,
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF NIGERIA CERTIFICATE IN EDUCATION (N.C.E)**

DECEMBER, 2021

CERTIFICATION

I hereby certify that this project was carried out by Oduyebo Oluwatosin O. Matric Number 18012501087 under my supervision in the Department of Business Education, School of Voted, Tai Solarin College of Education, Omu – Ijebu.

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DEDICATION

I dedicate this project to God Almighty who initiated this idea and knowledge towards me. May his name alone be highly lifted up forever more.

ACKNOWLEDGEMENT

Behind my successful steps in life, there is always an inspiration from above. My unending thanks goes to almighty God the author and finisher of my faith for how far he has helped me throughout my stay in this citadel of learning. Though, it looked very impossible for me at the beginning but the almighty God, the most high showed his faithfulness. Despite all odds, he allowed me to run a very good race (right from the day I stepped in till this very moment).

My profound gratitude goes to my Parent Mr. & Mrs. Oduyebo for being there for me always, I cannot thank you enough. May you live long enough to enjoy the fruit of your labour.

And also to my caring school mother Miss Raji Ajarat.

To all my family members, friends and course mates who contributed in one way or the other to the success of this study. I will run out of page if I start mentioning names. You all made my years in Tai Solarin College of Education worthwhile.

We shall all meet at the top by God's grace.

ABSTRACT

This project work is to know the challenges of UBE programme in the teaching and learning of business studies in Nigeria secondary schools. The government trained the required number and quality of teachers needed to successfully implement the program but they are not well trained. Teachers going to be motivated to perform their duties well instead it is in another way. In the same vein the introduction of the 6-3-3-4 system of education brought into the secondary school education school education revolutionary changes which are experienced in all aspects of the one of the major innovations is the introduction of pre-vocation subjects into the junior secondary school curriculum. These pre-vocation subjects include business studies agriculture, home economics and introductory technology. It short business studies does not only include knowledge acquisition, and behavioral skills (that is the cognitive and affective domains of education) but also the practical skills psychomotor domain) in addition and which is much more needed in revamping a decaying economy. In fact, it is an engine of national growth and development.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

History of education in Nigeria has it that the late introduction of Business education subjects into the Nigeria secondary schools was the architect of the colonial masters of that era. Before independence, there was no serious attempt by the colonial masters to educate the citizens in specialized areas of knowledge, thus, people went to school to major in Arts because the curriculum studies offered in secondary schools then include only subjects, such as English, Religious Studies, History, Latin, Geography, philosophy and Science, mathematics and vocational subjects were not offered because colonial office in London feared the Nigeria might become more economically and technologically advanced if given the opportunity (Esene, 2012). In Okoro (2013) However, the advent of the Nigeria Policy on Education which recommended 6-3-3-4, the present educational system, brought a sigh of relief to business education scholars and practitioner in the sense that the junior secondary school programme is both prevocational, pre-technical and academic. The 6-3-3-4 system of education introduced in 1982 gave birth to introduction of Business Studies in Junior Secondary Schools (JSS) curriculum. Business Studies is integrated in nature which means that the subject is taught as a single subject which has five major components of Bookkeeping, Commerce, Office Practice, Shorthand and Typewriting.

Business Studies is expository and discovery in nature which enable students to discover those skills and potentials that help individuals in future for life long education. The curriculum is broad and rich in skills acquisition subjects and students are expected to cover all the various subjects to enable them possess the prevocational skills therein. It helps in training

the students on those skills that are relevant to develop skills, aptitudes, potentials and competences to be useful citizens and contribute economically to the society. The National Policy on Education (FRN, 2009) states the objectives of Business Studies as:

- to provide basic skills for personal use in future, and
- to relate the knowledge and skills to the national economy.
- to enable students to acquire the basic knowledge of business studies,
- to develop the basic skills in office occupation,
- to prepare the students for further training in Business studies,
- to provide orientation and basic skills to start a life of work for those who may not undergo further training,

Business studies is synonymous with Business education at higher institution Business Education is education for and about business or training in business skills and competencies required for use in business offices. Esene (2012) described Business studies at JSS level were the subjected is taught as a single subject but these subjects can stand alone at senior secondary school level - Bookkeeping, Commerce, Typewriting and Shorthand.

To translate these laudable objectives of Business Studies into concrete reality, federal government has also introduced another programme, Universal Basic Education. It is a programme which is aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-years educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal, free and compulsory for all Nigerian children aged 6-15. The Universal Basic

Education programme stimulates learning from the early years of 3-5+ which is called Early Child Care Development and Education (ECCDE) Universal Basic Education (2008).

According to Dike (2001), Nigeria has toiled with some educational programmes, which have only served as conduits to transfer money to the corrupt political leaders and their cronies. Corroborating Dare, Chioma, Masdiewes (2008) the universal primary education (UPE) was introduced nationwide by the federal government of Nigerian in September 1976. With the major intention of taking care of the educational demands of Nigerians.

Fafunwa (1986) remarked that a decade after the introduction of the UBE the educational outcomes showed that the national educational objectives were not fully realized due to certain national problems such as financial problems, insufficient competent curriculum overcrowded classrooms, narrow curriculum content and high rate of dropout.

In responses to the agitation for a more functional and qualitative educational systems, a new educational system known as the 6- 3- -3- 4 was introduced nationwide in 1982 by the federal government of Nigeria, Fafunwa (1986)

The inadequate attention paid to the basic education sub-sector over the years had resulted in the near total collapse of the education system which led to limited access to, poor retention in, and poor quality of basic education. The rate of illiteracy was unacceptably high, the condition of the school infrastructure was appalling teachers were poorly trained and poorly motivated and school drop-out rate had not abated, while funding of basic education continued to decline. Consequently, Nigeria was nowhere close to achieving full access to primary education. reports and studies have consistently pointed to this fact. As a result of the failure of other initiatives to register any sustainable impact on access to primary education, due principally, to lack of sustained political will and poor implementation plans, the Federal

Government re-launched the Universal Basic Education programme in September, 1999, as a radical intervention strategy for ensuring access to quality basic education.

It should be noted also that Universal Basic Education programme is not altogether a brand new initiative, but rather a reform measure, which is aimed at addressing problems of access and quality in primary and junior secondary schools. Thus, the Universal Basic Education is a nine-year educational intervention programme, whose overall objective is to eradicate illiteracy, ignorance and poverty with the aim of stimulating and accelerating national development, political consciousness and national integration. Specifically, the programme was introduced in order to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education and ensure that the child rights are well catered for.

The act also formally established the (Universal Basic Education Commission) as the agency through which the Federal Government intervention in basic education would be effected and also provided for State Universal Basic Education Boards (SUBEB).

Consistent with the National Policy on Education (FRN, 2009) and the relevant provisions of extant laws, the Universal Basic Education programme is expected to achieve the following:

- (a) an uninterrupted access to 9-year formal education by providing free, compulsory basic education for every child of school age (6-15 years.).
- (b) drastic reduction in incidence of school dropout and enthronement of relevance, quality and efficiency in the sub-system.
- (c) Acquisition of literacy, numeracy, life skills and appropriate values for lifelong education and useful living.

(d) Removal of distortions and inconsistencies in the delivery of basic education by reinforcing the implementation of the 6-3-3-4 system of education as provided for in the National policy on education; and

(e) Enhancement of community participation in decision-making process in schools with a view to engendering community interest in, and eventual ownership of basic education institutions.

The implementation of Business Studies programme at the junior secondary school level seems to have been haphazard and treated with levity (Esene, 2012). Like any other new educational programme, successful implementation of the Business Studies curriculum at the junior secondary school depends on the availability of necessary equipment and materials as well as competent teachers (Iyeke & Okoro, 2004) and (Amaewhule & Okwuanaso 2004). The importance of qualified teachers in an educational programme cannot be overemphasized. Osu (1988) and Anadi (1992) noted that the strength of an educational system must largely depend on the qualities of its teachers.

1.2 STATEMENT OF THE PROBLEM

Business Studies has become an integral part of Junior Secondary School (JSS) curriculum in the provision of prevocational skills needed in the world of work. Despite its immense importance, since the introduction of the subject, in Nigeria secondary school in 1982, it has been faced with some setbacks inhibiting its effective teaching and learning. Makeri (2006) in Okoro (2013), found out that teachers identified lack of instructional facilities, inadequate teachers, inadequate administrative support and students. Lukewarm attitude as of a reason of unattractiveness of Business studies. The inadequacy of instructional facilities and teachers seems to have resulted to poor method of instructions. Most secondary schools do not offer Business Studies rather they prefer Arts and Science subjects. The subjects seem to have

been neglected; unfortunately, the subject has also been made elective in Junior Secondary School at the Universal Basic Education programme. Most states have not accessed the intervention funds lodged by the Federal Government since the last quarter of 2005. Federal Government continues to lodge funds quarterly since 2005. Okoro (2013)

It is clear that the unplanned, politicized expansion of education a practice that has continued in spite of the rebirth of democracy, has led to a situation of mere mass schooling being mistaken for mass education.

Thus, making teaching and learning of business studies in junior secondary schools in Nigerian UBE programme nothing to write home about. This is as a result of poor performance of junior secondary school students in business studies despite the tremendous amount of teaching and learning of business studies, it still shows the inadequate type of education given to junior secondary school students and this is called for research into challenges ahead effective teaching and learning of business studies in Nigeria UBE programme and management strategies.

1.3 PURPOSE OF THE STUDY

The study is aimed generally to:

Specifically the study aimed to find out whether the following have effect on teaching and learning.

1. To find out whether inadequacy of instructional facilities will have effect on the teaching and learning of business studies under UBE program
2. To find out the effect of inadequate number of teachers on the teaching and learning of business studies under UBE program
3. Lukewarm attitude of students in studying business studies.

4. Know the problems facing business studies curriculum in Nigeria?

1.4 RESEARCH QUESTIONS

1. Does the inadequacy of instructional facilities have effect on the teaching and learning of business studies under UBE program?
2. What are the effect of inadequate number of teachers on the teaching and learning of business studies under UBE program?
3. Does the lukewarm attitude of students in studying business studies under UBE program affect their academic performance?
4. What are the problems facing business studies curriculum in Nigeria?

1.5 SIGNIFICANCE OF THE STUDY

The study would play prominent role and reduce problems encountered in the UBE programme.

Student:

- It will serve as a material for students in order to know the challenges faced in UBE programme.
- The research work would also provide adequate knowledge and references materials for student

Government:

- The research will serve as a guide to the government on how to effectively support the teachers teaching the subject.

The findings of this study would also provide adequate knowledge to the government and to those who work in the ministry of education

1.6 SCOPE OF THE STUDY

This research work was limited to Ijebu Ode local government area of Ogun state using the some selected schools.

1.7 DEFINITION OF TERMS

- ❖ **Skills:** to have the capacity to do something well. They are usually acquired or learned (as opposed to abilities, which are often thought to a man).
- ❖ **Acquisition:** to gain, usually by one own exertions, to get as one own, as to acquire a title, Riches, knowledge, skill, good or bad habits.
- ❖ **Teaching:** the impartation of knowledge from an experienced, well-trained and certified person (teacher) to a person who is ready and willing to learn (learner)
- ❖ **Learning:** this is the accumulation of knowledge.
- ❖ **Business studies:** this is one of the prevocational subject taught at junior secondary school level. It is an integrated approach to the study of business education.
- ❖ **Curriculum:** the set of courses, course work and their content, offered at a school or university.

CHAPTER TWO

2.0 LITERATURE REVIEW

It will be of great insight if one has the cognizance of the emergence of business studies in the Nigerian educational system, this will go a long way in exposing its problematic nature (challenge & in Nigerian UBE programme. The Nigerian government introduced the new national policy on education 1981 as result of growing school ever unemployment in the 1970s. A major provision of this policy was the introduction of teaching of business studies at the junior secondary level with emphasis on the acquisition of practical skills, values and to live meaningful lives in Society (new national policy on education 1981). This policy led to development of business education programme in tertiary institution in Nigeria (OBIJOLE 1999).

In the same vein Raymond and Oshua (1997) pinpointed that the introduction of the 6-3-3-4 system of education brought into the secondary school education school education revolutionary changes which are experienced in all aspects of the one of the major innovations is the introduction of pre-vocation subjects into the junior secondary school curriculum. These pre-vocation subjects include business studies agriculture, home economics and introductory technology.

It short business studies does not only include knowledge acquisition, and behavioral skills (that is the cognitive and affective domains of education) but also the practical skills psychomotor domain) in addition and which is much more needed in revamping a decaying economy. In fact, it is an engine of national growth and development.

Ojetunde and Akinyemi, (2002) analyzed that Anao (1986), Osuala (1996) Atueyi, (1999) agree that business education is the sum total of the knowledge, skills and aptitudes that

are required not only for successfully promoting and administering a business enterprise, but also for entry into and advancement in jobs. It includes education for office occupations, distribution and marketing occupations, business teaching, business administration and basic economic understanding. However, Nwaokolo (1994) divided business education into two,

- (1) It involves business skills, and post secondary institution for performing business operation of a personal or corporate nature
- (2) Business teacher education competencies acquired from colleges of education, the polytechnics and also the university where they offer business education

The foregoing general objectives of business education are clearly translated into operational ones in the national business.

2.1 CHALLENGES AHEAD UBE PROGRAMME AS REGARD BUSINESS STUDIES

The challenges ahead effective teaching and learning of business studies in Nigerian UBE programme a dynamic and multifarious in nature because business studies encompassed skill and non - skill subject.

However, Akinmoyewa (2000) stated that it is clear that by the year 2010, vocational and technical education will have many problems to contend with. These problems will range from lack of adequate machines, equipment, gadgets and other teaching materials needed for the effective teaching vocational and technical education programmes to other major problems such as inadequate funding dearth of teachers in the field and student's population exposition at the same vein, Dike (2000) narrated as follow, if one may ask with the troubling revelations of the shortage and "half-baked" teachers employed to teach in the nation's schools, how are we

certain the current UBE programme will be successful? Has the government trained the required number and quality of teachers needed to successfully implement the program? Are the teachers going to be motivated to perform their duties well. Are the classrooms and seats ready, or are the students going to sit on bare floor? Are the books and other teaching material, ready?

However, the INUCEF in its state of the world's children report for 1999 pointed out that about four' million Nigerian children have no access to basic education, in that majority of those that are 'lucky' enter schools are given substandard to education (Akhaine, 1999). Today there are about 48,242 primary schools and 16,796,078 students in public's schools and 1,965,517 in private schools in Nigeria. In addition, Nigeria has 7,104 secondary schools with 4,448,981 students (the Guardian 1999 and Dike, 2001).

From the foregoing the researcher will look delve into the challenges under the following sub-heading, inadequate funding, poor payment salaries of teachers, politicization of employment, insufficient quality control, inadequate qualified teachers, lack of infrastructural facilities and students' population explosion, socio-economic problem and society misconception.

INADEQUATE FUNDING

It is obvious that business studies is capital intensive and can only be taught and learnt in a practical form because of the skill and competencies involved, hence the need for capital for the procurement of educational facilities become necessary.

However, in Nigeria, business education and indeed the education industry have been on the neglect over the year due largely to funding (Ojetunde and Akinyemi 2002). Over years, the percentage of the national budget allocated to education is about 25% of the

recommendation of the united nations educational scientific and cultural organization UNESCO and the domino affect means that business education funding is adversely affected.

The programme is grossly underfunded. Corroborating Okoliko (2003) “financing of vocational and technical educational is capital intensive. The whole burden is shouldered on federal and state government whose financial base appears to be hinged on oil revenue. The fall in oil prices at international market has induced the under investment of the revenue accruable from the oil by our nation. This however, is capable enough to determine effective implementation of business studies curriculum in Nigeria UBE programme. It has resulted in changing the UBE policy to not fees free.

In the same vein, Abdul Waheed Ibrahim Omar, president of nut, (2006) said that school fees were currently being charged in some states in the federation against the policy of the UBE. He said that the implementation of the UBE programme across the country was haphazard and that basic requirements for the effective implementation of the programme were absent. Similarly, the affiliate the Nigeria Union of teachers (NUT) has faulted the implementation of the universal basic education (UBE) programmes in the country, saying that the fundamental principles and policy of UBE are being compromised

POOR PAYMENT OF SALARIES OF TEACHERS

Vocational and Technical education teachers are poorly paid. The resultant affect of this is the death of teachers in the field. Vocational and technical education will suffer more of lack of teachers in quality and in quantity, by the 2010. No efficient vocational and technical education teacher would want to take the meager salary teachers are being paid (Akinmoyewa, 2000): A society where the assembly men can get three million naira just furniture. Alone (Gurdian July 27p.4 1999), when a teacher in this same country cannot have an office, instead

communal facilities for instance, staff room, one room to twenty or not less than twelve teachers and even their offices are drab and dreary.

This is enough to low the morale of business studies teachers in particular and capable of affecting their mood in the delivery of instructional content. This can be evidenced in the last south-west teachers' strike agitating for increment of their salaries, which began on the 1st of March 2009. This will have effect on the quality of education given to the students. This, affect UBE programme.

POLITICIZATION OF EMPLOYMENT

The employment of teachers are no more base on merit, that is , the quality of your education, the field of your specialization and the ability to defend what you have are no more the yardstick to secure a teaching job in Nigeria, but the pass mark is who you know. Nwaokolo and Lawin (1999) as cited by Igbomauchey (1995) upheld this view when they stated that: graduate of the programme who are pedagogically trained in teaching pre-vocational subjects remained unemployed in preference to O. N. D, H.N.D and B.SC. Holder in allied subject. Ulinfun (1993) as referenced by Igbomauchey (1995) envisaged this when he said that the quantity and quality are missing and the mix is absent". This situation lead to incompetent (cheater; called) handling business education in our junior secondary schools. This will bring about lack of qualitative implementation of UBE programme, because the 'teachers' are barely without technical background or sound technical records.

Then think about how one could give what he/she does not have. How can one run an affair he doesn't know much about successfully? Similarly, producing professional vocational and technical education teachers, the problem of lack of qualified manpower still linger on. Many technology and business graduates who lack formal teacher education have taken up

teaching appointment at the secondary and tertiary levels of education to teach vocational and technical education courses, such graduates often resort to taking post graduate diploma courses in education with the to get themselves professional zed. The danger is that such teachers lack adequate methodology required to impact learning effectively

INSUFFICIENT QUALITY CONTROL

Lawal (2003) stated that for functional and qualitative education to be achieved there must be an affective inspection and supervision of various categories of people who are involved at different stages of national educational policy implementation.

Lawal (2003) defined supervision as the day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter- personal relations among all people involved in the teaching-learning process.

Lawal (2003) added that if education is to be functional and qualitative, all variables of learning must ultimately be under a purposeful inspection and supervision. Lambo and Ihebuzor (1990) cited by Lawal, (2003) hinted that school inspectors and supervisors are to compliment the effort of various educational agencies to make school curriculum relevant to immediate need for the society. They are to serve as “eyes and ears” of the ministry of education in the monitoring exercise in the bid to ensure and assess the kind of dividend accruing it from its financial and human investment

PERSONNEL PROBLEM

Any of the zonal inspectorates of education (ZIE) responses showed the gross inadequacy of staff for the primary and secondary schools to be supervised by them, has hampered constant and effective supervision of these schools. Responding to questions on personnel, the teachers and school administrators emphasized the need to train supervisors,

after they have been so designated, based on their years of experience. This will provide such supervisors the opportunity to learn and develop appropriate skills for tasks of supervision

FINANCIAL CONSTRAINTS

It is evident from all response that there is a big problem as it affects the provision of material resources for use during school inspection and supervision like note books, pens, school calendar, tape-recorder e.t.c. again the inspectors and supervisor stated that their official vehicle had broken down and they only perform the little they can do, with the use of their personal cars which they fuel on their own. Speaking in the same vein, teachers and school administrators declared that supervisors and inspectors make financial request because of their financial Constraints. All, these, it was agreed, affect effective inspection and supervision of school and as well affect objectivity of the report.

TRANSPORTATION PROBLEM

From the responses on the questionnaire, it is evident that schools in remote and only accessible places rarely received supervisors and inspectors except on very few occasions.

This, it was learnt, is because there are no official vehicles for the inspectors and supervisors, who only visit schools in areas that does not pose a threat of damaging their personal cars. At other times, it was learnt that some schools had to make provisions of vehicle for the inspectors and supervisors to be able to visit such schools, this is a problem because it will make reports for such schools subjective to an extent, and it will hamper effective implementation of policies and programmes

POOR INCENTIVE

Gain because appropriate incentives are denied the inspectors supervisors like other civil servants poor, delayed promotion, lack of good offices, lack of equipment etc., supervisors and

inspectors are not very enthusiastic about their jobs, while teachers and school administrators themselves show nonchalant attitudes to their jobs. All these pose a great problem for the educational system in achieving its aims and objectives.

NON- IMPLEMENTATION OF RECOMMENDATION

Since the take-over of Schools by the governor manages - them. either directly or indirectly through agencies like State schools management boards, education collisions e.t.c. inspector. Supervisors complain that their reports are hardly put into use. This frustrates them as it jeopardizes their efforts. At Some other times, such reports are delayed through administrative bottlenecks and filtration would have been effected by the time the process is completed. This makes the inspectors toothless bulldogs

LACK OF TECHNICAL KNOWLEDGE AND SKILL

It is evident that supervisors are chosen based on years of experience as teachers and not necessarily because of any additional qualification this has continued to pose a problem for school inspection and instructional supervision at these people lack the pre-requisite skills, while the emphasis on cognate teaching experience makes it impossible for graduate administrators in education to be employed. Added to this is the inability of the inspectors and supervisors to attend workshops and seminars that will improve their skill due to financial constraints. This is also a big problem for the educational system in Nigeria. Again, most co-opted members of the inspection team from the schools, have little or no supervisory training, while some are lot specialist since the subjects they are assigned to supervise. This escalated teacher's hostility and hamper effective supervision.

HUMAN RELATION PROBLEM

Because seniority in civil service is measured in terms of salary grade level, some old school administrators with many years of experience do not accept change especially when it is initiated by a younger person. This uncooperative attitude hinders affective supervisions. On the other hand supervisors who harass and bully teachers, as well as pretend to know everything do not always encourage openness and frank discussions that will lead to the accomplishment of the goals of education. This becomes a problem of schools inspection and instructional supervision

IRREGULAR INSPECTION AND SUPERVISION

Operational inspection is imperative in order to energize the school into action, but in most cases, schools are not visited on a regular basis as required. Teachers and school heads assent that their schools are hardly visited and at most once per term, while follow up Visits hardly occur. The ZIE officials corroborated this by saying it is so because of inadequate staffing of their offices. Added to the above is the failure of most school head to supervise instructions in their or schools, which occur because of their lack of commitment to their job.

2.2 IMPLICATIONS OF THE STUDY

The lack of adequate personnel to carry out supervision has for long hindered effective school supervision, as teachers are no longer exposed to constructive criticisms, nor are they provided the appropriate guidance to keep abreast of new trend and innovation in the various fields, to improve the delivery of the lesson. This has resulted in poor presentation of lessons and the poor performances of students in our school. In addition to the above, the nonchalant altitude of teachers to supervisors Comments have had negative effects on students performances over the years. Again, the lack of adequate finance negatively affects the

provision of adequate number of Supervisory staff, provision of vehicles and the maintenance of the vehicles, thus making it difficult for supervisors to visit schools regularly. This hinders the report which ought to take place between supervisors and teachers, that would have aided the improvement in teaching and learning, and this impedes quality teaching in our schools

Furthermore, the financial inducement by schools to supervisors to fuel personal cars used for supervision, or to hire vehicle for supervisors coming to their schools, make the report of such supervisory exercises subjective. This does not stimulate teachers to evaluate their planning and lessons delivery while they continue to do shoddy jobs. This invariably affects the quality of learning in schools. Again, since it is the well motivated personnel that gives the best put, the poor incentive given to supervisors in the form of poor incentive given to supervisors in the form of poor and delayed salaries, delayed promotion and the lack of comfortable offices amongst many others, does not encourage Supervisors to be dedicate to the job. The results in the poor attitude of teachers to work, leading the students poor performances in examinations especially public examinations like WAEC, JSS 3 examination e. t. c.

Further still, the delayed and in some case, the non implementation of supervisors recommendations by the government it frustrate their effort in improving teaching and learning in schools, while teachers see supervisors as people that cannot enforce changes/corrections on them. The refusals of teachers to carry out or effect corrections made by supervisors adversely affect the output, as teachers effectiveness is hampered and the standard of education in negatively affected. Again, the lack of technical knowledge and skill by supervisors makes it difficult for them to know what to seek for and how to correct teachers on the field. Since such Supervisors themselves lack the pre-requisite skills, it becomes impossible for them to their teachers improve their teaching methodology and the use of instructional materials on the field.

This does not help in the drive to improve teaching and learning in schools. In addition, supervisor harassment and bullying of teachers while on supervision does not promote openness and frank discussions, as teachers withdraw into their “shells” and eventually refuse to heed corrections of such supervisors. This does not encourage changes that would have made the schools better placed to ensure improvement in their output in the form of student’s performances. Finally the inability of the government to provide materials for schools also demoralizes the supervisors, because they are aware that teachers cannot be totally blamed for student’s poor performances in our schools. The non-provision of these materials makes it possible for quantity supervisions and inspection that would improve teaching and learning. This, therefore negatively affects effectiveness of the teaching-learning process leading to poor performances of students.

INADEQUATE QUALIFIED TEACHERS

The absent of in service training such seminars and workshops for business educators to meet current trend in today’ technology by local, state, and federal ministries of education culminated into inadequate qualified business studies teachers. Njoku (1997) quoted Urnaru (1987) to support this view in an address to the national association of business education (NABE) states that as the computer is changing business transaction is and typewriters are being replaced by word processors and Dictaphone you must possess the versatility to cope with these emerging trends.

Unfortunately, Technological development and the attendant business educational service in Nigeria still operate below expectation. There is need to review the business education curriculum among others. Therefore, recent developments in business teacher’s education ply the current changes sharing the professional business teacher education

curriculum, the equipment and facilities used, the skills and competences emphasized relative to the level of societal development.

However, Akinmoyewa (2000) submitted that vocational and technical education teachers are poorly paid. The resultant effect of this is dearth of teachers in the field. By the year 2010, most vocational and technical education teachers would prefer establishing workshops or studio of their own to make more money for their living. Dike (2001) submitted that this shows that Nigeria has world value system: it is a society where priorities are turned to their heads. For instance, the salaries of the less educated local government Counselor are higher than that of university professors. All this bring about inadequate qualified teachers Fafunwa (1976) in Nwosu (2000) pointed out that “no significant change can take place in education in my country unless teaching staff were well trained? Therefore there is need regular training of the would be teachers. There should be re-training of these who are already in the field. This should be done through in service training, workshops, seminars and conferences Similarly, Nzelum (2000) submitted that the causes of staff shortages include public image of vocational technical education, qualified staff preferred to work industries, poor incentives to vocational\technical teachers etc.

LACK OF INFRASTRUCTURAL FACILITIES

Akimoyewa (2000) submitted that the present system of funding vocational and technical education is grossly inadequate. Consequently most schools suffer from inadequate materials, machine, ill equipped workshop and studies. This can also be evidenced by (THE PUNCH, wed, February 11, 2009). Bayelsa teachers lament dearth of infrastructure. Teacher in Bayelsa state have again appealed to the state, government to rescue public education in the state from collapse. Rising from an executive council meeting of the state chapter of the Nigeria

union of teachers in Yenagoa, the teachers expressed concerned over the poor state of infrastructure in many schools. Is where classrooms were dilapidated? A communiqué issued at the end of the meeting, obtained by our correspondent in Tuesday, noted that chairs and desks were not available for teachers and student to use while instructional materials such as chalks, dusters, registers, diaries and note book had since disappeared from public primary and secondary schools.

According to the communiqué, signed by the state NUT chairman. Mr. Alabo Erewari, and the principal secretary, Mr. Clinton Ikitbo, “the state wing executive council-in session viewed the development as unacceptable as it militate against effective teaching in the schools”. Corroborating Abdul Waheed Ibrahim Omar president NUT, (2006). infrastructure, such as buildings and furniture are still lacking. We suggest an egalitarian implementation of UBE programmes in the interest of nation building”. Effort by government to promote education and literacy in Nigeria have failed because there was no provision for school libraries in the implementation of these programmes (Dike 2003).

However, equipment such as typewrite, can hardly be found, and if found in the jun or secondary school, it will be obsolete ones. Also, “adequate and appropriate teaching and learning facilities must be provided. The extent to which these problems are satisfactorily solved will determine the acceptance of business education junior secondary school children specially its relevance as a key to the understanding of advanced secretarial education (Okonkwo, 2000) thus infrastructural facilities is nothing to write home about in Nigeria UBE programme as regard business education

STUDENT POPULATION EXPLOSION

Nigeria' Positive reaction to the Joint in declaration of education for all by the year 2000 through UBE programme compound the problem of student population explosion

This is a result of inadequate classrooms, chairs and desks needed for effective teaching-learning process, and over rowdiness of student give room for some students to sit on the floor, by the Window and while some remain standing during teaching -learning process. This brings about lack of conducive sitting arrangement, inadequate space, arid poor ventilation which is against the principle of classroom management which is an important component of effective teaching and learning process. This resulting in low students performance and very little meaningful teaching. This is due to failure to comply with students-teachers ration

SOCIETAL MISCONCEPTION

Akinyemi (2003) pointed out that lack of adequate knowledge of meaning and importance of vocation and technical education has accounted for the nonchalant attitude of students enrolled for the programm. Some people even refer to it as education which can be acquired by under- achiever, that is, education for students with low intelligence this will go a long way in affecting? Militating against effective learning of business education as one of the prevocational subjects taught at junior secondary schools.

SOCIO- ECONOMIC PROBLEM

The exhaustion of the child on long journey to school on foot on an empty stomach, sickness due to malaria and malnutrition all contribute to establish the African adage that “in the foot can only be fast when the stomach is fall”. The deficiencies, that produce the

malnutrition in the rural poor, result in damage to the nervous system which eventually affect the child's ability to achieve academically.

2.3. MANAGEMENT STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING OF BUSINESS STUDIES

The challenges ahead effective teaching and learning of business studies in Nigeria UBE programme should witness if not everlasting, solution some management strategies in order to stupendously and phenomenally avoid the implicit and explicit aftermath embedded in its manifestation.

The following suggestion will drastically help to reduce if not totally eliminated the challenges ahead effective teaching and learning of business studies in Nigerian UBE programme

THE GOVERNMENT

- i. Should increase funding for education
- ii. Should compel the industrial sector through means to contribute meaningfully in training and funding of business education
- iii. Should employ more professional business educators to erase the problem of classroom overcrowding for effective classroom management
- iv. Should provide adequate infrastructural facilities to ensure egalitarian implementation of the UBE programmes in the interest of nation building.
- v. Should review business education teachers' salaries with a new salary structure and better incentives
- vi. Should conduct in-service business teacher education workshop, seminars conferences and symposium.

vii. Should obtain instructional equipment, including audio- visual equipment, office machines, shorthand laboratory installation and references books

viii. should ensure effective inspection of schools and supervision of instruction particularly business education.

THE SCHOOL MANAGEMENT

i. Should ensure that school time-table is design in such a way that enough period would be allocated to business studies in order to take care of the theory and practical aspects of the subject.

ii. Should organize orientation service through the school Counselor to orientate the Students on the meaning and importance of vocational business education.

iii. Should ensure regular supervision of instruct in their school.

THE TEACHERS

i. Should ensure a business study is taught practically.

ii. Should uphold students initial enthusiasm for the subject

iii. Should encourage the students to form the right attitude to the subject.

iv. Should encourage the students to develop good work habit

THE PARENTS

i. Should try as much as possible to give their ward/children balance diet.

ii. Should make arrangement to ease their ward journey to school.

THE STUDENTS

Should develop Positive attitude towards business studies by erasing the belief that vocational and technical education of which business education is an aspect of is education for students with low intelligence

2.4 SUMMARY OF LITERATURE

The above discussion has revealed the real connotation of the subject matter and how it affect effective teaching and learning of business studies, the goal of Nigerian U B E programme and its product. Various headings were capture via challenges ahead effective teaching and learning of business studies and manage rent strategies that could be employed to drastically reduce the challenge w re vividly elucidated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter deals with the methods and techniques that were used in the Research work. The methods and techniques were discussed under the following sub – headings

Research design

Research population

Research sampling technique

Research instrument for data collection

Validity and reliability of the research instrument

Administration of the collection of instrument

Methods of data analysis

3.1 RESEARCH DESIGN

The method adopted by the researcher in the execution of the study was the descriptive survey research design, which meant to bring out the challenges ahead of effective teaching and learning of business Studies in Nigerian UBE programme

3.2 RESEARCH POPULATION

The population for this study comprised of the entire business studies teacher in junior secondary schools in Ijebu Ode local government area, Ogun state.

3.3 SAMPLING AND SAMPLING TECHNIQUES

The researcher randomly selected fifty (50) business studies teachers from five randomly selected schools as a sample for the study. However, the five schools used were selected at random.

3.4 INSTRUMENT FOR DATA COLLECTION

A questionnaire with 15 items. The questionnaire consisted of two sections. Section A Dealt with the biographical data of the respondent. Section B Dealt with twenty (15) items and it is designed to be rated by the respondents. A 4 point modified likerty scale was used to collect data for the study. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD).

3.5 VALIDITY OF THE INSTRUMENT

The instrument was confirmed by the supervisor in charge of the project work and will be used by the researchers.

3.6 RELIABILITY OF THE INSTRUMENT

The questionnaires will be administered in junior secondary schools in Ijebu Ode local government area, Ogun state. The data gathered was analyzed using descriptive statistics such as frequency count and percentage scores and Pearson Product Moment Correlation.

3.7 ADMINISTRATION AND COLLECTION OF DATA INSTRUMENT

The researcher visited the category of people involved and pleaded for their co-operation for the administration of data, the instrument was administered personally to respondents and the collection was done on the spot to prevent delay and to reduce loss & stress.

3.8 METHOD OF DATA ANALYSIS

The data collected were analyzed through the use of simple frequency table and percentage scopes.

CHAPTER FOUR

4.0 INTRODUCTION

4.1 PRESENTATION AND ANALYSIS OF DATA

Table 1: Does the inadequacy of instructional facilities have effect on the teaching and learning of business studies under UBE program?

S/N	OPTION	SA	%	A	%	SD	%	D	%	TOTAL
1	Inadequate classrooms, chairs and desk affect the effective teaching and learning process	25	50%	20	40%	3	6%	2	4%	50
2	Inadequate instructional materials such as chalks, dusters, registers and notebook affect the effective teaching and learning of business studies	30	60%	10	20%	5	10%	5	10%	50
3	Inadequate resources such as equipment, space, record book and library militate against the teaching and learning of	35	70%	10	20%	5	10%	0	0%	50

	business studies									
4	Lack of instructional equipment, including audio-visual equipment, office machines and shorthand laboratory installation affect the effective teaching and learning of business studies	20	40%	20	40%	5	10%	5	10%	50
5	Inadequate instructional materials such as sound tapes/cassette, dispatch-book and projector affect the effective teaching and learning of business studies	28	56%	10	20%	5	10%	7	14%	50
	Average percentage	27.6	55.2%	14	28%	4.6	9.2%	3.8	7.6%	

Field Survey: 2021

From the above table it was depicted that the inadequacy of instructional facilities has effect on the teaching and learning of business studies under UBE program because of the

inadequate instructional materials such as chalks, dusters, registers and notebook affect the effective teaching and learning of business studies

Table 2: What are the effect of inadequate number of teachers on the teaching and learning of business studies under UBE program?

S/N	OPTION	SA	%	A	%	SD	%	D	%	TOTAL
6	Inadequate number of qualified teachers for teaching business studies has resulted to poor method of teaching and learning business studies	27	54%	14	28%	5	10%	4	8%	50
7	Teachers will be over-worked leading to under production in class	26	52%	20	40%	2	4%	2	4%	50
8	The students will not pay adequate attention when there are inadequate number of teachers in learning	26	52%	14	28%	4	8%	6	12%	50

	and teaching of business studies									
9	Low number of teachers teaching business studies in schools can lead to laziness in both teachers and students	30	60%	10	20%	8	16%	2	4%	50
10	Teachers will easily get tired when the teacher ratio-students is high	40	80%	5	10%	2	4%	3	6%	50
	Average percentage	29.8	59.6%	12.6	25.2%	4.2	8.4%	3.4	6.8%	

Field Survey: 2021

From the above table it was showed that the effect of inadequate number of teachers on the teaching and learning of business studies under UBE program include inadequate number of qualified teachers for teaching business studies has resulted to poor method of teaching and learning business studies

Table 3: Does the lukewarm attitude of students in studying business studies under UBE program affect their academic performance?

S/N	OPTION	SA	%	A	%	SD	%	D	%	TOTAL
11	Carefree attitude of teachers to supervisors comments has negative effects on students performance	30	60%	10	20%	4	8%	6	12	50
12	Lack of adequate conception on importance of vocational and technical studies has accounted for nonchalant attitude of students enroll for the program	26	52%	8	16%	9	18	6	12	50
13	Students show lack of interest in business studies as a subject due to internal and external influence	14	28	12	24%	10	20%	14	28%	50
14	Student don't like to attend business studies	20	40%	10	20%	8	16%	12	24%	50

	class due to the teachers attitude									
15	Student find business studies a boring subject	5	10%	10	20%	25	50%	10	20%	50
	Average percentage	19	38%	10	20%	11.2	22.4%	9.6	19.2%	

Field Survey: 2021

From the above table it was showed that the lukewarm attitude of students in studying business studies under UBE program affect their academic performance because their carefree attitude of teachers to supervisor's comments also have negative effects on students performance

CHAPTER FIVE

5.1 RESTATEMENT OF THE PROBLEM

The study showed that insufficient quality control is much capable to negate effective teaching and learning of business studies. The respondent highly affirmed that lack of inadequate teaching, instructional materials for teaching business studies, poor academic performance of student in Nigeria can be blamed on poor teaching. It effects the implementation of business studies curriculum UBE programme.

Inadequate finding affects implementation of business studies curriculum. It was observed and discovered from the study that under funding of the education industry by the government and lack of public support is a devastating factor that is responsible for unsatisfactory performance of the students as it negate effective teaching and learning. Therefore, government and the general public should aid the cause of raising the standard of business studies through adequate financing of the programmes, so as to ensure procurement of adequate materials equipment, infrastructural facilities, furniture all other necessity of business studies the school setting order to tailor leading to the understanding of the student through series of leading experience. Insufficient quality control deters effective implementation of business studies curriculum.

5.2 PRINCIPAL FINDINGS

Teaching and learning is an indispensable component of the school system. For teaching and learning to be credible, viable and reliable, it must be effective. Unfortunately, teaching and learning of business studies in Nigerian UBE programme have been married by many challenges.

Business studies was introduced in the national policy in education in 1982 to ensure acquisition of practical skills, values and to live meaningful life society.

However, it is sadden that such a pertinent, bedrock, cornerstone and backbone subject/course that is capable of training the Nigeria around economically is confronting challenges.

Nevertheless, various challenges obstructing the effective teaching and learning of business studies in Nigerian UBE programme were discussed in study. Eradicable solution that could be employed to ameliorate its ugly and unwanted challenges have equally been made unmasked. It is however worthy of note that of the recommendations are put into keen consideration, everlasting, sanity in the teaching and learning of business studies would definitely return their society.

5.3 SUMMARY OF THE PROCEDURE USED

The synopsis the discussion to describe as factor responsible for the ugly and unwanted challenges ahead effective teaching and learning of business studies in Nigerian UBE programme are:

1. Inadequate findings of education industry
2. Insufficient quality control of educational programme
3. Politicization of employment in teaching
4. Students population explosion in the classrooms
5. Poor payment of teachers salaries

However, the consequence of the aforementioned causes so far are:

- Fall in standard of education
- Declaration of economic growth

- Negligence of work duties
- Loss of hope in the education system
- Failure to achieve the goal/objective of UBE programme

5.4 CONCLUSION

The researcher further revealed that politics is no measurable terms contribute to the ahead effective teaching and learning of business studies. It is obvious that change in government, employment not base on merit but also you know and power intoxication make some teachers to go against their teachers decision on rule and even lead to nonchalant attitude of some towards education at the earth of which is the teaching personnel. Apart from rapid growth, government should also see to the inadequate infrastructural and so as to enable business studies student to meet the current trend in today's technology. The issue of politics in the employment of business studies teachers should totally eliminated, so as to ensure good followership and dedicated teachers to be subjected to school management and qualified and certificated business educators should be employed because no education system can rise above the quality of its teachers. More qualified business educators should be employed to eliminate the problem of inadequate qualified teachers and in order to meet the stated student/teacher ratio for effective teaching. Part of the funds allocated and generated should be judiciously used in the provision of adequate infrastructural facilities. Such as construction of classrooms furniture, business studies instructional materials, textbooks and equipments. Promotion of quality control of education through its educational agencies. Such as zonal school board, teaching service commission (TESCOM) state ministry of education and federal ministry of education.

The school management should ensure that school time-table is designed in such a way that enough period would best allocated to business studies, so as to take care of theory and practical aspect of the laudable subject. Regular in-house supervision of instruction particularly business studies. Ensuring conduciveness of the teaching and learning environment in their various schools, proper orientation should also be given to the students on the importance of vocational business studies immediately after their admission with junior secondary school (JSS).

The business studies teachers should ensure sound masters of advance knowledge of subject mate. They should committed, creative, flexible, systematic, friendly, helpful and be good disciplinarian. They should realize that the quantity of teaching in terms of methodology cannot be understand in our educational system, if standard teaching with the thought that nobody can challenge or query them in addition, those that are not pedagogically trained and certificated will but be able to tailor learning to the understanding of the students and thus affecting effective teaching of business studies.

The research showed that over population of students in classroom, contribute to the challenges ahead effective teaching and learning of business studies in Nigerian UBE programme. This is as a result of inadequate buildings, classrooms, chairs and desks and mass enrollment that students as a result of UBE programme.

Poor payment of teachers as salaries the researcher showed that poor payment of teachers salaries immensely to the challenges ahead effective teaching of business studies.

This invariably cannot as that teachers with their poor salaries are not motivated and result in lack of commitment of teaching of business studies and this, making qualified business

studies and this making qualified business educators to prefer company work or private and personal establishment to teaching profession.

The resultant effect is lack of qualified and if not inadequate qualified business studies teachers and thus lead to incompetent (character called) teachers handling business education in our junior secondary schools. Thus paralyzing the implementation stage of business studies curriculum.

5.5 RECOMMENDATION

In lien of the research conducted by the researchers, the following recommendation are consequently effective teaching and learning of business studies in Nigerian UBE programme.

- a. The government should increase the percentage of allocation of national budget of education and compel the industrial sector through legal means, so that the industrial to contribute meaningful to training and funding of business education.
- b. Government should ensure the provision of allowance such as hazard allowance, instructional materials allowance and practical work allowance should be paid to vocational business educators, so as to ensure the proper development of the nation.
- c. The parent should partake and involve themselves financially in the parent teachers association. Try and make arrangement to ease their journey to school and give them balance diet irrespective of their economic status.
- d. The student should develop positive attitude towards business studies by developing the belief, it vocational and technical education is an aspect, it education for student with low intelligence and interest.

- e. The government should ensure the recruitment of quality and well skilled teachers for better possession of a future goal employing of well skilled and capable teachers makes work easier and worth doing well.
- f. Government should ensure there is effective inspection and attainment of promotion, where necessary.
- g. The government ensure adequate provision of instructional material e.g. notebooks, school calendar and effective school infrastructure e.g. school laboratory and school library etc.

5.6 IMPLICATION OF THE FINDINGS

The implication of this research work will be limited to the below listed

- The students won't be able to acquire the basic knowledge of business studies,
- They would be disallowed to develop on their basic skills in office occupation,
- It won't be to prepare the students for further training in Business studies,

5.7 LIMITATION OF THE STUDY

This study was limited by some constraints that include: getting first hand information from the required personality in the field or office. Limited access to acquire information that is knowledge-base from the ministries of education. Limited access to know the lukewarm attitude as of a reason of unattractiveness of Business studies. Lack of openness by the teachers in order to know if the method of instructions is poor or not.

5.8 SUGGESTION FOR FURTHER STUDY

- a. The student should know more on the allocation of national budget of education in order to compel the industrial sector through legal means to contribute meaningful training and funding of business education.
- b. The student should further the research on why allowances of business educators are delayed so as to ensure the proper development of the nation.

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TAI SOLARIN COLLEGE OF EDUCATION
THE CHALLENGES OF UBE PROGRAMME IN THE TEACHING AND LEARNING
OF BUSINESS STUDIES IN NIGERIA SECONDARY SCHOOLS

The questionnaire is designed to seek your opinion on the above topic. Therefore the response to the questionnaire will be treated with confidentiality.

Kindly provide your honest response.

SECTION A

PERSONAL DATA

NAME OR INITIAL (OPTION): _____

SEX: MALE [] FEMALE []

AGE OF RESPONDENTS: 20YEARS- 25YEARS [] 26YEARS ABOVE []

MARITAL STATUS: SINGLE [] MARRIED []

SECTION B

Please kindly mark (✓) with care and appropriately

SA - Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree.

S/N	QUESTIONNAIRE ITEMS	SA	A	D	SD
A	Does the inadequacy of instructional facilities have effect on the teaching and learning of business studies under UBE program				
1	Inadequate classrooms, chairs and desk affect the effective teaching and learning process				
2	Inadequate instructional materials such as chalks, dusters, registers and notebook affect the effective teaching and learning of business studies				
3	Inadequate resources such as equipment, space, record book and library militate against the teaching and learning of business studies				

4	Lack of instructional equipment, including audio-visual equipment, office machines and shorthand laboratory installation affect the effective teaching and learning of business studies				
5	Inadequate instructional materials such as sound tapes/cassette, dispatch-book and projector affect the effective teaching and learning of business studies				
B	What are the effect of inadequate number of teacher on the teaching and learning of business studies UBE program				
6	Inadequate number of qualified teachers for teaching business studies has resulted to poor method of teaching and learning business studies				
7	Teachers will be over-worked leading to under production in class				
8	The students will not pay adequate attention when there are inadequate number of teachers in learning and teaching of business studies				
9	Low number of teachers teaching business studies in schools can lead to laziness in both teachers and students				
10	Teachers will easily get tired when the teacher ratio-students is high				
C	Does the lukewarm attitude of students in studying business studies under UBE program affect their academic performance				
11	Carefree attitude of teachers to supervisors comments has negative effects on students performance				
12	Lack of adequate conception on importance of vocational and technical studies has accounted for nonchalant attitude of students				

	enroll for the program				
13	Students show lack of interest in business studies as a subject due to internal and external influence				
14	Student don't like to attend business studies class due to the teachers attitude				
15	Student find business studies a boring subject				