



## TEACHERS AND STUDENTS' PERCEPTIONS TOWARD BUSINESS STUDIES IN PUBLIC JUNIOR SECONDARY SCHOOLS IN ONDO STATE, NIGERIA

GRACE BAMIDELE OLAMIDE

*Department of Office Technology and Management, Faculty of Business Studies,  
Rufus Giwa Polytechnic, Nigeria*

*Corresponding author: olamidegb69@gmail.com*

**To cite this article (APA):** Olamide, G. B. (2024). Teachers and students' perceptions toward business studies in public junior secondary schools in Ondo State, Nigeria. *AAU Journal of Business Educators*, 4(2), 29-35.

### Abstract

*The purpose of the study was to determine the level of teachers' and students' perception towards business studies in public junior secondary schools in Ondo State. Two research questions guided this study. The design of the study was a descriptive research design, Simple random sampling technique was used to select four (4) secondary schools out of the seventeen (17) public secondary schools in Owo local government area of Ondo State which four hundred and thirty-three (433) students offering business studies subject. Proportionate sampling method was adopted to select 20% of students from each of the four (4) selected schools in the area; making a sample size of 116 for students and all the 36 teachers were used because of the manageable size. The data collected were analyzed. The findings showed that the persistent decline in the academic performance of Business Studies students in public junior secondary schools in Ondo State of Nigeria was as a result of factors which include students' interest, societal attitude, peer group influence and instructional facilities/equipment among others. It is recommended that teachers, parents and educational bodies should endeavour to focus on programmes and activities that will enhance students' commitment, study habit and participation in assignment and other academic activities.*

**Keywords:** *Academic Performance, Business Studies, Students Perception, Teachers Perception.*

### Introduction

Education is an instrument for social, economic, cultural and political development and the development of any nation depends largely on the level and quality of education of her citizens. In Nigeria, education is regarded as the single most important industry for the production of high-level man-power. The Federal Republic of Nigeria (2004) posits that education is an instrument par excellence for the development of the nation towards making the nation and her citizens self-reliant. Education generally is fundamental to the construction of knowledge economy and society in all nations. It has become a very useful tool in preparing the individuals to realize their potentials, contribute to the development of their personalities and provision of skills and knowledge that would raise output and generate income. This implied that the needs and problems of the society should be central to the educational system of the nation.

It is equally important to note that the Federal Government of Nigeria believes that one of the sure routes through which the country's developmental objectives can be achieved is education; especially vocational and technical education. Business Education remains an integral part of vocational and technical education designed to produce quality graduates for sustainable economic



growth and development of the nation (Ogbaga, Okorie & Eyo, 2021). Business Studies, on the other hand, is a pre-vocational subject offered at the junior secondary school level to expose the students to general business knowledge and basic skills in office practice, shorthand, commerce, book keeping, keyboarding and computer literacy (Federal Ministry of Education, 2012). In the junior secondary school certificate examination (JSSCE) syllabus, each of the components of Business Studies is taught as units and examined either in objective questions and/or essay form. Business Studies helps students develop basic skill in office occupation and personal use as well as prepare them for further training (Ogbaga, et al., 2021). For those who go into employment after the junior secondary school certificate examination, the programme provides the orientation with which to start a life of work.

The objectives of Business Studies in the 9-year basic education curriculum as stipulated by the FME (2012) include to: (1) Provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training; (2) Provide basic business skills for personal use now and in the future; (3) Prepare students for further training in business education; (4) Relate the knowledge and skill to the national economy; and (5) Develop basic skills in office education. These objectives are well articulated and laudable and if adequately implemented will no doubt guarantee economic survival for its recipients. This is because; business studies involve adequate concepts, knowledge, understanding and skills in business activities for vocational usage in business and employment in the world of work. This knowledge, skills and understanding in the subject is what facilitates job creation, self employment after graduation, and career growth thereby contributing to the economic growth and development of the nation.

In spite of the broad objectives, as articulated above, students’ still perform poorly in Business Studies (Edokpolor & Enokeran, 2017). This precarious situation may be as a result of students’ interest, societal attitude, peer group influence or instructional facilities and equipment. The results from Business Studies examinations for junior secondary schools reveal that students’ academic performances are poor. For instance, Okolocha and Oeneke (2013) lamented that the level of poor performance of students in Business Studies is alarming. The authors revealed that in Ondo State for instance, the result in Basic Education Certificate Examination (BECE) for business studies JSS3 (Upper Basic 3), as shown in Figure 1.

**Table 1: School I and School II JSSCE 2012/2013 to 2015/2016 academic session results in Owo Local Government Area of Ondo State.**

Name of Schools	Date/ Session	Total no of Enrolment	No of Passes	No of Failure	Percentage of Passes	Percentage of Failure
School 1	2019/2020	423	300	123	70.92%	29.07%
School 2	“	264	157	107	59.47%	40.53%
School 1	2020/2021	394	239	156	60.65%	39.59%
School 2	“	343	208	143	60.64%	41.69%
School 1	2020/2021	360	200	160	55.56%	44.44%
School 2	2022/2023	394	213	181	54.06%	45.94%
School 1	“	269	142	127	52.78%	47.21%
School 2	“	216	112	104	51.85%	48.14%

Source: Field survey (2023).



This persistence decline in the academic performance of students in Business Studies examination is worrisome. The societal attitude regards Vocational and Technical Education as somewhat inferior to other types of education. Contrary to the objectives of the National Policy on Education 2004, in respect to the Vocational and Technical Education programme, it is very disheartening that the society negative perception towards Business Studies subject. These negative perceptions could pose a dangerous threat to Business Studies as a subject as well as to nation's economy in the future.

Students' poor study habit could be another contributing factor to student's poor academic performance. Students lack of study skills and commitment has a negative influence on academic performance. Negative attitude towards schooling, students' reluctance to learn and preparation of work before classes begin make students not ready for tests and examinations. Other related factors such as students' intelligence, socio-economic status and lack of resource are determinants of students' academic performance. Attitudes and aspiration of peers as well as peer' expectation and standards could influence individual's efforts and academic performance in school. Deficiency in the above mentioned means low or poor students' academic performance. There appear to be a strong relationship between school adjustment behavior and peer acceptance. Strong and quality peer associations may also be expected to relate to poor or good academic performance and successful school transition. Peer influence may also represent one of the most frequently referred to form of negative peer influence.

Business Studies is technically and technologically oriented subject such that adequate number of technological equipment and facilities are needed to teach the subject successfully. Oduma (2008) opines that all instructions requiring the acquisition of skills and use of instructional facilities should of necessity be taught in a well-equipped laboratory. A well-equipped Information Communication Technology (ICT) laboratory will facilitate teaching and learning of business skills for effective academic performance and economic security of its graduates. However, it is unfortunate that business subjects in many schools are taught theoretically as they do not have the needed facilities for effective implementation of its curriculum (Edokpolor, 2018).

Over the years, it has been observed that there seems to be recurrent decline in academic performance of junior secondary school Business Studies students in Ondo State. For instance, the statistics obtained from field survey revealed consistent decline in percentage pass (2015/2016). From Table 1, the academic performance of Business Studies students has been fluctuating from 2019/2020 to 2020/2021 academic session. But a consistent decline started surfacing from 2020/2021 to 2022/2023 session. The author is worried about this persistent decline in the performance of students in Business Studies examination and wants to find out what could be responsible for it. It is observed that not many studies focused on The level of teachers' and students' perception towards business studies in junior secondary schools in Ondo State and these problems necessitated the present study.

### **Purpose of the Study**

The purpose of the study is to examine the levels of teachers' and students' perceptions toward business studies in junior secondary schools in Ondo State. The study is guided by the following research questions:

*Research Question 1:* What is the level of teachers' and students' perceptions toward business studies in junior secondary schools in Ondo State?

*Research Question 2:* What is the level of teachers' and students' perceptions toward academic activities of business studies in junior secondary schools in Ondo State?



## Method

### *Research Design*

The design adopted for this study was descriptive survey. This design was considered appropriate because it deals with the collection of data for the purpose of describing and interpreting existing conditions and other phenomenon.

### *Research Participants and Sample*

The target population for the study consisted of all Business Studies teachers and all the SSS I students offering Business Studies in public secondary schools in Owo Local Government Area of Ondo State. SSS I students were chosen to represent the entire Business Studies students because the author perceived that they will be able to provide adequate information regarding Business Studies. Multistage and simple random sampling methods were used to select four (4) public secondary schools out of the seventeen (17) schools in the area. These selected schools are the largest students' population size, which include: St. Louis Grammar School, Owo with 144; Imade College, Owo, with 159; St. Catherine Secondary School, Owo, with 129 and Methodist High School, Owo, with 145 students offering Business Studies. Thereafter, a proportionate sampling method was adopted to select 20% of students offering Business Studies from each of the (4) four schools. 116 students offering Business Studies were selected for the study. Because the teachers' size of population was small, all the 36 teachers teaching Business Studies was used.

### *Data Collection Instrument*

The instrument for data collection was a structured questionnaire, titled: "Questionnaire on Teachers' and students' perceptions of Business Studies Students". The instrument was designed by the author based on extensive review of literature. The instrument has two sections. Section A covered the information on demographic characteristics of the respondents. Section B covered sixteen items relating to teachers' and students' perceptions of Business Studies students in Junior Secondary Schools in Ondo State. The instrument was rated using a 4 - point scale, ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

### *Validation and Reliability of Data Collection Instrument*

The instrument was validated by three experts, two in Business Education and one in Measurement and Evaluation. Their suggestions and recommendations were used to produce the final instrument. The reliability of the instrument was determined using a test re-test. A pilot study was conducted using ten teachers and ten students. The instrument was administered on the respondents twice with an interval of two weeks. The data collected were analyzed using Pearson product moment correlation coefficient and a reliability value of 0.74 for teachers and 0.73 for students was established.

### *Data Analysis*

The SPSS version 23.0 was use to analyze the data collected from the research participants. Mean was performed to answer the research questions. The decision criteria were based on any mean scores equal to or greater than 2.50 was regarded as agreed, while any mean scores less than 2.50 was regarded as disagreed.

*Research Question 1:* What is the level of teachers' and students' perceptions toward business studies in junior secondary schools in Ondo State?

**Table 2: Mean Ratings of the Level of Teachers’ and Students’ Perceptions Toward Business Studies in Junior Secondary Schools in Ondo State.**

S/N	Item Statements	Teachers	Students	MS		Decision
		(n=36) $\bar{X}_1$	(n=116) $\bar{X}_2$	$\bar{X}$	$\bar{X}$	
1	Society have positive views of Business Studies as a profession	3.22	3.79	3.51		Agree
2	Society discourage basic skill profession such as Business Studies	1.75	2.98	2.37		Disagree
3	Society support big title profession such as law, medicine, banking, engineering, architecture among others than Business Studies profession	3.00	3.58	3.29		Agree
4	Societal attitude discourages students form embracing Business Studies as a profession	2.22	2.74	2.48		Disagree

Note.  $\bar{X}_1$  = Mean for Business Studies teachers,  $\bar{X}_2$  = Mean for students,  $\bar{X}$   $\bar{X}$  = Mean sets, Scale = 1.00 – 2.49 = Disagree, 2.50 – 4.00 = Agree.

Table 2 showed that items 1 and 3 had mean sets above the criterion mean of 2.50 and were accepted on societal attitudes influence on academic performance of Business Studies students. However, items 2 and 4 had mean sets below the criterion of 2.50 and were rejected on societal attitude’s influence on academic performance of Business Studies students. In summary with an aggregate mean of 2.91, the respondents rated to high extent the societal attitude influence on academic performance of Business Studies students. (Aggregate  $\bar{X} = 2.91$  ).

*Research Question 2:* What is the level of teachers’ and students’ perceptions toward academic activities of business studies in junior secondary schools in Ondo State?

**Table 3: Mean rating of the Level of Teachers’ and Students’ Perceptions Toward Academic Activities of Business Studies in Junior Secondary Schools in Ondo State.**

SN	Items	Teachers	Students	MS		Decision
		(n=36) $\bar{X}_1$	(n=116) $\bar{X}_2$	$\bar{X}$	$\bar{X}$	
1	Poor of commitment and reluctance affect the student’s performance.	2.97	3.33	3.15		Agree
2	Students’ irregularities in school affect their studies.	2.64	3.02	2.83		Agree
3	Students’ study habit assists them to perform excellently well in their academics.	3.44	3.54	3.49		Agree
4	Students’ participation in assignment reflects positively in their studies.	3.44	3.44	3.44		Agree



Note.  $\bar{X}_1$  = Mean for Business Studies teachers,  $\bar{X}_2$  = Mean for students,  $\bar{X} \bar{X}$  = Mean sets, Scale = 1.00 – 2.49 = Disagree, 2.50 – 4.00 = Agree.

*Table 3 indicated that all the items had mean sets above the criterion mean of 2.50 and were accepted on students' interest influence on academic performance. In summary, with an aggregate mean of 3.23, the respondents rated to a high extent the students' interest influence on academic performance of business studies students. (Aggregate  $\bar{X} = 3.23$ ).*

## Discussion

The main purpose of this study is to examine the factors affecting academic performance of business studies students in junior secondary schools in Ondo State. The statistics obtained from field survey revealed consistent reduction in percentage passed rate from 60.64% (School 1) and 55.56% (School 2) in Business Studies JSSCE (2013/2014) to 54.06% (School 1) and 51.85% (School 2) in Business Studies JSSCE (2015/2016) academic sessions which was relatively low. From the table, the academic performance of business studies students has been fluctuating from 2012/2013 to 2013/2014 academic session. But a consistent decline started surfacing from 2013/2014 to 2015/2016 session.

The findings from research question one revealed an aggregate mean of 2.91, the respondents rated to high extent the societal attitude influence on academic performance of Business Studies Students. This finding is in agreement with the assertion of Afeti (2006) that the impression created by the government that the primary aim of vocational education was to keep dropouts from secondary schools off the streets instead of projecting this type of vocational training as an effective strategy to train skilled workers for employment, self-reliance and poverty alleviation in the society.

The findings from research question two showed an aggregate mean of 3.23, the respondents rated to a high extent the students interest influence on academic performance of business studies students. This finding is in agreement with the assertion of Ogunjinmi, Salami and Oyedare (2015) that interest leads to a mastery goal orientation when learners are motivated by interest. They also affirmed that learners are motivated by intrinsic reward when they recognize that, in the pursuit of an interest, they will be drawn to master the knowledge skills, not just to demonstrate them.

## Conclusion

The present paper concludes that there is a consistent decline in the academic performance of Business Studies students. The study also concluded that there is high level of teachers' and students' perception towards business studies in junior secondary schools in Ondo State. The paper further concluded that Lack of commitment, Students' irregularities, Students' study habit and Students' participation in assignment reflects in their academic performance.

## Recommendations

Based on the findings and conclusion of the study, it is recommended that teachers, parents and educational bodies should endeavour to focus on programmes and activities that will enhance students' commitment, study habit and participation in assignment and other academic activities.



## References

- Afeti, G. (2009). *Technical and vocational education and training for industrialization*. Paper presented at the commonwealth association of polytechnics in Africa.
- Azuka, E.B. (2003). *Modern office practice for tertiary institutions*. Aba: Modern academic publication limited.
- Bandura, A. (1977). *Social learning theory*. New York, NY: general learning press.
- Edokpolor, J. E. (2018). The use of students-centred methods in the teaching of business studies in junior secondary schools. *Journal of Education in Developing Areas*, 26 (1), 23-31.
- Edokpolor, J. E., & Enokeran, O. O. (2017). Determinants of students' perception towards choice of career in business education. *NAU Journal of Technology and Vocational Education*, 2 (1), 83-93.
- Ezenwafor, J.I. (2009). *Frequency of use standard instructional methods by secondary school business teachers*. The Nigerian Journal of Education 4 (1), 1-7.
- Federal Republic of Nigeria (2004). National policy on education (5<sup>th</sup>ed). Lagos: Nigerian educational research & development council.
- Molokwu, L. J. (2015). *Effect of meta-learning teaching method on the academic performance of building trade students in south-east states of Nigeria*. Unpublished doctoral degree dissertation Nnamdi Azikiwe university, Awka.
- National Policy on Education, (2004). Abuja: Published by federal ministry of information Federal Capital Territory.
- Oduma, C. A. (2010). *A survey of employer's perception of the professional competencies needed by business education graduates for gainful employment in organization* Journal of Business and Vocational Education1 (1), 25 – 37.
- Ogbaga, F., Okorie, I. B., & Eyo, E. (2021). Business education for sustainable development in Nigeria. *Global Journal of Education, Humanities and Management Sciences*, 3(1), 184-192.
- Ogunjinmi, O., Salami, T. & Oyedare, O. (2015). *International journal of academic research in progressive education and development*, 4 (4).
- Okolocha, C. C. & Onyeneke, E. N. (2013). *Secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra state*. *Nigerian Journal of Education and Practice*, 4 (2), 121–132.
- Okyerefo (2011). *International Journal of Sociology and Anthropology*, 3 (8), 280 –289.