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AVAILABILITY OF TEACHING FACILITIES FOR TEACHING AND LEARNING OF BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN ENUGU NORTH L.G.A. OF ENUGU STATE

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ABSTRACT

The study examined the poor availability of teaching facilities for effective teaching and learning of business studies in junior secondary schools in Enugu North LGA. Five specific purposes and five research questions were used for the study. A survey research design was used for the study. The population of the study was one thousand (1000) business studies students in the study area with a sample size of one hundred (100). The instrument used for data collection was a structured questionnaire which was designed by the researcher. The instrument was administered to the respondents by the researcher and they were filled at the spot. The data collected was analyzed using mean and frequency table. The findings revealed that financial management, unfavorable working conditions and lack of interest from the students in accounting are some of the factors affecting the performance of accounting students in the study area. The researcher recommended that accounting lecturers should avoid skipping topics to assist students in learning those topics. Suggestions for further studies were also made

Keywords: Availability; Teaching Facilities; Learning; Business Studies; Junior Secondary School.

Introduction

There is underlying complexity of the factors affecting the performance of students in education attainment and this is what has prompted the current study. Despite the complexity of factors influencing students' achievement, a number of studies are pointing to the evidence that institutional factors are associated with academic performance though mainly in other subjects rather than accounting. Accounting is one of the subjects needed by every individual irrespective of the person's profession. For any business to thrive, the knowledge of accounting is necessary. Accounting is concerned with the acquisition of knowledge for recording, analyzing, interpreting and summarizing the financial data of an organization or enterprise (Ndinechi & Obidile, 2013).

Unfortunately students' performance in the subject has not been encouraging especially at the post basic education level (secondary schools). Post basic education level is the level between the basic and tertiary level where systematic and organized education is offered. It is believed that at this level of education, desired attitude, skill and knowledge could be obtained by the recipients. Information gathered from post primary school management board (PPSMB), Enugu showed a decline in the performance rate of students in accounting in external examination from 2013 -2015 as 40%, 36% and 32% respectively. Academic performance according to Eze, Ezenwafor

and Obidile (2016) is the outcome of students' effort in examinations. It was observed from the literature that students' academic performance is determined by a number of factors.

A number of studies have been carried out to identify and analyze the numerous factors that affect academic performance in various levels of educational attainment. Their findings identified change of school, family break up, teacher absence, parent illness and death of a family member, student's illness, learning disability caused by visual or hearing impairment and student's attitude towards learning as causes of poor academic performance (Browny & Sunniya, 2012). Others include shortage of well-trained teachers, inadequacy of teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of laboratories and libraries, poorly coordinated supervisory activities, interference of the school system by the civil service, incessant transfers of teachers and principals and automatic promotion of pupils (Vundla, 2012).

Mbugua, Kibet, Muthaa and Nkonke (2012) listed factors as under staffing, inadequate teaching/learning materials, lack of motivation and poor attitude by both teachers and students as factors influencing academic performance of students. Igwe and Ikatule (2011) attributed poor academic performance of students to deficiency in teaching method(s) used by teachers. According to Tshabalala and Ncube (2013) lack of materials, bad teacher behavior, poor grounding in the subject area at lower levels, poor teaching methods as well as fear of the subject are factors affecting academic performance of students. Enu, Agyman and Nkum (2015) listed the causes of academic performance to include inadequate teaching and learning materials, method of instruction, teachers and students' self-motivation.

Specifically, in accounting, academic performances of students are influenced by related factors such as negative attitude of students towards accounting as a difficult subject, students' academic aptitude, previous and recent academic performances, insufficient effort and poor motivation (Atieh, 2013). Also teachers' qualification and experience affect academic performance of students in accounting (Omotayo, 2014). According to Okon (2012) poor application of teaching methods, lack of fund, inadequate teaching experience, lack of teaching aids, lack of qualified teachers and wrong methods of teaching could influence students' interest in accounting.

Igberi (2012) mentioned unavailability of current text-books in accounting as one of the causes of poor academic performance of students in accounting. Corroborating, Ezeagba (2014) listed inadequate instructional materials and ineffective/poor teaching method as causes of poor students' academic performance in accounting. Ward, Wilson and Ward (2010) attributed causes of students' poor academic performance in accounting to lack of study, inability to apply the material covered, the speed of coverage of the material, the method used by the instructor, among others. However most of these studies were conducted in different environment rather than the environment of the present study.

Accounting education is still generally perceived as a form of education for the ungifted and under-privileged child. This situation has made parents and elites to shun this type of education for they erroneously believed that it is meant for the less academically endowed. The low status

associated with business education has made parents to have a strong preference towards white color careers (Gambo, 2009). Parents and elites clamor for other types of education and only opt for business education as their last resort. Most parents prefer their children or wards to study prestigious courses like medicine, engineering and law (Federal Ministry of Education, 2012). Parents are further discouraged by the low quality of business education, which seem to be attributed to a number of factors, such as the inadequate provision of financial, human, as well as material resources. Today, accounting education no longer commands prestige and reputation in Nigeria. Rather, it is generally regarded as a blue color career often reserved for dropouts (Nwachukwu, 2012), or for people with low intelligent quotient (Osuala, 2015).

The effect of the above-mentioned challenges such as inadequate provision of funds, qualified manpower, modern facilities, and quality curriculum, coupled with low public interest, is that skilled and competent graduates may not be produced. Edokpolor and Egbri (2017) opined that this situation has devalued the image of accounting education both in education and labor market. Ekpenyong and Edokpolor (2015) also stated that this situation has contributed to the increasing rate of unemployment and level of poverty among accounting education graduates.

Looking at the issue of unemployment and poverty closely, one would observe that most graduates find themselves at cross roads after completion of their education programmes. Unemployment and poverty have become a national crisis, which has to be addressed if Nigeria is to enjoy sustainable development, with relatively peace and security. Ekpo (2011) argued that the insecurity in Nigeria, such as the spate of terrorist attacks, kidnappings, suicide bombing, crime, break down of law and order, is not unconnected with the high rates of unemployment and poverty.

The high rates of unemployment and poverty in Nigeria has necessitated the need for all stakeholders to collaboratively invest sufficient amount of resources on accounting education. This strategic approach according to Edokpolor, Edokpolor and Olupayimo (2016) can help to serve various purposes, which include financial management, staff development, curriculum renewal, service delivery, students mentoring, equipment donation, raising course awareness, facilities management, and lots more. Edokpolor and Egbri (2017) stated that the effective optimization of resources would further help in promoting the development of Nigerian economy.

A good number of educational researchers and authors have made significant attempts to highlight the various problems encountered in teaching of business studies. Nwokolo (2010) noted that business disciplines lack basic instructional tools for effective skills training. He outlined that at the junior secondary school level, virtually all schools have received their consignment of introductory technology machines whereas little or nothing has been done about the provision of typewriters for integrated business studies; that the Nigerian Certificate in Education Programme was choked up and the students were left with little or no time to devote the skills; that many secondary schools allocated very few hours a week to business studies; and that many secondary schools still erroneously feel that business studies is a second-best discipline and should be given time-table space only after most other courses.

Nwokolo observed that there was a serious dearth of textbooks and other instructional materials for business subjects; and that the few books available are outlandish and do not reflect the socio-economic values of the Nigerian business environment. He also noted that a serious dearth of well trained business educators at all levels of the educational system and that research in business education in Nigeria was very much at its infancy.

There is a general shortage of qualified business educators at the secondary schools. As a result of this there are very few business teachers and they are being given so much heavy load of period in teaching Business studies. In some cases where it is only one business teacher in a school, the teacher is to teach from JSS 1 to JSS 3, making the person inefficient in his work at the end of the day (Osuala, 2014). Another problem encountered in teaching of Business studies is lack of equipment. No teaching in Business studies can be effectively done where there are acute shortage of teaching equipment and facilities. Business studies subjects are very good for effective learning while business studies teachers should be exposed to annual workshops for effective teaching. The implication of Obi's study to this research work is that there is need for business studies teachers to make efforts to teach their students how to learn in order to improve teaching and learning of Business Studies. Another study carried out by Okonkwo (2013) was on teacher's qualification and students performance in business studies examination in Owerri Education Zone. Four research questions and two hypotheses were formulated to guide the study. A 35 item questionnaire was developed and administered to400 students and 117 business teachers in 58 secondary schools in Owerri Education Zone. Questionnaire was used to collect relevant data for the research questions, while t-test statistic was employed to test the null hypothesis at the 0.05 level of probability.

Based on the findings, the study revealed that inadequate qualified business studies teacher's results to poor performance of students in business studies. The relationship between Okonkwo's study and this research work is that there is need to provide adequate qualified business studies teachers in order to improve teaching and learning of business studies. Uwakwe (2016) researched on ways of promoting students interest in the study of business studies in Delta State. The population of the study was 135, made up of 120 students in business studies and 15 business teachers. Information was collected through the questionnaire administered directly on the students and teachers of all the secondary schools in Delta State. The data collected was analyzed using the Mean

The results of study showed among others, that:

I. Business studies have poor image and low status in the society;
II. Parents do not want their children to study business studies; and
III. The teaching of business studies consists more of theory than practical.

The relationship between Uwakwe's study and this research work is that junior secondary school students offering business studies are associated with poor image and low status in the society, hence parents do not encourage their children to study business studies. Practical subjects where students learn by activity, observation, and others. Therefore business education

subjects at any level require enormous equipments and facilities for it to be properly taught (Eltunno, 2014).

Aquah, (2011) said that experience and observation have shown that teaching equipment are inadequate in most secondary schools in Nigeria. In the same vein, Olaitan (2016) in his article, Vocational Education and National Power Development Constraints and Strategies, reported that money voted to provide equipment in secondary schools for vocational education was diverted to solving other problems because of lack of understanding of concept of vocational education and its purpose. Langkub and Eule (2011) pointed out that absence of equipment, infrastructural facilities, buildings, laboratories, workshops and others were the major problem encountered in teaching. The implication of this problem is that teaching cannot be effective no matter the best method and techniques used in teaching Business studies.

According to Oyedeji (2017), the learning of business studies subject in Nigeria has a lot of problems that need reappraisal, resulting in a Vocational education Policy that will positively affect the attitude, aptitude and acquisition of skill for self-reliant of the students. Oyedeji reported that the problems of learning business studies are being associated with the following: Teacher Problems: Students Problems; and Curriculum Problems. Trying to explain the teacher problem, 0yede.ji pointed out what Obanya used to say "there are teachers and there are cheaters". Shortage of qualified business teachers has led to the engagement of many unqualified teachers into the school system. These teachers could not prepare appropriate lesson plans talk less of teaching effectively. In addition to this, the few business teachers that are in the schools are given so much heavy load of business studies teaching. In some cases one business teacher is to teach from JSS 1 to JSS 3 business studies making them inefficient in their work at the end of the day. Another problem associated with this is the way the lessons are presented to the students by the few qualified business teachers. These lessons are presented in a way that can hardly lead to a spirit of curiosity and inquiry on the part of the student.

For effective learning to take place in the study of business studies, the method of teaching must be closely related to the inquiry nature of business studies (Oyedeji, 2017). According to Obi (2011), business subjects are taught by both business educators and teachers, who do not qualify to teach such subjects at JSS level. Obi observed that most teachers in secondary schools seldom use teaching method that can arouse the interest of the students in their teaching. Another learning difficulty encountered by students in business studies is the lack of inadequate equipment and facilities and textbooks. For learning to be effective, there must be equipment to practice what the teacher taught. Aquah, (2011) observed that in any secondary schools are no longer offering business studies subjects like typewriting and shorthand because they cannot afford to provide typing pools, typewriters, tape recorder cassette, other machines and .equipment need for effective teaching. The students' problems may manifest as a result of students faced with in-commensurate educational facilities such as classrooms, textbook, equipment, lack of interest, inadequate teachers (Oyedeji, 2017). The Nigerian Curriculum does not seem to be revised or reviewed often to reflect changes in the present business world. Going through the course content of all the courses show

that the content is outrageously much for the student of JSS. For example, students are expected to attain a minimum speed of 20 wpm in typewriting and 40 wpm in shorthand at the end of their (JSS) course. Unless something positive is done to review the course content, it will continue to be a learning difficulty encountered by the students in business studies.

Statement of the Problem

Investigations have revealed that there is poor performance of students in business studies in the study area. This may be as a result of inadequate teaching facilities such as laboratories, libraries, workshop and classrooms and also unavailability of qualified business studies teachers due to lack of training of business education students properly. Teachers find it extremely difficult to carry out effective instruction in schools, they also encounter difficulties in the implementation of continuous assessment and this also may be linked to problem of school facilities. The administrators on their own side encounter a lot of difficulties in the administration of the school due to lack of school/teaching facilities and poor condition of the available ones. A school with poorly planned environment will find it difficult to achieve the educational objective. This study is therefore faced with the problem of exploring the influence of school facilities on the academic achievement of students in secondary schools in Enugu North LGA

Research Questions

The following research questions guided the study

1. What are the influence of teaching facilities on the academic performance of students in external examination?
2. What are the influence of poor availability of teachers on the students performance in examination?

Research Method

The research design adopted for the study was a survey research design. According to Nubuisi (2013); A survey research design is an experimental descriptive research method in which a group of items, people or objects are studied by collecting, organizing and analyzing data from only a few people, items or objects considered to be representative of the entire group. The study was conducted in Enugu North Local Government Area of Enugu State. The choice of the area was because of its geographical location. It has other surrounding local governments like Enugu East and Enugu South. It is a well recognized business area in the state. It also has nine (9) government secondary schools. The population of the study consisted of all the secondary school students in the nine (9) government secondary schools in the area which is one thousand (1000) students. A sample of one hundred (100) secondary school students were drawn from five (5) selected schools sampled out of the nine (9) government secondary schools in the area.

Simple random sampling was used to draw twenty (20) secondary school students from each of the selected five schools giving a total sample size of one hundred (100) secondary school students that was used for the study. The instrument used for data collection was a structured questionnaire which was designed by the researcher. Data were analyzed using mean score. For the sake of taking decision, any mean that is equal to or above 2.5 is considered agreed while any mean below 2.5 is disagreed.

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Presentation of Results

Research Question : What are the influence of teaching facilities on the academic performance of students in external examination?

Table 1; Mean responses on the influence of teaching facilities on the academic performance of students in external examination

SN	ITEMS	X	Remarks
1	Easy understanding of business studies concept	3.6	A
2	Enhanced academic performance of students in business studies	3.5	A
3	It helps students in learning business studies concept faster	3.8	A
4	It makes teaching and learning of business studies easy and understanding	3.7	A
5	It brings the students closer to the reality of what they are been taught	3.6	A

From the computed mean in table 1 above, it shows that items 1-5 have the mean score of 3.6, 3.5, 3.8, 3.7 and 3.6 respectively which indicates that the respondents agreed on the listed influence of teaching facilities on the academic performance of students in external examination

Research Question 2: What are the influence of poor availability of teachers on students performance in examination?

Table 2; Mean responses on the influence of poor availability of teachers on the student's performance in examination

SN	ITEMS	X	Remarks
6	Unseriousness to their study	3.7	A
7	Mass failure in business studies examination	3.5	A
8	Degrading of the student's performance in business studies	3.8	A
9	Business studies graduates produced are half baked	3.6	A
10	Business studies becomes a non-interesting subject	3.6	A

From the computed mean in table 2 above, it could be seen that items 6-10 have the mean scores of 3.7, 3.5, 3.8, 3.6 and 3.6 respectively which shows that the respondents agreed on the listed influence of poor availability of teachers on the student's performance in examination

Discussion of Findings

Findings in table 1 showed that financial management, personnel management, curriculum implementation and instruction, provision and maintenance of physical facilities and students indiscipline are the administrative challenges faced by lecturers

in accounting department. This was in line with the findings of Owuor (2010) who noted that the inability to fully implement the curriculum due to its bloated nature, inadequate staff to carry out the implementation, lack of instructional materials and overcrowded classroom are some of the administrative challenges to business studies teaching and learning

Findings in table 2 revealed that lack of achievement due to low profile teaching, unfavorable working condition, inadequate salary increases, poor human relation with core workers and overcrowded classroom are the challenges faced by teachers in business studies. The finding was in consonance with the findings of Luvanga (2013) who stated that teachers have negative attitude towards accounting education curriculum, inadequate textbooks for the subject.

Conclusion

Based on the findings of the study, the researcher concluded that there are a lot of challenges faced by both the teachers and students in the teaching and learning of business studies

Recommendation

The researcher made the following recommendations

I. Time allocated for teaching accounting should be increased with one lesson to enable the completion of the syllabus on time because its' broad.
II. Accounting should be allocated more funds at the tertiary level.
III. Accounting lecturers should avoid skipping topics to assist students in learning those topics.
IV. The accounting lecturers should be taken for in-service courses to improve on curriculum delivery and update them on energy issues.
V. Lecturers' cooperation should embrace team work for effective implementation of accounting curriculum.

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