

Influence of Teachers' Factors on Academic Performance of Business Studies' Students In Edo State

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Abstract: *This study investigated the influence of teachers' factors on academic performance of Business Studies' students in Edo State. Three research questions were raised with three corresponding hypotheses formulated and tested at alpha level of 0.05. The study utilized a correlational design and a total sample size of 2,374 Business Studies' students and 65 Business Studies teachers were used for the study. Three instruments were developed by the researcher and they were all validated by experts and only Business Studies Achievement Test (BUSAT) was subjected to reliability and it yielded a co-efficient of 0.87. The data collected were analyzed using the Statistical Packages for Social Sciences (SPSS). The analysis yielded the following results among others: there is a significant relationship between teachers' qualification and students' academic performance in Business Studies; there is a significant relationship between teachers' teaching experience and students' academic performance in Business Studies and there is no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies. Based on the findings and conclusion, the study recommended among others that: government should put in much effort in ensuring that only qualified teachers are engaged to teach Business Studies in our schools.*

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I. Introduction

Business Studies which comprises of Typing, Shorthand, Office Practice, Commerce and Book-Keeping is one of the subjects taught at the Junior Secondary School level in Nigeria. The main objective Business Studies is to enable students appreciate the five components that make up the subject and how they relate to one other (Ediagbonya & Adebayo, 2017). Students' knowledge and understanding of the role of commerce in the economy of the nation; of the basic concepts and principles relating to practical commercial activities; acquisition of office and book-keeping skills (aural, mental and manual) help to prepare students for the business world (National Open University Nigeria, 2008).

Business Studies is one of the pre-vocational elective subjects taught in Upper Basic (7-9) in secondary schools and it forms the basis for other business related courses taught in Senior Secondary Schools and Post-Secondary Schools and experts have emphasized its usefulness (Ediagbonya & Adebayo, 2017). Adamu (2009) observed that, Business Studies helps youths to learn career opportunities like Accounting, Secretarial Studies, Private and Public Office management available to them in the world of business and office occupations which are required for successes in the occupations and training of the labour force to facilitate economic development. Due to the importance of Business Studies, stakeholders often want to put in efforts towards enhancing the performance of students in the subject.

Academic achievement connotes performance in a school subject as symbolized by a score or marks on the achievement test (Epunnam, 1999); while retention of learning according to Momoh-Olle (1999) is the repeated performance by a learner of the behaviour earlier acquired, elicited after an interval of time. It is affected by the degree of original learning, the methods of learning and learners' memory capacity among others (Demmert 2001). Performance of students in Business Studies is defined as the learning outcomes of the students which include knowledge, skills and ideas acquired and retained through his/her course of studies within and outside the classroom situation (Epunnam, 1999; Adepoju, 2011). It is quantified by a measure of student's academic standing in relation to those of other students of the same age (Adelola, 2004). The academic performance of students in Business Studies is a function of several factors which are inter-related. These factors are either internal or external. That is, it is either within the control of the individual or outside his/her control.

The teacher factor is often described as a necessity in considering students' academic performance. The teacher factor in this study include: teaching experience, teachers' qualifications and teaching strategies. The qualifications of the teacher play a crucial role in the teaching-learning process of Business Studies. Oyanoafoh (2013) stressed that effective teachers are those that possess both academic and personal qualities; and they are

able to assist the learners towards attaining high academic performance. Imeokparia and Ediagbonya (2009) emphasized that for a teacher to be qualified to teach Business Studies, he/she must possess any of the following qualifications: NCE (Business Education), B. Sc (Business education) M. Ed (Business Education) and Ph. D (Business Education). Based on the foregoing, it therefore implies that when qualified Business Educator is made to teach Business Studies, quality will most likely be assured and the academic performance of Business Studies' students will probably be guaranteed. Experience is also another worthwhile factor.

The experience of a teacher plays a major role in the teaching-learning process. It is sometimes expressed that the productivity of a teacher relies heavily on the teaching experience of the teacher (Khursid, 2006). The more experienced teachers are better informed on classroom management, teaching strategies, test construction, students' assessment and others. The experience of Business Studies teachers also determines how much they can utilize various teaching strategies.

Teaching strategies have been identified over the years as an integral component of teacher factors and it has a way of influencing the academic performance of students. For there to be effective teaching of Business Studies, Business Studies' teachers have to explore and utilize various teaching strategies towards the realization of the overall goals of Business Studies. Some of the notable teaching strategies that are perceived to be effective in the teaching and learning of Business Studies include: demonstration, modeling, discussion, project, field trip, assignment and brain-storming.

Statement of the Problem

Evidence abound that the implementation of the secondary school Business Studies programme in the country over the years has left much to be desired. Students' performances over the years appear not to be impressive probably due to so many factors influencing academic performances in business studies. Njoku (1992) once observed the massive failure rate in examination and the author attributed this failure rate to several factors.

Observation has also shown that many students that had written Business studies Junior Certificate Examination now Basic Education Certificate Examination (BECE) appeared not to perform too impressively. This sends dangerous signal to the future of the subjects. Business Studies is not a core subject in Basic Education Certificate Examination (BECE) because failure in it will not result in writing the examination again unlike Mathematics and English Language. The alarming failure rate that is widely speculated has engaged the minds of so many stakeholders as to what could possibly be responsible for the poor performances in business studies examination. Literatures have it that there are several factors that could account for students' academic performances and some of the notable factors reported include: teachers' qualification, teaching experience, location of schools, school type, instructional materials and teaching strategies.

The factors that actually account for the academic performance of students in business studies seem not to be well articulated or reported in many literatures despite the importance of Business Studies in the socio-economic development of the nation. The researcher is indeed worried as to what factors actually account for the academic performance of Business Studies' students in the state. Could these factors be teachers' qualifications? Could it be teaching experience or teaching strategies? It is on the basis of this that the researcher intends to empirically investigate the extent to which teachers factors influence students' academic performance in Business Studies in Edo State.

Purpose of the Study

The main purpose of the study was to find out the extent to which teachers factors influence students' academic performance in Business Studies in Edo State. The study was intended to specifically find out whether:

- i. there is a relationship between teachers' qualifications and students' academic performance in Business Studies in Edo State.
- ii. there is a relationship between teachers' teaching strategies and students' academic performance in Business Studies in Edo State; and
- iii. there is a relationship between teachers' teaching experience and students' academic performance in Business Studies in Edo State.

Research Questions

The following research questions were raised to guide this study:

- i. Is there any relationship between qualifications of teachers and students' academic performance in Business Studies in Edo State?

- ii. Is there any relationship between teacher teaching strategy and students' academic performance in Business Studies in Edo State?
- iii. Is there any relationship between teachers' teaching experience and students' academic performance in Business Studies in Edo State?

Hypotheses

The hypotheses formulated for this study were tested at 0.05 level of significance and they are:

1. There is no significant relationship between teachers' qualification and students' academic performance in Business Studies in Edo State;
2. There is no significant relationship between teachers' teaching experience and students' academic performance in Business Studies in Edo State; and
3. There is no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies in Edo State.

II. Method Of Study

This section dealt with the method the researcher used in carrying out the study.

Research Design

This study utilized a correlational design since it was basically an inquiry into the relationship between teachers' factors and academic performance in Business Studies in Edo State. According to Omorogiuwa (2006), a correlational survey design is applied to a study that seeks to establish if linear relationship exists between two or more variables. The independent variables in the study were the teachers' factors while the dependent variable was the academic performance of Business Studies students.

Population of the Study

The population of the study was made up of 40,745 final Business Studies students in Edo State. The population of Business Studies teachers was 255 (State Universal Basic Education Board, Benin City, 2014). The session under consideration was 2013/2014.

Sample and Sampling Technique

The sample size for the study was 2,734 students and 65 Business Studies teachers and they were selected through multi-stage sampling technique. Edo State was stratified into three (3) Senatorial Districts: Edo South, Edo Central and Edo North. From each district, four schools were selected from each local government areas used and it comprised of two schools from rural and urban areas.

Instrument of the Study

The following instruments were used for the study:

- A. Business Studies Teachers Factors Questionnaire (BUSTFQ)
- B. Business Studies Achievement Test (BUSAT)
- C. Checklist on Business Studies' Teacher Strategies (COBSTS)

The Business Studies Teachers Factors Questionnaire (BUSTFQ) was developed by the researcher and was used to gather information on the following:

- i. The educational qualifications of teachers;
- ii. The teaching experience of teachers;

The BUSTFQ was made up of one section of five questions, which sought to obtain information on the teacher factors. The instrument was used to collect the demography data of the teachers. The teachers (respondents) were required to tick the appropriate response applicable to them.

The Business Studies Achievement Test (BUSAT) was made up of one section of thirty questions. Students were expected to supply the answers by ticking the correct options. BUSAT was drawn from Basic Education Certificate Examination (BECE) past questions in Business Studies. BUSAT contained three (3) aspects of Business Studies namely: Commerce, Book-Keeping and Office Practice. Each of these aspects had ten (10) questions and a total of thirty (30) questions in all.

The checklist on Business Studies Teachers' Strategies (COBSTS) was developed by the researcher in order to ascertain the teaching strategies adopted by Business Studies' teachers in Junior Secondary Schools.

Validity of Instrument

The validity of the instruments (BUSTFQ, BUSAT and COBSTS) were certified by experts in the Department of Curriculum Studies and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma; and Department of Vocational and Technical Education in the Faculty of Education, University of Benin.

Reliability of the Instrument

For the reliability of the BUSAT, a group of 64 Junior Secondary final year students (JSS 3) from private schools in Edo State were put together. The test re-test method of reliability was used and it yielded a reliability coefficient of 0.79. This instrument was therefore, adjudged to be adequate for use. Since the BUSTFQ was only used to collect the demographic data of Business Studies teachers, the instrument was not tested for reliability. The COBSTS was equally not subjected to reliability test.

Administration of the Instrument

The instruments were administered by the researcher and five trained research assistants. The duration for BUSAT was thirty minutes. Thus, students were expected to answer the questions in thirty minutes.

Method of Data Analysis

The data for the analysis was obtained from BUSTFQ, BUSAT and COBSTS. The statistical tools that were used for this study were the descriptive statistic and inferential statistic. The inferential statistics that was used in analyzing the data was linear regressions.

III. Results And Discussions

This section focused on the analysis of data, the interpretation and discussion of results.

Hypothesis One: There is no significant relationship between teachers' qualification and students' academic performance in Business Studies in Edo State

Table 1: ANOVA Analysis of Teachers' Qualification and Academic Performance in Business Studies

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	24.651	1	24.651	2.241	.020 ^a
Residual	692.334	63	11.378		
Total	716.985	64			

- a. Predictors: (Constant), Teachers' Qualification
- b. Dependent Variable: Academic Performance

Table 1 above shows F-value of 2.241 and a p-value of 0.020. Testing at an alpha level of 0.05, the p-value was less than the alpha level. So, the null hypothesis which states that there will be no significant relationship between teachers' qualification and students' academic performance in business studies in Edo state is rejected. Consequently, there is a significant relationship between teachers' qualification and students' academic performance in business studies. Therefore, the qualification of the teachers was an important teacher factor.

Hypothesis Two: There is no significant relationship between teachers' teaching experience and students' academic performance in Business Studies in Edo State

Table 2: ANOVA Analysis of Teachers' Teaching Experience and Academic Performance in Business Studies

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	125.201	1	125.201	11.312	.031 ^a
Residual	591.784	63	11.068		
Total	716.985	64			

- a. Predictors: (Constant), Teaching Experience
- b. Dependent Variable: Academic Performance

Table 2 above shows F-value of 11.312 and a p-value of 0.031. Testing at an alpha level of 0.05, the p-value was less than the alpha level. So, the null hypothesis which states that there will be no significant relationship between teachers' teaching experience and students' academic performance in business studies in Edo state is rejected. Consequently, there is a significant relationship between teachers' teaching experience and students' academic performance in business studies. Therefore, the experience of the teachers was an important teacher factor.

Hypothesis Three: There is no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies in Edo State.

Table 3: ANOVA Analysis of Teachers' Teaching Strategy and Academic Performance in Business Studies

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	75.380	5	15.076	1.386	.243 ^a
Residual	641.605	59	10.875		
Total	716.985	64			

- a. Predictors: (Constant), Dramatization, Field Method, Project Method, Demonstration Method, Discussion Method
- b. Dependent Variable: Academic Performance

Table 3 above shows F-value of 1.386 and a p-value of 0.243. Testing at an alpha level of 0.05, the p-value was greater than the alpha level. So, the null hypothesis which states that there will be no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies in Edo state is retained. Consequently, there is no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies. Therefore, the teaching strategy of the teachers was not an important teacher factor.

IV. Discussion of Results

The findings of this study were based on the hypotheses that were addressed at the beginning of the work and analyzed in tables. The findings of these factors are now discussed one after the other.

(a) Relationship Between Teachers' Qualification and Students' Academic Performance in Business Studies

The result from the analysis showed that there was a significant relationship between teachers' qualification and students' academic performance in Business Studies in Edo State. It therefore implies that students' taught by qualified teachers perform better in business studies than those taught by unqualified teachers. This finding corroborated the finding by Akinsolu (2010) where the author concluded that teachers' qualification is significantly related to students' academic performance. Alufohai (2011) was also in support of this study. Both studies stressed that the qualification of teachers played invaluable roles in students' academic achievement. This finding contradicted the finding by Kosgei, Mise, Odera and Ayugi (2013) where the author found that there was no significant relationship between teacher qualification and student academic achievement. It also contradicted the findings of Kimani, Kara and Njagi (2013) where the authors found that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement.

(b) Relationship between Teachers' Teaching Experience and Students' Academic Performance in Business Studies

The result from the analysis showed that there was a significant relationship between teachers' teaching experience and students' academic performance in business studies in Edo State. It therefore implies that years of teaching experience was really a significant factor in students' academic performance. The result of this finding supported the findings of Darling-Hammond (2000) who declared that teachers with more than five years in the classroom seem to be the most effective than the inexperienced teachers. Similarly, it also corroborates the findings of Rivkin, Hanushk and Kain (2005), Akinsolu (2010) and Ewetan and Ewetan (2015). This finding however contradicted that of Kong (2009), Kimani, Kara and Njagi (2013) where the authors found that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement.

(C) Relationship between Teachers' Teaching Strategy and Students' Academic Performance in Business Studies

The result of the analysis revealed that there was no significant relationship between teachers' teaching strategy and students' academic performance in Business Studies in Edo State. It therefore implied that teachers' teaching strategy is not really a significant fact that predicted Business Studies students' academic performance. This finding contradicted the study by Luntungan (2012), where the author found that teaching method had a significant effect on students' academic performance. The finding also contradicted the finding of Okoza, Aluede and Akpaida (2012), where the authors found that teacher's method of teaching mediated on students' academic performance. In a similar vein, this finding also contradicted the finding by Ganyaupfu (2013), where the author found that teaching methods have significant effect on students' academic performance. Abdi (2014) also contradicted this finding where the author stressed that students who were instructed through inquiring-based learning achieved higher score than the ones which were instructed through the traditional method.

V. Conclusion

This study has carefully been able to x-ray the influence of teachers' factors on the academic performance of Business Studies' students in Edo State. The study examined three (3) teacher factors: teachers' qualifications, teaching experience and teaching strategies. Based on the analysis of the data, it can be concluded that teachers' qualifications and teaching experience had significant influence on students' academic performance while the influence of teaching strategies was not significant. It therefore implies that efforts should be made to encourage the utilization of qualified and experienced teachers in the teaching of Business Studies in schools in Edo State.

Recommendations

Based of the findings, the following recommendations are therefore advanced:

- i. The government should put in much effort in ensuring that only qualified teachers are engaged to teach Business Studies in our schools;
- ii. Teachers should be encouraged to grow on the job and experienced teachers should be motivated to mentor less experienced ones;
- iii. Conscious efforts should be made by stakeholders to ensure that instructional facilities are provided for the smooth teaching and learning of Business Studies in our schools; and
- iv. Students' variables should be put into consideration in the discourse of academic performance.

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