

Factors affecting Students' Attitude towards Business Education in Secondary Schools in Ibadan North Local Government, Oyo State, Nigeria

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Abstract. Secondary school students recently seem not to be well interested in Business Education subjects in Oyo State, Nigeria. This research captured factors affecting students' attitude towards business education in secondary schools in Ibadan North Local Government in Oyo State, Nigeria. The study adopts descriptive survey design. BEAQ was the instrument used with reliability of 0.85. The population consisted of all business teachers in all junior and senior secondary schools in Ibadan North Local Government in Oyo State. Sixty-four teachers were eventually randomly used for sample of the research. Chi Square Analysis was used to test the two alternate hypotheses formulated. The findings revealed that shorthand and typewriting are sending students away from business studies in secondary schools X^2 of 8.256; $df = 1$ significant $p < .05$ level. Since the X^2 calculated is greater than X^2 tabulated. Also, parents are not discouraging their wards to study business education X^2 value of 2.726; $df = 1$ not significant at $P > .05$ level, X^2 tabulated or critical was greater than X^2 calculated. It was therefore concluded that shorthand and typewriting was sending students away from business studies and parents were not discouraging their wards to study business education. It was finally recommended that measures should be taken to further stimulate the interest of students, teachers should adopt students-centered methodologies in their teachings and government should increase the funding of business education in secondary schools.

Keywords: Factors, Students Attitude and Business Education

1. Introduction

Business Education is that aspect of vocational education that focuses on the development of the students with the acquisition of skills needed to satisfy human wants, the attitude of students towards the subject should be studied both by the school counselors and business teachers in our secondary schools in order to help them to have right disposition towards those business education subjects. It is obvious that business transactions are growing within and outside the country, the acquisition of business skills is more important now than ever. It is unfortunate, however, that these secondary school students are not taking this global challenges seriously. They rather prefer studying arts subjects to commercial subjects. No thanks to unnecessary fear students have developed for shorthand in recent times. A number of secondary school students both at junior secondary schools (JSS) and senior secondary schools (SSS) do not want to have anything doing with Business subjects. They believe that these subjects: shorthand, typewriting, accounts, business method etc. are too difficult to cope with.

Unfortunately, those subjects do not have enough business teachers to take them. Also, the numbers of commercial secondary schools are grossly limited and this does not alarm the education stakeholders in Nigeria and Oyo state in particular. Again, parents are not helping the

issue; almost every parent will prefer their children studying medicine, Engineering etc in neglect of Business Education. Whereas, business education remain the subject relevant to the global tie which is international trade!

Anyaduba (1988) said “Business education is education for business and about business. Osuala (1993) opined that business education curriculum is a special area of instruction that deals directly with business skills and techniques, business knowledge and facts, business understandings, economic understandings, business attitudes and business appreciation necessary to understand and adjust to that economic and social instructions called business. According to Federal Ministry of Education (NPE 2004, 2013), business skills and techniques, business knowledge and understanding etc, which contribute to entry-level requirements for office occupations, are taught at the prevocational level in an integrated form called business studies. In the vocational or senior secondary schools, business education courses are taught.

Ulinfun and Onwaokolo (1990) said Business Education are the competencies acquired in institutions of higher learning and the basic skills, techniques, attitudes and knowledge acquired at the secondary school level for an individual to understand the social institutions of business and successfully adjust himself to it. Despite these ample opportunities, some secondary school students have a different attitude towards business Education subjects!

Nevertheless, Ibitoye (2011) defined business education as an aspect of vocational education that focuses on the development of the students with the acquisition of skills needed to satisfy human wants. He explained further that business education has some branches under it: (a) secretarial/office option (b) Accounting option (c) marketing/distributive option. The contents of each aspect of business education are so rich to guarantee self-employment or self-reliance for the citizen of any nation. also explained that the contents of business education include: Typewriting, Shorthand, office Administration and Management, Word

processing, Computer appreciation, Book-Keeping, Accounts, Principle of Marketing etc. However, Business Studies is being offered at Junior Secondary school level. The content comprises of office practices, shorthand, typewriting/word processing, commerce, accounts and so on. At Senior Secondary level business studies is split into: Financial Accounting, Commerce, Shorthand, Typewriting and so on.

Onyesom and Ashibogwu (2013) recommended that in order to have quality assurance of business education programme in Nigeria, there should be a positive attitudinal change, internal integrity and commitment by all stakeholders. In line with Onyesom and Ashibogwu teachers are expected to be committed to the teaching of business studies from primary school to the teaching level. Hornby (2015) defined attitude as: way of feeling, thinking and behaving. This research work is interested in knowing whether the attitude of secondary school students is negative or positive towards business education with the aim of knowing the causes and the solutions. Other factors that influence the attitude towards choice of subject by students have also been studied, such as the implementation of inclusion at school, sources of support and the distribution of resources, support from the school administration and colleagues, organization framework, etc. (Morley et al., 2005).

2. Purpose of the Study

The objective of the study is to determine if shorthand and typewriting, being skilled subjects, are responsible for students’ avoidance of business studies in secondary schools. Also, the research will try to know if parents are discouraging their wards to study business subjects in secondary schools in preference for Sciences or arts.

Statement of Problems

Loosing interest in Business subjects by secondary school students might be traceable to the education stakeholders in Nigeria that seem not to be interested in starting many commercial secondary schools. Perhaps they do not know

the importance of these schools to our society. Recruitment of business education teachers appears to be inadequate. Students' success in business education has not been a priority to some parents too. May be this is why reasonable number of them cannot purchase typewriters for their wards. Students on their part develop unnecessary fear for some business subjects in secondary schools. All these have constituted a serious concern for the researcher.

3. Hypotheses

- Shorthand and typewriting are sending students away from business studies in secondary schools.
- Parents are discouraging their wards to study business education in secondary schools.

4. Research Design

The research design used for this study was a descriptive survey design of ex-post-facto, which was meant to elicit responses from the respondents as they were through questionnaire and observation. It did not involve manipulation of variables since it is not an experimental research.

4.1 Instrumentation

The name of the instrument was Business Education Attitude questionnaire (BEAQ)

5. Results

5.1 Hypothesis I: Shorthand and Typewriting are sending students away from business studies in secondary schools.

TABLE 1: ANALYSIS OF CHI-SQUARE BASED ON THE STATEMENT THAT SHORTHAND AND TYPEWRITING ARE SENDING STUDENTS AWAY FROM BUSINESS STUDIES IN SECONDARY SCHOOLS.

ITEM	N	POINTS AGREE	POINTS DISAGREE	DF	X ² CALC	X ² CRITICAL	SIGNIFICANCE OF P
8,17	60	228	102	1	8.256	3.841	.006*

*(significant at P<0.5)

As shown in table 1, the table number of agreed response were two hundred and twenty eight (228) while that of disagreed responses were one hundred and two (102). The hypothesis stated in alternate form indicates that shorthand and typewriting are sending students away from business studies in secondary

designed by the researcher. It had three parts: The covering letter to the respondents, personal data of the respondents and 21 statements items. The statement items were provided with four columns expressing the level of agreement, that is: Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagreed (1 point).

The validity of (BEAQ) was done by the researcher and other business educators, while the reliability of the instrument was determined using Cronbach alpha coefficient at the result of 0.85.

Participants

The population for this study consists of all the teachers in junior and senior secondary schools in Ibadan North local government in Ibadan, Oyo state. The sample for the study consists of eight (8) secondary schools with simple random technique used in picking members of staff within the Ibadan north local government. Eight (8) members of staff consisting of three (3) Business teachers, a counselor, a head of department, a coordinator, the vice principal and the principal were used for the study. In summary 64 members of staff were picked from four (4) junior secondary schools and four (4) senior secondary schools.

4.2 Method of Data Analysis

Chi square analysis was used in testing the two hypotheses formulated in this study.

schools. If the significance of the hypothesis is to be checked statistically, the consideration would be X^2 calculated relative to X^2 critical or tabulated. For this hypothesis, the result indicated that X^2 of 8.256; $df = 1$ significant $p < .05$ level. Since the X^2 calculated is greater than X^2 tabulated for alternate hypothesis, the alternate hypothesis was not rejected and it is concluded by affirming that shorthand and typewriting are sending students away from business studies in secondary schools.

5.2 Hypothesis II: Parents are discouraging their wards to study business education in secondary schools.

TABLE 2: ANALYSIS OF CHI-SQUARE BASED ON THE STATEMENT THAT PARENTS ARE DISCOURAGING THEIR WARDS TO STUDY BUSINESS EDUCATION IN SECONDARY SCHOOLS.

ITEM	N	POINTS AGREE	POINTS DISAGREE	DF	X^2 CALC	X^2 CRITICAL	SIGNIFICANCE OF P
14.18	60	240	72	1	2.726	3.841	.09

*(not significant at $P > 0.5$ level)

Table 2 reveals that the total numbers of agreed responses were two hundred and forty (240) while that of disagreed responses were seventy two (72). The hypothesis stated in alternate form indicated that parents are discouraging their wards to study business education in secondary schools. If the significance of the hypothesis is to be determined statically, the consideration would be X^2 calculated relative to X^2 critical or tabulated. In this case X^2 value of 2.726; $df - 1$ not significant at $P > .05$ level was obtained in the same vain. It can be seen that the X^2 tabulated or critical was greater than X^2 calculated and for alternate hypothesis, the alternate hypothesis is rejected and it is concluded that parents are not discouraging their wards to study business education in secondary schools.

6. Findings

The findings from this study include:

- Shorthand and typewriting are sending students away from business studies in secondary schools.
- Parents are not discouraging their wards to study business education in secondary schools.

7. Discussion of Research Findings

Hypothesis one was not rejected, that means it was accepted. Students perceive shorthand and typewriting as aspects of Business education considered difficult. In addition most schools do not have enough typewriters in their typing pools and the cost of acquiring typewriters by

students enjoying free education may not be a realistic option. Since it is an activity that is largely practically oriented, it is therefore logical for students not to feel comfortable with these two aspects of Business Education thereby sending students away from offering the courses. The research outcome bothers more on the attitude of students. No wonder Ijaiya (2012) identified the negative attitude of many Nigerians towards vocational training as a major obstacle to successful implementation of vocational training policies and curriculum.

Hypothesis two was rejected. This means that parents are not discouraging their wards to study Business Education in secondary schools. This finding corroborates Mutasa, Goronga and Gatsi (2013) in the study titled parental involvement: an untapped potential for transforming special needs education in Zimbabwe. Parents are facing challenges of lack of time and resources to support their children on any courses or subjects that are demanding such as business studies. All parents expressed that they were busy with extra jobs for sustaining their own survival. Hence, if parents are not paying attention to their wards academics, It is due to economic distraction and not discouragement. It is however pertinent to note that the phenomenal rise in business activities in Nigeria in the last eight years coupled with the fact that they can be easily absorbed into most establishments or corporate organizations is a strong determinant why parents are not discouraging their wards in offering business education. In addition graduates of business education can be self-reliant by embarking on commercial activities

that would not make them heavily dependent on white-collar jobs.

Shorthand and typewriting constitute some aspects of Business education, which cannot be overlooked. If these two aspects are discouraging students, then a detailed approach should be introduced to curb this ugly and disturbing trend. This can come in form of appropriate and friendly teaching methodologies to be employed by the teachers. Also, government needs to inject more funds into acquiring more typewriters and other related equipment required by the students to engage them in constant practice. Since the activities of shorthand and typewriting are largely practical, students' needs to be equipped with what they can use regularly to practice.

Since the study has confirmed that parents are not discouraging their wards for offering business education in secondary schools, they need to further stimulate the interest of their wards in the subjects by making funds available to acquire some of the equipment needed.

8. Conclusion

Shorthand and typewriting are sending students away from business studies in secondary schools. Parents are not discouraging their wards to study business education in secondary schools.

9. Recommendations

Based on the findings of this study, the following recommendations are made:

- Measures should be taken to further stimulate the interest of students in the study of Business education in secondary schools. This can come in form of greater incentives to the teachers of Business education.
- Teachers of Business education are strongly urged to adopt student-centered methodologies in their teachings. This would make the students to interact with their peers and their teachers in a friendly atmosphere. This is also

expected to enhance learning and arouse students' interest in business subjects in secondary schools.

- Government should increase the funding of business education in secondary schools. This can come in form of buying new and modern typewriters, cassette recorders, computers etc to the typing pools to augment what is already in existence.
- Finally, parents of students offering business studies can be counseled to continue to encourage their wards in the subjects by way of making funds available for their needs.

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