ASSESSMENT OF PREDICTIVE FACTORS INFLUENCING QUALITY ASSURANCE IN BUSINESS STUDIES PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN OGUN STATE

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Abstract

This study analysed the performance objectives component of the JSS business studies curriculum and also assessed the equipment used in implementing business studies programme in Ogun State. The research design adopted is the descriptive survey design while the purposive sampling technique was used to select twenty (20) public schools, nineteen (19) private schools and one (1) Federal Government owned school in Abeokuta metropolis. In conducting the study, three research questions were raised to guide the research. The instruments adopted were the 9 Basic Education Curriculum for business studies JS1 to 3 and structured questionnaire titled Predictive Factors Influencing Quality Assurance in Business Studies Programme Questionnaire (PFIQABSPQ) which consisted of 45 items to generate data for the study. Data gathered were organized and analyzed using simple percentage and chi-square (x²). Findings of the study revealed that the cognitive domain has been emphasized more than the affective and psychomotor domains of the performance objectives in the National Business Studies Curriculum. The study equally revealed that there was significant difference between the curriculum requirements and availability of equipment for teaching and learning business studies. On the basis of the findings of this study, it was recommended that business educators at the JSS level should place emphasis on the cognitive, affective and psychomotor aspects of the performance objectives and take practical steps to promote improvisation of equipment for the purpose of effective teaching and learning.

Introduction

Educational institutions in Nigeria have often been criticized for the quality of their productions and many recommendations have been made to arrest the downward slide in performance and quality but to no avail. In order to enrich the quality of Business Studies products, it becomes imperative to establish a quality assurance system. However it is worthwhile to define the term, “quality assurance”. According to Adeniji (2012), quality assurance can be conceptualized in two major ways viz:

- A way by which any group or organization charged with the responsibility of implementing the objectives of a particular programme to ensure that the objectives are effectively pursued and satisfactorily attained.
- A process and system put in place to ensure that a product measures up to laid-down specifications and standards. In quality assurance, there must be acceptable standards of good performance.

However, there are many factors that influence quality assurance in educational programmes. These include: (a) school based factors such as school buildings, teachers, subject timetable, instructional materials, discipline and so on. (b) Environment based factors such as government policy, security, infrastructure, funding among others. However, the focus of this study is on predictive factors. Relative to the above explanation; it is worthwhile to examine the nature and objectives of Business studies at the Junior Secondary School Level in Nigeria. Business studies is one of the subjects categorized as prevocational electives in the National Policy of Education (2004). It is an amalgamation of five core components fused together as one subject. The five components of Business studies are office practice, commerce, bookkeeping, shorthand and keyboarding. According to the Federal Ministry of Education (2007) the general objectives of Business Studies are to:

- Provide orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
- Provide basic business skills for personal use now and in future.
- Prepare students for further training in Business Studies.
- Relate the knowledge and skills to the national economy
- Develop basic skills in office occupations

In order to attain the aforementioned objectives, a list of 40 facilities were recommended on pages 50 and 51 of the National Educational Research and Development Council (NERDC)/ Universal Basic Education Commission (UBEC) Business Studies curriculum for Junior Secondary 13. Since the Business Studies curriculum was designed to mould the Nigerian child into becoming self-reliant for effective and purposeful business practice in the society, it becomes pertinent to assess two major predictive factors that significantly influence quality assurance in the implementation of Business studies programme in junior secondary schools. These predictive factors are the performance objectives and the recommended equipment.

Ahmad (2011) carried out an analysis of the performance objectives of the junior secondary school (JSS) civic education curriculum guide of 2007. The study revealed that cognitive objectives were 98.3% while affective objectives were 1.7% for J.S. 1. While J.S 2 and J.S. 3 had 100% cognitive objectives. Similarly, studies conducted by Chuke (2003), Balogun (2003), Babalola (2003), Onasoga and Akinlabi (2012), Akinyele (2013) and
Olaniyan (2013) revealed that facilities provided for the teaching and learning of Business courses in Secondary and Post-Secondary institutions are grossly inadequate. It was discovered that there is a gross mismatch between available facilities and minimum standard requirements. Without any doubt this situation has seriously jeopardized quality assurance in teaching and learning.

Statement of the Problem

Studies by Ololobou (2010) and Ahmad (2011) revealed that educational goals are general aims translated into practical terms by specific objectives to be achieved in future. Performance objectives, also referred to as behavioural objectives or instructional objectives are clear, specific, measurable and observable statements of change in the behavior of the learners after an educational encounter. After six years of the introduction of the Business studies curriculum designed by the NERDC and UBEC in 2007 under the auspices of the Federal Ministry of Education, the following pertinent questions readily come to mind:

- Are the three domains of the taxonomy of educational objectives adequately covered when stating the learning outcomes in the Junior Secondary Business Studies Curriculum?
- Are the recommended equipment in the curriculum sufficient to attain the performance objectives and recommended equipment for classroom practices? And
- What are the implications of the curriculum requirements and available equipment for classroom practices?

Purpose of the Study

This study sought to find out:

- If there is any significant imbalance in the statement of junior secondary school performance objectives in the business studies curriculum
- Whether there is any significant different between the curriculum requirements and availability of equipment for teaching and learning business studies.

Research Questions

The following research questions were raised to guide the study:

- Is there any significant imbalance in the statement of junior secondary school performance objectives in the business studies curriculum?
- Is there any significant difference between the curriculum requirements and availability of equipment for teaching and learning business studies?

Method

The descriptive survey research design was adopted for the study while the purposive sampling technique was used to select twenty (20) state government owned secondary schools, nineteen (19) private schools and one (1) federal government owned secondary school making a total of 40 secondary schools in Abeokuta metropolis.

Both primary and secondary documentary sources were used to gather data for this study. The materials for the study included the junior secondary school (JSS) National Business Studies Curriculum Guide of 2007 and a structured questionnaire titled “Predictive Factors Influencing Quality Assurance in Business Studies”. The instruments were validated by two professional business educators from Tai Solarin University of Education (TASUED) Ijebu-Ode.

The approach adopted was to count all the performance objectives in the curriculum guide based on levels 1-3 then the objectives were classified into the three domains of learning e.g. cognitive, affective and psychomotor. The classification was done based on the description of expected learning outcomes e.g. the behavioral terms used like: list, state, evaluate recognize, describe, manipulate, type, prepare, tabulate and so on. Copies of the questionnaire were given to 40 Business studies teachers from 40 schools to assess the equipment used for teaching and learning Business studies. The chi-square statistics was used to determine the significant differences between curriculum requirement and equipment available. The formula adopted was:

$$X = \sum \frac{(Fo-Fe)^2}{Fe}$$

Where:
- $Fo =$ the observed frequencies of equipment
- $Fe =$ the expected frequencies of equipment.
- $\Sigma =$ sum over all columns.

Results

Research Question 1: Is there any significant imbalance in the statement of junior secondary school performance objectives in the business studies curriculum?

<table>
<thead>
<tr>
<th>Class</th>
<th>Cognitive No</th>
<th>Cognitive %</th>
<th>Affective No</th>
<th>Affective %</th>
<th>Psychomotor No</th>
<th>Psychomotor %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSS1</td>
<td>74</td>
<td>71.8</td>
<td>11</td>
<td>10.7</td>
<td>18</td>
<td>17.5</td>
<td>103</td>
</tr>
<tr>
<td>JSS2</td>
<td>76</td>
<td>69.1</td>
<td>18</td>
<td>16.4</td>
<td>16</td>
<td>14.5</td>
<td>110</td>
</tr>
<tr>
<td>JSS3</td>
<td>39</td>
<td>60.9</td>
<td>14</td>
<td>21.9</td>
<td>11</td>
<td>17.2</td>
<td>64</td>
</tr>
</tbody>
</table>

Source: NERDC/UBEC 9 year Basic Education Curriculum for Business Studies.

Table 1 revealed that there are more cognitive objectives in the curriculum document that what obtains for affective and psychomotor domains put together. It is noteworthy that this pattern runs through all the three levels of junior secondary education. An assessment of the whole curriculum document reveals a greater number of performance objectives stated
in cognitive terms such as: list, identity, mention, describe, define, explain and differentiate. The over-emphasis on the cognitive has led to an obvious neglect of the affective and psychomotor domains. Considering the imbalance it would be very difficult to impart the proper values and skills inherent in Business studies.

**RESEARCH QUESTION 2:** Is there any significant difference between the curriculum requirements and availability of equipment for teaching and learning Business studies?

**Table 2:** Chi square (X²) analyses of relationship between the curriculum requirements and available equipment.

<table>
<thead>
<tr>
<th>SN</th>
<th>Instructional Materials and Equipment</th>
<th>F0</th>
<th>Fe (Expected)</th>
<th>X²</th>
<th>(F0-Fe)²/F0 X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Typewriter</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Domolwell desks</td>
<td>120</td>
<td>1600</td>
<td>1440</td>
<td>1.369</td>
</tr>
<tr>
<td>3</td>
<td>Swivel typing chairs</td>
<td>120</td>
<td>1600</td>
<td>1440</td>
<td>1.369</td>
</tr>
<tr>
<td>4</td>
<td>Type writers</td>
<td>200</td>
<td>1200</td>
<td>1000</td>
<td>833.33</td>
</tr>
<tr>
<td>5</td>
<td>Ink duplicating machine</td>
<td>5</td>
<td>80</td>
<td>70</td>
<td>31.31</td>
</tr>
<tr>
<td>6</td>
<td>Photocopy</td>
<td>10</td>
<td>40</td>
<td>30</td>
<td>30.65</td>
</tr>
<tr>
<td>7</td>
<td>Filing cabinet</td>
<td>5</td>
<td>40</td>
<td>30</td>
<td>30.65</td>
</tr>
<tr>
<td>8</td>
<td>Stapling machine</td>
<td>20</td>
<td>400</td>
<td>338</td>
<td>3610</td>
</tr>
<tr>
<td>9</td>
<td>Perforator</td>
<td>10</td>
<td>100</td>
<td>90</td>
<td>81</td>
</tr>
<tr>
<td>10</td>
<td>Guillotine</td>
<td>5</td>
<td>40</td>
<td>30</td>
<td>30.65</td>
</tr>
<tr>
<td>11</td>
<td>Stopwatches</td>
<td>8</td>
<td>160</td>
<td>152</td>
<td>170</td>
</tr>
<tr>
<td>12</td>
<td>Tape recorder</td>
<td>4</td>
<td>40</td>
<td>30</td>
<td>32.4</td>
</tr>
<tr>
<td>13</td>
<td>Alarm clock</td>
<td>6</td>
<td>40</td>
<td>20</td>
<td>28.9</td>
</tr>
<tr>
<td>14</td>
<td>Bulletin boards</td>
<td>10</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
<tr>
<td>15</td>
<td>Adding/listing machine</td>
<td>6</td>
<td>40</td>
<td>30</td>
<td>28.9</td>
</tr>
<tr>
<td>16</td>
<td>Punch (with double and single holes)</td>
<td>4</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
<tr>
<td>17</td>
<td>Incoming register</td>
<td>3</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
<tr>
<td>18</td>
<td>Dispatch book</td>
<td>6</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
<tr>
<td>19</td>
<td>Visitors book</td>
<td>2</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
<tr>
<td>20</td>
<td>Telephone message pad</td>
<td>1</td>
<td>40</td>
<td>30</td>
<td>23.8</td>
</tr>
</tbody>
</table>

**All significant beyond 0.05**

**Source:** Authors’ fieldwork

**Note:** Frequency expected (fe) implies the underscoring.

In Table 2 indicated that the differences observed in curriculum requirement and available equipment are all significant beyond P< 0.05. This implies that there is disparity between required equipment and available equipment as revealed by the significant difference between frequency expected and frequency observed.

**Discussion of findings**

Results in this study have shown that there is imbalance in the statements of performance of objectives which emphasize the cognitive domain more than the affective and psychomotor
domains in the Business studies curriculum in J.S.S.1-3. Furthermore, the results revealed that there was in congruency between curriculum requirements and available equipment for teaching and learning Business studies in Junior secondary schools in Ogun state. This situation contradicts the NPE (2004) statement that emphasis on subjects classified as pre-vocational electives should be based on practicals. Table 1 revealed that the cognitive aspects of the performance objectives were over-emphasized to the detriment of the affective and psychomotor aspects. This supported the findings of Ahmad (2011) that there is over-emphasis on the cognitive domain of educational objectives in the civil education curriculum.

Findings from table 2 revealed that there was significant difference between the curriculum requirements and availability of equipment for teaching and learning Business Studies. This corroborated the findings of Chuke (2003), Balogun (2003) and Babalola (2003), Onasoga & Akinlabi (2012), Akinyele (2013) and Olaniyan (2013) that there was an acute shortage of facilities for the teaching and learning of Business Courses in Secondary and Post-Secondary Schools.

Implication for Classroom Practices

It is very obvious that Business Studies remains an effective avenue by which worthwhile values and saleable skills that are required of an entrepreneur and workers in the business environment can be inculcated in the younger ones. This however is being affected by the imbalance in the performance objectives of the curriculum to discharge such duties. The situation is further worsened by the imbalance in curriculum requirements and availability of equipment for teaching and learning business studies.

This implies that Business Studies would not be able to make significant impact in the Nigerian educational enterprise that is, it would only have a mere physical presence among the subjects offered in schools which students study and terminate at the JSS level. This is because the younger ones are not equipped with strategic values and life-long skills that can enable them live and function effectively in their ever changing society. Thus, there is a serious dent on the quality assurance of the business studies programme at the junior secondary school level.

Furthermore, the overwhelming presence of cognitive objectives can seriously affect the effectiveness of responsible business practice. This implies that only the cognitive abilities of the learners would be developed. Even though this might be suitable for our examination oriented educational system but it is completely at variance with the philosophy and goals of education in Nigeria. The relegation of affective and psychomotor objectives implies that learners would not be able to put into productive use the knowledge acquired.

Conclusion

An attempt has been made to analyze the performance objectives of the junior secondary school (JSS) Business Studies curriculum guide of 2007. The facilities for teaching and learning Business Studies in 40 junior secondary schools were also assessed. The study revealed that the cognitive objectives are emphasized above the affective and psychomotor objects. It was equally discovered that available facilities are not congruent with the curriculum requirements. Furthermore, the study revealed that many business studies teachers in most of the schools are not trained business educators and thus lack the requisite competencies to use the few equipment that are available. This indeed has serious consequences for the attainment of the learning outcomes and the quality assurance. The effect of this obvious imbalance in the statement of performance objectives and availability of equipment will lead to the adoption of inadequate teaching strategies, poor use of resources and ultimately inappropriate evaluation tools.

Recommendations

On the basis of the discussion in this paper the following are recommended.

- Business educators at the JSS level should place equal emphasis on the cognitive, affective and psychomotor aspects of the performance objectives.
- Business Studies teachers should take pragmatic steps to improvise equipment for effective learning by collaborating with various offices within and outside the school to provide concrete objects for learning during Business Studies Classroom sessions.
- All tiers of government, educational agencies, well-meaning educationists and professional business educators should address the factors inherent in our educational system and society such as the emphasis on certification rather than competence, inadequate facilities and teachers, wide teacher-pupil ratio among others that are responsible for lack of comprehensiveness and balance in the statement of educational objectives.
- Lastly, performance objectives are to be stated to reflect the cognitive, affective and psychomotor domains since knowledge, attitude and skills are crucial to quality assurance in Business Studies.
References


