Conclusion
It was concluded that funds should be made available by stakeholders, parents and government, so that all the necessary equipment needed in the teaching of Business Education should be provided so that quality assurance will be assured in Business Education programmes in colleges of Education in Imo State. There should be benchmark or standard requirement of business education programme in colleges of education in Imo State. Business Education programme should be taught by qualified personnel in other to produce personnel with quality assurance.

Recommendations
1. Adequate funds should be made available to enable colleges of Education in Imo State to purchase infrastructural facilities to be used in Business Education programme.
2. Infrastructural facilities should be produced by teachers, students, government and stakeholders to enhance teaching and learning of Business Education programme in College of Education in Imo State.
3. Qualified personnel should be trained pre-service or in service to produce standard personnel to assure quality assurance in Business Education programmes in Colleges of Education in Imo State.
4. Curriculum should be uniformed to enable government recommend the same textbook and other facilities to be used for efficiency and effectiveness of teaching of business education programmes in colleges of education in Imo State.

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TEACHERS’ BELIEFS IN THE TEACHING AND EXAMINATION OF BUSINESS STUDIES IN PLATEAU STATE SECONDARY SCHOOLS

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Abstract
The spate of poor performance of students that rocked the Nigerian education sector in recent times has sharply drawn attention to the need for educators, administrators, government as well as proprietors and other stakeholders in the industry to redefine and redirect their focus in the teaching and examination of Business studies at all levels of education. Teaching and examination is the bedrock of education. Hence, there is the need to attend every quality and assurance in the teaching and examination of Business studies at all levels of education. This study discusses teachers’ beliefs in the teaching and examination of Business studies in Plateau State. Two research questions were raised to guide the study. The population consisted of 360 teachers of business studies in Southern Zone of plateau State. Two hundred (200) teachers were randomly selected using simple random sampling from both public and private schools to respond to the questionnaire items. A mean score was adopted in data analysis. Result of findings indicated that there were qualified Business studies teachers that can teach effectively and students were also serious with their learning of Business studies despite the variables that were hindering the successful teaching and learning process. Recommendations were made by the researchers to improve the quality of teaching and learning of Business studies in Junior Secondary Schools.

Introduction
Examination and testing is an important part of a teaching-learning process which allows instructors to evaluate their students during and at the end of an educational course. Many instructors dislike preparing and grading exams, and most students dread taking them. Yet tests are powerful educational tools that serve two functions; first, tests help you evaluate students and assess whether they are learning what you are expecting them to learn. Second, well-designed tests serve to motivate and help students structure academic efforts. Janagdi and Shaterian (2008). Crooks, McKeachie and Wergin as cited in Jandaghi and Shaterian (2008) reported that students study in ways that reflect how they think they will be tested. In last 40 years the most exams used to evaluate the students have been designed by instructors. Some may have used tests which have been designed by outsider exam designers. These tests have not had enough efficiency. Lotfabadi as cited in Jandaghi and Shaterian (2008) said, regarding the importance of instructor-designed test in evaluation process of the
students, many researches have been done in this area. Seif (2004) agreed that in theory, the best test for a subject is a test that includes all educational objectives of the course. But if the test is too long, its preparation is impractical. Therefore, instead of including all content and objectives, one may choose some questions which are representative of the whole subject to achieve all objectives. Such a test is said to have content validity.

Lotfahad as cited in Jandaghi and Shaterian (2008) reported that content validity of an instructor-designed test can be assessed by a sample of the test questions. When a test does not have content validity two possible outcomes may occur; first, the students can not present the skills that are not included in the test when they need. Second, instead some unrelated question may be included in the tests that are answered wrongly.

The items should be moderate difficulty. The items should neither be difficult nor easy for the testee. Difficulty index is seen as the proportion of students that got an item right on the test. It is also called the p-value of the items. When the difficulty index of the items is actually determined, the items can measure the expected achievement needed in students without undue guessing by students or without the items misleading the students. The items of moderate difficulty should range from 0.30 to 0.80 which are also considered acceptable items.

The items should also discriminate effectively among the lower ability and upper ability groups of testees to be able to measure the actual achievement needed in the students. Negative and ambiguous items can be removed successfully when the discrimination index of items are determined.

Business studies can be described as that aspect of education which is concerned with the preparation of learners who x-ray the economy and financial system of the world. Business studies can also be defined as that aspect of vocational education that is concerned with the preparation of learners/trainers to be self-reliant after learning some trades. Business studies training is aimed at inculcating or giving training which is directed towards developing learners/students to be productive in their areas of endeavour which will lead to either self-employment/self-reliance or gain employment in private/public sector.

Business studies is a dynamic subject which prepares learners for the challenges of the economy by introducing them to various sectors of the economy as well as the world of business. According to NERDC [2012], the Upper Basic Business Studies Curriculum is adapted from the original work of the Comparative Education Study and Adaptation Centre [CESAC] which was presented in 1982 to the Plenary Session of the Joint Consultative Committee on Education [JCCE]. The alignment of this curriculum took cognizance of the need to provide students with the ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs as well as creating awareness on how to be a better consumer and knowing the right of the consumer.

Business studies as a course comprises of five units corresponding to the concepts of Commerce, Office Practice, Book-keeping, Typewriting and Shorthand which are expected to be taught as well as examining at the secondary school level.

Igboke (2005): asserted that business studies as a course is pervasive and comprehensive in nature. It is made up of many interrelated areas of study. It is a practical course which should be taught practically by making the teaching situation as real as possible (p27).

Ehiatetor (1990), asserted that, at the junior secondary level, business studies is taught as an integrated subject, comprising all the vocational business areas which include five basic subjects bookkeeping, commerce, office practice shorthand and typewriting.

Business studies is a practical subject, there is need for quality teaching and examination to enable its graduates to be more functional in the society. Quality teaching and examination in business studies guarantee effective utilization of the available resources to propel the economy of this nation.

It is against this background that Idiulu (2007) remarked that to achieve the national objectives and the objectives of vocational and technical education in Nigeria, there is need to ensure good quality in the teaching and evaluation of students. This is crucial in helping students to attain high academic standards. Hence, improving of quality and examination of vocational and technical education has become very necessary. This is because most people, who pass through training in this type of education, are unable to perform adequately as they ought to. As a result, unemployment has become so rampant and poverty has engulfed most of them. For quality teaching and examination in the field of Business studies to be attained, teachers of business studies must work hard to close any gap or lapses that will mitigate against quality teaching and examination of business studies.

Business Studies examination in Plateau State is conducted in both theory and objective forms. It is of paramount important to mention here that business studies examination also practical aspect which is conducted in the areas of Typewriting and Shorthand.

Aina as cited in Miller and Akume (2009) observed that among other problems in the teaching and learning of business education, is the dearth of teachers and equipment, which continue to hamper students performance.

Statement of the Problem

The performance of students in Business studies in recent times is quite disheartening. Barko (2012) observed that available data obtained from three local government areas of southern zone of Plateau State, showed that the trend of performance of the students in Business studies JSCE from 2007 to 2011 indicated that more of the students that sat for the examination obtained grades ‘P’ to ‘F’ which is not expected to be so. This has evidently revealed that the performance of students in Business studies JSCE is not encouraging in recent times.

The high rate of poor performance of students in business studies examination calls for the question of the quality of teaching and examination in our junior secondary schools today. See the attached appendix A for the performance of students in JSCE business studies from
2007-2011 in the Southern Zonal Directorate of Education in Plateau State. Azih (2008: p36) was in agreement when she said, the rising cases of poor performance of students in business subjects like shorthand, typewriting, accounting etc call for a need to question the quality of knowledge acquired by the students when they studied business studies.

Business studies is a pre-vocational subject at the Jss level which prepared students for skilled manpower or prepared students to be self employed. For this reason, there is need to ensure good quality in the teaching and evaluation (examination) of students for a high academic performance in their career. For quality assurance to take effect in the teaching and examination of business studies in Plateau, teachers of business studies must be competent in the subject they are teaching. Competency can only occur when individual business studies teachers attend refresher courses such as in-service training, workshops, seminars, conferences, etc.

Purpose of the study
The major purpose of this study was to determine the quality assurance in the teaching and examination of Business studies in Plateau State. Objectives of the study include:

a. To determine the suitability of teaching materials and how it enhance the quality of Business studies performance among JSS students.

b. To determine whether JSCE business studies items are constructed in consideration of difficulty and discrimination indices.

Significance of the study
The results of the study would enhance the quality assurance and examination of business studies in Plateau State and Nigeria at large.

Research Questions
This study provided answers to the following questions:

a. To what extent are the teaching materials enhancing the quality of Business Studies performance among JSS students?

b. Are Business Studies examinations well developed?

Population
The population included 360 teachers of Junior Secondary schools in Southern Zonal Directorate of Education of Plateau State, teaching Business Studies as a discipline.

Method
The research study was conducted by using the quantitative method through survey research. The unit of analysis was teachers from all secondary schools in the Southern Zonal Directorate of Education in Plateau State.

Sample
Two hundred (200) respondents which made up of teachers from both private and public schools were randomly selected using simple random sampling technique from Southern Zonal Directorate of Education in Plateau State. The sample was randomly selected irrespective of gender, school types and school locations. The ballot system was used in selecting the respondents for the sample.

Research Instrument
The Questionnaire consisted of two parts:

Part I consisted of personal information of teachers and their schools. Part II was dedicated to questionnaire, investigating the teachers' beliefs regarding the teaching and examination of business studies in Plateau State. It was a 4-item rating scale questionnaire pertaining to teachers' beliefs regarding the teaching and examination of business studies in JSS in Plateau State. The 4-item rating scale has the following responses; strongly agree (SA) = 4, agree (A) = 3, disagree (D) = 2 and strongly disagree (SD) = 1 respectively. The content validity was evaluated by three experts in the field of Tests and Measurement to determine the internal consistency of the items. The researchers conducted a pilot study for the instrument reliability with 30 teachers in six JSS in Langtang North, Langtang South, Mikang, Shendam and Qua'an Pan Area Directorates of Education of the Southern Zonal Directorate of Education of Plateau State.

Procedure for data collection
A total of 200 questionnaires were administered by the researchers through 3 research assistants, who also retrieved and sent same to the researchers. On the whole, a total of 200 questionnaires were returned, which represented 100% returns.

Method of data analysis
The data collected from this study was analysed using mean scores. A mean score of 2.50 and above was regarded as ‘Agree’ while a mean rating below 2.50 was regarded as ‘Disagree’. The 2.50 mean was arrived at by adding the 4+3+2+1 of the responses from the questionnaires and dividing the sum by 4.

Results
Research question 1
To what extent are the teaching materials enhancing the quality of Business Studies performance among JSS students?
Table 1: Teacher’s beliefs about qualified teachers teaching business studies

<table>
<thead>
<tr>
<th>S/N</th>
<th>Suitable Teaching Materials</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>T</th>
<th>X</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There are qualified teachers of Business Studies</td>
<td>80</td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>320</td>
<td>3.25</td>
</tr>
<tr>
<td>2</td>
<td>Business studies laboratories are well equipped with teaching materials</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
<td>200</td>
<td>1.65</td>
</tr>
<tr>
<td>3</td>
<td>There are no qualified teachers of Business Studies</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>80</td>
<td>200</td>
<td>1.25</td>
</tr>
<tr>
<td>4</td>
<td>There are no relevant materials to enhance the teaching of the subject</td>
<td>80</td>
<td>80</td>
<td>25</td>
<td>15</td>
<td>200</td>
<td>3.13</td>
</tr>
<tr>
<td>5</td>
<td>There is poor teaching conditions in Junior Secondary Schools in Plateau State</td>
<td>75</td>
<td>80</td>
<td>40</td>
<td>05</td>
<td>200</td>
<td>3.13</td>
</tr>
<tr>
<td>6</td>
<td>The teaching materials in schools are obsolete</td>
<td>53</td>
<td>70</td>
<td>40</td>
<td>35</td>
<td>198</td>
<td>2.73</td>
</tr>
<tr>
<td>7</td>
<td>Teachers do not have the relevant methods of teaching Business Studies</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>80</td>
<td>200</td>
<td>2.20</td>
</tr>
<tr>
<td>8</td>
<td>There is good teaching and learning conditions in Business Studies.</td>
<td>50</td>
<td>52</td>
<td>20</td>
<td>78</td>
<td>200</td>
<td>2.37</td>
</tr>
<tr>
<td>9</td>
<td>Teachers of Business Studies attend conferences/workshops/seminars</td>
<td>35</td>
<td>45</td>
<td>40</td>
<td>80</td>
<td>200</td>
<td>2.18</td>
</tr>
</tbody>
</table>

From the table above, the minimum mean score of 1.65 and maximum mean score of 3.25 is arrived at. It is however agreed that there are qualified teachers of Business Studies, teachers do not have the relevant materials to enhance their teaching of the subject, and there is poor teaching conditions in Junior Secondary Schools in Plateau State and item 6 which revealed that the teaching materials are obsolete, while items 2 and 3, 7-9 were disagreed.

Research Question 2
Are Business Studies examinations well developed?

Table 2: Items difficulty and discrimination indices

<table>
<thead>
<tr>
<th>S/N</th>
<th>Difficulty and Discrimination Indices</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>SA</th>
<th>T</th>
<th>X</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Business Studies examinations are well coordinated.</td>
<td>45</td>
<td>60</td>
<td>40</td>
<td>55</td>
<td>200</td>
<td>2.48</td>
<td>Disagree</td>
</tr>
<tr>
<td>11</td>
<td>Business Studies Items are well constructed.</td>
<td>354</td>
<td>55</td>
<td>65</td>
<td>200</td>
<td>2.25</td>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The difficulty and discrimination indices are considered in constructing Business studies items.</td>
<td>50</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>200</td>
<td>2.40</td>
<td>Disagree</td>
</tr>
<tr>
<td>13</td>
<td>Test experts are those that usually construct Business Studies Items.</td>
<td>35</td>
<td>45</td>
<td>50</td>
<td>70</td>
<td>200</td>
<td>2.23</td>
<td>Disagree</td>
</tr>
<tr>
<td>14</td>
<td>Business Studies examinations are not well coordinated.</td>
<td>80</td>
<td>60</td>
<td>30</td>
<td>30</td>
<td>200</td>
<td>2.95</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Source: NERDC & CESAC Business Studies Curriculum 1985 & 2012

Discussion

From the analysis, the results indicated that quality assurance in the teaching and evaluation of business studies could be attained considering the fact that there are qualified teachers of business studies who use assignment, test, practical and examination to evaluate their students, but the obsolete teaching materials, for teaching conditions and lack of relevant materials to enhance their understand can be put into consideration with necessary solutions to be able to attain this goals in research question one.

In research question two, it is evident that business studies examination are not well coordinated, leading to the inability of the items generators in determining their difficulty and discrimination indices.

It was found out that almost all secondary schools offering business studies in Southern Zonal Directorate of Education in Plateau State have no teaching and learning equipment and materials in their laboratories. When these equipment and materials are not provided one wonder how teaching and quality evaluation would be achieved. It is not disputable that teaching and learning of business studies is equipment based. It is against this background that Nolan et al (1967); Tonne and Nanassey (1970); Ozigi (1977) and Ulifun (1987) as cited by Azi (2008), equally acknowledged the need for these facilities to be provided by stressing on the role necessary equipment and facilities play in teaching and learning of business education in schools. Teaching facilities and equipment help to stimulate the interests of the students. Whenever these facilities and equipment are optimally utilized, the generate greater students interest in the learning system and also enhance retention of ideas.

Conclusion and Recommendations

The results of the findings indicated that the quality assurance in the teaching and examination of business studies could be attained. This is by way of providing the conducive atmosphere needed to encourage students’ concentration and participation. There is also the need to replace the obsolete materials in schools which hitherto prevents the use of modern (equipment/facilities) in teaching of business studies. The provision of modern materials will go along way in promoting the quality assurance needed in the teaching and learning of business studies.

The construction of JSCE Business studies items should be done by test experts in order to determine and to also put into considerations the indices of difficulty and discrimination. This will go along way in improving the performance of students in Business studies examination.
Appendix A

THE PERFORMANCE OF STUDENTS IN JSCE BUSINESS STUDIES FROM 2007-2011 IN THREE LOCAL GOVERNMENT AREAS IN SOUTHERN ZONE OF PLATEAUSATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>L/North</th>
<th>L/South</th>
<th>Mikang</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>168</td>
<td>6.63</td>
<td>38.77</td>
<td>42.76</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>157</td>
<td>5.46</td>
<td>36.45</td>
<td>42.33</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>138</td>
<td>5.32</td>
<td>16.23</td>
<td>47.20</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>147</td>
<td>5.14</td>
<td>16.76</td>
<td>45.94</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>5.16</td>
<td>14.56</td>
<td>55.56</td>
<td>2011</td>
<td></td>
</tr>
</tbody>
</table>

The figures in the table are those that were available to the researcher from ERC according to schools.

Source: Adapted from Barko (2012)

References


