



School variables as predictors of students' academic performance in business education courses in colleges of education North-Eastern, Nigeria

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Abstract

The study examined the school variables as predictors of business studies students' academic achievement in colleges of education in North-Eastern Nigeria. The study is guided by two objectives, research questions and hypotheses. The study adopted a survey research design and ex-post facto design to examine the variables under investigation. Structured questionnaires were administered to 360 randomly selected business education students of colleges of education in North-Eastern Nigeria. Data collected was analyzed using multiple regressions. The findings of the study revealed that school location and school were found to be the schools variables that predicts students' academic achievement in colleges of education in North-Eastern Nigeria. The study recommends that colleges of education lecturers should encourage government to provide modern structures in colleges of education as this will improve the students' achievement.

Keywords: School Location, school structures, predicators, students' academic achievement

Introduction

Education is the greatest instrument for growth and development of any society or individual. In its true sense, education has existed from time immemorial, with each human society having its peculiar world view (Moye, 2014) [53]. This world view and the constellation of shared values, influence the patterns of relationships within the community, the organization and the conduct of human affairs (Obanya, 2014) [35]. To this end, an education system in any country is established as a result of the determination of the broader goals of education which are in line with the aspirations of the country (Kimutai, Mbeche, & Obae, 2014) [27]. Through education, people are able to develop their knowledge and skills, adapt new behavior and be able to survive in the society. According to Onyukwu, Clark and Ausukuya (2017) [39] education is administered at Federal, State and Local Government in Nigeria.

Building on the above, the school is a social and learning agent that provides the environment upon which a child may be formally educated to attain educational goals. Human beings, have unlimited capacity to learn, but may however be limited by the behavior patterns and facilities that the immediate environment offers (Sunday, 2019). Oredein (2016) [40] stated that the school system has a lot of impact on the student, with particular references to ensuring that students are well developed to increase in their academic performance. In line with this, Federal Government of Nigeria (FGN) (2013) [22] provided that Nigeria education system encompasses three different sectors that includes basic secondary and tertiary education. More so, Oredein (2016) [40] stated that, the secondary school system has a lot of impact on the studies with particular reference of ensuring that students are well developed to increase in their academic achievement which school variables serves as indicators for such achievement.

Consequently, the National Policy on Education (NPE, 2013) [22] provided that, all the secondary especially junior secondary level, students are expected to attain the basic

subjects as stipulated in the curriculum of which business studies formed part (Ejike, & Oke 2018) [15]. In this regard, Business Studies is one of the pre-vocational elective subjects which is offered at the Upper Basic level in the Basic Education programme in Nigeria. Business Studies has five components which comprises of Keyboarding, Shorthand, Office Practice, Commerce and Book-Keeping and most of these components are taught at the Upper Basic level in secondary schools in Nigeria. The main objective of Business Studies is to enable students appreciate the five components that make up the subject and to help to prepare students for the business world (Imeokparia, 2018a) [54]. Business Studies which is taught in Upper Basic (7-9) level, forms the basis for other business-related courses taught in Senior Secondary Schools and Post-Secondary Schools and experts have emphasized its usefulness. Imeokparia (2018b) [55] observed that, Business Studies helps youths to learn career opportunities like Accounting, Secretarial Studies, Private and Public Office management. Considering the importance of Business Studies, stakeholders are continuously encouraged to put the necessary machinery in place in order to improve students' academic performance in the subject.

Moreover, school variables are the factor that can impact positively or negatively on student's academic achievement. To Jack (2013) [56] school variables could be defined as all the relevant aspect of the school system that could promote and sustain academic activities of the students. The school variables include the location of the school, school size, school type, structure and ownership. Arian (2012) [8], revealed that no nation can rise to a high level of development without considering the school variables. School variable is also defined as the factors that can impact positively or negatively on student academic performance (Sunday, 2019). The school variable remains an important area that should be studied and well managed to enhance student's academic performance.

In line with the above, Omirin and Ayesinwoju (2016) [38] argued that researchers have been interested in exploring numerous variables that are associated with the quality of learners' achievement. They further emphasized that, school variables may be grouped as either within or outside the school system, which encompasses student's factors, family factors, school factors and peer factors. Ezike (2018) [19] and Farooq, Chaudhry, Shafiq, and Berhanu (2011) [20] found that socio-economic status and parent's education have a significant effect on students' overall academic achievement. According to them, other factors include study habit, attitude, self-efficacy, teacher quality, and academic interest, age learning styles, teaching and learning facilities and so on.

Similarly, Joseph and Emmanuel (2017) [26], noted that an issue in school location is that students walk longer than the recommended 2.5 kilometer to and from school. To them, it may be a problem because while students in some areas enjoy minimum traveling distances to acquire education, some students in other places may suffer by having to cover long distances to acquire education. They added that the resultant effect is that the student may be tired even before reaching the school, and this may have intended consequences on the academic performance of students in school.

Influence of School Variables

School variables as opined by Arian (2012) [8] are those elements that promote good learning and teaching processes in an academic environment. The school system is an establishment primarily to provide knowledge to individuals. The school variables are regarded as the basic element that help to make a desirable change in the academic activities of the students. However, the school variables which include the school location, size, structure, ownership and type may have a significant effect on teaching and learning process within the academic setting. Similarly, the study of Gurney (as cited in Oredein, 2016) [40], suggests that school variables have been considered as an emotional existence or school emotional climate that may allow good students' academic performance. In other words, the concept of school variable is advocate of proper teaching and learning exercise which take an important role in the promotion of effective learning processes. The school variables as a concept, take cognizance of the fact that all the identical variables have relationships in the promotion of students' academic work and teachers' performance to job, however, all the variables put together encourage the students to performance better in their school activities and also allow the teacher to perform better in their job, (Oredein, 2016) [40].

Influence of School Structure

Schools are structured into boarding and day school. The boarding school is a school where some or all students study and live during the school year with their fellow students and possibly teachers or principals. The word 'boarding' is used in the sense of "bed and board" i.e., lodging and meals. Some boarding schools also have day students who attend the institution by day and return off-campus to their families in the evenings. Boarding school could also be referred to as residential school (non-tertiary school) While day school are those school in which student lived off the school campus but comes into the school premises during the day for

learning and return to their various home in the evening. The concept of the boarding school is limited to secondary school, whose student is still dependent on their parent and usually still in their teen age (Oredein, 2016) [40].

Therefore, it is clear that there are points for and against the operations of the boarding schools in Nigeria as it may appear that the chances are fifty percent each way, which means that if the resources are available the boarding schools could be of more importance provided there is enough supervision by the school authorities. According to Abati, (as cited in Oredein, 2016) [40], indeed, the economics of the boarding system in the post primary schools is that there is profit and loss in the balance sheet.

The important question which may seems to be left out is how the boarding system affects the major goals of the school, more especially the academic performance of students as shown by the school certificate results. In previous research work on boarding school system in Nigeria and the call for the abolition of such school in the educational system in Nigeria, the following facts were drawn

- a. The original objectives of the boarding schools including the provision of shelter for students who had to travel long distances, the provision of opportunities to learn in "civilized" manners and the provision of balanced diet have been overtaken by events.
- b. The benefits of the boarding schools are several including the opportunities for students to live together to develop independence and sense of responsibility, provision of a stable environment, and conducive atmosphere for learning, opportunities for making lifelong friendship and for contributing towards national unity.
- c. The costs of maintaining the boarding schools are high in terms of money, man power, opportunity costs and problems for the students and society.
- d. The academic performances of boarders and day students seem to be at par.
- e. Parents, students and principals want the system retained because of their convenience (Oredein, 2016) [40].

Abati (as cited in Oredein, 2016) [40], argued that the first school established by CMS in 1859 was boarding school though started only with six students who were plainly boys and lived on the school campus. So also, the effect of day school on student academic performance cannot be overemphasized as research had shown that the academic performance between student of both day and boarding school are at par as most successful student are day student which further fortress the drive for the abolition of boarding schools. This makes the student detached from their parents and also may lead to various vices in the students' character and thus may lead to student lose focus on academics.

Influence of School Location

School location according to Oredein, (2016) [40], is a where a particular school could be found. In often words, school location could either be in the rural or urban area depending on the particular area the proprietors may want to establish such school. Writing on the importance of location, Owoye (2011) [41, 42] found that it is one of the potent factors that influence the distribution of educational resources. Throwing light on location influence, Useni (2016) [47]

conceptualized urban environment as those environments which have high population density containing a high variety and beauty and common place views. He further identified the rural environment as being characterized by low population density containing a low variety and isolated place views. In his contribution, Lipton (2012) corroborated that “rural community is characterized by low population, subsistence mode of life, monotonous and burdensome. Citing hotels, recreational centers, markets, banks and good road network as being present in the urban environment. Owolabi (1990) accentuated that our highly qualified teachers prefer to serve in urban areas rather than the rural areas.

Corroborating the above assertion, Oredein, (2016) [40], observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas is virtually restricted as a result of inadequate amenities; facilities are deficient, playground are without equipment, libraries are without books while laboratories are glorified ones.

Research Objectives

The main purpose of this study is to investigate school variables as predictors of student’s achievement in Business Education courses in Colleges of Education in North-East, Nigeria. Specifically, the study intends to

1. Examine the influence of school location on students’ academic achievement in business education courses in colleges of education in North-East, Nigeria.
2. Determine the influence of school structure on student academic achievement in business education courses in colleges of education in North-East, Nigeria.

Research Questions

The following research questions will be formulated to guide the study.

1. What is the influence of school location on students’ academic achievement in business education courses in colleges of education in North-East, Nigeria?

2. What is the influence of school structure on student academic achievement in business education courses in colleges of education in North-East, Nigeria?

Methodology

A survey research design was used in this study to investigate school variables as predictors of student’s achievement in Business Education courses in Colleges of Education in North-East, Nigeria. A survey research design is a procedure in quantitative research in which investigators administer a survey or questionnaire to a sample or to the entire population of people to describe the attitude, opinions, behavior or character of the population (Creswell, 2012). The present study is therefore interested in using questionnaire in studying the opinions of colleges of education students regarding the study. Hence a survey design was appropriate for achieving this. The population of this study comprised 360 business education students in the eight colleges of education in north-eastern Nigeria.

Results

In this study, the necessary assumptions of multiple regression were properly assessed and fairly complied. Hair *et al.* (2013) recommended that when interpreting the result of multiple regression analysis, a researcher should first consider the F value, then the R-square value or adjusted R square, and follow by the individual contribution. Following their recommendation, in this study, the statistical evidence in table 1 has proved that the model was statistically significant based on the F ratio 56.607, $p = .000$. The result also revealed the R^2 value of of .33, indicating that the model fit is large (Murphy, Myers & Wolach, 2014). Regarding the individual contribution of the variables, the variables School location had a standardized coefficients beta value of .270, $p = .000$, and School structures had .250, $p = .000$ (see, table 1). This indicates a significant contribution of the variables in the model, that is, School location and School structures had a significant positive influence as predictors of student’s achievement in Business Education courses in Colleges of Education in North-East, Nigeria.

Table 1: predictors of student’s achievement in Business Education courses in Colleges of Education in North-East, Nigeria.

Variable	Standardized Coefficients Beta	T value	P value	Decision
School location	.270	2.067	.000	Rejected
School structures	.250	3.121	.000	Rejected
R. square		.33		
Adjusted r square		.32		

Discussion

The findings of this study indicated that School location and School structures are significant predictors of student’s academic achievement in Business Education courses in Colleges of Education in North-East, Nigeria. The finding is consistent with that of Owoeye (2011) [41, 42] who opined that location of the community in which the school is situated has effect on the performance of students. The findings from this study also support that of Useni (2016) [47] whose study found significant difference in academic performance of students in urban and rural areas of his study. He therefore concluded that the achievement must have been borne out of many facilities they were used to which were not available in the rural set. Similarly, the study also agreed with the one

conducted by Williams (2015) who opined that school structure is an important factor in the promotion of student academic performance.

Conclusion

The main purpose of this research work is to examine the school variables as predictors of business studies students’ academic achievement in colleges of education in North-Eastern Nigeria. The study had achieved all the two objectives discussed in section 1.4. The present study proved empirically that School location and School structures are significant predictors of student’s academic achievement in Business Education courses in Colleges of Education in North-East, Nigeria.

Recommendation

Therefore, colleges of education lecturers should encourage government to provide modern structures in colleges of education as this will improve the students' achievement.

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