

## **Challenges to Effective Teaching and Learning of Business Studies at Upper Basic Secondary Schools in Udi Education Zone of Enugu State, Nigeria**

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**Abstract:** The purpose of the study was to ascertain the challenges to teaching and learning of business studies at upper basic secondary schools in Udi Enugu Education Zone of Enugu State, Nigeria. Two research questions and one hypothesis were posed to guide the study. The area covered 51 secondary schools in Udi Education Zone. A population of 67 business studies teachers was used and no sample drawn because the population was manageable. The instrument was validated by experts from the Faculty of Education, Enugu State University of Science and Technology. The result of the study showed that materials for teaching and learning of business studies were available to a low extent and also there were no adequate personnel for teaching the subject. The t-test showed no significant difference between the responses of male and female business studies teachers on the extent of availability of materials for teaching and learning of business studies in Udi education zone. Based on the results of the study, the researcher recommended among others that, the Federal, State and Local Government should provide funds to schools in rural areas for the procurement of materials needed for teaching business studies at upper basic secondary schools and also the State Government should recruit qualified teachers and post them to Udi Education of Enugu State.

**Keywords:** Challenges, effective teaching and learning, Business Studies, upper basic secondary schools.

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### **INTRODUCTION**

Education globally is regarded as one of the instruments for effective national development and therefore should not be toyed with. Nigerian educational system has witnessed incessant changes both in policies and programme. The 6-3-3-4 system of education was introduced in Nigeria in 1982 to replace the 6-5-4 system of education. The 6-3-3-4 system implies that a child will have 6 years of primary education, 3 years of junior secondary school and 3 years of senior secondary school. Good luck [1] while speaking at the national stakeholders' meeting on education sector stated that 6-3-3-4 system has failed and called on its proponents to apologize to Nigerian. Wale [2] lamented that the problem of 6-3-3-4 system is partly due to non-availability of personnel, materials, funds and administrative will. The main aim of changing from 6-5-4 system of education to 6-3-3-4 system is for quality and functionality in Nigerian education system and also to achieve the objectives of the National Policy on Education [3].

In the year 1999, the Federal Government of Nigeria launched the Universal Basic education (UBE). Basic Education shall be of 9 year duration comprising 6 years of primary education and 3 years of junior secondary education now known as upper basic

secondary school. It shall be free and compulsory. In addition, it shall include adult and non-formal education programmes at primary and upper basic levels for the adults and out-of-school youths. In the same vein, the universal basic educational programmes aims at eradicating illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. Ibeneme and Maduewisi in Anigbo [4] noted that UBE is intended to bring education within the reach of many children as possible in order to produce enlightened citizens and a literate labour force that can learn new skills with ease. The specific objectives of the programme are to develop in the entire citizenry a strong consciousness for education and commitment to its promotion. It also ensures for the acquisition of the appropriate level of literacy, numeracy, manipulative and life skills needed for laying the foundation for life-long learning.

The specific aims of the UBE are to enable the individuals acquire knowledge, skills and attitudes that will assist them to:

- i. Live meaningful and fulfilling lives,
- ii. Contribute to the development of the society,

- iii. Derive maximum social, economic and cultural benefits from the society and
- iv. Discharges their civic obligations competently [5].

Fafunwa in Anyafulude [5] highlighted the objective of Basic Education to include among others giving the youths and adults essential attitudes that contemporary society demands for wholesome living.

In order to achieve the stated objectives of the programme, the Nigerian Education Research Development Council [6] restructured the curricula for primary and upper basic secondary school into a 9 year basic education curriculum. Upper basic secondary school shall be both pre-vocational and academics. It shall be free, universal and compulsory. It shall teach basic subjects which will enable pupils to acquire further knowledge and skills. The syllabus is categorized into three groups: Group A: **core subjects:** They include English, French, Mathematics, Social studies and citizenship Education and one major Nigerian Language .Group B: **Pre – Vocational Electives:** They include Agriculture, Business Studies, Home Economics, Local crafts, Computer Education, Fine arts and Music and Group C: **Non – prevocational electives:** They are Religious knowledge, Physical and Health Education and Arabic [3].

Business studies is one of the pre- vocational subjects taught in upper basic secondary schools in Udi Education Zone of Enugu State of Nigeria. It is an integrated subject with four components which includes office practice, Commerce, Book-keeping and keyboarding. The curriculum contents include overview of business studies, effective office practice, commerce - the heart of business Book-keeping and business success, keyboarding as a communication tool and shorthand skills for business [3].

The general objectives of business studies according to Federal Ministry of Education [3] are to:

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

In order to achieve the stated objectives, the following challenges such as provision of materials,

adequate qualified personnel and adequate funding needs to be tackled. Obong [7] identified the following challenges for the UBE programme and they need to be seriously addressed to. They include among others, adequate funding for the implementation of basic education especially at the State level, Proper utilization of Federal Government of Nigeria funds for basic education by States, adequate number of qualified teachers and adequate ICT equipment and instructional materials.

Business studies as one of the pre-vocational subjects at the upper basic level needs both human and material resource s to achieve its objectives. It is necessary that adequate human and material resources be provided for the teaching and learning of the subject in order to provide saleable skill acquisition for the recipients. The problem of this study is how adequate are the materials and personnel for the teaching and learning of business studies at upper basic secondary schools especially in those schools that are in rural areas bearing in mind that business studies is a skill oriented subject.

#### PURPOSE OF THE STUDY

The general purpose of the study was to determine the challenges to teaching/learning of business studies at upper basic secondary schools in Udi education zone of Enugu State. Specifically, the study tends to:

1. determine the challenges of materials for teaching and learning of business studies at upper basic secondary school in Udi Education Zone of Enugu State and
2. determine the adequacy of personnel for teaching /learning of business studies at upper basic secondary schools in Udi Education Zone of Enugu State.

#### RESEARCH QUESTIONS

The following research questions were answered by the study

1. To what extent are materials available for teaching and learning of business studies at upper basic secondary schools in Udi Education Zone of Enugu State?
2. To what extent are the personnel adequate for teaching and learning of business studies at upper basic at upper basic secondary schools in Udi Education Zone of Enugu State?

#### NULL HYPOTHESIS

One null hypothesis was tested at 0.05 level of significance;

Ho<sup>1</sup>: There is no significant difference in the mean responses of male and female business studies teachers on the extent of availability of materials for teaching and learning of business studies at upper basic

secondary schools in Udi Education Zone of Enugu State.

## METHODS

The study adopted a descriptive survey. The area covered the 51 secondary schools in Udi Education zone, Enugu State. Udi Education Zone comprised of Ezeagu and Udi Local Government Areas of Enugu State. Ezeagu has 28 whereas Udi has 23 secondary schools. The target population comprised 118 business studies teachers in the 51 secondary schools in the area of study. The entire population was used and no sample was drawn. The instrument was validated by three experts from Faculty of Education, Enugu State University of science and Technology.

The instrument used for data collection was a structured questionnaire made up of two parts. Parts A and B. Part A was used to collect information on the bio data of the respondents using such variable as gender while part B has two sections. Section A and B. Section A contains 40 items on the availability of materials for teaching and learning of business studies while section B contains the information on the no. of teachers and the students' enrolment for 2013/2014 academic session. A four point response scale of very great extent (VGE), great extent (GE) low extent (LE) and very low extent (VLE) was adopted for collection of data on the availability of materials from the respondents. For section B, the students' population was cross matched with the number of teachers to determine the students/teacher ratio. The data collected were analyzed using mean with standard deviation while t-test was used to test the hypothesis at 0.05 level of significance.

## RESULTS

Table 1 shows the listed responses on the availability of equipment for teaching/learning of business studies at upper basic. The mean score ranges from 3.75 -1.00. Out of the 40 questionnaire items, only 13 items had their mean score above 2.5. They are item nos. 30,1,27,34,29,31,30,35,40,39,38,33 and 32 with the corresponding mean scores of 3.75, 3.62,3.61, 3.42,3.32,3.24,3.19,2.95,2.75,2.73, 2.70, 2.68, 2.67 and 2.56. A grand mean and standard deviation of 2.08 and 0.35 were obtained for all the items. This is an indication that the equipment/materials for teaching and learning of business studies at upper basic secondary schools in Udi Education Zone of Enugu State are available to a low extent.

Total number of students divided by the total number business of business studies teachers =  $9287/67 = 1:138$ . In the proposed implementation blue print for the universal basic education scheme, it was assumed that if there are adequate teachers in existing schools, that the students' teacher ratio should be 1:40. The result in Table 2 revealed that presently, the pupil

teacher ratio was 1:138. This is an indication that the business studies teachers are not adequate for teaching of upper basic business studies.

The result in Table 3 revealed that the t-calculated was -5.91 which was less than critical t. of 1.96. This shows that there was no significant difference between the mean responses of male and female respondents on the availability of materials/equipment for the teaching and learning of upper basic business studies curriculum.

## DISCUSSION OF FINDINGS

From the result of data analysis from research question one, it was observed that the materials for teaching and learning of business studies at upper basic secondary school level as contained in pages 50-51 of the 9 year basic education curriculum in business studies were available to a low extent in Udi education zone of Enugu State. This result was in consonant with the findings made by Effiong [8] that many secondary schools, polytechnics and even universities that offer business and office education subjects like shorthand, book-keeping and Accounts, data processing and computer applications lacked studio and laboratory equipments. In another development Alude [9] identified inadequate ICT equipment and other teaching and instructional material as some of the challenges of UBE. Further, Umezulike in Azih and Nwosu [10] pointed out that non-performance of business education graduates in the use of modern technological facilities was as a result of poor funding by the government. It is necessary to note that the materials for teaching and learning of upper basic business studies are not readily available for good technological development of the students.

The result of the data analysis in Table 2 revealed that other challenges in teaching and learning of upper basic business studies is inadequate personnel. Assuming that there are adequate personnel, the students' teacher ratio should be at the ratio of one teacher per 40 students and not the ratio of one teacher per 138 Effiong [8] identified inadequate personnel as one of the problems that hinder the effective teaching and practice of business education. Observation also showed that this constraint does not only apply to the business studies at upper basic secondary schools but also to business education programmes in Colleges of Education and Universities. The numbers of Business Educators are limited in number and this pave way for interlopers in the programme. Alude [9] concluded that the forces that brought about the failure of the Universal Primary Education are still very much around. According to Alude, such forces are lack of proper planning, inability to project for the future and noted the need to focus on the teacher and recognize the pivotal role of the teachers in our efforts to face the challenges

of UBE. Alude further stated that attention needs to be paid to the plight of the teachers who are under pressure from rising school enrolment, poor motivation and poor environment. It is embarrassing to note that this study revealed that there are some schools that have no business studies teachers at all. The reason could be as a result of the school location in rural area. Basic Business studies curriculum may not likely be achieved.

Null hypothesis one revealed that there is no significant difference in the mean ratings of male and female business studies teachers on the availability of materials for teaching and learning of business studies at upper basic secondary schools in Udi Education Zone of Enugu State. This indicates that the respondents concurred that the materials for teaching and learning of business studies at upper basic level is not readily available in secondary schools in Udi Education Zone, Enugu State.

**Table 1: Mean ratings of business studies teachers on the availability of materials/equipment for teaching and learning of business studies at upper basic secondary schools in Udi Education zone of Enugu State**

S/N	Equipment/materials	VGE	GE	LE	VLE	X	SD	Dec.
1	Stencil sheets	4	24	40	54	1.57	0.70	NA
2	Typing pool	0	0	29	89	1.26	1.26	NA
3	Swizzle typing chairs	0	0	0	118	1	0	NA
4	Computers	0	0	20	98	1.12	0.38	NA
5	Ink duplicating machine	0	0	28	90	1.24	0.43	NA
6	Photocopier	0	0	26	92	1.28	0.42	NA
7	Filing cabinet	0	0	78	40	1.66	0.48	NA
8	Stapling machine	0	0	90	28	1.76	0.43	NA
9	Perforator	0	0	108	10	1.92	0.28	NA
10	Guillotine	0	0	2	116	1.02	0.13	NA
11	Dom well desk	0	0	0	118	1	0	NA
12	Stop watches	0	0	0	118	1	0	NA
13	Tape recorder	0	0	0	118	1	0	NA
14	Alarm clock	0	0	10	108	1.08	0.28	NA
15	Bulletin boards	0	0	22	96	1.19	0.39	NA
16	Adding /listing machine	0	0	30	88	1.25	0.44	NA
17	Punch (with single/ double holes)	0	0	10	108	1.08	0.28	NA
18	Incoming register	0	24	86	8	2.14	0.51	NA
19	Dispatch book	0	10	100	8	2.02	0.39	NA
20	Visitors book	22	96	0	0	3.19	0.39	A
21	Telephone message pad	0	20	88	10	2.08	0.50	NA
22	Request form booklets	0	0	90	28	1.76	0.43	NA
23	Store record card	0	0	98	20	1.83	0.38	NA
24	Postage book	0	50	60	8	2.36	0.61	NA
25	Shorthand pens	0	0	8	110	1.07	0.25	NA
26	Ruled chalk board	30	40	38	10	2.25	0.34	NA
27	Unruled chalk board	80	30	8	0	3.61	0.61	NA
28	Shorthand note books	35	50	25	8	2.95	0.89	A
29	File jackets	38	80	0	0	3.32	0.47	A
30	Carbon papers	89	29	0	0	3.75	0.43	A
31	Realm of typing sheets(A5)	28	90	0	0	3.24	0.43	A
32	Realm of typing sheets(A4)	0	78	40	0	2.66	0.48	A
33	Flimsies for Carbon copies	30	40	28	20	2.68	1.04	A
34	File tags	50	68	0	0	3.42	0.50	A
35	Ruled ledger sheets	0	89	29	0	2.35	0.43	NA
36	Analysis sheet for trial bal.	0	0	90	28	1.76	0.43	NA
37	Duplicating paper (A4)	0	0	98	20	1.83	0.38	NA
38	Headed paper(A4)	0	79	39	0	2.67	0.47	A
39	Headed paper(A5)	0	82	36	0	2.73	0.46	A
40	Business doc. Specimen	0	86	32	0	2.73	0.45	A

**GRAND MEAN**

**2.08 0.35**

**Foot Note: A=Available and NA=Not available**

**Table 2: Cross match of students' population from basic 7-9with the No. of Teachers in the 51secondary schools for 2012/2013 academic session**

Name of School	Basic7	Basic 8	Basic 9	Total	No. of Business Studies Teacher/s
1	37	79	59	179	1
2	72	106	81	259	1
3	100	80	70	250	1
4	45	62	40	102	1
5	58	60	60	178	0
6	86	61	49	198	1
7	20	20	20	60	0
8	24	37	39	100	1
9	74	75	68	217	1
10	88	87	85	260	1
11	45	24	25	94	3
12	49	38	138	229	1
13	05	18	11	34	0
14	30	24	15	69	1
15	23	25	83	81	1
16	24	24	19	67	2
17	44	45	44	133	1
18	65	65	72	202	1
19	15	20	15	50	1
20	39	42	45	128	0
21	45	40	42	127	1
22	45	40	42	127	0
23	46	59	19	124	1
24	22	32	26	80	1
25	68	83	74	229	1
26	100	120	83	303	0
27	28	40	37	109	2
28	37	28	14	79	1
29	5	5	8	13	2
30	128	130	83	341	1
31	154	70	61	285	1
32	20	35	38	93	2
33	23	30	35	88	0
34	48	50	44	142	1
35	44	38	60	142	3
36	53	45	35	133	2
37	18	24	28	70	1
38	50	44	28	122	2
39	94	60	95	245	2
40	200	200	268	668	2
41	58	44	40	142	2
42	63	47	64	174	1
43	223	159	157	539	2
44	35	45	25	105	4
45	80	80	43	204	0
46	12	23	34	69	1
47	131	100	170	401	1
48	45	36	41	122	4
49	308	275	311	894	0
50	27	37	38	102	5
51	51	63	64	178	0
<b>TOTAL</b>				<b>9287</b>	<b>67</b>

**Table 3: t-test comparison of differences between male and female business studies teachers on the extent of availability of equipment for teaching and learning of business studies at upper basic secondary schools in Udi Education Zone**

Group	No	Mean	SD	t. calculated	critical t.	Decision
Male	20	2.05	0.45			
Female	47	2.03	0.41	-5.91	1.96	<b>Do not reject</b>

**RECOMMENDATIONS**

Based on the findings of the study, the following recommendations were made:

1. Adequate planning should be given in terms of resources before changing any existing educational programme.
2. The Federal, State and Local government should provide funds to schools for procurement of the materials/equipment needed for teaching/learning of business studies at upper basic
3. The government as a matter of urgency should recruit or transfer qualified business studies teachers from urban to rural areas for teaching of business studies at upper basic level
4. Teachers teaching in rural areas should be properly motivated by building staff quarters and paying them special allowance for teaching in rural areas.
5. Business organizations located in the local governments of the area of study and good spirited indigenes of that area should help to finance the programme by providing funds for the procurement of the materials for teaching and learning of business studies at upper basic secondary schools in rural areas.

**CONCLUSION**

Availability of materials and personnel are the basic ingredients for quality education. Adequate measures must be taken to provide the materials for effective teaching of business studies at upper basic secondary schools in Udi Education Zone of Enugu State.

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