



## **Environmental Oriented Factors Militating Academic Performance of Business Education Students in Tertiary Institutions in Owerri, Imo State, Nigeria**

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### **Abstract**

*This study investigates the home and school-oriented environment factors that militate against academic performance of Business Education Students in tertiary institutions in Owerri, Imo State, Nigeria also suggested ways of addressing the environmental challenges. Based on these objectives, three research questions were answered. Descriptive survey design was adopted for this research. The entire population of the study was made up of 284 business education lecturers and 300 level students. A four-point Likert scale of strongly agree, agree, strongly disagree and disagree was used for data collection and validated using Cronbach's Alpha statistics to obtain reliability coefficient of 0.75. The data collected were analyzed in line with the three-research question and the results were presented using mean. The findings indicated that home and school environmental factors were responsible for the poor academic performance of Business Education Students in Tertiary Institutions in Owerri, Imo State, Nigeria. The study recommended that Government at all level should try to meet the 26% fund allocation to education as recommended by UNESCO. It further recommended the provision of specific human capital development programme through workshops, seminars and conferences for business education lecturers.*

### **Introduction**

National Policy on Education recommends Business Education subjects in our secondary schools. At post-secondary level, Business Education is offered in many specialized fields such as Marketing, Accounting, Office Practice Fine and Applied Arts, Home Economics. Majority of Nigerian schools could not offer Business Education due to a number of factors while a few that offer it could not meet its requirements. Ashby commission on higher education in Nigeria (1960) recommended professional education to train people for subjects such as Accounting, Banking, Business, Administration, Insurance and a sound professional education such as middle management and secretarial training.

This recommendation marked the beginning of direct government involvement in business education at post-secondary schools. The University of Nigeria, Nsukka was the first University to offer business education at the degree level in the year 1962, University of Benin in the 1980's while Ahmadu Bello University, Zaria started Business Education in the year 1976. Now business education is being offered in a very good number of colleges of education at NCE level. Business Education related courses are also offered in all our Polytechnics while the course is being offered in many Universities. Business education is a branch of vocational technical education that aims at producing the manpower that will apply the acquired knowledge towards

improvement and solution of their environment problems, thus making the environment more useful and convenient for man. In the context of declining growth and global economic recession, the employment situation in Africa, especially Nigeria has become critical (Curtain, 2000). In particular, what is generally referred to as graduate unemployment has increasingly come to be recognized as one of the more serious socio-economic problem affecting many developing nations in Africa, especially Nigeria. Business education gives specific educational instructions on distributive and office occupations (Oduma, 2012). In the expression of Okon (2011), the significant objective of business education training is to prepare individuals for gainful employment through acquisition of skills and knowledge that affect business. Before now, Business Education provides for secondary school dropouts and those not privileged to go beyond that level of education. Business Education around then was viewed as perhaps the main vocational subjects with the aim of training the students in the knowledge and practice of vocational skills like typewriting, bookkeeping, and use of business machines and shorthand by making them useful members of the society in which they belong (Azuka, E.B, Nwosu, B.O, Kanu, I.N & Agomuo, E.E. 2006) Additionally, in our contemporary society, Business education as part of our general education programme should provide vocational, personal use, consumer business and socio-economic competencies needed for man's effective participation in society. In order to make Business education achieve its objectives, business education lecturers should try as much as possible to make students understand that business education is a means to achieve a dominant coordinating force for the society, occupying the same position as religion. Going by the above, business education can be said to be a wide discipline which covers broad sources. It is also an umbrella housing all other business-related courses such as Accountancy, marketing, banking and finance, Economics etc.

The Chief objective of business education is the preparation of students as competent business employees. To achieve this, the following factors are considered important: home environmental factors, and school factors. A good environment will enhance the academic achievement of the students (Baharudin & Luster, 1998; Walberg, Bole & Waxman, 1980; Collins, 2007).

Business education as a course of study is offered at the tertiary level in Nigeria plays an important role in achieving the objectives of many organizations as well as a tool in achieving self-reliant economy. Thus, the seemingly neglect of conducive academic environment is injurious as it rubs the nation of the contributions which business education graduate would have made on national growth. As indicated by Oduma (2012), factors such as location of classrooms, poor internet facilities, lack of modern equipment, lack of qualified staff and poor communication skills are variables influencing academic performance of students.

The determination of education quality does not only depend on the personnel as a measure of performance of their functions but also in the arrangement of the academic environment. Oduma further stressed that a learning environment has numerous characteristics that affects the teachers, students and the learning outcomes. Socio-economic status of families, size of families, academic level of parents, location of the Childs home, can make learning effective or difficult, while poor learning environment result to sickness among students as well as teachers, this leads to poor academic performance among students of business education.

Both the home and school environments can adversely influence academic performance of students and result into high level of frustration among teachers as well as the poor learning attitude



among students. To improve the academic performance of students and development, the conducive learning atmosphere is an essential area that should be and carefully managed.

According to Arifin, R., Binti, M, Walhab, N.B.A.K.S Bin, M. & Otman M.S.C (2018). A sound climate condition makes an ideal individual, while an unfortunate climatic prompts dangerous society Good or bad are dependent on what an individual takes in from his or her immediate environment. It is exceptionally important to state that no significant learning can be achieved from a helpless home and scholarly atmosphere. A healthy atmosphere for learning will further motivate the students to learn and improve their academic performance. A healthy learning environment in this manner is the thing that upgrades the scholastic accomplishment of an individual's (Pillow, 2008). Most of the challenges being faced in Nigeria today is as a result of unhealthy academic and home environment in which the students find themselves. The unhealthy home and school environments students find themselves have serious impact on their academic performance in Nigerian Tertiary Institutions particularly to Business Education.

Factors such as poor lighting, classroom noises, inconsistent temperatures, school size, location and class size, teacher-student relationship, teaching methods, family size, location of the home, social economic status, parental children relationship are traceable to be responsible in the poor performance of students in examinations (Uzochi, 2011). The above-mentioned factors are the reasons behind the poor academic performance of students including business education students.

Nigerian educational system is faced with numerous challenges such as poor electricity supply, lack of internet facilities, lack modern learning equipment and poor water supply among others. In an attempt to ascertain the way forward and in response to the current environmental problems faced by the educational sector, government felt that the establishment of TETFund is very necessary to scale up with the challenges. Again, there is a lack of comprehensive empirical research focusing on effects of environment on academic performance as evidenced in the educational literature (Pillow, 2008).

Therefore, given the above bias toward the effects of environment on academic performance of students and in the light of the need for more assessment of the topic of discussion, this paper aims to determine the environmental oriented factors militating academic performance of Business Education Students in Tertiary Institution in Owerri, Imo State, Nigeria. The remaining part of the paper will proceed as follows. In the next section, the paper will present research design, study area, study population, instrument for data collection, instructional procedures and data analysis. The paper will also present results and findings. In the final sections, the paper will present limitations, conclusion and recommendations.

## **Research Questions**

1. What are the home environments-oriented factors militating academic performance of Business Education Students in Tertiary Institutions in Owerri?
2. What are the school environments-oriented factors militating academic performance of Business Education Students in Tertiary Institutions in Owerri?
3. What are the possible ways of improving the effects of the environmental factors on academic performance of Business Education Students in Tertiary Institutions in Owerri?

## **Contributions of the Study**

This current study is expected to make a number of contributions in various ways. First, this adds new knowledge and extends the growing body of literature as it affects the major environmental and academic performance variables. By examining the effects of environment on academic performance of business education students, the analyses in this study can shed some light to add to the on-going debate about whether environment has positive or negative effects for academic performance and how this plays out for institutions of higher learning, using Nigeria as a case study.

## **Materials and Methods**

The study used a descriptive survey design. The design was most appropriate because it involved collecting primary data, measurement and analysis of data (Babbie, 2010; Mugenda, O.M & Mugenda A.G., 2003). This enabled the researchers gain a deeper understanding of the reasons and perceptions of both lecturers and students on the variables of interest.

## **Study Area**

The study is delineated to investigate the environment-oriented factors militating academic performance of Business Education Students in a Public Degree Awarding Institutions in Owerri, Imo State.

## **Study Population**

The population for this study consisted of 180-degree students in 300 level Business Education and 104 lecturers in a public degree awarding institution in Owerri, Nigeria. All were selected for the study using purposive sampling techniques.

## **Instrument for Data Collection**

The researchers' structured questionnaires titled "lecturers and Students Responses on the Environmental Effects of Students Academic Performance Questionnaire". The questionnaires were designed on 4-point Likert scale as being strongly disagree, Disagree, Agree and Strongly Agree

## **Instructional Procedures**

To establish the reliability of the research instruments, Cronbach Alpha was used to analyze the degree of internal consistency among the items and the reliability coefficient 0.75 was obtained. The questionnaire was validated by three experts' chosen from measurement and evaluation, Business Education and Economics.

## **Data Analysis**

Mean was the descriptive statistical tool employed to answer the three research questions. The average mean of 2.50 was used as the minimum scale of positive result while items with mean below 2.50 were negative result.



## Consent

There was no written consent, but the researchers approached the participants directly to take part in the study and inform them to feel free at any point in time to withdraw if they wish to do so without explaining their reasons but return their uncompleted questionnaires.

**Research Question 1:** Respondents' responses on home environment factors militating the academic performance of Business Education Students in Tertiary Institutions in Owerri.

**Table 1**

**The Mean Scores and Standard Deviations of the Respondents' Responses on Home Environment Factors Militating the Academic Performance of Business Education Students in Tertiary Institutions in Owerri.**

S/N	Items	SA	A	D	SD	Total	Mean	Remark
1	Poor parental relationship	102 (408)	91 (273)	40 (80)	51 (51)	(812)	2.85	Positive
2	Family social economic status	124 (496)	74 (222)	46 (92)	40 (40)	(850)	2.99	Positive
3	Location of the family	133 (532)	99 (297)	31 (62)	29 (29)	(920)	3.23	Positive
4	Socialization Pattern in the home	141 (564)	89 (267)	31 (62)	29 (29)	(922)	3.24	Positive
5	Parents academic level	166 (664)	98 (294)	14 (28)	06 (06)	(992)	3.49	Positive
6	Family size	147 (588)	88 (264)	22 (44)	27 (27)	(923)	3.25	Positive
7	Individual Differences at Home	194 (446)	71 (213)	10 (20)	9 (9)	(1018)	3.58	Positive
8	Poor Provision of Basic amenities	204 (816)	62 (186)	10 (20)	8 (8)	(1030)	3.62	Positive
9	Family Crises	177 (708)	101 (303)	2 (4)	4 (4)	(1019)	3.58	Positive
10	Non-payment of schools as when due	116 (464)	89 (267)	10 (20)	19 (19)	(751)	2.64	Positive

The research question one sought opinion of respondents on home environment factors militating academic performance of Business Education Students in Tertiary Institutions in Owerri. The analysis in table 1 shows that the mean rating of respondents on all the items were above the reference mean of 2.5 which affirmed that the identified items are the home related factors militating the academic performance of students of business education.

**Research Question 2:** Respondents' responses on school environment factors militating academic performance of Business Education Students in Tertiary Institutions in Owerri.

**Table 2**

**The Mean Scores and Standard Deviations of the Respondents’ Responses on School Environment Factors Militating Academic Performance of Business Education Students in Tertiary Institutions in Owerri.**

S/N	Items	SA	A	D	SD	Total	Mean	Remark
1	Poor Business Education Laboratories	191 (767)	87 (261)	3 (6)	3 (3)	234 (1034)	3.64	Positive
2	Classroom location	111 (444)	94 (282)	46 (92)	33 (33)	(851)	2.99	Positive
3	Poor subject Mastery	162 (648)	88 (264)	11 (22)	23 (23)	(957)	3.86	Positive
4	Poor orientation of Business Education	103 (412)	85 (255)	33 (66)	63 (63)	(796)	3.36	Positive
5	Poor Lecturers-Student Relationship	86 (344)	66 (198)	44 (88)	88 (88)	(718)	2.52	Positive
6	Poor communication skill of lecturers and students	97 (388)	86 (258)	56 (112)	45 (45)	(803)	2.82	Positive
7	Lack of proper planning of programme	118 (472)	82 (246)	49 (98)	35 (35)	(851)	2.99	Positive
8	Lack of modern equipment	121 (488)	77 (231)	38 (76)	48 (48)	(843)	2.96	Positive
9	Poor internet facilities	149 (596)	81 (243)	22 (44)	32 (32)	(915)	3.22	Positive
10	Poor electricity supply	98 (392)	114 (342)	37 (74)	35 (35)	(843)	2.96	Positive

The table presents the analysis of the respondents’ opinions on school-oriented factors that negatively affect Business Education Students academic performance. Analysis of the research question on table two reveal that opinion of respondents were above 2.5 references mean. This affirmed that all the school-oriented factors identified by the respondents negatively affect Business Education students’ academic performance.

**Research Question 3:** Respondents’ responses on possible ways of improving the academic performance of Business Education Students in Tertiary Institutions in Owerri.





**Table 3**

**The Mean Scores and Standard Deviations of the Respondents' Responses on Possible Ways of Improving the Academic Performance of Business Education Students in Tertiary Institutions in Owerri.**

S/N	Items	SA	A	D	SD	Total	Mean	Remark
1	Adequate provision of funds by parents for student's educational needs can enhance the student's academic performance.	122 (488)	88 (264)	40 (83)	34 (34)	(866)	3.04	Positive
2	Specific human capital development programmes for business education lecturers can provide educational need of the students.	100 (400)	94 (282)	42 (84)	48 (48)	(814)	2.86	Positive
3	Adequate government policy and legislation can provide the education needs of the students.	109 (436)	91 (273)	48 (56)	36 (36)	(841)	2.96	Positive
4	The academic level of parents and positive attitude towards education can enhance the student's academic performance.	90 (360)	92 (276)	56 (112)	46 (46)	(794)	2.79	Positive
5	Provision of uninterrupted power supplies both at home and school can enhance student's academic performance.	110 (440)	94 (282)	43 (86)	37 (37)	(845)	2.97	Positive
6	Enrollment of lecturers in academic programmes can enhance their performance.	154 (616)	99 (297)	12 (24)	19 (19)	(956)	3.36	Positive
7	Provision of adequate infrastructural facilities can enhance academic performance of students.	133 (532)	85 (255)	41 (82)	25 (25)	(894)	3.14	Positive
8	Positive reinforcement e.g love, unity and care in the student's family can enhance student's performance.	107 (428)	74 (222)	50 (100)	53 (53)	(803)	2.82	Positive
9	Attending to student's emotional needs by parents can enhance student's academic success.	96 (384)	98 (294)	47 (94)	43 (43)	(815)	2.86	Positive
10	Extensive research, and study by students can help to achieve academic success.	96 (384)	89 (267)	44 (88)	55 (55)	(794)	2.79	Positive

In the above table, all the items identified can enhance the student's academic performances. This is shown vividly by their mean scores which were all above the acceptable mean scores. However, item no 6 which deal with Enrollment of lecturers in academic programmes can enhance their performance, was most ranked, while item no 4 and 10 were the least ranked as being the possible ways of improving academic performance of business education students in tertiary institutions in Owerri.

## **Discussion of Findings**

Analysis of research question one revealed that home environment factors militate academic performance of business education students in secondary schools. This affirms that, poor parental relationship, family socio economic status, home location, home socialization pattern, parents' academic level, family size, individual differences at home, poor provision of basic amenities family crises and late payment of school fees are the home environment factors militating academic performance of business education students in tertiary institutions. This finding confirms the prior study by (Baharudin & Luster,1998; Walberg et al 1980; Collins, 2002) that parental family relationship and home specialization pattern, family size, home location, parental academic level on the first rank of student academic performance.

Research question two solicited respondent's opinions on school-oriented factors militating academic performance of business education students in tertiary institution. The findings from the research question showed that poor Business Education Laboratories, classroom location, poor subject mastery, poor orientation of the discipline, poor lectures –student relationship, poor communication skill, lack of proper planning of programme, lack of modern equipment, poor internet facilities and poor electricity supply are the identified school environment factors militating business education students' academic performance in tertiary institutions. These findings reinforce the studies of (Oduma, 2012, & Uzochi, 2011) that identified number of factors as influencers of the students' academic performance.

Another finding of this study revealed that adequate funding, specific human capital development, adequate government policy and legislation, changing negative public attitude on business education, uninterrupted power supply enhancing viability of the lecturers through workshops, seminars and maximum attendant to students' academic needs are possible ways of curbing challenges of environment-oriented factors militating business education students' performance in the tertiary institutions. The implication of the finding will in no small measure provide business education programme designers, Government at all level and Nigeria tertiary institutions with the adequate knowledge to understand the challenges that characterized the tertiary institutions and equally to have a way forward for positive change regarding the impact of both home and school environment on academic performance of students.

## **Limitation and direction for future study**

The major limitation of this research is the sample selection, which did not involve the entire tertiary institutions because of the financial involvement. Therefore, further research on this topic could re-examine this topic by using a much large sample while taking into account the issues of fund.

## **Conclusion**

A major finding of this study is that both the home and school environments have much influence on the academic performance of business education students in tertiary institutions in Owerri. Therefore, a conducive environment both in the home and school if appropriately provided, would be able to improve on the academic performance of business education students and education in general.





## Recommendation

Based on the data collected and analyzed in the research the following recommendations are made:

1. Government should increase the provision for Business Education programmes through adequate budgetary allocations that meet the 26% UNESCO recommendation.
2. Specific human capital development programmes through workshops, seminars and conferences should be organized for both lecturers and students.
3. Enabling environment should be guaranteed through adequate policies and legislation that support both the home and school as indispensable for factors in academic performance of students.

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