AN EVALUATION OP BUSINESS TEACHER EDUCATION PROGRAMMES IN BENUE STATE

BY

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DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my research work. It's topic has not been presented on any previous application for a higher degree. All quotations and the sources of information are specifically acknowledged by means of references.

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DATE:.....

CERTIFICATION

This thesis entitled: AN EVALUATION OF BUSINESS TEACHER EDUCATION PROGRAMMES IN BENUE STATE by ABALAKA MOSES IDUH meets the regulations governing the award of the degree of Masters of Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to my
wife, Hannah Aladi Abalaka and
my children, Edimeh and Ojonoka.

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ABSTRACT

This study was undertaken to find out the extent to which poor performance of students in the General Certificate of Education (G.C.E) examination in business subjects is attributable to poor teacher preparation. The study attempted to find out whether business teacher education programmes in Benue State actually produce business educators who can effectively teach business subjects in the secondary schools.

The data for the study which consists of examination scores was collected from the Colleges of Education, Katsina Ala and Ankpa which constituted the population of the study. The stratified sampling method was used. All the final year students formed the sample.

The statistical method used in analysing the data is the Product Moment Co-efficient of Correlation (r). This method was employed in order to find out the relationship between the dependent and independent variables. The correlated t-test was used to determine whether the relationship between the dependent and independent variables was significant.

The results showed that there is a significant relationship between the knowledge of business studies subjects and teaching effectiveness. It also showed that there is a significant relationship between the knowledge of secretarial studies and performance in teaching practice.

The study made specific recommendations which include:-

1. Introducing a course - "Method of teaching business studies subjects" in business teacher education programme;

2. Integrating the knowledge of Business studies and practice of teaching. More time should be devoted to mini-teaching;

3. More time should be devoted to the study of business studies subjects so as to improve students' performance in business studies since the study shows that the more one knows business studies the more likely one is able to teach the subjects well;

4. Further research should be conducted along similar lines but on a national scale especially to compare the programmes of the N.C.E. and T.T.C. in business education.

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DEFINITION OF TERMS

Business Subjects: These subjects as offered at the N.C.E. level include Accounting, Commerce, Economics, Shorthand, Typewriting and Office Management.

Business Studies: This is an aspect of business education. It consists of Accounting, Economics and Commerce.

Secretarial Studies: This aspect of business education consists of Shorthand, Typewriting and Office Management.

General English: A course in English language offered for the first two years of the N.C.E. programme.

Minor Maths: This is a course in pure mathematics offered by students of business teacher education department for the first two years of the N.C.E. programme. The course is made up of courses in elementary mathematics that are relevant to the pursuit of business teacher education. It also embraces some elementary aspects of differentiation and integration.

Intrinsic: Correlational analysis of the courses that constitute an existing programme.

Recipients: Students who are undergoing instruction at the business teacher education programme.

Vocational Competency: The aspect of business education curriculum that makes the individual occupationally competent.

Personal Use Competency: The non-specialised area of business education curriculum that provides the individual with broad understanding of his functions in a business environment. Such subjects include Typewriting, Book-keeping, Salesmanship and Business Law.

Consumer-Business Competency: An aspect of the business education programme that caters for the need of business organisations as well as consumers.

Socio-economic Competency: This refers to the aspect of business education curriculum that helps the individual develop sound, social and economic view point.

Curriculum: A systematic plan for acquiring learning experiences designed to develop proficiency or to prepare the individual for efficient service in a specific vocation.

Chapter 1

INTRODUCTION

1.1 Background

Business education may be viewed from two different angles, education about business and education for business. Education about business is a part of general education which aids the individual in developing an understanding of the role of business in any economy. It also helps him to understand his economic role in relation to both his personal needs and to the economic need. It is, therefore, a form of education which is necessary for everybody.

Summing up the need for business education, Nolan et al (1967) noted that if general education is concerned with those phases of non-specialised and non-vocational education that should be the common possession of educated persons, as individual and as citizens in a free society; it must include common learnings about business which will enable youths to adjust to their business environment. A design for general education today, therefore, seek to fit youths to take their places in a world in which business activity is a pervading influence.

Education for business on the other hand is designed for the teaching of skills, knowledge and developing competencies, attitudes and aptitudes that are requisite for success in a given occupation. It consists of formal education which is aimed at developing in the individual, skills, abilities, attitudes and understanding which make him intelligent and occupationally competent to participate in the economy.

In a developing economy like Nigeria, the task of providing appropriate training for a myraid of jobs is a formidable one.

The tasks of upgrading the level of economic literacy and competence is continuous and it is one of the major goals of business education. Agusiobo, (1980) explained that in time of unprecedented peril and change, Nigeria, as a major African power, stands to gain a lot from vocational education by strengthening its bargaining power in world markets through increased individual productivity and its system of national defence through the optimum development of manpower resources. Agusiobo also strongly maintained that people exist to satisfy their basic human needs of food, shelter and clothing; and these require money which can be obtained by working.

In general therefore business education aims at vocational competency, personal use competency, consumer-business competency and social-economic competency. All these competencies lead to increased demand for business education and this in turn leads to increased need for effective business teachers.

Stressing the need for business teacher education programme, Aina, (1980) warned:

> Unless business teacher education programmes are initiated immediately in other universities where they do not already exist in Nigeria and they accept leadership and anchor-man roles, all talk about business and office education will be mere wishful thinking. The consequent effect upon the nation will be a disproportionate growth of the economy and the labour force particularly, in the administrative and support services.

A business teacher education programme is formal education in which the recipient develops skills, knowledge and ability necessary to make him professionally competent in the teaching of business subjects. It is, therefore, a programme designed for professional preparation of business teachers.

Business teacher education programmes are recent development in Nigeria, particularly in Benue State. It was only in 1968 that the Federal Government of Nigeria established the National Technical Teachers' College, Yaba (now Federal College of Education, Akoka). The College has since been running a programme leading to the award of N.C.E. (Business Education). It was after 1968 that some Colleges of Technology, Advanced Teachers' Colleges and Colleges of Education with Business teacher education department were established by States and Federal Government.

Nigerian universities have been slow in establishing departments of business teacher education probably due to the belief of some Nigerians that business education should not be the concern of universities (Zerby, 1971). However, this attitude is changing as department of Vocational Teacher Education and Vocational and Technical Education have been established in the University of Nigeria, Nsukka and Ahmadu Bello University, Zaria respectively. Each of these departments offers programmes in business teacher education. More recently, other younger universities - Rivers State University, Port Harcourt, Cross Rivers State University, Uyo and the University of Benin have also established business teacher education departments.

In Benue State, business teacher education programmes are particularly of very recent introduction. It was only in 1977 when Advanced Teachers' College (now College of Education) Katsina-Ala was established that a business teacher education programme was introduced with an initial intake of 14 students.

The early teachers of business subjects in this country were business personnel who had little or no preparation for teaching, except what they learned on their job or in private business schools. This situation does not augur well for the future prospect of business education in Nigeria because these type of teachers may not be able to provide the needed manpower. Now that both the Federal and State governments have established Colleges of Technology, Advanced Teachers Colleges and Colleges of Education with department of business teacher education, there is the need to constantly evaluate these business teacher education programmes because it seems the recipients of the programmes are not effective on the job.

Evaluation is a process by which relevant data are collected and transformed into information for decision making process in developing business teacher education programmes.

The business course components of a business teacher education programme - business studies subjects, and Secretarial studies subjects are expected to prepare the recipients for effective teaching performance. Periodic evaluation is necessary to determine the effectiveness of the programme.

Summative and formative evaluation make up the classical models of evaluation. Of recent, there has arisen the demand for attention to be given to a wider range of factors in evaluation studies. Scriven (1967) advocates evaluation of transactional mean-to-the end programme. This evaluation model which Scriven calls "process studies" relies on internal information which can be descriptive or critical appraisal. Examples of activities in this category is the analysis of the content of the programme.

This include a correlational evaluation of the various courses that constitute an existing programme. Such intrinsic evaluation may reveal which course is too sophisticated and which course is too easy. The evaluation in this work comes under "Transaction Model".

1.2 Statement of the Problem

The National Policy on Education, 1981, advocated that business studies programme should be included as part of the total curriculum offered in all the secondary schools in the country. This is indicative of the government's commitment to the development of the country's economic status through business education. The development of economic status through business education requires business teachers who can function effectively in our secondary schools.

Even though the number of schools offering all or most of the business subjects in Benue State are few, the G.C.E. results in business subjects in most of these schools for the past three years show that the teaching/learning of business subjects in the secondary school is not effective. It was only in Commerce and Economics that some schools recorded a maximum of 48 per cent pass. In other subjects like Shorthand and Typewriting, some schools even recorded zero percent. (See appendices on pages 50, 51 and 52 for details of G.C.E. results in business subjects).

The deplorable results in business subjects in these schools for the past three years are matters of great concern to business educators in general and to the investigator in particular. The problem of this study, therefore is that the teaching/learning

of business subjects in our secondary schools is faulty. Consequently, this study attempts to find out whether one of the problems of poor performance of students is attributable to teacher education from the point of view of producing business educators who can effectively teach business subjects in secondary schools in general and in Benue State in particular.

Specifically, the study is expected to:-

a) evaluate the effect of knowledge of business studies subjects on the teaching performance of the recipients;

b) evaluate the effect of knowledge of secretarial studies subjects on the teaching performance of the recipients.

The rationale is that a deficiency in teaching effectiveness can constitute an impediment in achieving national economic efficiency through business studies programme.

1.3 Significance of the Study

The G.C.E. results in business subjects in some Secondary Schools in Benue State for the past three years show that the teaching of these subjects in our Secondary Schools is faulty. This study is significant in that it is directed towards finding out whether business teacher education programme in Benue State achieve the main objective of producing effective teachers.

The findings from this study will reveal the relationship between knowledge of business studies and teaching effectiveness. It will also reveal the relationship between knowledge of Secretarial Studies and teaching effectiveness. The evaluation work in this study will therefore show the strength and weakness

of the business courses in the business teacher education programme in Benue State. The study, therefore, involves correlating performance in teaching practice with performance in business studies and correlating performance in teaching practice with performance in secretarial studies. Similar studies was carried out by Oguntebi (1978) in Mathematics education.

It is expected that the information obtained from this study will be used as the basis for developing an effective programmes in business teacher education.

Appeals are being made in various conferences and at varied levels for the establishment of business teacher education programmes in our universities. It is hoped that findings from this study will motivate universities and other higher institutions to establish the programme.

It is hoped that the findings and recommendation from this study will help the administrators of business teacher education programme produce business educators who can function effectively in our secondary schools.

1.4 Hypotheses

In order to facilitate data collection and arrive at valid results on this intrinsic evaluation of the programme, the following null hypotheses are presented:-

1. There is no significant relationship between teaching performance and achievement in business studies subjects;

2. There is no significant relationship between teaching performance and achievement in secretarial subjects.

1.5 Delimitation

This study concerns itself with only the intrinsic evaluation of the business courses taken at the N.C.E. level. The study will find out the relationship between students' performance in the business courses taken at the N.C.E. level and teaching effectiveness.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter is devoted to the review of related literature.

The introduction of business teacher education in Benue State is a very recent development. Since the two colleges established business teacher departments, no evaluation work has been carried out. However, literature relating to educational evaluation, types of evaluation used in this study, other types of evaluation and the relevance and contributions of such variables as approaches to evaluation and teaching practice will be reviewed.

2.2 Education Evaluation

Although education goes on in all aspects of human endeavour, most societies have set up specific institutions which use a variety of means to promote what is considered desirable learning. In these institutions, the major concern of learners is the acquisition of approved knowledge while the responsibility for imparting it devolves on the teacher.

Educational evaluation is the making of judgement relating to the extent to which a student has met the objectives established for a course or programme. According to Nolan et al (1967), the evaluation of achievement is one of the most important aspects of human activities. Without evaluation there would be little improvement. Progress is based on constant appraisal of the results of our efforts in all fields of human endeavour.

In education, performance evaluation is desirable to determine the extent to which the students have attained the objectives of a programme. This view was expressed by Nolan (1967) when he said:-

> We appraise our space programme in terms of the tests results of the latest space missile, and we judge the success of the baseball team in terms of the number of games won or lost, the evaluation of students' achievement in school, like worker performance on the job, depends upon establishing definite course objectives that will enable students to meet them. Evaluation involves determining the extent to which the objectives are achieved.

One of the objectives for establishing business teacher education programmes in the two colleges under study is to produce effective business educators who can teach efficiently in our secondary schools. This work is to evaluate the programme in terms of teaching effectiveness of the recipients of the programme.

Nicholls et al (1981) sees evaluation as one of the four interrelated components of a curriculum process. They have identified other components and how they are interrelated.

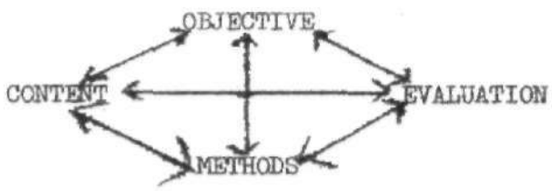


Figure 2.1 Components of a Curriculum Process

This figure suggests that evaluation is an integral part of a curriculum process. The evaluation work carried out in this study is aimed at curriculum improvement.

2.3 Use of Test Scores in Education Evaluation

One of the most reliable evaluation work is through the use of test scores. Variables relating to the investigation are pulled out from the students' file. This can be classified as empirical research in education. Hardaway (1966) was of the view that:-

> Tests are tools in education. In the hands of a skilled examiner who is motivated by the scientific attitude, examination can be constructed and used in ways to yield valuable information about abilities and learning achievement of individual students.

The data used for this study consists of examination scores.

2.4 Use of Teacher Opinion in Education Evaluation

Oguntonade (1974) suggested that to ascertain the degree to which the underlying objectives of regular teacher in-service courses were being achieved, such courses must be evaluated in several ways. In his view one such evaluation especially at the initial stages, was to monitor the opinions of participants on specific aspects of the course with a view to using such information to plan improved courses for the future. He used his idea to evaluate a country-wide in-service courses for science teachers in the secondary schools in Nigeria.

The investigator is of the view that one group of participants in an educational programme is the teachers. In this work, the teaching practice assessment give the opinion of teacher as regards how well or badly a student teacher has performed in teaching. The reader is reminder that the teaching practice performance score constitute the dependent variable used in this study.

2.5 Evaluation of Teacher Education

Decisions which affect teacher education are made every day by the courts, legislatures, governing councils, school administrators, education ministries, teachers and students. All these agencies and individuals that are engaged in educational decisions making have information need which are presently unmet. Evaluative enquiry that yield information relevant to the making of decisions on teacher education is lacking.

John (1974) observed that when considering an evaluation, two questions become obvious - why evaluate, and what should be evaluated? The principal reason to evaluate, he said, is to attempt to improve the programme. Even though it may already be a good or even outstanding programme, it can always be improved. Another reason is to document and justify the need for the programmes' existence or its possible expansion. In this era of scarce educational resources, this reason is becoming more and more significant. The only true measure of a programme is a measure of its products - the recipients of the programme.

If business teacher education programme is to compete favourably with other teacher education programmes or even other programmes supported by public funds, quantified data of the programmes recipients must be generated.

Molokwu (1986) expressed the need to evaluate every teacher education in all its parts as this helps to provide valid research-based data to support improvements and innovations. The author was of the view that it is difficult to claim that a programme is doing what it is supposed to do when it has not been formally evaluated.

The views held by John (1974) and supported by Molokwu (1986) point to the need to evaluate teacher education programmes if effective teachers are to be produced. Effective teachers are required for the success of any educational system. The National Policy on Education (1981) recognises this fact and stated "no education system can rise above the quality of its teachers". This study is aimed at bringing improvement in business teacher education programme.

2.6 Types of Evaluation used in this Study

Scriven (1967) advocates evaluation of transactional mean-to-the-ends programme characteristics. This evaluation which Scriven calls "process studies", relies on internal information which can be descriptive or critical appraisal. Examples of activities in this category are the analysis of the content of programme components. This type of evaluation was used by Oguntebi (1978) by carrying out correlational analysis between the components of Mathematics education and Mathematics teaching effectiveness. In this study, Oguntebi concluded that:-

1. There is a relationship, though fairly low between mastery of mathematics and the teaching of the subject.

2. Neither knowledge of mathematics only nor competency in the pedagogy and principles of teaching the subject only can make one become a good teacher.

3. Knowledge of mathematics was much higher than their ability to teach. This goes on to suggest that a teacher necessarily know more mathematics than he is able to teach.

4. There is no relationship between performance in preparatory mathematics education and the teaching of the subject.

5. There is a significant relationship between the teaching of mathematics and performance in the content courses which prepares the students for teaching.

6. The overall average performance of the participants in teaching practice is similar to that of education, their average overall achievement in mathematics was significantly higher than that of teaching practice.

A similar analysis for business teacher education programme will reveal such vital information which can assist programme planners.

Ekaete (1985) carried out a correlational studies between maternal attachment and high academic achievement. The findings from this study led to some useful suggestions on the need for maternal attachment. This work is also a correlational studies and the findings may lead to suggestion on how to improve the programme.

2.7 Other Types or Approaches to Evaluation

Molokwu (1986) identified two types of curriculum evaluation. These are:-

2.7.1 Summative Evaluation

This type of evaluation is directed towards a general assessment or the degree of performance of the programme participants. It reveals only something about performance in the test and nothing else.

In this study, the evaluation does not stop at determining performance in tests. A correlational study is carried out to show the relationship between the course components.

2.7.2 Formative Evaluation

Formative evaluation is designed to aid the development of curriculum materials by means of continuous assessment. Thus, the task of formative evaluation is to provide the curriculum worker with a means of identifying what he is doing so that this can be compared with what he intends to do and so provide a basis for improvement. Formative evaluation also include evaluation of the learning process and environment.

The evaluation work carried out in this study is not formative. This study does not include evaluation of the learning process and environment. The scope of formative evaluation is therefore too much for a single study.

This evaluation study is therefore neither summative or formative as such, but an intrinsic evaluation of the business courses taken in the business teacher education programme and how they relate to teaching effectiveness which is a major objective of business teacher education programme.

2.8 Teaching Practice - Its Relevance and Contribution to Evaluation

Teachers, like any other professionals, like Doctors, Pharmacists and Lawyers, need a period to practice - a period in which they are supervised by experts and at the end of the practice period, these experts have to certify whether or not the practising students are competent to practice. This in the main, shows the place of teaching practice exercise in determining the competence of the recipients of the business teacher education programme.

Obikoya (1976) is of this view when he explained that no phase of the total educational experience of the prospective business teacher is more important or valuable to him than his student teaching. This is the time students have the opportunity to apply in a real sense teaching/learning theories and to develop their own teaching styles. Garrison (1970) described the practicum as "a catalystic device by which all components of teacher education are brought together into one global experience"

The Policies Commission for Business and Economic Education (in the United States of America) recognises the importance of teaching practice and so recommended that all business teacher education programmes should include supervised student teaching experience.

Also, in comparing business teacher education programmes of Nigeria with that of the United States, Davis and Oladunjoye (1986) pointed out that the most important single experience in any teacher education programme of the two countries is the teaching practice.

From the foregoing, it is clear that teaching practice plays a significant role in evaluating the teaching competence of the student teachers. In this work, the investigator attaches much importance to teaching practice. Consequently, the teaching practice performance is taken as the dependent variable designated 'Z'.

2.9 Summary

Despite the fact that studies in this area are not locally available for consultation, the few that have some bearing, with this studies were reviewed.

Nolan (1967) and Molokwu (1986) have agreed that evaluation is an important aspect of curriculum process. They also agree that evaluation is necessary for programme improvement.

Hardaway ($_1$966) in his findings, sees the use of test scores as yielding valuable information which can be used as data in evaluating a programme.

Oguntebi ($_1$978) is of the opinion that programme evaluation can help institutions assess the strength and weakness of the courses of a programme. Oguntebi's ($_1$978) findings show courses in Diploma in Mathematics education programme that have high or low positive or negative correlation with teaching effectiveness.

Davis and Oladunjoye (1986) and Obikoya (1976) see teaching practice as one of the most important educational experience of the prospective business teacher. In fact, Garrison (1970) sees teaching practice as a catalystic device by which all components of teacher education are brought together into one global experience.

Chapter 3

METHODS AND PROCEDURE

3.1 Introduction

This chapter contains the design and methodology used in the investigation. The evaluation activities carried out in this study are largely drawn from practical activities and interactions with the programme participants. The structure of the programme and the courses taken are all described in this chapter. Finally, the means of testing the hypotheses stated in Chapter One are also discussed in this chapter.

3.2 Programme Description and Programme Structure

Business teacher education departments were established at Colleges of Education, Katsina-Ala and Ankpa in 1977 and 1982 respectively, by the Benue State Government. This was a step taken to remedy the acute shortage of business teachers in the State. It is an N.C.E. business education programme aimed at producing business teachers who can effectively teach in the secondary schools.

Recipients of the programme are taken through a three-year course of business plus education. In addition, courses in English and Mathematics are taught for two years.

The students spend about two-thirds of their contact hours of 30 hours per week studying business subjects and the remaining time on education, English and Mathematics. In addition, the students spend a total of three months for their practical teaching. During this time, they are sent to the

secondary schools in the State for their teaching practice exercise.

3.3 Students' Evaluation Procedure

The assessment of the students is carried out through completion of home assignments, class tests, terminal and sessional examinations. The continuous assessment and sessional examinations are conducted according to examination regulations of the two Colleges of Education under study. For all the subjects in this study, continuous assessment is weighted at 40% while the sessional examination is weighted at 60%.

The teaching practice evaluation is done by subject matter lecturers in the department. Each student is assessed at least three times by different lecturers. In effect, a student is expected to have at least three grades, the mean of which serves as the measure (score) of the student's teaching performance. Student performance in teaching is determined by the extent to which the criteria for performance is met (appendix A).

3.4 Sample Size

The validity of a research is normally affected by the size of the sample and method of selection of that sample. Furthermore, the larger the sample size the more likely it is that it would be representative of the population, The stratified sampling method was used. All the final year students in the two colleges of education in Benue State formed the sample. The reason for selecting the final year students is that by the time they reach this stage, they would have acquired sufficient knowledge and skills in the business courses that constitute the programme

requirements for teaching in the secondary schools.

3.5 Design and Procedure

Data related to the dependent and independent variables in this study are collected from students scores in the various courses offered in the programme. The dependent variable is the teaching practice performance (the first term of the third year is used for teaching practice). The independent variables consist of end of second year scores in Business and Secretarial Studies. Correlational procedures are carried out in testing for relationship between teaching performance and performance in business studies and between teaching performance and performance in secretarial studies.

The data used in this study are scores obtained in the various courses which make up the three variables mentioned earlier. Of interest is the dependent variable - performance in teaching business subjects. This is the only variable designated 'Z' used throughout this study. It is quantified as the average of the student's score in the teaching practice exercise. For each of the two hypotheses stated in Chapter One, this variable 'Z' is one of the two variables used. For hypotheses 1, the variable (designated X1) is the students' mean score in business studies. For hypotheses 2, the variable designated X2) is their mean score in secretarial studies.

The figure 3.1 summarises the above information

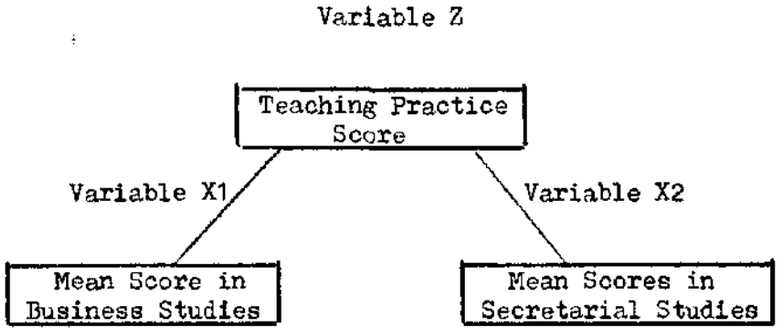


Figure 3.1: General Theoretical Model for the Investigation.

The investigator is of the opinion that the scores used in this evaluation work are reliable to a large extent because they are obtained from external examinations set by the universities to which the affiliated colleges used for this investigation. The scores are those already moderated by these universities. College of Education, Ankpa is affiliated to Ahmadu Bello University, Zaria. The same university moderates the examinations of the business teacher education department of the College of Education, Katsina-Ala even though the college is affiliated to the University of Jos. This is because the University of Jos does not offer programmes in business teacher education.

3.6 Statistical Analysis

The statistical test selected to analyse the data collected for this study is the Pearson Moment Co-efficient of correlation (r). It is employed to test relationship between the variable Z and variable X1 and X2. The formular is:-

$$r_{xz} = \frac{\sum x\,z}{\sqrt{\sum x^2 \sum y^2}}$$

- where x, z are deviations from X, Z respectively

The correlated t-test is used to test for significant relationship between the dependent and independent variables using the formular:-

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r2}}$$

Where N = Sample size

r = Coefficient of correlation

The level of significance chosen for rejection of the hypothesis tested is 0.05. At this Alfa level of 0.05, if the calculated t is greater than the table t, the relationship between the variables is significant and the HO is rejected. If the calculated t is less than the table t, the relationship is not significant and the HO cannot be rejected.

3.7 Methodological Assumption and Limitation

In any study the use of Pearson product moment Co-efficient of correlation to study the relationship between two variables presupposes that the data being used form a normal distribution. Another assumption is that the variable Z and X variables could be linearly related, taking Z as the dependent variable and X_1 and X_2 as the independent variables.

The limitation is that some non-statistical factors may affect the results of the study. In particular, certain uncontrolled external factors such as the subjective nature of teaching practice assessment may affect the internal validity of the data used in the teaching practice performance variable (Z).

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The main objective of this work is to find out the relationship in performance of N.C.E. teacher trainees in teaching practice and business subjects. The summary of the data collected during the research is presented in this chapter as well as the analysis of data and the interpretation of the findings based on the data analysed. Precisely the following were investigated:-

a) Relationship of performance in teaching practice to performance in Business Studies

b) Relationship of performance in Teaching Practice to performance in Secretarial Studies.

4.2 Analysis of Data

In this part of the study, hypotheses involving two pairs of the two business courses described in Chapter Three were tested with Teaching Practice variable involved in each hypothesis. Next is the presentation of the findings involving two hypotheses as outlined in Chapter one.

In each of the two hypotheses, the product Moment Coefficient of Correlation (r) was used to test the degrees of relationship or association between each pair of the variables (Z and X). To test whether this relationship is significant, the correlated t-test was used.

4.3 Relationship of Teaching Performance to Achievement in Business Studies

Table 4.1: Values of r and Correlated t for Variables X_1 and Z.

Variable	Z	
	r	t
X_1	0.28*	1.726

*. Significant at 0.05 level

Z = Performance scores in the teaching practice exercise

X_1 = Achievement scores in Business studies

The raw scores in the teaching practice exercise and overall scores in Business Studies, were used to test hypothesis 1.

In analysing the data, the calculated value of r was 0.28 which is significant at 0.05 level. Hence the hypotheses is rejected. The 0.28 value of r indicates low relationship between Teaching Practice performance and performance in Business Studies.

The next two pages show the calculations for the co-efficient of correlation (r) and the correlated t-test.

Table 4.2: Correlating Performance in Teaching Practice with Performance in Business Studies.

No.	BS=X_1	TP=Z	$X_1-\bar{X}_1=x_1$	$Z-\bar{Z}=z$	zx_1	z^2	x_1^2
1	58	60	4.5	-0.7	-3.15	0.49	20.25
2	52	63	-1.5	2.3	-3.45	5.29	2.25
3	44	52	-9.5	-8.7	82.65	75.69	90.25
4	53	62	-0.5	1.3	-0.65	1.69	.25
5	62	55	8.5	-5.7	-48.45	32.49	72.25
6	42	51	-11.5	-9.7	111.55	94.09	132.25
7	44	53	-9.5	-7.7	73.15	50.29	90.25
8	52	51	-1.5	-9.7	14.55	94.09	2.25
9	46	55	-7.5	-5.7	42.75	32.49	56.25
10	51	60	-2.5	-0.7	1.75	0.49	6.25
11	52	50	-1.5	-10.7	16.05	114.49	2.25
12	72	59	18.5	-1.7	-31.45	2.89	342.25
13	71	65	17.5	4.3	75.25	18.49	306.25
14	44	55	-9.5	-5.7	54.15	32.40	90.25
15	45	62	-8.5	1.3	-11.05	1.69	72.25
16	41	50	-12.5	-10.7	133.75	114.49	156.25
17	51	53	-2.5	-7.7	19.25	59.29	6.25
18	58.5	63	5.0	2.3	11.50	5.29	25.00
19	57.0	65	3.5	4.3	15.05	18.49	12.25
20	44.1	66	-9.4	5.3	-49.82	28.09	88.36
21	47.1	57	-6.4	-3.7	23.68	13.69	40.96
22	41	66	-12.5	5.3	-66.25	28.09	156.25
23	63.2	68	9.7	7.3	70.81	53.29	94.09
24	56.6	65	3.1	8.3	25.73	68.89	9.61
25	36	68	17.5	7.3	-127.75	53.29	306.25
26	75.5	64	22.0	3.3	72.60	10.89	484.00
27	61.7	57	8.2	-3.7	-30.34	13.69	67.24
28	68.1	70	14.6	9.3	135.78	86.49	213.16
29	51	62	-2.5	1.3	-3.75	1.69	6.25
30	47.2	69	-6.3	8.3	-52.29	68.89	39.69
31	58	62	4.5	1.3	5.85	1.69	20.25
32	68.8	65	15.3	4.3	65.79	18.49	234.09
33	65.6	69	12.1	4.3	52.03	18.49	146.41
34	47.7	65	-5.8	4.3	-24.94	18.49	33.64
35	51.5	60	-2.0	-0.7	1.40	0.49	4.00
36	60.1	66	6.6	5.3	34.98	28.09	43.56
37	28.7	63	-24.8	2.3	-57.04	5.29	615.04
	1978	2246			$\sum zx_1=$	$\sum z^2=$	$\sum x_1^2=$
	$\bar{X}$=53.5	$\bar{Z}$=60.7			630.15	1281.73	4088.35

Table 4.2 was constructed to give us the raw scores in Business Studies (BS=X_1) and Teaching Practice (TP=Z). The table also gives us the deviation from the mean score in Business Studies ($X_1-\bar{X}_1 = x_1$), deviation from the mean score in Teaching Practice ($Z - \bar{Z} = z$), Product of the deviations (zx_1), Square of the deviation from the mean of Teaching Practice (z^2) and square of deviation from the mean of Business Studies (x_1^2).

From the information derived from the table, the Co-efficient of Correlation and the correlated t-test were calculated as follows:-

$$r = \frac{\sum x_1 z}{\sqrt{\sum x_1^2} \quad \sqrt{\sum z^2}}$$

$$r = \frac{630.15}{\sqrt{1281.73} \qquad \sqrt{4088.35}}$$

$$r = \frac{630.15}{35.801256 \times 63.940206}$$

$$r = \frac{630.15}{2285.1396}$$

$$r = 0.2752781$$

$$r = \underline{0.28}$$

$$\text{Correlated t-test} = \frac{n\sqrt{N-2}}{\sqrt{1-r2}}$$

$$= \frac{0.28\sqrt{35}}{\sqrt{1-.0784}}$$

$$= \frac{0.28 \times 5.9160797}{\sqrt{0.9216}}$$

$$= \frac{1.6565023}{\sqrt{0.9216}}$$

$$= 1.7255$$

From the statistic above, the co-efficient of correlation between business studies and teaching practice was calculated in order to determine if a relationship existed. The correlated t-test was calculated to determine whether the relationship is significant.

The t-value at 5% level of significant or t at & (t&) = 1.645 and t - statistics (ts) = 1.7255. Since ts $>$ t& the relationship is significant hence the null hypothesis is rejected. There is therefore a significant relationship between knowledge of business studies and teaching performance.

4.4 Relationship of Teaching Performance to Achievement in Secretarial Studies

Table 4.3: Values of r and Correlated t for Variables X_2 and Z

Variable	Z	
	r	t
X_2	0.64*	4.93

* = Significant at 0.05 level

Z = Performance scores in the teaching practice exercise

X_2 = Performance scores in Secretarial Studies

In the analysis of the data involving scores in teaching practice exercise and achievement in Secretarial Studies, the calculated value for r was 0.64. Using Correlated t-test, the calculated value is 4.93 and this is greater than table t which is 1.645. This was found to be significant at 0.05 level hence the hypotheses is rejected. This means there is a significant relationship between Teaching Practice and performance in Secretarial Studies.

The next two pages show the calculations for co-efficient of correlation (r) and the correlated t-test.

Table 4.4: Correlating Performance in Teaching Practice with Performance in Secretarial Studies

No.	SS=X_2	TP=Z	$X_2-\bar{X}_2=x_2$	$Z-\bar{Z}=z$	zx_2	z^2	x_2^2
1	50	60	-4.9	-0.7	3.43	0.49	24.01
2	53	63	-1.9	2.3	-4.37	5.29	3.61
3	38	52	-16.9	-8.7	143.03	75.69	285.61
4	42	62	-12.9	1.3	-16.77	1.69	166.41
5	42	55	-12.9	-5.7	73.53	32.49	166.41
6	53	51	-1.9	-9.7	18.43	94.09	3.61
7	40	53	-14.9	-7.7	114.73	59.29	222.01
8	40	51	-14.9	-9.7	144.53	94.09	222.01
9	41	55	-13.9	-5.7	79.23	32.49	193.21
10	42	60	-12.9	-0.7	9.03	0.49	166.41
11	43	50	-11.9	-10.7	127.33	114.49	141.61
12	65	59	10.1	1.7	17.17	2.89	102.01
13	75	65	20.1	4.3	86.43	18.49	404.01
14	42	55	-12.9	-5.7	73.53	32.49	166.41
15	40	62	-14.9	1.3	-19.37	1.69	222.01
16	40	50	-14.9	10.7	159.43	114.49	222.01
17	42	53	-12.9	-7.7	99.33	59.29	166.41
18	53.1	63	-1.8	2.3	-4.11	5.29	3.24
19	54.1	65	-0.8	4.3	-3.44	18.49	.64
20	47	66	-7.9	5.3	-41.87	38.09	62.41
21	61.3	57	6.4	3.7	23.68	13.69	40.96
22	60	66	5.1	5.3	27.03	20.09	26.01
23	60	68	5.1	7.3	37.23	53.29	26.01
24	57.3	69	2.4	8.3	19.92	68.89	5.76
25	51.1	68	-3.8	7.3	-27.74	53.29	14.44
26	71.4	64	16.5	3.3	54.45	10.89	272.25
27	55.3	57	0.4	-3.7	-1.48	13.69	0.16
28	73.9	70	19	9.3	176.70	86.49	361.00
29	61.1	62	6.2	1.3	8.06	1.69	38.44
30	64.6	69	9.7	8.3	80.51	68.89	94.09
31	65.6	62	10.7	1.3	13.91	1.69	114.49
32	76.2	65	21.3	4.3	91.59	18.49	453.69
33	58.4	65	3.5	4.3	15.05	18.49	12.25
34	60.3	65	5.4	4.3	23.22	18.49	29.16
35	56.7	60	1.8	-0.7	-1.26	0.49	3.24
36	53.1	66	-1.8	5.3	-9.54	28.09	3.24
37	48	63	-6.9	2.3	-15.87	5.29	47.61
	2030.1	2246			$\sum z x_2 =$	$\sum z^2 =$	$x_2^2=$
	$\bar{X}_2$=54.9	$\bar{Z}$=60.7			1540.32	1281.73	4486.86

Table 4.2 was constructed to give us the raw scores in Secretarial Studies (SS=X_2) and Teaching Practice (TP=Z). The table also gives us the deviation from the mean score in Secretarial Studies ($X_2 - \overline{X}_2 = x_2$), deviation from the mean score in Teaching practice ($Z - \overline{Z} = z$), Product of the deviations ($z\ x_2$), Square of the deviation from the mean score of Teaching Practice (z^2) and square of deviation from the mean score of Secretarial Studies (x_2^2).

From the information derived from the table, the co-efficient of correlation and the correlated t-test were calculated as follows;-

$$r = \frac{\sum x_2 z}{\sqrt{\sum x_2^2 \sqrt{\sum z^2}}}$$

$$= \frac{1540.32}{\sqrt{4486.86}\quad\sqrt{1281.73}}$$

$$= \frac{1540.32}{66.984027} \times 35.801256$$

$$= \frac{1540.32}{2398.1122}$$

$$= 0.6423052$$

$$r = 0.64$$

Correlated t-test

$$= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.64 \times 5.9160797}{\sqrt{1-0.4096}}$$

$$= \frac{0.64 \times 5.9160997}{.7683749}$$

$$= \underline{\underline{4.93}}$$

From the statistic above, the co-efficient of correlation between Secretarial Studies and teaching practice was calculated in order to determine if a relationship existed. The correlated t-test was calculated to determine whether the relationship is significant.

The t-value at 5% level of significance or t at & (t&) = 1.645 and t-statistics (ts) = 4.93. Since ts $>$ t&, the relationship is significant hence the null hypothesis is rejected. There is, therefore, a significant relationship between knowledge of Secretarial Studies and teaching performance.

4.5 Interpretation of Findings

4.5.1 Teaching Performance and Achievement in Business Studies

The statistical analysis shows some association (r = 0.28) between competence in teaching business subjects and mastery of the subjects. The results indicate that the students who are good in business studies also teach the subjects fairly well. One reason which could support this finding is the fact that one could not teach business subjects effectively without being equipped with adequate knowledge in them. As one would logically show interest and perform well in what one knows, it is not surprising to observe in Appendices B and D that some who did well in teaching practice also performed well in business studies.

Even though we accept that an association exists between teaching performance and mastery of business subjects in this study, the calculated values of this relationship indicates that this association is fairly low ($r = 0.28$). Some reasons could be advanced for this. First, the relationship is fairly low because of the considerable difference in the level of business studies course content that the students study during their N.C.E. programme and the business subject content they teach in the teaching practice. The former is at advanced level while the latter is secondary school content. It is therefore possible for a student who is not very good in business studies at N.C.E. level to teach the subjects well at the secondary school. From the raw score, one can see that a student who scores 28.7% in Business Studies scores 63% in Teaching Practice.

Second, while one would expect good Business Studies students to be able to teach the subject well other variables might interfere and cause a change. Such variables might include negative attitude and lack of interest in teaching and psychological disposition of the students especially during the twelve week teaching practice exercise. Third, pedagogical principles is another reason that might explain this fairly low relationship between teaching performance and knowledge of business subjects. It is one thing to be good in business subjects but it is another thing to be a good business teacher.

4.5.2 Teaching Performance and Achievement in Secretarial Studies

This study shows a significant relationship between teaching performance and achievement in Secretarial Studies. ($r = 0.64$). It is necessary to point out that the syllabus content for Shorthand and Typewriting in post-primary as well as the N.C.E. programme are basically the same except that at the N.C.E. level students are expected to attain higher speed. Hence it is expected that students' performance in Secretarial Studies should reflect their performance in teaching the subjects. Consequently one expects some considerable degree of association between scores in teaching performance and achievement in Secretarial Studies.

Another reason which could be advanced for the significant association between teaching performance and achievement in Secretarial Studies is that it is only in Shorthand and Typewriting that students answer questions on Methodology in their examinations. The tendency is for the Colleges of Education to concentrate on teaching 'Methodology' in Shorthand and Typewriting. In other subjects like Accounting, Commerce, Economics and Office Management, 'Methodology' does not form part of the examinations hence, students are not taught methods of teaching these subjects. With adequate knowledge of the skills of Shorthand and Typewriting armed with the methods of imparting these skills to others, one would normally expect some positive correlation between performance in Secretarial Studies and performance in the teaching practice exercise. This agrees with the contention that any one who knows his subjects and is armed with the knowledge of how to impart it to

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others may be able to teach well.

Nevertheless, the value r = 0.64 is significant. Hence achievement in Secretarial Studies is associated with achievement in Teaching Practice. In other words a high knowledge of secretarial studies may be needed to perform well in Teaching Practice.

4.6 Summary

The findings described in this chapter reveal major results. First there is an association between knowledge of business subjects and the teaching of the subjects.

Second, it is not enough to only obtain mastery of business subjects for one to be a good business teacher, neither is it enough to grasp the principles of teaching only. A blending of the two is necessary. Third, people who are at least averagely good in the knowledge of business subjects are likely to teach the subjects effectively. Fourth, most of the students' overall performance measured up to the required standard for the award of the Nigeria Certificate in Education (N.C.E) (40% is the pass mark).

The next chapter contains some conclusions and recommendations based on the findings contained in this chapter.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The major purpose of this work is to study the adequacy of all the business courses offered in the Business Teacher Education programme at the N.C.E. level in preparing students for teaching business subjects effectively in the secondary school.

The investigation was carried out on the 1984/85 intake group at the Colleges of Education, Katsina-Ala and Ankpa.

This major intent led to the formulation of the hypotheses which were tested to evaluate the programme during the investigation.

The two hypotheses were rejected at 0.05 level of significance. In other words, the study shows significant relationship between performance in teaching practice and performance in business studies. Also, there is significant relationship between Teaching Performance and performance in Secretarial Studies.

5.2 Conclusions

The analysis and interpretation of the data collected for this study lead to the following conclusions:-

1. There is a relationship ($r = 0.28$) between mastery of business studies and the teaching of the subjects among the 1984/85 intake. This association suggests that the more one knows Business Studies the more one is likely to be confident and competent in teaching business subjects and the greater the likelihood

of improving G.C.E. results.

2. The students' performance in teaching was much higher than their performance in business studies. All the students but one, however, passed business studies. This goes to suggest that a teacher needs to be at least averagely good in business studies to be able to teach business subjects well.

3. There is a significant relationship between performance in Secretarial Studies and Teaching practice performance. Again, this association suggests that the more one knows secretarial studies the more likely one is competent in teaching the subjects.

4. The overall average performance of the students in teaching practice is higher than their overall average performance in any of the two courses studied in the programme.

5. Students performed fairly well in both business and secretarial studies. The mean scores in business studies is 53.5 and the mean scores in secretarial studies is 54.9.

5.3 Recommendations

Based on the findings, as well as on personal observations, the following recommendations are made:-

1. In order to increase the relationship between the knowledge of business studies and teaching practice performance, the teacher trainees should be exposed to mini-teaching.

2. The three periods per week allocated to Economics, Accounting and Commerce should be increased to four. The increase in the number of contact hours may improve students' performance in business studies.

3. Individual attention should be given to teacher trainees. The use of individual attention will make it possible to give special coaching to those whose performance fall below the mean scores or below 40% pass mark.

4. Methods of teaching business studies subjects should be encouraged at N.C.E. level. This is likely to bring about greater association between performance in teaching and knowledge of business studies. The higher association between teaching performance and knowledge of secretarial studies ($r = 0.64$) where methodology is taught than performance in teaching and performance in business studies ($r = 0.28$) where methodology is not taught forms the basis for this recommendation.

5. The high variability in overall scores in business studies and secretarial studies courses suggests wide differences in pre-requisite qualifications for the intakes into the programme. There should be a uniform admission requirements into Business Teacher Education programmes. Also, students should be allowed to specialise in either business studies or in Secretarial studies as from their third year. However, they should be made to take all courses in both business and secretarial studies in the first and second years.

6. The teaching practice arrangement is not ideal. Students go for teaching practice once and this is during the first term in their third year. The two-tier teaching practice arrangement is recommended. The first exercise should come up during the second term in the second year, while the second exercise comes up during the first term of the third year. Through this arrangement, students can make good all their faults detected during the first experience.

7. In order to ensure that there are sufficient qualified business teachers in the department of business teacher education programmes, students with proven ability should be given incentives such as scholarship and in-service to go for

degree programmes in business education. The universities should co-operate to ensure that such students are given admission.

8. In order to make teachers available for the 6-3-3-4 system of education, the departments of business teacher education in our institutions of higher learning should substantially increase the number of intakes for the programme.

9. Since most Colleges of education, Advanced Teachers' Colleges and Polytechnics have now established business teacher education departments, the Government should direct all universities in the country to establish business teacher education departments. This will ensure that most graduates of the programme at the N.C.E. level can pursue degree programmes in business teacher education in our universities.

10. All business teachers should be encouraged to attend seminars, workshops and conferences organised for business teachers. This will help to keep the teachers academically and professionally alive.

5.4 Recommendations for Future Research

i. A follow-up study be made to investigate into the number that leaves teaching after graduation from the programme for other jobs.

ii. Further research should be conducted along similar lines but on a national scale especially to compare the programmes of the N.C.E. and T.T.C. in business education.

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APPENDIX A

STUDENT TEACHER ASSESSMENT FORM

STUDENTS NAME:..... COLL. NO.....

SCHOOL:.....

CLASS/FORM.....

SUBJECT..... TOPIC:.....

DATE:..... TIME.....

INSTRUCTIONS

1. The purpose of this form is to provide the College with a profile of the student teacher's strengths and weaknesses in the various areas of his/her teaching performance.
2. The form consists of twenty questions which require the supervisor to answer on a scale of 0-5. All that the Supervisor has to do is to tick (✓) under the relevant column and to total the student teacher's score.
3. The College requests that if a student gets a grade of 0 or 1 on any item then the Supervisor should make an appropriate comment in the College comment column. This will help the College staff to give appropriate guidance to the student teacher.

Scoring Guidelines: 5 = Excellent; 4 = Credit; 3 = Merit
2 = Pass; 1 = Poor; 0 = Failure

ASSESSMENT AREA	5	4	3	2	1	0	COMMENTS
PREPARATION 1. Relevance of the lesson plans to the stated objectives of the lesson							
2. Arrangement of lesson (Logicality and Sequence)							
3. Facts (adequacy)							
4. Teaching aids (clarity, adequacy and relevance							

ASSESSMENT AREA	5	4	3	2	1	0	COMMENTS
PRESENTATIONS							
5. Introduction (degree of motivation)							
6. Development of lesson (orderly presentation)							
7. Mastery of subject content							
8. Use of chalk-board (neatness, legibility and orderliness)							
9. Effectiveness of the use of teaching aids							
10. Time Management							
11. Conclusion							
CLASS MANAGEMENT							
12. Class Arrangement							
13. Teacher/Student Rapport (friendliness. attention to individual differences) e.t.c.							
14. Class Control							
15. Questioning Techniques (Relevance, frequency, appropriateness and distribution)							
16. Treatment of students' responses							
17. Class participation (activities)							
STUDENTS' PERSONAL CHARACTERISTICS:							
18. Appearance (dress, neatness, smartness)							
19. Voice (clearity, audibility and fluency)							
EVALUATION:							
20. Relevance of the question and assignment to stated objectives							

MAXIMUM SCORE = 100

Supervisor's Name:.....Score Obtained:.....

Supervisor's Signature:.....

Date:.....

PERFORMANCE SCORE IN BUSINESS STUDIES

S/No.	Scores
1.	58
2.	52
3.	44
4.	53
5.	62
6.	42
7.	44
8.	52
9.	46
10.	51
11.	52
12.	72
13.	71
14.	44
15.	45
16.	41
17.	51
18.	58.5
19.	57
20.	44.1
21.	47.1
22.	41
23.	63.2
24.	56.6
25.	36
26.	75.5
27.	61.7
28.	68.1
29.	51
30.	47.2
31.	58
32.	68.8
33.	65.6
34.	47.7
35.	51.5
36.	60.1
37.	28.7

PERFORMANCE SCORE IN SECRETARIAL STUDIES

S/No.	Scores
1.	50
2.	53
3.	38
4.	42
5.	42
6.	53
7.	40
8.	40
9.	41
10.	42
11.	43
12.	65
13.	75
14.	42
15.	40
16.	40
17.	42
18.	43.1
19.	54.1
20.	47
21.	61.3
22.	60
23.	60
24.	57.3
25.	51.1
26.	71.4
27.	55.3
28.	73.9
29.	61.1
30.	64.6
31.	65.6
32.	76.2
33.	57.4
34.	60.3
35.	56.7
36.	53.1
37	48

APPENDIX D

PERFORMANCE SCORE IN TEACHING PRACTICE

S/No.	Scores
1.	60
2.	63
3.	52
4.	62
5.	55
6.	51
7.	53
8.	51
9.	55
10.	60
11.	50
12.	59
13.	65
14.	55
15.	62
16.	50
17.	53
18.	63
19.	65
20.	66
21.	57
22.	66
23.	68
24.	69
25.	68
26.	64
27.	57
28.	70
29.	62
30.	69
31.	62
32.	65
33.	65
34.	65
35.	60
36.	66
37	63

APPENDIX E

SUMMARY OF FIGURES USED FOR THE CALCULATION

1. Mean Score in Business Studies ($\bar{X}_1 = 53.5$)
2. Mean Score in Secretarial Studies ($\bar{X}_2 = 54.9$)
3. Mean Score in Teaching Practice ($\bar{Z} = 60.7$)
4. $\sum x_1 z$ (for business studies) = 630.15
5. $\sum x_2 z$ (for secretarial studies) = 1540.32
6. $\sum x_1^2$ (for business studies) = 4088.35
7. $\sum x_2^2$ (for secretarial studies) = 4486.86
8. $\sum z^2$ (for teaching practice) = 1281.73

APPENDIX F

NUMBER OF STUDENTS TEACHING EACH SUBJECT

SUBJECTS	NO. TEACHING IT
Accounting	7
Economics	16
Commerce	14
Shorthand	6
Typewriting	14
Introduction to Business Management	17

TOTAL NO. OF STUDENTS TEACHERS = 37

A student is expected to teach two subjects, one from business studies section and the other from secretarial studies section

APPENDIX G

G.C.E. RESULTS IN BUSINESS SUBJECTS FOR 1983/84 SESSION

	SCHOOL A			SCHOOL B			SCHOOL C			SCHOOL D			SCHOOL E			SCHOOL F		
Subjects	Total No.that wrote exam	% Pass	% Fail	Total No.that wrote exam	% Pass	% Fail	Total No.that wrote exam	% Pass	% Fail	Total No.that wrote exam	% Pass	% Fail	Total No.that wrote exam	% Pass	% Fail	Total No.that wrote exam	Pass	Fai
Shorthand	10	10	90	20	5	95	5	0	100	2	0	100	10	0	100	-	-	-
Type-writing	12	6.7	93.3	20	5	95	15	33.3	66.7	5	0	100	14	14.3	85.7	-	-	-
Business Method	30	33.3	66.7	50	40	60	35	42.8	57.2	30	33.3	66.7	40	45	55	20	40	60
Principles of Accounts	30	10	90	50	20	80	35	14.4	85.6	30	10	90	40	15	85	20	15	89
Economics	30	40	60	50	48	52	35	40	60	30	40	60	40	47.5	52.5	20	40	60
Commerce	30	36.7	63.3	50	44	56	35	40	60	30	40	60	40	40	60	20	30	70

SCHOOL A - Commercial Secondary School, Abejukolo

SCHOOL B - Commercial Secondary School, Ayangba

SCHOOL C - Government Comprehensive Secondary School, Itobe

SCHOOL D - Commercial Secondary School, Idah

SCHOOL E - Government Comprehensive Secondary School, Otukpa

SCHOOL F - Kings Comprehensive College, Mkar

APPENDIX H

G.C.E. RESULTS IN BUSINESS SUBJECTS FOR THE 1984/85 SESSION

Subjects	SCHOOL A			SCHOOL B			SCHOOL C			SCHOOL D			SCHOOL E			SCHOOL F		
	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail
Shorthand	16	6.2	93.8	20	10	90	13	0	100	3	0	100	11	9.1	90.9	-	-	-
Type-writing	10	20	80	25	12	88	16	37.5	62.5	4	0	100	12	33.3	66.7	-	-	-
Business Method	30	40	60	40	37.5	62.5	30	43.3	56.7	30	46.7	53.3	50	40	60	30	43.3	56.7
Principles of Accounts	30	30	70	25	20	80	25	28	72	22	27.3	72.7	35	28.6	71.4	21	28.6	71.4
Economics	30	40	60	40	40	60	30	30	70	30	43.3	56.7	50	44	56	30	40	60
Commerce	30	30	70	40	35	65	30	46.7	53.3	30	43.3	56.3	50	38	62	30	43.3	56.7

SCHOOL A - Commercial Secondary School, Abejukolo

SCHOOL B - Commercial Secondary School, Ayangba

SCHOOL C - Government Comprehensive Secondary School, Itobe

SCHOOL D - Commercial Secondary School, Idah

SCHOOL E - Government Comprehensive Secondary School, Otukpa

SCHOOL F - Kings Comprehensive College, Mkar

PPENDIX I

G.C.E. RESULTS IN BUSINESS SUBJECTS FOR 1985/86 SESSION

	SCHOOL A			SCHOOL B			SCHOOL C			SCHOOL D			SCHOOL E			SCHOOL F		
Subjects	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail	Total No. that wrote exam	% Pass	% Fail
Shorthand	7	0	100	22	13,6	86.4	2	0	100	2	0	100	5	0	100	10	0	100
Type-writing	11	9.1	90.9	23	13.1	86.9	10	20	80	5	0	100	5	20	80	10	10	90
Business Method	25	40	60	50	48	52	30	40	60	40	40	60	50	40	60	30	43.3	56.7
Principles of Accounts	19	42.1	57.9	30	30	70	25	28	72	30	20	80	30	30	70	30	30	70
Economics	30	46.7	53.3	50	48	52	30	46.7	53.3	40	37.5	62.5	50	48	52	40	50	50
Commerce	30	40	60	50	46	54	30	40	60	40	40	60	50	48	52	30	46.6	53.4

SCHOOL A - Commercial Secondary School, Abejukolo

SCHOOL B - Commercial Secondary School, Ayangba

SCHOOL C - Government Comprehensive Secondary School, Itobe

SCHOOL D - Commercial Secondary School, Idah

SCHOOL E - Government Comprehensive Secondary School, Otukpa

SCHOOL F - Kings Comprehensive College, Mkar