COMPARATIVE ANALYSIS OF ACADEMIC PERFORMANCE OF PART-TIME AND REGULAR STUDENTS OF BUSINESS EDUCATION IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WEST NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS EDUCATION DEGREE

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
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ZARIA, NIGERIA

MARCH, 2021

DECLARATION

I hereby declare that this dissertation titled Comparative Analysis of Academic Performance of Part-time and Regular Students of Business Education in federal colleges of education in North-westNigeria, has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Nana Hauwa USMAN Date

CERTIFICATION

This dissertation titled: COMPARATIVE ANALYSIS OF ACADEMIC PERFORMANCE OF PART-TIME AND REGULAR STUDENTS OF BUSINESS EDUCATION IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WEST NIGERIAwritten by Nana Hauwa USMAN meets the regulations governing the award of the degree of Master of Business Education of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my late father, Usman Abdullahi, my late mother Hajiya Salamatu Suleiman, my husband Alhaji Salmanu Muhammad and my beloved children.

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OPERATIONAL DEFINITION OF TERMS

Academic Performance: Thisrefers to the extent to which part-time and regular business education students achieve their educational goals. It is commonly measured through examination or continuous assessment.

Higher Class-size: This refers to a class with total number of students from 50 and above.

Lower Class-size: This refers to a class with total number of students from 49 and below.

Older-age Students: These are students within the adult age of 26 years and above.

Part-time Students: These are students that are offered admissions into Federal Colleges of Education to study Business Education from Friday afternoon to Saturday for a duration of eight semesters

Regular Students: These are students that are offered admissions into Federal Colleges of Education to study Business Education from Mondays to Friday afternoon. The program is for a duration of six semesters.

Young-age Students: They are the students that study business education within the age of 18 years to 25 years.

ABSTRACT

This study is a comparative analysis of academic performance of part-time and regular students of business education in federal colleges of education in North-west Nigeria. Five research questions were answered and five null hypotheses were tested. The study used ex-post facto research design and the total population used was 886 NCE III regular and NCE IV part-time business education students in Five Federal Colleges of Education in the North-west Zone, Nigeria from 2015 to 2016 academic sessions. The instrument used for data collection was record of students' Cumulative Grade Point Average (CGPA) and their files to get records of students' age and gender and class list from office of the Head of Department to get class size for the 2015/2016 academic sessions. The research questions were answered using mean difference and standard deviation while t-test was used to test all the stated null hypotheses. The analysis revealed that the regular students perform better than the part-time students with a merit for the regular and a pass for the part-time students. Findings also revealed that individual differences in terms of age, gender and the class size of the part-time and regular students are linked to differences in the academic achievements of students. The study concluded that the younger and the older age students in the regular program perform better than the younger and older students in the part-time business education program in the federal colleges of education in North-west Nigeria. It further concluded that the fewer the class-size the better the performance.The researcher made some recommendations among which include that lecturers in the colleges of education especially those teaching the part-time students to use appropriate teaching methods that will favour the old-age students in part-time program to help them cope with learning situations. The study further recommended that the class size of part-time programme should be decongested to the recommended student-teacher ratio of atleast 1 – 50 for effective teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the root of development of any nation in the world. It is a critical element of human development and an essential ingredient for fulfilling other aspects of human rights such as effective economic, political participation and quality health care delivery. Education is seen as the process of socialization and means by which one acquires knowledge, information and skills in order to live a useful life and contribute meaningfully to the development on one's society. Education is also a veritable instrument for influencing positive change behaviour of citizens educating for national sustainable development. FRN (2004) emphasized the goals of education in Nigeria to include inculcation of the right type of values, attitudes, communication skills as well as life-long skills.

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Michael 2002). Education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and

globally. Educators, trainers, and researchers have long been interested in exploring factors contributing to quality of performance of learners. Factors, which are inside and outside the school; these factors may be termed as student factors, family factors, school factors, gender and peer group factors(Crosnoe, Johnson & Elder, 2004).

The demand for a functional type of education in Nigeria today is becoming increasingly necessary for a successful and stable future in the midst of increasing global rise of unemployment and other associated problems. This has also necessitated the need for a complete overhauling of the nation's educational system in order to meet up with the challenges of modern society. The recent FRN (2006) has emphasized this by introducing vocational studies at the primary school level of education. The rationale for this approach is that the complexity of modern society demands for a more functional type of education / knowledge that can equip the individual with skills in order to be highly relevant and self-reliant in the context of modern society.

In a similar view, the FRN (2006) has also re-emphasized this on its admission policy into institutions of higher learning that, functional type of education like science and technology as well as vocational education should be given priority in admission quota into institutions of higher learning nationwide. A bold step towards this direction will go a long way in producing self-reliant graduates to reduce the high burden of unemployment problems presently being experienced in the country. According to the FRN (2006), tertiary education serve as the pinnacle of intellectual activities that guarantees the worth, development and continuous existence of individuals and societies. This implies that the future of any society will

be shaped by the young and talented minds going through tertiary education today and studying courses like science and technology and vocational and technical education to graduate as self-reliant, self-employed and as providers of job. Business Education is one of such programmes of study designed to equip the learner with all the necessary skills, knowledge, attitude and habit that will enable the individual to perform effectively and competently in any area of his career choice

At the college of education level, which constitutes the primary focus of this study, Business Education is a three year full time and four years part-time. Nigeria Certificate in Education (NCE) programme offered to senior school certificate holders with five "O" Level credit passes. These are reflected in subjects like English Language, Mathematics and any other three business related subjects for both full time and part-time students. The full-time programme has six (6) semesters in all for the three academic sessions and eight semesters for the part-time programme for four academic sessions. Both programmes have nine (9) months of practical training / orientation i.e. (3 months of Supervised Industrial Work Experienced Scheme and 6 months of Teaching Practice).

Academic performance refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. This can be affected sometimes by either age of the students, gender, learning environment or class size. Ibrahim (2011) reported that in education institutions, success is measured by academic achievement or how well

a student meets the standard set out by the institutions which is measured through marks, scores or grades.

Age is a determinant factor on students academic achievement. La Paro and Pianta (2000) presented evidence that older children fare better academically than their younger age appropriate peers. In another study conducted by Uphoff and Gilmore (1985) about the relationship between age and achievement argue that the older and/or more mature student in a class fare better than younger classmate. There were many research works on influence of age maturity on students academic performance whose findings revealed that, young-age students are found to be more resistant to academic pressures and perform better than the old-age students. Being this research on regular and part-time students, the researcher observed that, age of the students may have significant impact on students' performance. Age of the individual, as it increases usually affects the various developmental changes and subsequently affects every area of human performance. In addition, it is often said that, older students, being more highly motivated and more experienced in many realms of life should obtain higher grade point average (La Paro and Pianta, 2000). They further reported that, younger students obtain higher grades than older students because of their relative freedom from cares. He also observed that, age of the student while he/she attended colleges might be of some important about his/her academic success in college.

Gender is the range of physical, biological, mental and behavioural characteristic pertaining to and differentiating between the feminine and masculine (female and male) population. The importance of examining performance in

relation to gender is based primarily on the socio-cultural differences between girls and boys. Some vocations and professions have been regarded as men's (Engineering, arts and craft, agriculture etc) while others as women's (catering, typing, nursing etc). Infact chores that are regarded as complex and difficult tasks are allocated to boys whereas girls are expected to handle the relatively easy and less demanding task. As a result of this way of thinking, the larger society has tended to see girls as a weaker sex. Consequently, average Nigerian girl goes to school with these fixed stereotypes. In view of the belief that student gender may have influence on the students academic performance this study will seek to find the relationship between them if any.

Class size is an important factor with respect to academic performance of students. Adeyemi (2008) defined class size as an educational tool that can be described as an average number of students per class in a school or as the number of students per teacher in a class. There is a consensus among researchers and educational scholars that, students achievement decreases as class size increases. It is observed that classrooms congestion and low utilization rate of classrooms are common features of schools in Nigeria. They have negative impact on teaching and learning and could influence the reputations of institutions of higher learning in the country. Class size which is normally determined by the higher or lower number of students per class can be an important variable to consider in determining the differences in the performance of regular and par-time students. In view of the above, all the described variables constitute the background in which

this study was conducted on comparative academic achievement of part-time and regular students in the federal colleges of education in North-west zone of Nigeria.

1.2 Statement of the Problem

Business education is a course offered to interested learners in order to empower them to be enterprising and thus equipped to overcome life challenges that may occur in the future. It is an aspect of total educational program which provides the recipient with knowledge, skills, attitude communication skill and life long skill needed to perform well in the business world as a producer or user of goods and services. The high demand for these programmes has necessitated the need for colleges of education in Nigeria especially federal colleges in North-west zone Nigeria to offer a place into Nigeria Certificate in Education (NCE) fulltime and part-time three (3) years and four (4) years respectively. In spite of the over whelming importance and the high demand of these programmes,the performance of part-time business education students declined compared to regular business education students in federal college of education Zaria

Despite the increase in enrolment, the performance of the part-time students has not yet improved. The researcher observed that each time results are presented for school considerations and at the academic board for approval, performance of part-time students is usually very poor. Questions are raised and results are frowned at as to why part-time student's results are poor compared to the regular ones'. It is on these bases that the researcher collected results ofFederal College of Education Zaria for three years 2012/2014 and observed a decline in the

performance comparing the results of the part-time and regular students as in Appendix II.

In Appendix IIit shows that performance of part-time students kept on dropping as more students failed from 50% in 2012, 51% in 2014 and 53% in 2014, while performance of regular students kept improving from 69% in 2012, 70% in 2013 and 72% in 2014.

Based on the researcher's interaction with staff and contacts made with examination officers of Business Education Departments of other federal colleges of education in the North-west Zone, their results were quite similar to those already collected and having the same problem of low performance in part-time results. The researcher assumed that the part-time student are performing poorly and there is the need to find reasons for this poor performance despite the fact that both programmes are making use of the same facilities; curriculum instruction, teaching and learning environment.

As a follow-up to this problem, Schul (2011) emphasized on the factors that may be affecting part-time students'low performance. These include among othersentry qualifications, contact hours, class-size, age, inadequate teaching facilities, low staff remuneration, family problems, working hours, gender, income and teaching and learning environment among others. Based on these factors, this study concentrated on factors such as class size, gender and students age.

1.3 Objectives of the Study

The majorobjective of the study is to compare and analyze the performance and achievement of part-time and regular students male and female of Business

Education in federal colleges of education in North-west zone Nigeria. The specific objectives of the study are to:

1. examine the influence of class-size on the academic performance of regular and part-time business education students in the federal colleges of education in North-west Nigeria;
2. investigate the academic performance of older-age regular business education students and that of older-age part-time business education students in federal colleges of education in North-west Nigeria;
3. determine the difference in the academic performance of younger-age regular business education students and that of younger-age part-time business education students in federal colleges of education in North-west Nigeria;
4. establish the academic performance of male regular business education students and that of the male part-time business education students in colleges of education in North-west Nigeria.
5. determine the difference in the academic performance of female regular business education students and that of the female part-time business education students in colleges of education in North-west Nigeria.

1.4 Research Questions

In line with the specific objectives, the following research questions were answered:

1. what is the difference between the influence of class-size on the academic performance of regular business education students and that of part-time business education students in federal colleges of education in North-west Nigeria?

2. what is the difference between the academic performance of older-age regular business education students and that of older-age part-time business education students in federal colleges of education in North-west Nigeria?
3. what is the difference between the academic performance of younger-age regular business education students that of younger-age part-time business education students in federal colleges of education in North-west Nigeria?
4. what is the difference between the academic performance of male regular business education students and that of the male part-time business education students in colleges of education in North-west Nigeria?
5. what is the difference between the academic performance of female regular business education students and that of the female part-time business education students in colleges of education in North-west, Nigeria?

1.5 Research Hypotheses

In line with each of the research questions, the following null hypotheses were formulated.

1. There is no significant difference in the influence of class-size on academic performance of regular business education students and that of part-time business education students in federal colleges of education in North-west Nigeria.
2. There is no significant difference in the academic performance of older-age regular business education students and that of older-age part-time business education students in federal colleges of education in North-west Nigeria.

3. There is no significant difference in the academic performance of younger-age regular business education students and that of younger-age part-time business education students in federal colleges of education in North-west Nigeria.
4. There is no significant difference between the academic performance of male regular business education students and male part-time business education students in federal colleges of education in North-west Nigeria.
5. There is no significant difference between the academic performance of female regular business education students and female part-time business education students in federal colleges of education in North-west Nigeria.

1.6 Significance of the Study

The result of the study afterjournal publications and presented at conferences and other media, will be useful to the federal ministry of education, college managements, society and students in the following ways:-

The result of the study will benefit the authority of the colleges of education by ensuring that admission is offered to fewer students based on the number of teachers available. This is to adhere to the teacher student-ratio which is likely to improve the performance of business education students at both the part-time and regular programmes.

The findings of the study will be of immense benefit to the federal ministry of education by making them aware of the need to employ more lecturers to meet

the high admission demand of the program. The result of the study will further make the government to provide more teaching and learning facilities especially the building of more classrooms that will give room for reducing the class size to meet the student teacher ratio of a teacher to 50 students.

The result of the study after being presented at conferences and published in journals will create awareness to the general public and to the society at large. It will make the society to understand that adequate facilities if provided for will improve teaching and learning of business education program and it will make both the part-time and regular students to enjoy equal opportunities in terms of learning experiences that will make them improve in their academic performance and to be more productive in their places of work.

The findings of the study would benefit the students by making them realize some of the factors that may be affecting their performance and ensuring that for them to improve on their academic performance, there is the need for regular attendance of lectures, improve on their study habit and regular payment of school fees at the beginning of each academic session. The findings of the study would stimulate further research and expand the frontier of knowledge.

1.7 Basic Assumptions of the Study

In the study the following assumptions were made:

1. it is assumed that business education students' academic performance may differ due to class-size variation between regular and part-time students.

2. it is assumed that business education students' academic performance may differ due to age variation between regular and part-time students
3. It is assumed that business education students academic performance may differ due to gender variation between the regular students and the part-time students.

1.8 Delimitation of the Study

The study was delimited to comparative analysis of academic performance of part-time and regular Business Education students in the North-West Zone Nigeria. This is borne out of the need to find reasons why there is always low performance of part-time students compared to the regular student in the federal college of education.The research was further delimited to final year students' results of both NCE III regular and NCE IV part time 2015/2016 academic session Business Education, which will enable the researcher to use their final Cumulative Grade Point Average (CGPA), age and gender difference to analyze and compare the performance of the two (2) modes of studies. The research also concentrated on five (5) Federal Colleges of Education in the North-West Zone. This is because out of the seven (7) Federal Colleges of Education in the North-West Zone, only five (5) offer Business Education and all the five were studied because they are few in number and manageable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the study based on the following subheading:-

2.1 Theoretical Framework

2.2 Conceptual Framework

2.2.1 Concept of Business Education

2.2.2 Concept of Academic Performance

2.2.3 Concept of Gender and Academic Performance

2.3 Factors affecting Students' Academic Performance

2.4 Students' Academic Performance

2.5 Empirical Studies

2.6 Summary of Reviewed Literature

2.1 Theoretical Framework

The present study was built on the theory of cognitive development which is propounded by Jean Piaget (1896) in the year 1936 as a Swiss psychologist. He developed a theory of cognitive development which explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment. He was the first Psychologist to carry a systematic study of cognitive development. What Piaget wanted to do was not to measure how well children count, spell or solve problems as a way of grading their Intelligent Quotient (IQ). What he was more interested in was the way in which

fundamental concepts like the idea of number, time, quantity, causality, justice and so on emerged.

Before Piaget's work, the common assumption in Psychology was that children are merely less competent thinkers than adults. Piaget showed that young children think in strikingly different ways compared to adults. According to Piaget, children are born with a very basic mental structure which is genetically inherited and evolved on which all subsequent learning and knowledge are based. Piaget proposed that intelligence is something that grows and develops through a series of stages. Older children do not just think more quickly than younger children, he suggested. Instead, there are both qualitative and quantitative differences between the thinking of young children versus older children.

Based on his observations, he concluded that children are not less intelligent than adults, they simply think differently. His cognitive theory seeks to describe and explain the development of thought process and mental states. It also looks at how these thought processes influences the way we understand and interact with the world. He than proposed a theory of cognitive development to account for the steps and sequence of children's intellectual development.

1. The sensorimotor stage: a period of time between birth and age 2. At this stage, knowledge of the world is limited to his or her sensory perceptions and motor activities.

2. The pre-operational stage: a period between ages 2 and 6 during which a child learns to use language. At this stage, children do not understand concrete logic and cannot mentally manipulate information.
3. Concrete Operational Stage: A period between ages 7 and 11 during which children gain a better understanding of mental operations. Children become much more logical and sophisticated in their thinking but they still struggle with abstract and theoretical thinking.
4. The Formal Operational Stage: Cognitive development at this stage lasts from age 12 into adulthood. Children become much more adopt and abstract thought and deductive reasoning. At this point in development, thinking becomes much more sophisticated and advanced.

The reason behind the choice or selection of this theory is that it is concerned with skills and cognitive reasoning. This theory will help in the understanding of students academic performance and of those factors that influence the cognitive reasoning and skill development of business education part-time and regular students.

This factors include among others age, gender and class size of the students which are the general focus of Piaget's theory. Piaget emphasized the fact that children are born with a very basic mental structure which are genetically inherited but which could be influenced by factors like age of the student where he mentioned that children were not less intelligent than adults, gender in which performance may or may not be influence by either male or female student and the effect of learning environment in which the number of students in the class could influence performance of the students. The theory which is concerned with skills and cognitive

development of the student can only be clearly understood when the students teacher ratio is adhered to.

2.2 Conceptual Framework

Based on this study the following concepts were examined: Business Education,Academic Performance and Concept of Gender

2.2.1 Concept of Business Education

Business Education which is currently being offered in Nigerian colleges of education, polytechnics, universities, private, commercial and secretarial colleges and as business studies in secondary schools, is as old as the history of education in Nigeria. Business education which originated from traditional orientation system of skill acquisition in Nigeria gradually developed through correspondence colleges during British administration and European commercial activities in the country. This was facilitated through the need to provide low middle level indigenous secretarial staff for British colonial administration and European companies which led to the establishment of private and voluntary agency schools and classes for business subject programme. These schools enrolled their students for external overseas examination in the United Kingdom from the so called correspondence colleges (Aliyu, 2006).

At the onset commercial schools which were regarded inferior to the secondary Grammar schools, business studies was recommended for slow learners, handicaps, students and secondary Grammar school's drop out. This parochial concept of Business education was mainly responsible for the late involvement of

Nigerian Government towards Business Education studies. It was not until 1961, a year after independence when the report from Ashby Commission on Nigerian education criticizes the government for neglecting vocational and technical education. The recommendation of this commission then led to the establishment of comprehensive High School Aiyetonro in 1963.

After establishing the above mentioned colleges, the general attitudes of people towards business education was still not impressive and encouraging, because people perception to these schools, most especially parents was the academic for social misfits, problematic and lawless elements. Hence, teachers, especially Guidance counselors tend to support the retrogressive view by continuously placing students who are between average in the classrooms of vocational education programme.

Business education as an aspect of vocational education was recommended at different levels within the context of the Nigerian system of education to equip individual learners with the necessary skill and the theoretical knowledge needed for better performance in the business world through efforts of various groups, individuals including the Federal Government of Nigeria. This can be seen as expressed in the FRN (2004). Thus, it is in this regard that business education has been introduced during the wake of the 1960's in which business studies was introduced into the secondary school curriculum of the defunct Western and Eastern Regions of Nigeria (FRN, 2004).

Today, the National Policy on Education has brought business education into lamp light at all levels of the Nigerian educational system. These efforts have also

facilitated the development of curriculum and introduction of Business education now offered in the Colleges of Education System, Polytechnics and Universities across the length and breadth of Nigeria. The National Commission for Colleges of Education (NCCE) established in 1989 assumed the accreditation of Business education departments in most of the federal colleges of education from 1993 to date.

If general education is thought of as the adjustment of the individual to his environment; business education should be regarded as the adjustment of the individual to his business environment. Business education is an education for business. It is the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business environment. In other words, business education is the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. Business education is seen as the systematic process of enlightenment that empowers the mind with precious knowledge which guarantees economic literacy and financial intelligence.

Business Education is one of the major components of vocational education. In Nigeria, the discipline is offered at both the secondary and tertiary levels of education. According to Abdullahi (2002), Business Education is an aspect of total educational programme, which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, Osuala (2004) is of the opinion that business education is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and

experience that prepare individuals for effective participation as citizens, workers and consumers. Finally, The National Open University of Nigeria (NOUN, 2008) defined business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in the business world either for job occupation or self-employment.

It could be deduced from the definition above that business education is an education for and about business. It combines both theoretical and practical knowledge. In the same vein it exposes the recipient to the economic system of his country and equips him with lifelong skills that would enable him to make reasonable judgment as a producer (entrepreneur), employee or consumer of goods and services. Aliyu (2013) stated that the purpose of business education stresses the need for:

a. Specialized instruction to prepare students for career in business
b. Fundamental instruction to help students assume their economic roles as consumers, workers and citizens.
c. Background instruction to assist students in preparing for professional careers requiring advanced study.

According to Igbinobe (2008), the place of business education at secondary school level is a well come idea that will boosts the image of the new system of education. He further stressed that the prosperity of any country is directly related to the education of her people. He added that a well-planned educational programme in schools will in turn give rise to a new crop of knowledgeable skilled and intelligent youths who are equipped with specialized skills for efficient business operations as well as potential intelligent buyers. In the same vein, Adeshina (2007) stated that

business education emphasizes on skills acquisition and problems solving. Adeshina noted that skills acquisition must start with theory since the learner must first understand the basic concepts and that no any of the developing nation can afford to exclude business education curriculum in her educational system since the knowledge acquired makes a significant contribution not only to the individual but the society in general.

Business Education encompasses knowledge, attitude and skills needed by all citizens in order to effectively, manage their personal resources and participate effectively in the economic system (Ibrahim, 2011). The FRN (2004) defined business education as that aspect of education which leads to the acquisition of practical and applied and applied skills as well as basic scientific knowledge. Business Education being an integral part of vocational education has two major thrust; education for business which aim to preparing its recipient to be intelligent consumer of goods and services and as well as acquire skills necessary for paid employment or be self-dependent as an entrepreneur. In business education, wide range of courses was taught such as accounting management, office technology, information and communication technology, marketing and distributive education.

Finally, Ukoje (2010) concluded that business education provides individuals with skills and acknowledge about business and for business: he also stressed that individuals who study courses in business education are well informed about what obtains in industries that produce goods and services,

financial institutions, management of funds, due process in offices, trade within and across countries and government policies concerning their operations.

From the aforementioned definitions the study observed that business education has many descriptions and definitions, people in the field and outside the field have different perception on business education. Therefore the researcher sees business education as a programme designed to equip the learner with all necessary skills, knowledge, attitudes and habit that will enable individual to perform effectively and competently in any area of his career choice. The study further stated that the knowledge of business education courses exposed the students to different investment, job creation abilities and encourage individual to be self-reliant.

2.2.2 Concept of Academic Performance

Academic performance refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. Ibrahim (2011) reported that in educational institutions, success is measured by academic performance, or how well a student attains their short or long-term educational goals. Academic performance as opined by Rothstein (2000) refers to successful accomplishment or performance in particular subject area. It is indicated by grades, marks, and scores of descriptive commentaries.

Academic performance is also commonly measured through examination or continual assessment but there is no general agreement on how it is best evaluated or which aspect is more important – procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test, anxiety, environment, motivation and emotions require consideration when developing models of school achievement / performance.

Furthermore, performance of students has for long generated a lot of interest among educators, researchers, government officials, parents, and the students themselves. Many studies have examined the factors that influence students' performance in primary, secondary education as well as tertiary level, with the purpose of enhancing learning at these stages and reducing the level of drop-out. Performance of students, in line with Gouch (2009) can generally be referred to as the way and manner students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. In order

words, the ability of the students to study and remember facts and being able to communicate knowledge verbally or down on the paper.

Kobaland and Musek (2001) defined performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task level reasoning and critical thinking, creativity, recall and retention and transfer of tasks.

Performance refers to the assessment of the efficiency of pupils in classroom activities and their behavior after the unit of an instruction and that a formal system is designed to measure and evaluate their outcome through constant observation and the pupils' behavior. Festus,cited in Okaiyi (2015), contended that performance appears generally to be the fundamental goal behind every life struggle, but the positive platform has consequential influence of improving the worth of the students and can only be achieved through acquisition of positive learning. According to Anygyaye (2007), performance assessment is the direct, systematic observation of an actual students' performance and rating of that performance according to the pre-established performance criteria. This means that performance has given layout or criteria in which an outcome of an activity may judge. Students when asked to perform an activity, they are assessed based on the result of their work. Many performance assessments include real life activity that calls for higher order thinking (Anygyaye, 2007).

The performance-based approach to education enables students to use their knowledge and apply skills in realistic situations. It differs from the traditional

approach to education in that it strives for mastery of knowledge and skill; it also measures these in the context of practical task. Furthermore performance-based education focuses on the process students go throughout the learning process (Ochabe, 2012). In addition, performance-based education stimulates the development of other important dimension of learning namely; the affective, social and meta-cognitive aspect of learning. According to Odela (2010), performance is a word used in situational analysis in terms of good or bad of a given task. Performance is the demonstration of pupils' ability to attain certain level of instructional objectives in and out of classroom experiences (Agbo, 2014). This means that performance shows pupils level of achievement in their classroom activities. Performance is an indicator that shows the level of learners' academic achievement after a given test or examination. This implies that when pupils are taught or exposed to a given unit of an instruction, they are expected to be examined or tested to determine the degree of the attainment of the stated behavioural objectives.

According to Onyechunmo (2011), performance comprises factors that play vital role in the academic achievement of the pupils. Performance-based education motivates students to participate in interesting and meaningful tasks. It helps students develop a sense of pride in their work, fostering confidence in the target language. The assessment thus enables students to discover specific skills and competence by performing or producing something. Through performance-based teaching, teachers can track students, work on an activity and show them the value of their work processes and help monitor them to use their analytical skills to solve economics

issues (Agbama, 2015). The following are some advantages of performance assessment on students (Agbama, 2015):

i. it promotes independent learning involving planning, revising and summation;

ii. it encourages divergent thinking;

iii. it encourages problem solving and critical thinking skills;

iv. it builds on pupils' prior experience;

v. it enables self-assessment and reflection;

vi. it gives opportunities for peer interaction and collaborative learning; and

vii. it is interesting, challenging, meaningful and authentic.

An extended performance activity may develop into discovery; following definition of discovery adapted from Eric (2010). Discovery is an extended and complex performance task, usually occurring over a period of time. Discovery usually involves extensive students' enquiry cumulating students' performance which is asserted using a variety of assessment tools. Performance based teaching and assessment requires teachers to determine the knowledge the pupil needs to acquire and how it can be applied at the beginning of the planning process (Odagla, 2010). A major difference between implementing performance-based approach, assessment and traditional testing is that in a performance-based approach, assessment occurs throughout the teaching/learning process. The teacher unit's plans should illustrate how each of the teaching goals is assessed in the unit. With the curriculum, teachers select the principal bench mark in the various domains and the pre-requisite knowledge and skills required to perform this bench marks. At this stage, the

appropriate assessment method needs to be matched to each goal and should measure pupils' performance (Odagla, 2010).

2.2.3 Concept of Gender and Academic Performance

Gender influence on academic performance has been a controversial issue that requires further investigation in specific subject areas. This is why the issue has been attracting attention from researchers and psychologists in recent times. It is advocated that both male and female students should be given equal opportunities in education and allowed to participate actively in teaching and learning situations. This process is believed to help students take charge of their learning in order to enhance their performance irrespective of gender.

Gender refers to the social roles that are believed to belong to men and Women within a particular social grouping; for example, "men as bread winners" or Women as Child caregivers. Gender is a broad analytical concept, which classifies women responsibilities in relation to those of men. This concept, according to (Okeke, 2007, Eniayeaju, 2007), is not synonymous with 'sex' not with 'women'though there may be some relationship. Gender refers to the socially or culturally constructed characteristics and roles, which are attached to males and females in any society. In another way, ''sex'' refers to the biological differences between men and women.

Fabunmi (2004) investigated the extent to which gender composition influenced the performance of students in secondary schools student in Nigeria states of Edo and found that gender was among the factors influencing differences in academic performance of students. However his study was a general and the current

study will, apart from looking at the overall performing, consider other levels such as the subject level, school environment and family influence.

Gender roles are created by a society and are learned from one generation to the next generation. This role sometimes influences the subject to study in school. There has been a renewed debate in the controversial issue of gender difference and practice in Mathematics and Science. This debate currently focuses on why variation exists between male and female achievement needs in the class room especially in Sciences, Mathematics and Technology (Liver, Davis, Kean & Eccles 2004).

Some relate to classroom practice while others relate to environment of all topics featured in the literature on gender. The general issue is that female seldom studies Mathematics, Science and Technology at every level of education from elementary school to graduate school (Adeleke, 2007). In Science, Mathematics, and Information Communication Technology related subjects enrolments have always recorded more boys than girls. Moreover, girls generally perform lower than boys in such subjects (Adewale, Adesoji & Iroegbu, 2004). A common assumption is that students who leave the science are less able in the science than those who continue.

Some researchers claim that Mathematics and Science are not seen as congruent with female sex-role identity, a problem exacerbated when career related chance must be made at such vulnerable ages as early adolescence (Amoo, 2007). More Works in gender equity (Amoo, 2007) have pointed out specific school influences such as timetabling of subjects, assessment procedures, teacher expectations and behaviour vis-a-visa classroom practices and interpretation of

Mathematics , peer pressures, unequal finding, and stereotyped textbooks believed to contribute to gender inequality in science and Mathematics teaching and learning.

The most comprehensive reviews of the research in the area of gender differences have shown true differences between Mathematics and achievement needs between male and female students (Amoo, 2007). In fact, the research has shown gender differences in specific sub-areas of Mathematics: spatial and three-dimensional mental rotation (Favouring male), and speech production (favouring female) (Eccles, 2004). Therefore, this study intends to find out if gender will influence students' academic performance between part-time and regular students.

2.3 **Factors affecting Students' Academic Performance**

Despite the prime position Business Education occupies in our educational system and effort made by researchers to enhance performance, students' performance in general is still low (Owoicho, 2014). Some of the reasons identified for this failure may include among others:

1. Age Difference: Age difference in academic performance has been linked to differences in intelligence and personality. Mostly, high mental ability is attached to young-age students as demonstrated by intelligence quiescence (ICE) tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings
2. Learning Environment: The home learning environment transition into a more structured learning environment when children start school. Fairly academic achievements enhance academic achievement

3. Parental Academic Socialization: Is a term describing the way parents influence students' academic achievement by shaping students, skills, behaviours and attitude towards school. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environment.
4. Extra-Curricular Activities: Organized extra-curricular activities have yielded a positive relationship with high academic performance. High school athletics have been linked with strong academic performance.
5. Poor school environment: Many schools environment are poorly equipped which affect the teaching and learning process. This affects the students learning which in turn affect their academic performance to the negative. This is a situation where students are crowded in a small classroom space to learn and to write examination. Sometimes, this creates opportunities for students to cheat.
6. Examination malpractice: Examinations are common features of any educational system. Unfortunately, the educational system in Nigeria has been plagued by various forms of indiscipline amongst which examination malpractice ranks as one of the highest. As pointed out by Olayinka in Ango and Musa (2007), examination malpractice is rated as one of the greatest problems that undermine the foundations of educational practice in Nigeria today. The rate of increasing examination malpractice is alarming. This problem makes the society to doubt the genuinely of certificates issued by our educational institutions at all levels. Too much emphasis on paper

qualifications, misguided ambition on the part of the candidates among others constitute problems in the conduct of examination which subsequently leads to examination malpractice and poor performance in examinations.

7. Poor library system: Most institution of higher learning in Nigeria operate overcrowded libraries without recent materials and reference books for the students use and their teachers. Ojo in Ango and Musa (2007), stated that it is common to see many Business Education students, using one or two reference materials for their Business Education assignments. Students need relevant textbooks and other educational materials to achieve the academic laurels anticipated. It is, however, on a sad note that students have continued to suffer under sever dearth of these academic materials in their quest to achieve academic excellence (Agodo, 2014). Nigeria has no reading culture, no book culture and therefore no well-rounded, well cultured and well-refined citizenry (Nwbueze, 2011). Most Nigerian students read only when it is absolutely necessary for some definite purpose like preparing for an examination. The poor library system and the poor reading culture affects students' academic performance negatively.
8. Teacher's commitment: It is generally stated that no education system can rise above the quality of its teacher. There is, therefore, need for teachers to be dedicated and committed to the teaching profession for effective service delivery. Teachers as key implementers of educational policies should see their role as paramount to the realization the goals of education. The poor attitude of teachers to teaching is seen in their unpreparedness to pedagogical activities with their learners in the classroom. The learning of Business Education depends on the

way it is presented to the learner, the way the learner actively interacts with the learning experiences presented to him and the environment within which the learning takes place. According to Ojobo (2016), said that with the current increase in knowledge the world over, much demand is placed and emphasis is laid on the teachers; the learner and the environment in the whole process of teaching and learning of Business Education. Teachers' character towards the teaching of Business Education plays a significant role in shaping the attitude of students towards the learning of Business Education. Teachers character towards Business Education is a significant predictor of students' achievement as well as their attitude towards Business Education. Students' positive attitudes towards Business Education could be enhanced by teachers' enthusiasms, resourcefulness and helpful behaviour, teachers' thorough knowledge of the subject matter and their making Business Education quite interesting and improve performance of the students.

9. Inadequate teaching and learning materials on teaching of Business Education: The teaching of Business Education is characterized by many inadequacies. Many Nigerian senior secondary schools teachers of Business Education have few materials on the teaching of Business Education concepts. For instance, audio-visual aids for the teaching of Business Education are either not available, insufficient in quantity or that what is available is inappropriate. It can be said with the exception of few Business Education textbooks written in Nigeria, most are poorly written, sketchy and lacking in in-depth for Business Education analysis (Emoche, 2014).

2.4 Students' Performance

Many studies have been developed concerning the factors influence students' performance such as demographic, active learning, student attendance, extracurricular activities, peers influence and course assessment. Studies have shown that demographic characteristics can influence academic excellence. Among these characteristics are parents' income, parents' education and English result in *Sijil Pelajaran Malaysia* (SPM).

Nasri and Ahmed (2007) in their study on business students' (national students and non-national students) in United Arab Emirates indicated that non-national students had higher grade point average were more competent in English, which is reflected in higher average for high school English. Ervina and MdNor (2005) had discovered that not every subject taken by the students before entering the university has a positive relationship with their final CGPA in the degree programme. In SPM level, five subjects that are found to have positive relationships with the students final CGPA are English, Modern Mathematics, Additional Mathematics, Physics and Principle of Accounts.

An investigation conducted by Agus and Makhbul (2002) indicated that students from families of higher income levels perform better in their academic assessment (CGPA) as compared to those who come from families of lower income brackets. Their studies found that most of students came from families in the income bracket of between RM1,000 to RM4,000. Checchi (2000) also concluded family income provides an incentive for better student performance; richer parents internalize this affect by investing more resources in the education of their children.

Once the investment is undertaken, the student fulfill parents' expectations by perform better in their studies. Based on the research done by him, he demonstrated that children from richer families perform better than those from poorer families. On the other hand, Syed and Naqvi (2006) found that there is negative relationship between student performance and student family income. Research done by Beblo and Lauer (2004) also found that parents' income and their labour market status have a weak impact on children's education.

According to Ermisch and Francesconi (2001), there is a significant gradient between each parent's education level and their child's educational attainment. Relative to a parent with no qualifications, mother's education has a stronger association with her child's educational attainments than the education of the father. This result is supported by Agus and Makhbul (2002). They indicated that the level of education of mother has been found to exert the strongest influence on academic achievement as compared to level of education of father. Active learning has received notably attention over the past several years. In the context of the college classroom, active learning involves students in doing things and thinking about the things they are doing (Bonwell and Eison, 1991). Active learning involves the students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.

Bonwell & Eison (1991) concluded that active learning leads to better students' attitudes and improvements in thinking and writing. A study by Wilke (2003) also indicated students in both the treatment and control groups demonstrated a positive attitude toward active learning, believed it helped (or would help) students

to learn the material. Felder and Brent (2003) recommended that active learning is one of the teaching methods that work. Felder et al (2003), mentioned that as little as five minutes of that sort of thing (active learning) in a 50-minute class session can produce a major boost in learning. According to them, it (active learning) wakes students up: students who successfully complete a task own the knowledge in a way they never would from just watching a lecturer do it.

However, DeLong's (2008) study did not support the hypothesis that active learning based teaching methods will affect positive change on student performance as measured by course final grade and non-intellectual learning factors as measured by the TRAC-R (Test of Reactions and Adaptations to College-Revised), an overall measure of college adjustment. He found that factors such as professor-student rapport and professor understanding of non-intellectual factors may have influenced the current results. Many researchers recognized that class attendance is an important aspect in improving student's performance. A study conducted by Collettet. al., 2007; Stanca, 2006; Chow, 2003; Rodgers, 2001;Durden and Ellis, 1995; Romer 1993, found that attendance have small, but statistically significant, influence on student performance. Marburger (2001) concluded that students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than were students who were present. Moore (2006) indicated that class attendance enhances learning; on average, students who came to the most classes made the highest grades, despite the fact that they received no points for coming to class. Arulampalam et. al. (2007) found that there is a causal influence of absence on performance for students: missing class leads to poorer performance.

On the other hand, Martins and Walker (2006) mentioned that there are no significant influences from class attendance. This is also supported by Park and Kerr (1990) and Schmidt (1993) who found an inverse relationship between students' attendance and their course grades.

Many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects (Marsh & Kleitman, 2002; Guest and Schneider, 2003 and Lauren Sparkes, 2004). One study on adolescents and extracurricular activities found that adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations (Darling, Caldwell and Smith, 2005). Total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism (Broh, 2002). Advocates of extracurricular activities (Fretwell, 1931; Fozzard, 1967; Miller, Moyer & Patrick, 1956; Sybouts & Krepel, 1984) claimed that this informal aspect of education has a good deal to contribute to developing good citizens, enabling pupils to communicate adequately, preparing them for economic independence, developing healthy minds in healthy bodies, preparing them for family life, directing their use of leisure time, developing a set of moral and ethical values, developing social competency, discovering special interest and capacities and developing creative expression. Extracurricular participation was positively associated with the success indicators like consistent attendance, academic

achievement, and aspirations for continuing education among public high school seniors in 1992 (NCES Education Policy Issues, June 1995).

Darling et al (2005) conducted a longitudinal study concerning extracurricular activities and their results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes. Students involved in athletics are said to build character, instill a respect for the rules, encourage team-work and sportsmanship, promote healthy competition and perseverance, and provide a sense of achievement. (Smoll and Smith, 2002). Organized sports also provide an opportunity for initiative, emotional regulation, goal setting, persistence, problem solving and time management (Larson, Hansen and Moneta. 2006), which may help to explain association found between sports participation and academic achievement (Mahoney and Cairns, 1997 ; Marsh and Kleitman, 2002). Although researchers agree that extracurricular activities do influence academic performance, Borde (1998) showed that engagements in extracurricular activities are unrelated to students' performance. One study, conducted by the National Educational Longitudinal Study, found that "participation in some activities improves achievement, while participation in others diminishes achievement" (Broh, 2002). This is supported by Kimiko (2005), who found that participation in athletics, television viewing and community service has a positive influence on academic performance while participation in musical performance does not improve academic performance. Involvement in sport activities also have been proven adversely affecting students' performance. Shernoff and Vandell (2007), cited some findings on sports participation and its relationship to development and

emotional adjustment have been negative or mixed. Sports have been linked to developmental hazards such as delayed identity development (Larson and Kleiber, 1993), increased level of school deviance (Lamborn et. al. 1992), higher rate of alcohol consumption (Eccles and Barber, 1999), competition anxiety and self-centeredness (Smoll and Smith, 2002) and bodily injury (Dane, 2004).

Various studies had been done and found that peers' influence does have impact on student performance (Hanushek, 2002; Goethals, 2001; Gonzales et. al., 1996; shown that peer influence has more powerful influences than immediate family. Peer support was positively related to students' cumulative grade point average. Wilkinson and Fung, (2002) concluded that; by grouping students in heterogeneous learning ability (low ability students grouped with high ability students) will show an improvement in learning process and outcomes. Top students can positively affect less able students.

Schindler (2003) who found that mixing abilities will affect weak students positively, however the influence for good students is negative. This is contradicting with Goethals (2001) who found that students in homogeneous group (regardless of high ability or low ability) perform better than students in heterogeneous group. Giuliodori, Lujan and DiCarlo (2006), covered that with peer interaction, students could increase their ability on solving qualitative problem-solving questions. Peer instruction will also promote students' participation and improve students' performance. (Rao and Di Carlo 2000, Torke, Abraham & Upadhya 2007).

Cognitive and academic variables have been shown to be only adequate predictors of success in introductory business, marketing, and Business Education

courses. Sachdeva and Sterk (1982), Eskew and Faley (1988), Liesz and Reyes (1989), and Doran, Boullion, and Smith (1991) report that locally written and administered placement exams that measure student content knowledge and reasoning skills predict student performance in introductory finance courses. Eckel and Johnson (1983) report that the ACT score in math predicts success in introductory accounting courses. However, some studies contradict this conclusion and suggest that standardized entrance exam scores are not ineffective predictors in introductory accounting courses (Brown 1966, Ingram and Peterson 1987).

High school and college performance seems to be a more reliable predictor of student success than are entrance exam scores in introductory courses in the business field. Brown (1972) reports that high school GPA adequately predicts success in accounting courses, and other investigators (Bellico 1966, Cohn 1972, Ingram and Peterson 1987, Borde 1998) report that college GPA is a valid predictor of success in Business Education courses.

Pre-university exposure to business-related courses is reported to have no influence or a negative influence on student performance in introductory business-related courses at the university level. Baldwin and Howe (1982) reported that students who studied accounting in high school performed as well in an introductory accounting course at the university level as students who had no prior exposure. Bellico (1966) found that prior enrollment in community college Business Education courses negatively affected student performance in Business Education courses at the university level. Simpson and Sumrall (1982) and Borde, Byrd, and Modani (1996) reported similar findings in finance courses. Surpassing the effectiveness of cognitive

and academic variables in their apparent ability to predict student success in introductory business-related courses are the demographic and affective variables of gender and motivation. The influence of gender on success in business-related courses is significant (Siegfried 1979, Heath 1989), and seems to become more pronounced in courses in which analytic exercises become more advanced (Anderson *et al.* 1994). Gender also seems related to attrition. Male students seem more likely than female students to persist in Business Education courses (Hovrath *et al.* 1992).

2.5 Review of Empirical Studies

Studies on students' academic performance have received a major focus and is of great concern to education planners and administrators, which has led to many research work to be conducted in recent years by researchers. The following studies are relevant and related to the present study.

Yunus, Mustafa, Nordin, and Malik (2015) conducted a research on Comparative Study of Part-Time and Full-Time Students' Emotional Intelligence, Psychological Well-Being and Life Satisfactions in the Era of New Technology in Universiti Teknologi Mara, Malaysia. This study compared the part-time distance learning students and the full-time students' emotional intelligence, psychological well-being and life satisfaction. This study employed a survey method involving 67 students. The finding revealed that there was a significant difference in emotional intelligence between the part-time and the full time students. However, there were no significant differences in psychological well-being and life satisfaction between the two groups of students.

The previous research work is similar to the present research study as both studied part-time and fulltime students as independent variables, but differ in the use of methodology, sample size and the instrument. The previous research work helped the present research in getting more literatures related to the two independent variables.

Ndlovu and Moyo (2013) conducted a study on the factors Affecting Performance of Adults in Adult and Continuing Education in Zimbabwe Open University. The purpose of this study was to determine the correlation of the factors affecting academic performance with the performance levels of adults in adult and continuing education in Nkulumane-Emganwini area. The research design selected was the empirical approach. A sample of 40 students was randomly selected from a population of 420 in Nkulumane –Emganwini in the four schools Questionnaires were used as the research instrument. Other instruments used were adult learning style inventory, attendance registers and mid-year mark sheet record. The research findings indicate that attendance and academic self-concept have a strong positive correlation with performance. Learning styles and Age were also found to affect performance while marital status and income did not significantly affect performance. It was recommended that school administrators should adequately monitor lesson attendance. The Ministry of Education Sport and Culture should carry out refresher courses in teaching styles as part of the continuing professional development teacher.

The above study is different from the present study in terms of its focus, sample size, research design, research instrument(s) and method of data analysis. The objectives of the former study were to assess the factors affecting Performance of

Adult in Adult and Continuing Education. On contrary, the present study compared the academic achievement of part-time and regular student. The present study proposes a population size of 886 N.C.E. Business Education Students while former study sampled 40 respondents from a total population of 420. Empirical research design was used by the former study but the present study will use expost – Facto research design. Another difference between the former study and the present study is that the former study was conducted in Zimbabwe while this present study was conducted in Nigeria.

Cartendar (2010) conducted a research on career decision making and career development of part-time higher education students in University of London. The respondents were 3,704 students in 29 universities in London. The researcher stated 5 specific objectives in line with 5 research questions and 5 null hypotheses were formulated by the researcher. The researcher analysed the data generated using frequency and percentage to answer research questions while Analyses of Variance (ANOVA) was used for tested null hypotheses. Null hypotheses were rejected at 0.05 level of significance.

The study revealed that part-time students' population is extremely heterogeneous and this is reflected in their wide range of reasons for studying. The initial factors triggering their decision to study, influencing their choice of course, and shaping their aspirations were primarily instrumental. They were employment and career driven. They were manifest in their desire for an higher education qualification to get ahead and to meet their career ambitions, and to develop new or existing skills and better opportunities in the future However, the students also valued the intrinsic

rewards of studying in terms of wanting to do something new and different, their interest in their subject of study, and for mothers especially, acting as a role model for their children. Students' reasons for studying part-time as against full-time were financial and pragmatic. They could not afford to give up their job to study full-time (80%). In addition, part-time study offered them greater flexibility (83%) and they could fit their studies around their existing work (79%) and domestic commitments (54%).

There isa difference between the former study and this present study. The former study was carried out to investigate career decision making and career development of part-time student in higher education in university while, this present study compared the academic achievement of part-time and regular students in colleges of Education. The former study was carried out in London while this current study is carried out in Nigeria. Population for the former study was 3,704 without sample while the present study had a total population of 886 students and without sample size too, which made the work similar. The former study used 29 universities while, this present study used only five Federal Colleges of Education in North-West Zone, Nigeria. There is a disparity between the former study and this present study because the former study used frequency and percentage while the present study will use t-test and descriptive statistics for analysis.

The similarity is that both studies investigated part-time students. The former study used whole population as sample just as the present study.

Carbonaro, Dawber, and Arav (2006). A Comparison of Students' Performance Under Full-Time, Part-Time, and Online Conditions in an

Undergraduate Nursing Microbiology Course in Canadian community college. The purpose of this study was to compare undergraduate nursing students' achievement on examinations for three groups in a mandatory microbiology course. The study represents one aspect of a larger research project designed to gain insight into factors that may influence online learning for distance education nursing students at a Canadian community college. Data were collected from full-time (n=206) and part-time (n=39) students in a traditional face-to-face learning environment, and from part-time students in an online learning environment (n=54). Three examinations for all course sections (two midterms, one final) were used to evaluate students' outcomes. Data analyses showed no significant statistical difference in students' outcomes on either of the midterm examinations, but on the final examination full-time students in the face-to-face instructional environment outperformed students who took the course online. Further analysis of online students showed an interaction between age and examination performance over time, such that older online students outperformed their younger counterparts as they gained more experience in the online environment. A follow-up to this research study has been proposed that would incorporate more controls in order to increase internal validity. The previous research work and the current one have some similarities in the sense that, both compare the performance of the students in relation to age. Both the researchers employed the use of ex-post factor research design. Yet, they differ in the number of population as the current research will use large number of students than the previous. The previous research will be of great relevance to the current research work as it will help the present research to add to literature.

In a study conducted by Erving and Othman (2005) on factors influencing students' performance at a university in Malaysia, the objective of the study was to investigate the factors influencing students' performance in university. Five specific objectives were examined, five research questions were answered and five null hypotheses were formulated. The study adopted survey design method. Three hundred and twenty students were randomly selected for the study using stratified random sampling techniques. The researcher used descriptive analysis, factors analysis to answered research questions while reliability testing and Pearson Product Moment Correlation were used to test null hypotheses. The researchers found that four factors are positively related to students' performance that is demographic, active learning, students' attendance and involvement in extracurricular activities. However, course assessment was found to be negatively related to students' performance.

In an assessment of the above study with the present one, the former study dwelt on the factsors influence students' performance in University; while present study compared the academic achievement of part-time and regular students of Federal Colleges of Education. The previous study involved a sample size of 320 without its total population specified, the present study however, has a population of 1,579 and no sample size. The past study used descriptive statistics and PPMC answered research questions and the null hypotheses, the present study used descriptive statistics in the form of mean and standard deviation to answer the research questions while null hypotheses were tested using t-test.

Raymond and Ogunbameru (2005) conducted a research on comparative analysis of two methods of Teaching Financial Accounting at Senior Secondary

School in Edo State, Nigeria. The researchers formulated four (4) null hypotheses: the study employed quasi-experimental design. The instruments named Instructional Package for Financial Accounting (IPFA) and Financial Accounting Achievement Test (FAAT) were used for data collection; total population used was 820 senior secondary school students in which sixty-six (66) were used as samples.

The data collected were analyzed using t-test. The major findings showed that: discovery method was more effective and better to inquiry method in teaching accounting, the level of retention was higher in students taught with discovery method than students taught with inquiry method. Based on the finding the researchers concluded that discovery teaching method was better and more effective than inquiry method. Though the sample size of sixty-six students out of total population of eight hundred and twenty is too small, there is difference between the former study and present study because the former study used pre-test and post-test which is not applicable in this current research. Also, the former study employed quasi experiment while, the present study employed expost-factor research design. The similarity of this study to the present study is that t-test was used to test the null hypotheses in both studies during analysis.

Zhao, et al (2005) carried a research titled the size in examining the different factors that may influence the outcomes reported in distance education publication. The experiment was on the 215 students who were randomly assigned to treatment conditions. They were assigned to work in groups based on sex and capability. The researcher collected data through Business Education Achievement Test (EAT). Tests were given to the students as pre-test and post-test after treatment. The analysis of

data by statistical tools such as means, standard deviations, covariance revealed that research published before 1998 showed no significant difference in outcomes while research published in or after 1998 found that distance education was more effective. The researcher noted that the sampling procedure in this study being referred to is not explained and neither the population of the students in the treated groups. However, it is related to the current study because the experimental procedures were be similar.

Magagula and Ngwenya (2004) conducted a research on A Comparative Analysis of the Academic Performance of Distance and On campus Learners in University of Swaziland, Mbabane, SWAZILAND. The research has 3 research objectives in line with which 3 research questions were raised. The research adopted the use of descriptive survey research design using 210 students as total population out of which 120 randomly selected as sample size of the study. Questionnaire and interview was used as the instrument for the data collection. The findings reveal that performance of the part-time students through online and that on campus was different and inadequate time for lecturers, classroom congestion and unavailability of modules were found to be root the differences in the performance. The researcher recommended that classrooms for part-time lecturers should be decongested for an improved performance.

The previous research work is similar to the present study in the sense that both studied regular and part-time students. Yet, they differ in the use of research design as the previous used descriptive survey design, the present used ex-post factor design. The previous research work will help the present in adding literature related to the current work.

Udoh (2004) carried out an experimental study on the influences of lecture period and automotive device on the performance of low achievers in Introductory Accounting in Senior Secondary Schools, Kaduna. The main objectives of the study was to find out whether the morning or afternoon period and the use of automotive device were more conducive for the learning of Accounts to low achievers. Six (6) specific objectives were raised in line with six (6) research questions and six (6) null hypotheses. The researcher collected the sample of eighty (80) students, who were randomly selected from a total population of two hundred and twenty (220) students.

The researcher analyzed the data generated using frequency counts, percentage for answering research questions. Analysis of Variance (ANOVA), Pearson Product Moment Correlation and the Z-statistic tested null hypotheses at 0.05 level of significance among which was revealed that there was no significant difference in the mean scores of morning and afternoon group of low achievers in Introductory Accounting objective test.

The result of the study revealed that in both objective and written tests, the performance of morning and afternoon group of low achievers were not significantly different. However, the result showed that the morning group low achievers who performed well in objective test did not automatically perform well in theory questions. There is different between this present study and that of past researcher because, this study comparing part-time and regular students while, that of the past researcher based on lecture time that is morning and afternoon lecture.

Aistele and Beutell (2004) studied gender in relation to academic achievement in distance undergraduate and graduate business management courses. Interestingly,

they found that gender was related differently to academic success in undergraduate and graduate courses. The researchers found that women in the undergraduate courses were more active participants than men in the distance courses through the use of discussion board postings; however, there was no relationship between gender and overall course performance at this level. Aistele and Beutell (2004) also considered previous academic achievement in relation to academic performance. However, these researchers found that there was no relationship between Scholastic Aptitude Test (SAT) scores and undergraduate students' academic performance in distance learning management and human resource management courses. In addition, they found that there was no relationship between high school GPA and academic performance.

Brown and Liedholm (2002) found conflicting relationships between gender and academic performance in three learning environments; traditional live courses, hybrid courses, and virtual courses. The researchers determined that females performed significantly worse than men in the live environment. In the hybrid and virtual course environments, they found the relationship between the female variable and academic performance to be slightly negative however, the relationship was not significant. In a study conducted by Cheung and Kan (2002) on the impact on academic achievement in the distance learning environment. They further observed that gender was significantly correlated to student academic achievement in the distance learning environment. The authors were not sure why women outperformed men, but hypothesized that it could have been because the women put more effort in to the course then the men did. In addition, the authors noted that the course studied was a business communication class and women typically perform better than men in

thesetypes of courses as opposed to math and science courses where men traditionally our perform women.

Dominquez and Ridley (2001) conducted a study on influence of online courses as a prerequisite to prepare student on-compus. He formulated four (4) objectives, four (4) research questions and four (4) null hypotheses tocarry out the study. The population for the study was three hundred and twenty (320) Business Education students from the educational zone. Quasi-experimental design was used for the study. He developed pre-test and post-test instruments for data collection and used eight (8) weeks for the study and the results generated were tested using t-test and one-way analysis of variance (ANOVA) statistics to test the mean differences at 0.05% level of significance. The findings revealed that there was no significant difference in the sources of students in an advanced course between those that had taken the prerequisite online as compared to the students that had taken the traditional on-campus prerequisite.

2.6 Summary of Reviewed Literature

Effort has been made to critically examine previous studies that are closely related to the present study. The reviewed literature revealed that Business Education is that aspect of education, which leads to the acquisition of practical and applied skills that individual learners acquire to become self-reliant. The chapter also discusses on academic performance as what students achieve in their studies and how they accomplish different learning experiences given to them by their teachers which is determined through scores, grades and marks.

Many studies have been reviewed related to part-time, regular and its influence on students' academic performance based on gender, age and class size. Empirical studies were also reviewed, and to the best of my knowledge no research has been able to compare and analyze the academic achievement of part-time and regular Business Education students' based on the three variables in the federal colleges of education in the North-west zone Nigeria.It is this gap that this study had filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter outlined the specific methods and procedures adopted in conducting the research study. The chapter was discussed under the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling Technique

3.4 Instrumentation

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

This study adopted Ex-post facto research design. According to Akuezuilo and Agu (2003), Ex-post facto design seeks to find out the factors or conditions associated with certain occurrence of past events or of already existing conditions. The choice of this design stems from the fact that already moderated final year results analyzed,students files and class size of students in each class were all available in Business Education Departments in the five Federal Colleges of Education in the North-West Zone, Nigeria.

3.2 Population of the Study

The population of the studyis made up of all the final year students of both the regular and part-time of Business Education programmes, whichis made up of NCE III regular and NCE IV part-time Business Education students of the federal colleges of education in the North-west Zone of Nigeria, 2015/2016 academic session. Accordingly, the population for the study is (886) of Business Education students in the federal colleges as shown in the Table 1.

Table 1: **Population of the Study**

Name of the Colleges	**State**	**Number of Students**		
		Regular	**Part-time**	**Total**
Federal College of Education Technical, Bichi	Kano	19	25	44
Federal College of Education Kano	Kano	160	234	394
Federal College of Education, Katsina	Katsina	32	43	75
Federal College of Education, Zaria	Kaduna	129	159	278
Federal College of Education Technical, Gusau	Zamfara	33	52	85
Total		**373**	**531**	**886**

Source: Office of the Head of Department, Business Education 2015/2016 Academic Session

3.3 Sample Size and Sampling Techniques

The researcher used the total population of the study, the reason of being that the total population of the study is few and manageable for the researcher to analyze. Therefore, there was no need for sample size and sampling technique as shown in table 1.

3.4 Instrumentation

In order to collect data for the study, the researcher made used ofstudents' second semester result, students files and class size for 2015/2016 academic session for both regular and part-time students. Since the researcher compared academic achievement of part-time and regular students.

3.4.1 Validity of the Instrument

Since the researcher used archival record it does not require any validation because students' results have been moderated and presented for approval by members of the academic board of the Federal colleges. The result is approved and submitted to examination offices and academic offices. Student's files are available to get record of the student age and gender and class size from the HOD's office.

3.4.2 Pilot Study

No pilot study was carried out since the researcher did not develop instrument herself and believe that results have been moderated and presented for approval before submitted to examination and academic offices respectively.

3.4.3 Reliability of the Instrument

Since pilot study was not conducted there was no way to obtain reliability coefficient.

3.5 Procedure for Data Collection

The researcher obtained an introductory letter from the Head of Department, Vocational and Technical Education, Ahmadu Bello University, Zaria for permission as in appendix I and had an access to Business Education Departments Examination records during the period of the study.The examination officers and clerical staff of each department served as research assistant. In accessing the results for the period under study, moderated and approved results were collected from departmental exams office, students files were used to get records of their age and gender while a file containing class size of the students over the years was also presented for the researcher to check for the 2015 to 2016 final year for part-time and regular program.

3.6 Procedure for Data Analysis

All the data meant to give answers to the research questions were coded into statistical analysis. The data obtained by the researcher from the field were tested statistically using the Statistical Package of Social Science (SPSS). Mean and standard deviation were used to answer all the research questions, while t-test was used to test all the stated null hypotheses.This is because the researcher compared the difference between the performance of part-time and regular students of Business Education. This process agrees with Ibrahim (2011) who stated that when looking for difference t-test is appropriate for measuring differences. Decision rule for the research questions is when Cumulative Grade Point Average (CGPA) is 0.00-0.99 is Fail, 1.0-1.49 Lower pass, 1.50-2.39 Pass, 2.40-3.49 Merit, 3.50-4.49 Credit and 4.50-5.00 Distinction. The null hypothesis will be rejected if t- calculated is greater than or equal to t-critical and it will be accepted if the t-calculated value is less than the t-critical table value.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the researcher presented the results of data collected for analysis and discussion. The presentation was done under the following headings:

4.1 Answers to research questions

4.1.1 Answer to research question one

4.1.2 Answer to research question two

4.1.3 Answer to research question three

4.1.4 Answer to research question four

4.1.5 Answer to research question five

4.2 Testing the Null Hypotheses

4.2.1 Testing of null hypotheses one

4.2.2 Testing of null hypotheses two

4.2.3 Testing of null hypotheses three

4.2.4 Testing of null hypotheses four

4.2.5 Testing of null hypotheses five

4.3 Summary of Findings

4.4 Discussions of Findings

4.1 Answer to Research Questions

Research Question One: what is the difference between the influence of class-size on the academic performance of regular business education students and that of part-time business education students in federal colleges of education in North-west Nigeria?

The summary of data collected to address the research question one is as presented in Table 2.

Table 2: Mean and Standard Deviation of the difference in the influence of class-size on the academic performance of regular business education students and that of part-time Business Education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Mean Difference
Regular students' class-size	325	3.26	0.849	
				1.07
Part-time students' class-size	561	2.19	0.971	

Source: Field Study, 2018

The results in table 2 showed the difference in the influence of class-size on the academic performance of regular and part-time business education students in federal colleges of education North-west Nigeria**. The analysis revealed a CGPA mean score of 3.26 with standard deviation of 0.849 of regular students and a CGPA mean score of 2.19 and a standard deviation of 0.971 for part-time students. This indicates a mean difference of 1.07 in favour of regular students. The finding implies that the regular students with least number of students performed better than the part-time students in a large numbered class.**

Research Question Two: what is the difference between the academic performance of older-age regular business education students and

that of older-age part-time business education students in federal colleges of education in North-west Nigeria?

The summary of data collected to address the research question three is as presented in Table 3.

Table 3: Mean and Standard Deviation of the difference in the academic performance of older-age regular business education students and that of older-age part-time Business Education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Mean Difference
Older-ageregular students	98	2.53	0.913	
				0.30
Older-agepart-time students	377	2.23	0.927	

Source: Field Study, 2018

The study results in table 3 showed the difference in academic performance between old-age regular and old-age part-time business education students in federal colleges of education North-west Nigeria**. The analysis revealed a CGPA mean score of 2.53 with standard deviation of 0.913 of young-age regular students and a CGPA mean score of 2.23 and a standard deviation of 0.927 for young-age part-time students. This indicates a mean difference of 0.30 in favour of old-age regular students. The finding implies that based on the CGPA bench mark level of decision rule of this study, the overall performance of older-age regular students wasmerit and pass for the old-age part-time students.**

Research Question Three: what is the difference between the academic performance of younger-age regular business education students and that of younger-age part-time business education students in Federal colleges of education in North-west Nigeria?

The summary of data collected to address the research question two is as presented in Table 4.

Table 4: Mean and Standard Deviation of the difference in the academic performance of younger-age regular business education students and that of younger-age part-time Business Education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Mean Difference
Young-age regular students	227	2.56	0.947	
				0.72
Young-age part-time students	184	1.84	0.945	

Source: Field Study, 2018

The results in table 4 showed the difference in academic performance between young-age regular and young-age part-time business education students in federal colleges of education North-west Nigeria**. The analysis revealed a CGPA mean score of 2.56 with standard deviation of 0.947 of young-age regular students and a CGPA mean score of 1.84 and a standard deviation of 0.945 for young-age part-time students. This indicates a mean difference of 0.72 in favour of young-age regular students. The finding implies that based on the CGPA bench mark level of decision rule of this study, the overall performance of young-age regular students was merit and pass for the young-age part-time students.**

Research Question Four: What is the difference in the academic performance of male regular business education students and that of the male part-time business education students in federal colleges of education in North-west Nigeria?

The summary of data collected to address the research question four is as presented in Table 5.

Table 5: Mean and Standard Deviation of the differences in academic performance of male part-time and male regular students in federal colleges of education North-westNigeria

Variable	N	$\bar{x}$	SD	Mean Difference
Male part-time	103	2.14	1.000	
				0.09
Male regular students	268	2.38	0.842	

Source: Field Study, 2018

The study results in table 5 showed the difference in academic performance between male regular and male part-time business education students in federal colleges of education North-west Nigeria**. The analysis revealed a CGPA mean score of 2.38 with standard deviation of 0.842 of the male regular students and a CGPA mean score of 2.14 and a standard deviation of 1.000 for the male part-time students. This indicates a mean difference of 0.09 in favour of male regular students. This finding implies that based on the CGPA bench mark level of decision rule of this study, the overall performance of the male part-time business education students was pass and merit for the male regular students which indicates that the male regular students perform better with higher scores than the male part-time students.**

Research Question Five: What is the difference in the academic performance of female regular business education students and that of the female part-time business education students in federal colleges of education in North-west Nigeria?

The summary of data collected to address the research question five is as presented in Table 6.

Table 6: Mean and Standard Deviation of the differences in academic performance of female part-time and female regular students in federal colleges of education North-west Nigeria

Variable	N	$\bar{x}$	SD	Mean Difference
Female part-time students	94	2.21	0.738	
				0.07
Female regular students	245	2.14	0.829	

Source: Field Study, 2018

The study results in table 6 showed the difference in academic performance between female part-time and female regular business education students in federal colleges of education North-west Nigeria**. The analysis revealed a CGPA mean score of 2.21 with standard deviation of 0.738 of female part-time students and a CGPA mean score of 2.14 and a standard deviation of 0.829 for female regular students. This indicates a mean difference of 0.07 in favour of female part-time students. This finding implies that based on the CGPA bench mark level of decision rule of this study, the overall performance of both female part-time and female regular business education students was pass which indicates that the performance of female part-time and female regular students are the same.**

4.2 Testing the Null Hypotheses

Hypothesis One: There is no significant difference in the influence of class-size on academic performance of regular business education students that of part-time business education students in federal colleges of education in North-west Nigeria.

The data presented in Table 7 were used for testing null hypothesis one.

Table 7: The t-test analysis showing difference in the influence of class-size on academic performance of regular business education students and that of part-time business education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Df	t-cal	Sig.(2tailed)
Regular students' Class-size	325	3.26	0.849	324		
Part-time students' Class-size	561	2.19	0.971	560	14.953	0.000

Source: *Field Survey, 2018* **P<0.05**

Table 7 shows an independent sample t-test analysis to compare the difference in the mean performance of regular and part-time business education students' class-size in federal colleges of education North-westNigeria. The analysis revealed that the t-value (14.953) was calculated with a p-value of (0.000) at 0.05 level of significance. The result, therefore, shows that significant difference existed between the performance of influence of class-size of regular and part-time business education students in federal colleges of education North-West, Nigeria. Hence, the null hypothesis was rejected.

Hypothesis Two: Academic performance of older-age regular business education students has no significant difference with that of older-age part-time business education students in federal colleges of education in North-west Nigeria.

The data presented in Table 8 were used for testing null hypothesis three.

Table 8: The t-test analysis showing difference in Academic performance of older-age regular business education students and that of older-age part-time business education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Df	t-cal	Sig.(2tailed)
Old-age regular students	98	2.53	0.913	97	3.307	0.001
Old-age Part-time students	377	2.23	0.927	376		

Source: *Field Survey, 2018* **P<0.05**

Table 8 shows an independent sample t-test analysis to compare the difference in the mean performance of old-age regular and old-age part-time business education students in federal colleges of education, North-west Nigeria. The analysis revealed that the t-value (3.307) was calculated with a p-value of (0.001) at 0.05 level of significance. The result, therefore, shows that significant difference existed between the performance of old-age regular and part-time business education students in federal colleges of education North-west, Nigeria. Hence, the null hypothesis was rejected.

Hypothesis Three: Academic performance of younger-age regular business education students has no significant difference with that of younger-age part-time business education students in federal colleges of education in North-west, Nigeria.

The data presented in Table 9 were used for testing null hypothesis Two.

Table 9: The t-test analysis showing difference in Academic performance of younger-age regular business education students and that of younger-age part-time business education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Df	t-cal	Sig.(2tailed)
Young-age regular students	227	2.56	1.003	226		
					6.009	0.000
Young-age Part-time students	184	1.84	0.794	183		

Source: *Field Survey, 2018* **P<0.05**

Table 9 shows an independent sample t-test analysis to compare the difference in the mean performance of young-age regular and young-age part-time business education students in federal colleges of education North-west Nigeria. The analysis revealed that the t-value (6.009) was calculated with a p-value of (0.000) at 0.05 level of significance. The result, therefore, shows that significant difference existed between the performance of young-age regular and part-time business education students in federal colleges of education North-West, Nigeria. Hence, the null hypothesis was rejected.

Hypothesis Four: There is no significant difference between academic performance of male regular business education students and male part-time business education students in federal colleges of education in North-west Nigeria.

The data presented in Table 10 were used for testing null hypothesis four.

Table 10: The t-test analysis showing difference in academic performance of male regular business education students and male part-time business education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Df	t-cal	Sig.(2tailed)
Male regular students	103	2.38	2.468	102	5.632	
Male part-time students	268	2.14	2.382	267	7.453	0.000

Source: *Field Survey, 2018* **P<0.05**

Table 10 shows an independent sample t-test analysis to compare the difference in the mean performance of male part-time and male regular business education students in federal colleges of education North-westNigeria. The analysis revealed that the t-value (5.632) was calculated with a p-value of (0.000) for the male part-time students and t-value (7.453) for the male regular students which were greater than t-crit value of 1.96 and α value of 0.000 is lower than the *a priori* significant level of $p \geq 0.05$. The result, therefore, shows that significant difference exist between the performance of male part-time and male regular business education students in federal colleges of education North-westNigeria. Hence, the null hypothesis was rejected.

Hypothesis Five: There is no significant difference between the academic performance of female regular business education students and female part-time business education students in federal colleges of education in North-west Nigeria.

The data presented in Table 11 were used for testing null hypothesis five.

Table 11: The t-test analysis showing difference in academic performance of female regular business education students and female part-time business education students in federal colleges of education in North-west Nigeria

Variable	N	$\bar{x}$	SD	Df	t-cal	Sig.(2tailed)
Female part-time students	94	2.21	0.738	93	5.710	
Female regular students	245	2.14	0.829	244	7.323	0.000

Source: *Field Survey, 2018* **P<0.05**

Table 11 shows an independent sample t-test analysis to compare the difference in the mean performance of female part-time and female regular business education students in federal colleges of education North-west Nigeria. The analysis revealed that the t-value (5.710) was calculated with a p-value of (0.000) for the female part-time students and t-value (7.323) for the female regular students which were greater than t-crit value of 1.96 and α value of 0.000 is lower than the *a priori* significant level of $p \geq 0.05$. The result, therefore, shows that significant difference exist between the performance of female part-time and female regular business education students in federal colleges of education North-west Nigeria. Hence, the null hypothesis was rejected.

4.3 Summary of Findings

1. Research question one reveal that there was a difference in the performance of the regular and part-time business education students in terms of class size and that regular students in a least numbered class perform better than the part-time

student in a large numbered class with a mean difference of 3.26 as against the part-time with a mean difference of 2.19.

2. Research question two reveal that the overall performance of older-age regular students was merit with a mean score of 2.53 and a pass for the part-time students with a mean score of 2.23. This indicates that the regular students perform better than the part-time students based on the benchmark for federal colleges of education North-west zone Nigeria.
3. Research question three reveal that the performance of young-age regular student was merit and pass for the young age part-time students. This indicates that the young-age regular students performed better with a mean difference of 2.56 as against the young-age part-time students with a mean difference of 1.84 which is a merit and a pass respectively based on the benchmark for federal colleges of education North-west zone Nigeria.
4. Research question four reveal that the overall performance of the male part-time business education students was pass and merit for the male regular students. This indicate that the male regular students perform better than the male part-time students with a CGPA mean score of 2.38 as against the part-time business education student with a CGPA mean score of 2.14. This is based on the bench mark level of decision rule of the study for federal colleges of education in North-west zone Nigeria.
5. Research question five reveal that significant difference exist between the performance of female part-time and female regular business education students. This indicates a CGPA mean score of 2.21 for the female part-time business

education students as against the female regular business education students with a mean score of 2.14. This clearly shows that the performance of both the female part-time and female regular business education students was pass which indicates that their performance is the same.

4.4 Discussions of Findings

The result in research question one and hypotheses I in Tables 2 and 7 reveals that there is a difference in the performance of the regular and part-time business education students in terms of class-size, andthat significant difference existed between the performance of regular students in a least numbered class and that of part-time business education students in a large numbered class**.** Erving and Othman (2005) conducted research on factors influencing regular students' performance at university of Malaysia. The researchers found that four factors are positively related to students' performance viz-a-viz, demographic, active learning, students' attendance and involvement in extracurricular activities. However, course assessment was found to be negatively related to students' performance.

The result in research question two and hypotheses II in Tables 3 and 8 indicated that**the overall performance of regular students was merit and pass for the older-age part-time students, and** thatsignificant difference existed between the performance of old-age regular and part-time business education students in favour of regular students. Caltendar (2010) conducted a research on career decision making and career development of part-time higher education students and revealed that part-time students' population is extremely heterogeneous and this is reflected in their

wide range of reasons for studying and performance. The initial factors triggering their decision to study, influencing their choice of course, and shaping their aspirations were primarily instrumental.

The result in research question three and hypotheses III in Tables 4 and 9 revealed that **the overall performance of young-age regular students was merit and pass for the young-age part-time students, and** that significant difference existed between the performance of young-age regular and part-time business education students in favour of regular students. Nasri and Ahmed (2007) in their study on business students' (national students and non-national students) in the United Arab Emirates indicated that non-national students had higher grade point average were more competent in English, which is reflected in higher average for high school English. Ervina and MdNor (2005) had discovered that not every subject taken **both male and female part-time business education students was** by the students before entering the university has a positive relationship with their final CGPA in the degree programme. Ndlovu and Moyo (2013) found that adults learning particularly in part-time programmed, style inventory, attendance and academic self-concept have a strong positive correlation with performance compared to their regular counterparts. Learning styles and age were also found to affect their performance while marriage and income did not significantly affect performance of both categories.

The result in research question four and hypotheses IV in Tables 5 and 10 revealed that the overall performance of the male part-time business education students was pass and merit for the male regular students and that

significant difference exist between the performance of male part-time and female part-time business education students. Ndlovu and Moyo (2013) conducted a study on the factors affecting performance of adults in adult and continuing education in Zimbabwe Open University. The results showed that the academic performance of themale study group performed better. However, the results indicated that female students' attitude toward their class did not affect academic performance.

The result in research question five and hypotheses V in Tables 6 and 11indicated that **the overall performance of both female part-time and female regular business education students was pass and that**significant difference existed between the performance of female part-time and female regular business education students**.** Schindler (2003) found that mixing abilities affect weak students positively however the influence on good students is negative. This contradicts a finding by Goethals (2001) who found that students in homogeneous group (regardless of high ability or low ability) perform better than students in heterogeneous group. Giuliodori, Lujan and DiCarlo (2006), covered that with sex interaction increase their ability on solving qualitative problem-solving questions. Sex instruction also promotes student's participation and improves student's performance (Rao and Di Carlo 2000), Torke, Abraham & Upadhya (2007).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is presented under the following sub-headings;-

5.1 Summary

5.2 Contributions to Knowledge

5.3 Conclusion

5.4 Recommendations

5.5 Suggestions for further study

5.1 Summary

This study was conducted on comparative analysis of academic achievement of part-time and regular students in federal colleges of education in North-west zone of Nigeria. The study developed five, research objective, five research questions and five null hypotheses to guide the study. This study adopted an Ex-post facto research design.The population of the study made up of all the final year students of both the regular and part-time of Business Education programmes, which made up of NCE III regular and NCE IV part-time Business Education Students of the federal colleges of education in the North-west zone of Nigeria. The researcher used the total population of the study. This is because the total population was few and manageable for the researcher to analyze. The data collected were analysed using mean and standard deviation for the research questions and t-test analysis was used to test the five null hypotheses stated in the study. The study revealed that:

The results for research question one and null hypothesis one revealed that **the overall performance of young-age regular and young-age part-time business**

education students were merit and pass respectively. The result of the hypothesis testing revealed that the t-value (6.009) was calculated with a p-value of (0.000) at α value of 0.05 which was lower than the *a priori* significant level of $p \geq 0.05$. Hence, the null hypothesis was rejected.

The results for research question two and null hypothesis two revealed that **the overall performance of old-age regular and old-age part-time business education students were merit and pass respectively. The result of the hypothesis testing revealed that** the t-value (3.307) was calculated with a p-value of (0.001) at α value of 0.05 which was lower than the *a priori* significant level of $p \geq 0.05$. Hence, the null hypothesis was rejected.

The results for research question three and null hypothesis three revealed that **the overall performance of regular and part-time business education students based on class-size was merit and pass respectively. The result of the hypothesis testing revealed that** the t-value (14.953) was calculated with a p-value of (0.000) at α value of 0.05 which was lower than the *a priori* significant level of $p \geq 0.05$. Hence, the null hypothesis was rejected.

The results of research question four and null hypothesis four revealed that **the overall performance of the male part-time business education students was pass and merit for the male regular students. The result of the hypothesis testing revealed that** the t-value (5.632) was calculated with a p-value of (0.000) for the male part-time students and t-value (7.453) for the male regular students which were

greater than t-crit value of 1.96 and α value of 0.000 is lower than the *a priori* significant level of $p \geq 0.05$. Hence, the null hypothesis was rejected.

The results of research question five and null hypothesis five revealed that **the overall performance of both female part-time and female regular business education students was pass. The result of the hypothesis testing revealed that** the t-value (5.710) was calculated with a p-value of (0.000) for the female part-time students and t-value (7.323) for the female regular students which were greater than t-crit value of 1.96 and α value of 0.000 is lower than the *a priori* significant level of $p \geq 0.05$.

5.2 Contributions to Knowledge

In line with the findings of the study, the following contribution could be drawn:-

1. **The performance of younger-age regular students was better than the younger-age part-time business education students despite the fact that the students in both programs were young and within the same age range.**
2. **The performance of older age regular students were better than the older age part-time business education students. This indicates that despite the fact that both students are on the higher age bracket, the regular students performance is better than the part-time students.**
3. **The performance of regular business education students with fewer students in the class perform better than the part-time student with more number of students.**
4. **The male regular business education students perform better than the male part time students.**

5.3 Conclusion

The study concludes that the younger and the older age students in the regular program perform better than the younger and the older age students in the part-time program. If this is the case, it could be concluded that the female part-time and the female regular students performance is the same. The study also concludes that the teacher student ratio of a teacher to fifty (50) students if not adhered to leads to poor performance of students of business education in federal colleges of education in North-west Nigeria.

5.4 Recommendations

Based on the findings of the study, the following recommendation were made:-

1. The findings of the study recommend that class size of the part-time students should be decongested so as to comply with the teacher to 50 students ratio, 1 – 50. Therefore, move lecturers should be employed to meet the high demand of the part-time programme for improved performance.
2. It is recommended that extra-classes in the form of tutorials should be organized for the part-time classes so as to be able to meet up with the course content of the programme.
3. The more experienced and most talented in the classes especially the part-time classes should be made to assist their class mates in those areas of study that they are weak at the teachers should also give them more tests and assignment to keep them busy during the week despite the fact that most of them have families and

are civil servants or self-employed. They should be made to go through their work within the week before going for lectures on Fridays and Saturdays.

4. It is recommended that the female students in both the regular classes and the part-time classes should devote most of their time to their studies. So as to be able to complete favourably with their male counterparts.
5. Female part-time students should learn how to plan their time as it predisposes them to become more organized and better planners, to weigh their priorities in order to meet deadlines. This is because effective time management will benefit both their studies and performance in school so that they will be able to compete with their female counterparts in the regular programme.

5.5 Suggestion for Further Studies

The researcher suggested that further study should be carried out on:-

1. Influence of entry grade on the academic performance of part-time and regular NCE business education graduates in the university.

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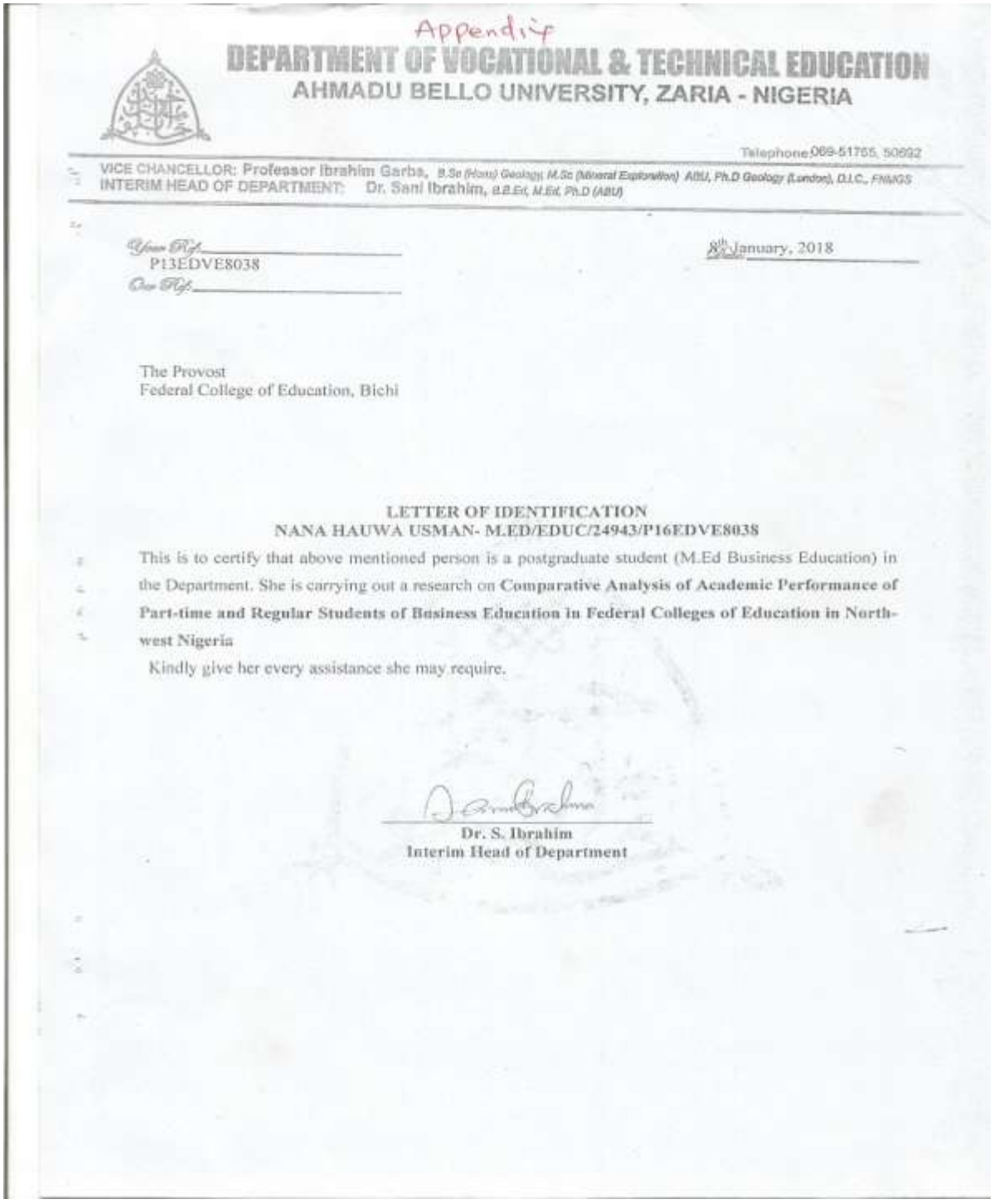
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APPENDIX I

LETTER OF INTRODUCTION



Appendix

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Telephone 069-51755, 50692

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Your Ref: P13EDVE8038
Our Ref:

8th January, 2018

The Provost
Federal College of Education, Bichi

LETTER OF IDENTIFICATION
NANA HAUWA USMAN- M.ED/EDUC/24943/P16EDVE8038

This is to certify that above mentioned person is a postgraduate student (M.Ed Business Education) in the Department. She is carrying out a research on **Comparative Analysis of Academic Performance of Part-time and Regular Students of Business Education in Federal Colleges of Education in North-west Nigeria**

Kindly give her every assistance she may require.

Dr. S. Ibrahim
Interim Head of Department

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

Telephone 069-51755, 50692

VICE CHANCELLOR: Professor Ibrahim Garba, *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
INTERIM HEAD OF DEPARTMENT: Dr. Sani Ibrahim, *B.S.Ed, M.Ed, Ph.D (ABU)*

Your Ref. P13EDVE8038

Our Ref.

Date: 8th January, 2018

The Provost
Federal College of Education, Kano

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Your Ref. P16EDVE8038

Our Ref.

Date: 9th April, 2018

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Your Ref. P16EDVE8038

Our Ref.

Date 8th January, 2018

The Provost
Federal College of Education Technical Gusau

LETTER OF IDENTIFICATION
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Interim Head of Department

APPENDIX II

ANALYSIS OF BUSINESS EDUCATION PART-TIME AND REGULAR STUDENTS RESULTS IN PERCENTAGE FOR THREE YEARS 2012 – 2014 ACADEMIC SESSION.

Part-Time Students					
2012		**2013**		**2014**	
50% Passed	50% Failed	49% Passed	51% Failed	47% Passed	53% Failed
15%	25%	18%	29%	20%	22%
20%	15%	21%	13%	16%	18%
8%	7%	7%	6%	7%	10%
6%	3%	2%	3%	4%	3%
1%	0%	1%	0%	0%	0%

Source: Federal College of Education, 2018

Regular Students					
2012		**2013**		**2014**	
69% Passed	31% Failed	70% Passed	30% Failed	72% Passed	28% Failed
12%	6%	12%	5%	20%	7%
15%	20%	20%	12%	15%	5%
25%	4%	28%	7%	23%	10%
12%	1%	7%	4%	9%	5%
5%	0%	3%	2%	5%	2%

Source: Federal College of Education, 2018

Grading System for Federal College of Education

0.00	-	0.89	Fail
1.00	-	1.49	Lower Pass
1.50	-	2.39	Pass
2.40	-	3.49	Merit
3.50	-	4.49	Credit
4.50	-	5.00	Distinction

APPENDIX III

STUDENTS REGISTRATION DATA PROFORMA (SRDP)

S/N	Reg. No.	Sex	Department	Date/year of Birth	Class size

APPENDIX IV
STUDENTS RESULTS
FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI
SCHOOL OF BUSINESS EDUCATION
(Letter Grades)
FULL TIME

Programme: NCE – Business Education Office Technology & Management					Session: 2015/2016		Semester: Second		Year: 3		Date: 10/01/2018										
	1	2	2	1	1	2	2	1	2	2	1	2									
S/n	BES 328	BES 327	BES 326	BES 325	BES 324	BES 323	BES 322	BES 321	BES 220	BES 125	BES 123	BES 121	CUR	CUE	WGP	GPA	TCUR	TCUE	WGPT.D	OCGPA	NCGPA
1	R	C	c	D	B	D	A	B	c	A			15	15	55	3.67	65	63	168	2.26	2.58
2	B	c	c	D	C	F	B	C	E	B	E		16	15	45	2.81	69	59	164	2.33	2.45
3	0	c	R	C	C	F	C	C	E	C	E		16	15	43	2.69	66	62	200	3.27	3.13
4	A	c	A	B	A	C	A	c	C	Nil			15				65	61	218	3.46	3.57
5	O	B	E	D	D	E	C	D	D	B	E		16	16	39	2.44	74	53	125	1.54	1./4
A	A	R	A	C	A	C	A	A	A	B			15	15	67	4.4/	65	54	234	4.28	4.33
7	A	R	A	c	A	B	A	A	B	B			15	15	67	4.47	65	63	244	3.69	3.8/
8	c	C	C	c	C	F	B	B	E	F	E		16	13	39	2.44	66	56	142	2.15	2.22

9	A	C	C	E	D	D	C	c	D	B	C	E	19	19	54	2.84	82 .	62	13/	1.36	1./1
I0	R	C	O	R	A	E	B	c	C	B	E		16	16	52	3.25	68	63	164	2.24	2.48
11	A	C	B	D	B	C	C	c	B	A			15	15	54	3.60	66	63	218	3.35	3.41
12	R	R	B	D	A	E	A	B	C	B	E		16	16	58	3.63	68	63	186	2.56	2.82
13	P	R	O	C	O	D	A	C	C	R	E		15	16	54	3.38	66	63	209	3.23 .	3.27
14	B	C	C	F	D	F	B	c	C	B	F	D	17	14	45	2.65	76	58	114	1.21	1.54
15	C	C	B	D	C	C	A	c	C	A	D		16	16	56	3.50	66	63	170	2.38	2.66
16	A	R	B	C	A	C	A	B	C	B			15	15	61	4.0/	65	63	218	3.27	3.46
17	c	B	D	C	E	E	A	D	C	B			16	16	46	2.88	66	63	158	2.33	2.4
18	B	B	B	E	A	C	A	A	F	A			15	14	59	3.93	66	58	157	2.00	2.45
19	R	C	0	F	C	E	B	C	C	B	D		21	20	60	2.86	76	60	132	1.31	1.74

FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI
SCHOOL OF BUSINESS EDUCATION
(Letter Grades)
PART- TIME

Programme: NCE – Business Education Office Technology & Management					Session: 2015/2016		Semester: Second		Year: 3		Date: 10/01/2018										
	1	2	2	1	1	2	2	1	2	2	1	2									
S/n	BES 328	BES 327	BES 326	BES 325	BES 324	BES 323	BES 322	BES 321	BES 220	BES 125	BES 123	BES 121	CUR	CUE	WGP	GPA	TCUR	TCUE	WGPT.D	OCGPA	NCGPA
1	A	A	A	A	B	**c**	A	F	A	ABF			15	11	52	3.47	65	57	220	3.36	3.38
2	A	A	A	B	A	c	A	B	c	B	E		15	15	68	4.53	65	63	235	3.48	3/3
3	A	B	C	C	C	D	A	A	c	C	E		16	16	62	3.88	63	63	228	3.32	3.45
4	C	B	D	C	C	F	C	D	F	Nil			20	•13	41	2.05	89	43	89	0.75	1.06
5	C	C	F	E	E	C	A	C	E	B	E		18	16	43	2.39	77	54	108	1.16	1.46
A	c	C	F	F	E	E	B	C	E	B			16	12	34	2.13	66	59	122	1.83	1.91
7	A	R	A	R	A	C	A	B	D	B			15	15	61	4.07	65	63	217	3.25	3.44
8	C	C	E	D	D	F	B	D	E	F	E		17	15	39	2.29	82	54	108	1.06	1.32
9	A	B	B	B	A	D	A	B	D	B	C	E	16	16	61	3.81	66	63	213	3.1/	3.33
I0	C	C	E	C	F	E	A	B	E	B	E		19	16	42	2.21	87	57	129	1.40	1.59
11	c	C	E	C	C	F	A	D	E	A			15	14	40	2.67	67	62	155	2.30	2.38
12	c	C	F		F	E	B	F	E	B	E		14	09	25	1./9	68	48	85	1.11	1.25
13	c	R	n	c	A	E	A	A	D	R	E		15	15	54	3.60	63	63	191	2.85	3.03
14	c	C	F	E	F	D	B	C	E	B	F	D	18	15	42	2.33	85	55	111	1.06	1.34
15	c	B	D	E	F	E	A	D	E	A	D		18	16	44	2.44	72	58	131	1.61	1.82
16	A	0	R	R	A	C	A	A	D	B			15	15	59	3.93	65	63	260	4.19	4.13
17	A	c	0	C	B	D	A	B	D	B			15	15	54	3.60	65	63	197	2.98	3.13
18	B	B	B	E	A	C	A	A	F	A			16	15	48	3.00	76	60	131 ■	1.43	1.7r
19	R	C	0	F	C	E	B	C	C	B	D		21	20	60	2.86	76	60	132	1.31	1.74
20	A	A	A	B	A	c	A	B	c	A	A	E	19	19	54	2.84	82 .	62	13/	1.36	1./1
21	A	B	C	C	C	D	A	A	c	A	A		16	16	52	3.25	68	63	164	2.24	2.48
22	C	B	D	C	C	F	C	D	F	A	C		15	15	54	3.60	66	63	218	3.35	3.41
23	C	C	F	E	E	C	A	C	E	B	C		16	16	58	3.63	68	63	186	2.56	2.82
24	c	C	F	F	E	E	B	C	E	B	c		15	16	54	3.38	66	63	209	3.23 .	3.27
25	A	R	A	R	A	C	A	B	D	C	A	D	17	14	45	2.65	76	58	114	1.21	1.54