EFFECTS OF FIELD TRIPS ON PERFORMANCE IN BUSINESS STUDIES IN TWO SECONDARY SCHOOLS IN LAGOS

M.ED BUSINESS EDUCATION THESIS

BY

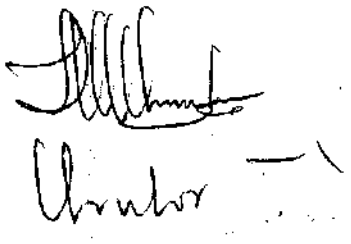
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FEBRUARY, 2000

DECLARATION

I, Urulor Theodora I. declare that this Thesis has been written and it is a true record of my own research work. It has not been presented in any application for any higher degree.



CERTIFICATION

This Thesis, titled `EFFECTS OF FIELD TRIPS ON PERFORMANCE IN BUSINESS STUDIES IN TWO SECONDARY SCHOOLS IN LAGOS' by URULOR, THEODORA IFEYIUCHE, meets the regulations governing the award of Degree of M.ED (Business Education) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my dear husband:

Mr Francis IK. Chukwukelu

and

My beloved mother and brother:

Mrs Anna Theresa Urulor

Mr Bethrand IK. Urulor.

ACKNOWLEDGEMENT

I wish to acknowledge my indebtedness to those individuals and groups whose assistance contributed in one way or the other to the success of this work. Prominent among them are Dr. M. M. Aliyu and Dr. Mrs Ojo both of the Department of Vocational and Technical Education, Ahmadu Bello University Zaria, for their immense help and advise to me during the project write-up.

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Finally, I will always give Honour, Glory and Praise to God, the Almighty Father for seeing me through my course in this university. God, You are good.

ABSTRACT

It is a known fact that our secondary schools do not have much of the required equipment and facilities necessary for teaching of skilled subjects. This unavailability of the basic equipment has been a factor militating against the effective teaching and learning of Business Studies in the Junior Secondary Schools.

Field trip has been described as an alternative method of supplementing the theoretical teaching of the subject in the classrooms. It has been discovered though, that many teachers of the subject do not use field trips in their teachings.

This study is focussed on determining the effect of field trips on students performance in Business Studies in two secondary schools in Lagos.

An experimental study spread over six weeks was carried out and data collected from 56 Junior Secondary III students of two schools in Lagos.

The data collected were analysed using the two variations of the t-test. The results shewed that: (1) The students who participated in the field trips performed better than those who did not participate; (2) The students in the control group who did not participate in the field trips might have done as well as their counterparts in the experimental group if they had participated in the field trips; (3) Taking students on field trips to related business environments is necessary in improving their performances in Businesss

Studies; (4) Business Studies field trips could be enriching and more interesting if they are properly planned and evaluated.

Based on these findings, the following recommendations were made; that teachers of Business Studies should undertake more field trips with their students to areas related to business; Principals of schools should encourage the teachers of this subject by providing them with funds or taking care of students transportation whenever the need arises; Government should organise seminars and workshops to inform teachers and principals in secondary schools of the importance of educational visits; business organisations can encourage the teachers by agreeing to host the students whenever there is the need; Parents should encourage their children and wards financially; the Parents-Teachers Associations can also help by providing school buses to schools.

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DEFINITION OF TERMS

In order to safeguard against misunderstanding of the terms used in this study, the following terms are defined as they are used in the context:

Effective Teaching:	A situation whereby the teacher achieves results that are thought to be desirable by those in the evaluative role.
Effective Learning:	A situation whereby the students' achievement and performance are thought to be desirable by those in the evaluative role.
Educational Administrators:	People who manage and govern schools.
School Administrators:	Principals of secondary schools.
Equipment/Facilities:	The two were used interchangeably in the study to mean the machines and materials necessary for teaching and learning Business Studies.
Field Trips/Excursions:	Visits to places outside the regular classroom to obtain information directly and study real situations.
Enriching/ Supplementing:	The two words were used interchangeably in this study to mean the making of learning more meaningful by using concrete materials to support the theoretical teachings done in the classroom.

Office Occupations: Those activities performed by individuals in public and/or private enterprises, which are related to the facilitating function of the office. They include such items as recording and retrieval of data; supervision and co-ordination of office activities; communication; and reporting of information regardless of social, economic or governmental organisations in which they are found.

CHAPTER 1

INTRODUCTION

1.1 Background information of the study

Development of Business Education in Nigeria:-

The idea of business (commercial) education is as old as education itself in Nigeria. It existed in some ways before the introduction of western education in the country; although it existed in an unorganised form. Fafunwa (1974), noted that in those early days, sons learnt the family trade merely by watching their fathers. On retirement or death of the father, the son takes over the ownership and control of the trade. Some of the young men were sent out on apprenticeship to learn trades different from the family trades. According to Fafunwa (1974), at the end of the agreed apprenticeship period, the apprentice obtains his "freedom" and passes out formally and can then set up his own business with the blessing of the master. This was the main form of business education organisation that went on before the introduction of formal school system.

In the organised school system, business education can be traced as far back as 1859. The first secondary school established in Lagos within that time included book-keeping in it's curriculum. This was increased later to include type-writing, shorthand and economics in order to accomodate the

needs of the colonial masters (Gana, 1986).

Though introduced relatively early into the formal school system, business education had a very slow development in the Nigerian educational system. Ukeje (1978), attributed this to the fact that the missionaries were only interested in the pupil's ability to become clerks and bible readers rather than in their ability to recognise and develop their different skills which will make them self-sufficient.

Prior to the time that government showed interest in business education, it was left in the hands of private individuals who operated on profit bases. The private business institutions contributed greatly to the development of business education in the country. The most common subjects taught in these institutions were typewriting, shorthand, and book-keeping.

These private institutions were however not devoid of problems. There was a general lack of proper texts, facilities and equipment and even qualified teachers to teach in these institutions. This condition did not augur well for the quality of teaching in the private business schools.

The in-takes into these schools were also made up of primary school leavers, drop-outs from secondary schools and workers who wanted to improve themselves on the job. The products of such schools were mainly typists and clerks.

Despite all these problems, Adidu (1991), strongly has the view

that private business institutions contributed in no small way to the commencement of business education programme in Nigeria.

Colonial Administrators and Development of Business Education in Nigeria.

In 1920, the then colonial adminstrator picked interest in Vocational Education (which Business Education is a part of) and set up the Phelp-Stoke fund of the United States of America (Pafunwa, 1974). This fund was to formulate a policy on Vocational Education. Among their recommendations are:-

i. the establishment of trade centres in the country
ii. the establishment of modern secondary schools.

Based on these recommendations, 3-year secondary modern schools and four year commercial schools were later established in western parts of the country. The secondary commercial schools were apparently designed to produce personnel for commerce. Ukeje (1978), stated that the subjects of instruction in these institutions were:- English, Book-keeping, Accounts, Commerce, Arithmetic, shorthand, Typewriting, Geography and History. These subjects were regarded as pre-requisite for getting a job in any industry at that time. Further education for this group of pupils' that leave these schools, was not therefore, the immediate concern of the government.

A very high boost was noticed in business education between

early fifties and late sixties as demand for qualified secretarial and administrative staff for the expanding civil service arose (Gana, 1986).

These secretaries and administrative staff were to replace the non-Nigerians who as at then dominated the scene. He added that a large number of clerical training centres came into being as a result.

Aina (1977), Fafunwa (1974) and Ukeje (1978) all agreed that the objective of these schools was the production of clerks, typists as well as middle-level administrative officers who will fill the positions that were vacant in commerce industry and government. It was in 1958, when the government of Western Nigeria, in their bid to upgrade their programmes in business education, sought the assistance of Ohio State University in the United states of America (Davis and Oladunjoye, 1987). The university was to provide high level man-power who could teach in the secondary commercial schools already established. As a result, Technical College Ibadan now known as Ibadan Polytechnic was established. The emergence of the Adeyemi College of Education at Ondo State as well as the Olunloyo College of Education at Ibadan followed suit (Aina, 1977).

In 1960, another commission was set-up this time by the Federal government. The commission known as the Ashby commission was to recommend a programme on higher education on

commercial subjects (Davis and Oladunjoye, 1987). Apart from the three Americans and three Britons, there were also three Nigerians in the membership of the commission. These are Professor Onabamiro, Professor Kenneth Dike and Doctor Kashim Ibrahim. This was the first time that Nigerians took part in any commission and put ideas together with the Westerners to find the best educational policy for Nigerians. In its recommendations, the Ashby Commission gave a two point guideline on commercial education in Nigeria. These are:-

i. that there should be professional educational institutions to train people in subjects like Accounts/Book-keeping, Insurance, Business Adminstration, Shorthand, Typewriting, Banking e.t.c.

ii. there should also be professional education for middle management and secretarial training (Fafunwa, 1974).

This report led to the establishment of Business Administration in the University of Lagos and Ahmadu Bello University Zaria, to cater for high level man-power.

According to Davis and Oladunjoye (1987), the name Business Education surfaced in Nigeria in the year 1967 when a teacher programme in business education for higher education started in the University of Nigeria Nsukka.

The Structure of Junior Secondary Business Education in Nigeria Today:-

The inclusion of Business Education as a subject in the secondary school system in Nigeria is a recent innovation.

Prior to this, secondary schools curriculum in Nigeria was made up of science subjects and a few arts subjects. Emphasis then was on "fact" learning. Education so acquired at this level was only for advancement into higher education and not to prepare students for mastery of any job or vocational skills. The result was that students who were unable to complete their secondary education and those who completed with poor grades found it difficult to gain addmission into schools of higher learning or fit suitably in jobs. According to Gana (1986), this created a large number of unemployed and unemployable school leavers. However, the need for technological development and self reliance made it necessary to train students in the mastery of a particular job especially the one in which the individual is best suited for. These needs made the government to search for a more functional system of education and consequently the New National Policy on Education (Revised, 1985) evolved.

The new National Policy on Education (Revised, 1985), introduced the 6-3-3-4 system of education. Emphasis here was laid on pre-vocational education to prepare the individuals for the world of work.

According to this educational policy (Revised, 1985), the Junior Secondary School (J.S.S) is both pre-vocational and academic.

The curriculum is structured as follows:-

CORE SUBJECTS	PRE-VOCATIONAL SUBJECTS
Mathematics	Wood-work
English Language	Metal work
Nigerian Languages (2)	Electronics
Science	Local crafts
Social Studies	Home Economics
Arts & Music	Business Studies
Practical Agriculture	
Religion and Moral Instruction	
Physical Education	
Pre-Vocational subjects (2)	

NON - VOCATIONAL SUBJECTS

Arabic

French

This curriculum exposes the child to a variety of pre-vocational subjects (and business education is a part of this), and this makes the child to be better informed about a choice of career and the complexities of the world of work.

At the end of the three years of Junior Secondary school, the child takes a Junior School Certificate Examination, usually organised by the state ministry of education. Success in this examination enables him/her to proceed to senior secondary school, Where the child cannot for any reason move on to the senior

secondary level, he/she can enter into some occupation. At the Junior secondary level, the business subjects are fused together into one subject. This signifies the birth of the subject "Business Studies" in the Junior Secondary Schools in Nigeria.

Objectives of Business Education at the Junior Secondary School Level:-

Ulinfun (1986), observed that the objectives of business education at the J.S.S. level are:-

(a) To enable students acquire the basic knowledge of business studies such as Typewriting, Commerce, Shorthand, Introduction to Business Management (Office Practice) and Book-keeping.

(b) To develop basic skills of office work such as filing, dispatching of correspondence, keeping records and reception.

(c) To provide orientation that will expose students to business education and basic skills with which to start work for those who may not have the opportunity to undergo training at the senior secondary school level.

(d) To prepare students for further training in business studies such as shorthand, commerce, typewriting etc.

(e) To provide basic skill for personal use in future. For instance, in typewriting; being able to type one's own documents.

(f) To relate the knowledge and skill acquired to the national economy and criticise government rationally.

1.2 Statement of the Problem

Business Studies is an attempt at integrating Commerce, Typewriting, Book-keeping, Office Practice, and Shorthand into one subject for the Junior Secondary Schools. It is a practical subject and requires to be taught practically by making the teaching situation as real as possible. Laboratories equiped with typewriters (both manual and electric), duplicating machines, photocopying machines, computers and other materials relating to business are necessary for effective teaching and learning of this subject. These machines and materials will enable the students practice and acquire the skills needed for office occupation which is the main objective of the inclusion of the subject in the Junior Secondary curriculum.

However, it is pre-posterous to expect to find adequate facilities and materials in our secondary schools, given the harsh economic situation in the country presently. Experience has shown that there are no business studies laboratories or workshops in most schools. Many schools are unable to provide a single manual typewriter for students' use. Teachers are then left with the option of teaching with only pictures and drawings.

This situation results in the turning out of J.S.III

students, who studied Business Studies but are unable to identify the different machines used in office occupation.

The need then arises for teachers of the subject to find effective ways of supplementing the theoretical lessons done in the classes, to take care of the individual differences in learning among the students of the class and to acquaint them with the various machines and materials that are used in the office.

Some authorities like Nolan et al (1967), Harms, Stehr, and Harris (1972), suggested the use of field trip as an effective method of supplementing classroom teachings. Field trip involves taking the students out of the class-rooms to places where they can see concrete illustrations of classroom theories. The students and teachers observe people and machines, equipment and materials in industries, companies, and offices to see for themselves those things they have taught and learned theoretically. Thus individual differences in learning among the students will be addressed since they will be able to see, smell, touch or hear the objects or processes previously described in the classroom. Despite its usefulness in bringing about meaningful learning, it has been observed that few teachers of Business Studies take their students on field trips in our secondary schools.

Throughout the researcher's seven years of experience as a Business Studies teacher, she was never opportuned to take students out to areas of business interest for studies. Once when she wanted to do so, the principal of the school not only refused but also informed the researcher that field trips are streneous, expensive and not worthwhile. In her own words, field trips are "glorified vacations" for students. Unfortunately, many teachers and other principals share similar views. The question then is, what could be responsible for these noted attitudes of teachers and principals towards field trips? Could it be that they are unaware of the advantages to be derived from the use of field trips in supplementing classroom lessons in Business Studies? Could it be that actually field trip is a waste of time and not quite useful in enhancing students performance in Business Studies? It is in the light of this problematic situation that this study is undertaken to determine the effect of field trips on students performance in Business Studies in two schools in Lagos.

1.3 Objectives of the Study

The objectives of this study are:-

1. To find out the effect of field trips on the performance of business studies students.

2. To determine whether there is a significant difference in the performance of the students in the experimental and control groups.
3. To recommend the use or non use of field trips to teachers of business studies.

1.4 Research Questions

This study will specifically seek answers to the following research questions:-

(1) What is the difference in the mean score performance in business studies between the experimental group and the control group before the experimental treatment?

(2) What is the difference in the mean score performance in business studies between the experimental group and the control group after the experimental treatment?

(3) What is the difference in the mean score performance in business studies between the pre-test and the post-test of the experimental group?

(4) What is the difference in the mean score

performance in business studies between the pre-test and post-test of the control group?

1.5 Null Hypotheses

The null hypotheses to be tested at 0.05 level of significance with a view to evaluating the effect of field trips on performance in business studies are;-

HO_1 - There is no significant difference in the mean score performance in Business Studies between the experimental group and the control group before the experimental treatment.

HO_2 - There is no significant difference in the mean score performance in Business Studies between the experimental group and the control group after the experimental treatment.

HO_3 - There is no significant difference in the mean score performance in Business Studies between the pre-test and post-test scores of the experimental group.

HO_4 - There is no significant difference in the mean score performance in Business Studies between the pre-test and post-test scores of the control group.

1.6 Significance of the study

The study is significant in the sense that it will provide teachers of business studies information regarding the usefulness or otherwise of using field trips in supplementing theoretical lessons done in the classrooms.

It will also help in making School Administrators to understand the importance of field trips and to help in encouraging the use of it in their schools.

It will equally help in making future secondary school curriculum planners to re-structure the business studies curriculum to make more room for field trips in the Junior Secondary School curriculum.

The study also provides parents with knowledge of the importance of field trips in teaching and learning business studies and therefore helps in making them encourage their children and wards financially whenever the need arises.

It is hoped that this study will equally provide business organisations knowledge of the importance of field trips in the teaching and learning of business studies and as a result make them not to hesitate in hosting students who are interested in visiting their organisations.

1.7 Assumptions

The basic assumption for this study is that learning of business studies will be enhanced if students undertake field trips to areas related to the subject.

1.8 Delimitations

This study is delimited to the use of two schools for the experimental study and the use of field trip as a teaching method.

1.9 Limitations of the study

One of the limitations encountered by the researcher during the course of this research work is getting the co-operation of other subject teachers of the J.S.III students of the schools used. Many of them were reluctant to allow the researcher use their lesson periods for the tests and field trips. This resulted in the researcher visiting the schools many times before an agreement could be reached.
Secondly, the reluctance on the part of business organisations to host the students was also a limitation. The researcher visited many organisations but only three of them agreed to allow the students visit them.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature related to the methods of teaching business subjects in general and the use of field trips in particular. It is organised under the following headings;-

2.2 Methods of teaching business subjects

2.3 Definition of field trips

2.4 Importance of field trips

2.5 Organisation of field trips

2.6 Factors militating against the use of field trips.

2.2 Methods of teaching Business Subjects

The ultimate aim of every teacher in any educational setting is to ensure that effective and high quality level of performance is achieved on the part of the learner. According to Mursell (1954), "successful teaching is that which brings about effective learning". Bowley (1967), observed that the primary function of teachers is to organise conditions necessary for effective learning to take place. There are various methods a teacher can adopt in presenting his lessons to his pupils depending on the subject matter being taught. The more popular methods which are adopted in teaching business subjects as well as other subjects are reviewed in the paragraphs that follow.

Lecture Method

Mkpa (1987), described the lecture method as a presentation extending for the whole class period which aims at offering information and solving learners' problems. He further stated that lecture technique is dominated by the teacher who pre-plans the lesson and delivers same with very little participation or practical contribution on the part of the student. The teacher talks more or less continuously to the class. The class listens, takes notes of facts and ideas worth remembering, but does not converse much with the teacher. At most, the students may ask questions, but these are for the sake of clarification not for discussion (Highet, 1979). The advantages of this method as enumerated by Mills (1990), include the fact that one teacher can handle a large class of a hundred or more, he can cover a great deal of ground in his own way, no equipment need be used, and a lecture well prepared can be repeated without any great effort on the part of the teacher by way of further preparation. In the opinion of Harms et al (1972), the lecture method appears to be the best method when;-

(a) a nationally known authority possesses a large body of information and experiences not shared by his listeners and when these listeners are eager to have this information.

(b) the subject matter being treated is factual in nature and there is very little opportunity for differences in

opinion or problem-solving

(c) when the speaker has limited time for the lesson

(d) when it is later reinforced by other techniques.

Obviously, using this technique alone will not achieve the desired result in teaching and learning business subjects. Strumming the ear-drums with our voices alone for instance will not teach all the students book-keeping principles (Huffman, 1954). Harrison (1970), believed that lessons should be devoted to practical activities and therefore to him, lecture method is not the best method of teaching business subjects.

Discussion Method

This is an instructional method that embodies the democratic properties and processes of free guided and purposeful expression of views and ideas on a given issue, problem or situation (Mkpa, 1987). It is a useful method of instruction and of stimulating thought and interest in a subject or topic (Mills, 1990). Discussion can often be more effective than a lecture in making students think and in contributing their own ideas. It must not only be carefully controlled by the teacher but also requires individual preparation by the students (Harrison, 1970). Mkpa (1987), further revealed that while it has the merit of encouraging learners to depend more on their ability to think than on the teacher, the assumption that all discussants are very much aware of the idea to be discussed is not always true. There is no doubt that students gain

confidence by participation in class discussions.

Questioning Method

This method of teaching was invented by Socrates. Highet (1979), described it as a method where the teacher asks questions, and the pupils talk. The questions are so arranged as to make the pupil conscious of his own ignorance and help guide the pupil towards a deeper truth. It is believed that such truths learned are held firmly because they've not been presented to the child ready made but drawn out of his own mind with the help of the teacher.

Questioning as a method of teaching not only enables the teacher to discover whether students have understood the lesson, but it is an important technique in fostering participation of the students, making them think and arousing curiosity (Onwuka, 1981). Harms et al (1972), reported that this method is commonly used in the teaching of business subjects as it is in other areas. They went further to state its uses in the teaching of business subjects. These are:-

(a) it can be used as an oral quiz technique;

(b) it can be effectively used to stimulate discussion;

(c) it can help in uncovering students attitudes, needs, interests and problems;

(d) if used wisely, may revitalise students interest in the basic business subjects being studied.

Project Method

This method according to Efekodo (1994), is a minor research programme within the capacity of the students to accomplish within a given time and could be an adaptation of work already done. To Varghese (1991), a project is a problem identified and discussed by the student and his supervisor which the student endeavours to solve largely by his own initiative with occasional but regular consultations with the supervisor. According to Popham , Schrag & Blockhus (1975), a project is a planned learning activity that requires students to go outside of the traditional classroom and interact with representatives of the business community. This method of teaching, formulated by John Dewey has undoubtedly proved to be very successful in encouraging the students to use their initiatives and ingenuity in collecting together information, illustrations and other data (Harrison, 1970).

Mills (1990), saw it as one of the most effective ways of arousing interests in students. He gave other advantages as follows:-

(i) Projects can examplify the principles already discussed in the class;

(ii) Projects can be very rewarding in terms of achieving behavioural objectives, as they demand knowledge, understanding, discussion and co-operation, analysis, experiment and evaluation.

(iii) Project work has a strong element of discovery training in it, and learning by discovery is one of the most effective and valuable ways of motivating trainees who will enjoy finding things out for themselves.

Bowley (1967), submitted that projects;

(a) give training in intiative and responsibility

(b) provide motivation for learning

(c) encourage creativity and co-operation with others;

(d) develop open-mindedness.

Examples of projects that can be undertaken by business class students according to Popham et al (1975), are;

> retailing students might integrate buying, selling, managing and financial competencies by operating a school store. A consumer class might make a competitive survey of the cost of food in various areas of a city for use by the local consumer council. An accounting class might volunteer to handle the accounting activities of a school cafeteria.

In the words of Harms et al (1972), "learning is interesting when pupils feel they are getting something worthwhile from the instruction, and as such learning should contain realistic and interesting projects".

Demonstration Method

Demonstration is generally used by the teacher to illustrate a procedure to be followed (Leroy and Herbert, 1972). Students learn more by seeing and hearing. Popham et al (1975), Nolan et al (1967), Fletcher (1974), Ndinechi (1990), all agreed that for subjects like typewriting, office practice, shorthand,

and salesmanship, the teacher's demonstration by all means is most important. The teacher's demonstration shows the students the various manipulations of the machines which includes - what is done, why it is done, how to do it, and how the operation or skill is presented. A well prepared and properly planned demonstration can often crystallize a student's comprehension of a new concept more effectively in one or two minutes than hours of talk or pages of reading (Harrison, 1979).

Demonstration also serves as a standard for evaluating the students activities at the machines. Necessarily, demonstrations should be used with other methods and accompanied with explanations. Some basic principles for effective demonstration include the following;-

(a) The demonstration should be made by a person who is thoroughly skilled (Nolan et al, 1967). The teacher should not attempt to demonstrate the operation of a machine unless he is able to do so proficiently, for his performance will determine the confidence the students have in him. The teacher must know how to do what he expects the students to do (Fletcher, 1974).

Where the teacher does not have the proficiency to perform the demonstration, he can make use of either a student or a resource person who has the necessary skills (Harms et al, 1972).

(b) Before beginning the demonstration, the teacher should be certain that the machine is in good operating condition and that it is free from any defects that would defeat the demonstration (Fletcher, 1974). Nothing deters learning so much as the neglect on the part of teachers to plan their activities. The same care that is used in planning the daily lessons in the classroom must also be used in planning for the demonstration.

(c) All the materials needed for the demonstration should be assembled before the class period, otherwise the teacher may waste time getting the materials and therefore may loose the confidence of his students (Nolan et al, 1967).

(d) The demonstration should be performed so that every member of the class should see it (Fletcher, 1974). As much as possible, each student should be positioned in such an arrangement that he will be able to see and learn something from the demonstration. The effectiveness of the demonstration will be reflected in terms of whether the students saw and heard what took place. It serves no worthwhile purpose to merely give a demonstration for its sake alone. It is for the benefit of each student in the class. According to Popham et al (1975), demonstrations from the front of the room are frequently ineffective; therefore the teacher should demonstrate to a small group or to an individual so that each person can see each step of the operation.

(e) Perform the demonstration slowly. This is to take care of individual difference in learning among the students (Nolan et al, 1967).

(f) Remember to stop at determined stages to point out and explain important points to the students (Ndinechi, 1990). The teacher should explain orally the steps involved and call attention to the less conspicous actions involved in the demonstration.

(g) Repetition of the demonstration is necessary (Nolan et al, (1967). Demonstrations should not be considered a one-time method of presenting materials. It may be necessary to repeat them for the benefit of students whose performance indicate that they cannot imitate the demonstrations (Popham et al, 1975).

Obviously, the best way to teach sensory motor skill subjects like typewriting and shorthand and office machines is to have extensive demonstrations after which the teacher must make constant, careful observations and analysis of the students until their techniques are automatic. However, Leroy and Herbert (1972), pointed out that the disadvantage of this method is that it requires a lot of time and that the trainees tend to focus their attention on the demonstrator instead of the demonstration.

Role Playing

This is a method of teaching where students are made to act out certain roles in the class like the roles of secretaries,

receptionists and the part played by executives in taking decisions concerning management problems and situations (Harrison, 1979).

In any role playing, only a small group of students are actively involved while the other members of the class watch what goes on. The participants are usually absorbed while the others remain passive except as they think about and discuss the role playing (Onwuka, 1981). However, Popham et al, (1975), believed that both the performers and the observers have specific responsibilities. The performers present their solutions, either spontaneously or after a planning session, while the non-performers develop criteria for evaluation. This method is an effective means of helping the students to understand not only the feelings, emotions and prejudices of other people but also the basic principles and concepts in different disciplines (Onwuka, 1981). This method also helps students develop worthwhile attitudes as well as such skills as speaking and doing things.

Callahan and Clark (1977), enumerated the advantages of role playing as follows;-

1. they permit students to use information in the light of the particular perceptions of the role played.
2. they make it possible to examine concepts and ideas from different view points expressed in the role playing.
3. they help promote understanding and deepen insights through the necessity of thinking as the character being portrayed.
4. they can provide opportunity for greater understanding by having students act out roles and positions different from those they would tend to favour and approve.
5. such reversal of roles helps to deepen the awareness of the complex, controversial nature of much knowledge and of many issues.

restless, bored or are in some way not responsive to the larger class session of the day.

4. They help students learn to think in action while interacting with each other.

Bailey (1994), enumerated what he called the best available treatments of the buzz group as follows;-

(a) Deciding on the problem for the groups to discuss.
(b) Choosing the strategic moment to initiate the buzz.
(c) Determining how the buzz group will be chosen.
(d) Setting the time limits.
(e) Establishing group organisation.
(f) Arranging for group reports.

Programmed Instruction

This method is defined by Leroy and Herbert (1972), as a step by step method that is highly adaptable to adult learning. It is a reading source frequently used to assist individual students in learning (Popham et al, 1975). Material is presented in small segments, requiring the student to supply an answer or a word to complete the sense, and providing immediate feedback in the form of the correct answer. The programme must have clear objectives stated in behavioural terms and great care must be taken in breaking it down into a planned sequence, and in formulating the questions so that they are stimulating but not so hard as to be discouraging (Onwuka, 1981). Programmed materials appear in various formats - answers printed upside down, on the next page, or in a column designed to be uncovered by sliding an opaque mask (Popham et al, 1975). Oladimeji (1994), pointed out that the essential characteristic of programmed learning is that

it presents materials in very small readily intelligible units. He explained that if the child using it gets the answer correct, he sees it confirmed, if he gives a wrong answer, it is corrected at once and the error does not persist in his mind. According to Mills (1990), its disadvantages are the fact that it does little to encourage original thought, initiative and imagination. The learner is rather led by the nose through a programme along a narrow path towards a definite goal and is offered no particular incentive to ask his own questions and to seek and discover the answers.

The essential elements of programmed instruction are as Scholl (1992) states;

(a) an ordered sequence of stimulus items,
(b) to each of which a student responds in some specific way,
(c) his responses being reinforced by immediate knowledge of results,
(d) so that he moves by small steps,
(e) therefore making few errors and practicing mostly correct responses,
(f) from what he knows, towards what he is supposed to learn from the program.

Boyton (1970), maintained that there is a place for programmed instruction in book-keeping and accounting. He suggested the use of individual pamphlets which could cover one or more short units or topics. These individual pamphlets he stated could be used;

(1) by the student who has been absent and needs help in catching up with the class,
(2) by slow students or others who may have had difficulty learning from the teacher's presentation or the textbook's treatment of a particular topic,
(3) by students with the ability to progress more rapidly than the average pace of the class,
(4) as an aid in review.

Practice and Drill

In this method, students repeatedly perform the desired act until they reach an acceptable degree of competency (Onwuka, 1981). Their achievements at each level provides them with a sense of satisfaction which in turn spurs them on to practice further the desired learning activities. Nolan et al (1967), Onwuka (1981), Cooper (1977), all agreed that this method is necessary when students are expected to acquire a skill or some proficiency in performing some specific act. This method is therefore very effective in the teaching and learning of type-writing, shorthand, book-keeping. In as much as repetition is vital in the acquisition of a skill, care however, must be taken not to overuse it. The drills must be valuable to the student. It must be purposeful and meaningful (Cooper, 1977). As students approach a new task, they should be told the purpose of the drill - speed, accuracy, neatness, technique e.t.c. This is to avoid the students becoming bored and their efforts stultified (Onwuka, 1981).

Problem - Solving Method

When normal human beings encounter problems, they almost always try to find solutions to them. Most times attempts to solve these problems involve thinking that leads to discovery of new facts. Harms et al, (1972), believed that "students at all levels and in all courses must be taught how to think regardless of their programmes". To them, problem - solving method provides excellent opportunities for students to learn how to think.

concerning the group to be addressed?

7. Has a time limit for the resource person been set? Is he aware of the time limit?

8. Has the resource person been told the important points that the teacher wants stressed?

9. Has a follow-up plan been given consideration so that the students will be able to relate the resource person to the classroom work?

When a resource person has been used, there should be a plan for follow-up so that the students will derive the maximum benefit from the experience (Mills, 1990). The teacher should lead the class in discussing what they learnt and the application to what they are studying. It is equally expected that a courteous letter of appreciation, written by the class and signed by one of its members, should be sent to the resource person thanking him for his co-operation (Callan, 1974).

.3 Definition of Field Trip

Field trip has been defined by many people variously. Olsen (1945), stated that "field trip is used to designate any organised excursion which is taken by school pupils as an integral part of their academic work, and primarily for educational purposes". Alcorn (1964), saw field trip as a true to life activity engaged by school group which leaves the classroom and goes out to the actual source of information for learning purposes. Howard (1968), in his own definition stated that "field trip is an educational acivity in which a school group leaves the

classroom and goes out into the community to the actual sources of information". Jones (1979), defined it as a trip arranged by the school and undertaken for educational purposes in which students go to places where the materials of instruction may be observed and studied directly in their functional settings. Kemakolam (1994), had this to say, "field trip is a method of planned discovery whereby the teacher prepares situations from which his pupils learn facts and ideas for themselves". Olaitan (1984), reported that field trip is a planned visit to places outside the regular classroom to obtain information directly and study real situations. Oliver (1994) saw field trip as a kind of audio-visual aid to teaching while Bowley (1967), regarded it as a project.

The summary of all these definitions is that field trips are planned activities, taken by school pupils under the guidance of a teacher, to have direct experiences of materials that could not for any reason be brought into the classroom.

2.3.1 Importance of Field Trips

Many exponents of field trip have enumerated certain values attributed to it. One of such values is that field trip provides students with interesting first hand experiences thereby concretising the abstract materials learnt in the classroom. Harms et al (1972), stated that the values of field trip include

> .... to enable students to see concrete illustrations of classroom theory; to reinforce understandings

learning and serves as a stimulant to interest.

Olarinoye (1982), believed that the use of this method of teaching increases intellectual potency, helps students learn how to learn in investigative ways, increases memory retention, makes instruction student-centred thereby contributing better to a person's self concept. According to them, field trips also allow more needed time for students to assimilate and accomodate information. Jones (1979), summarised the importance of field trip with the following points;-

1. It provides the students with interesting first-hand experiences.
2. A common experience is provided for students which can serve as a basis for other learning activities.
3. Students become more aware of their environments.
4. Field trip can add greatly to school-community relationships.
5. What is learned should have great impact due to the multi-sensory nature of the experience.
6. This procedure can be utilized by teachers of any and all subject areas in the curriculum.
7. Field trips extend classroom teaching and learning through reality.
8. Field trips are a change of place from constant classroom activities.

2.3.2 Findings from studies on the importance of field trip

The studies conducted in Nigeria on the use of field trips showed that field trips stimulate students' interest in learning, allow

for more retention of knowledge (Akhighemidu, 1994). He also found out that field trips enable the students to see things in their natural situation, translate classroom theory into practice. Kemakolam (1994), observed from his own studies, that field trip has several advantages for students contemplating choosing a vacation. He said that it not only helps create job awareness but has the advantage of giving students better picture of occupations and of the requirements and specific duties done in various jobs as well as possible training opportunities offered. He also found out that field trip affords students better opportunity to explore various occupations. This he stated helps to arouse and maintain students' interest and attention about particular occupations of their interests. Studies conducted by Uzoma (1994), showed that a greater percentage of what is heard, seen and touched in field trips is remembered than what is merely heard.

2.4 Organisation of field trips

It is the belief of many exponents of field trip that there must be a solid preparation for the trip for such a venture to be a success. Uzoma (1994), recognised the fact that although field trips could provide excellent opportunities for learning, they can also bring about problems if they are not properly planned Jones (1979), found out that if not properly planned, field trip becomes a waste of time and takes away from valuable learning activities. He went further to state that an improperly planned trip may deter other teachers from using it and may place doubt

in the minds of school administrators about the value derived from this strategy. Olsen (1945), indicated that worthwhile trips require careful planning, not only of each particular trip to be taken but equally in terms of schools' general programme. From Lueck (1986), came the advise that field trips should not be taken in order to give the students a holiday or to relieve the teacher of the day's work, but should grow out of regular class works which the students should after all see the need for. Howard (1968), stated that if field trips are not planned well, they may also offer manifold opportunities for difficulties.

2.4.1 Views of different authors on the organisation of field trips.

Many writers have suggested different things to be done by the teacher and students organising field trips. To Howard (1968), the teacher should first of all decide where to go, make prior arrangements with the personnel at the place of visit, talk with the principal of the school to obtain his/her permission, make arrangement in time, prepare the class for the trip, establish standards for conduct of the students, consider its educational values and follow up the visit with analysis, evaluation and discussion. Agreeing with the above, Jones (1979), gave a guideline for effective planning and maximum utilization of field trips. The guideline is as follows:-

1. Before even considering the trip, the teacher should become familiar with the legal responsibilities involved in taking students away from the school and this will

help him in preparing for eventualities.

2. The teacher should make sure the field trip is of educational value. Harms et al (1972), believed that one major question organisers of field trips should ask themselves is - is this trip necessary? The objectives of the trip should be carefully stated and careful consideration should be made to know whether the educational experience to be gained would be worth the trouble involved. This is especially necessary since the students will not only miss other classes but in addition may have to contribute some amount of money towards the trip plus the risk involved in travelling. The organisers should continue with preparations for the trip only if they are certain of the educational need for such a trip. Olsen (1945), pointed out that no excursion can be justified unless the total learning values achieved thereby are genuinely superior to those possible through other instructional procedures.

3. Visit the site and talk with the people before actually making the decision to undertake the field trip. Mills (1990), agreed with this when he suggested that the teacher should approach the senior official(s) of the place to be visited and agree on the modalities for the visit. Many business organisations are well prepared for this type of visit as a part of their public relations programme and will have to know the main objectives of the

trip, the average age or class of the students and other such details (Harms et al, 1972). This the teacher could make available to them at the time of his/her visit. Thus the firm to be visited after looking at the objectives will know who best to appoint as guide to the students.

4. Obtain permission from school authorities. It is obvious that a teacher who embarks on a trip without the approval of the school authorities runs the risk of loosing his/her job. The principal should be notified as soon as the teacher has decided to take the students to the trip (Olsen, 1945).

5. Notify the parents of the students to obtain their consent. Howard (1986), believed that parents should be notified that their children or wards will not be in class attendance at the particular time of the trip. "This usually makes necessary an official consent slip signed by the parents concerned and filed in the school administrative office". (Harms et al, 1972). Where the parents are expected to help in financing the trip, it becomes very necessary that they are informed in good time so as to enable them make the required provision.

6. The teacher should make all transport arrangements. This is particularly important where an appointed time has already been scheduled with the organisation to be visited.

2.5.2 Findings from studies on the problems of field trips

A lot of problems were identified in the studies carried out in Nigeria as being responsible for the low rate of use of field trips in Nigerian secondary schools. The findings of Ahanonu (1995), Kemakolam (1994), all pointed to the fact that lack of fund has been a major militating factor to the effective use of field trips in teaching and learning. Difficulty in finding sufficient time to take out the students on field trips has also been mentioned as a problem encountered by the teachers. Uzoma (1994), discovered that teachers fear the disruption that may occur to other lessons, if they take out students on field trips. Kemakolam (1994), also discovered that heavy work load of teachers influences negatively teachers' decision to use field trips. If teachers are compelled to carry high work load, as is the case in many of our present day secondary schools, field trips evidently will suffer. In most schools, teachers are made to carry a work load of about 30 periods a week. This kind of load obviously cannot give the teacher time for innovations that can help students in understanding the lessons more.

Lack of encouragement by school heads is also discovered as a deterrent to the effective use of field trips in schools. Faniran (1991), made this discovery and mentioned that some principals discourage teachers who want to use this technique. Kemakolam (1994), also found out that fear of

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accident has made teachers to refrain from the use of field trips.

2.6 Summary

One of the long standing major criticisms of education in this country has been its sponsorship of unrealistic learning of facts and theory. This chapter has briefly tried to appraise some of the methods of presenting materials to the learner to make for effective learning of facts and skills and for the attainment of educational goals, particularly in the area of business.

It is worthy to note here that though all these strategies enumerated are all methods of teaching business and other subjects, not all of them is adopted by teachers in the Nigerian educational system in the teaching and learning processes. The reason for this situation is beyond the scope of this study. This chapter also defined field trip as a teaching technique. The organisation of field trips and the problems militating against its use in the Nigerian secondary schools were also highlighted. One will naturally ask the question - which one of these methods is the best? The answer is none. Any teacher can, as a result of experience and circumstances come up with a new method which could be tried, adopted or rejected according to how it helps in or hinders, the achievement of set objectives. What matters very much in the study of techniques employed in the process of teaching is the judicious application of the principles of teaching (Onwuka, 1981).

According to Highet (1979), all the methods are equally good for different purposes and a good education exposes the pupil to as many of them as possible. Each of them has its unique advantages and the attendant weaknesses. A teacher who only adopts one method of teaching runs the risk of developing only one group of skills in his/her students. In the words of Mursell (1954),

> ... the decisive question is not what methods or procedures are employed or whether they are old fashioned or modern, time tested or experimental, conventional or progressive. All such considerations may be important but none of them is ultimate, for they have to do with means, not end. The ultimate criterion for success in teaching is - results!

CHAPTER 3

METHODOLOGY

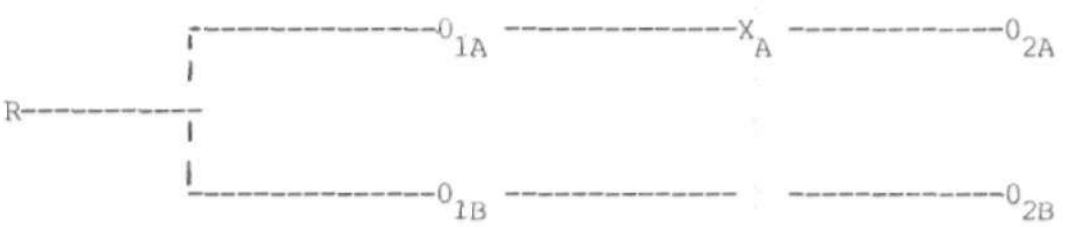
3.1 Introduction

This chapter shows the different techniques and procedures that are used in this study to collect data and the instruments used in data analysis. It is made up of the research design, population and sampling procedure, research instrument, method of data analysis, pilot study.

3.2 Research Design

The study is designed to determine the effect of field trips on the performance in Business Studies by J.S.III students. The experimental design used is the Pre-test-Post-test Control Group design (Campbell and Stanley, 1963).

The design is as follows:



This design is chosen because according to Wimmer and Dominick (1987), the design controls many extraneous variables like effects of maturation, testing and history. This is so because each group faces the same circumstances in the study.

In the diagram above,

R denotes that the students are randomly selected and

assigned to the groups A and B.

A represents the experimental group, while B represents the control group.

X represents the experimental treatment which is the field trip.

0_{1A} and 0_{2A} represent the pre-test and the post-test observations of the experimental group (A).

0_{1B} and 0_{2B} represent the pre-test and post-test observations of the control group (B) respectively.

A pre-test (0_1) of one hour duration was given to both the experimental and control groups on the first day of the data collection. The pre-test was scored to find out whether there exists a significant difference in the mean performance of groups A and B.

3.3 Experimental Procedure

The researcher and the students, their Business studies teacher all went for the trips. Three business environments were visited.

1. A large business organisation (Emily Millionaire Cosmetics Industries Ltd). This is a manufacturing outfit concerned with the production of different types of hair care cosmetics. Tonne (1965), believes that from such visits to a large business organisation, the students can study the equipment and the layout of the offices, observe employees at work and the relationship between the departments. Such an exposure according to him will enable the students relate and integrate their abstract classroom knowledge with real, concrete and meaningful business operations.

This company (Emily Millionaire Cos.) was visited on the third day of the experimental treatment. The students were taken round the departments by a guide appointed by the company. In each department, the head of department or the guide explained the activities of the department to the students with illustrations (see appendix XXIV for details of the visit).

2. A visit was also made to a business centre (New Generation Ventures). The visit was to enable the students see and operate some of the office machines required for today's office environments. Leroy and Herbert (1972), agreed that field trips taken to business firms have instructional values especially in today's changing scene. According to them, a visit to a modern, up-to-date office is not a common occurence for students. Such a visit they stated can broaden the scope of reasoning of the students and open their eyes to many things they did not know about.
This place was visited on the second day of the experimental treatment. The students were shared into groups and allowed to perform some basic operations of some of the machines with staff members of the company guiding them (see details in appendix XXII).

3. The other business environment visited was a commercial bank (United Bank for Africa, Ikorodu Road). The visit was on the first day of the experimentation and was aimed at enabling the students observe some basic banking transactions. Ahanonu (1995), quoting opinions of teachers noted that excursions to the post office, a farm, a radio and television station, a bank

can be integrated into the social studies and business studies classes to give both educational and vocational exposure to the young persons. This was the first place visited. Here the students were only taken through two departments, the savings and the current accounts sections. The guide explained briefly the functions of the other departments to the students orally with some examples. The reason obviously was to avoid disrupting the flow of work (for details see appendix XXIII).

At the end of the experimental treatment, another test was administered (the post-test O_2), marked and scored to test for the existence of a significant difference. The test lasted for one hour, thirty minutes.

Population

Two secondary schools were used for this study. They are;- Ojodu-Abiodun Community High School and St Alphonsus Liquori Private Secondary School, Aboru. Two schools were used because of the experimental nature of the study. The population of the study is therefore made up of all the Junior Secondary III students of the two schools. Ojodu-Abiodun Community High School had fifty-five (55) J.S.III students while St Alphonsus Liquori Private Secondary School had thirty-four (34) J.S.III students, making the total number of students in the population to be 89.

Sample Size and Sampling Procedure

Out of a total number of 89 students making up the population, 56 were randomly selected and assigned to groups A and B.

Twenty eight students were selected from each school and a group was made up of students selected from one school. Simple random sampling was adopted in the selections. This is based on the recommendation of Nworgu (1991), that samples resulting from simple random sampling are said to be unbiased and are therefore representative of the population.
This number selected forms about 62.92% of the entire population.
Through balloting, St Alphonsus Liquori Private Secondary School was picked as the experimental group while Ojodu-Abiodun Community High School became the control group. Twenty-eight students were picked for each group because the establishments visited agreed to host not more than that number.

3.6 Research Instrument/Validation

Two test instruments - the pre-test and the post-test were adapted and modified from the past questions of Junior School Certificate Examinations of Enugu State of Nigeria. This was to avoid a situation where the students are already familiar with the test instruments since students are known for collecting past questions form their predecessors.

These test instruments were validated by my supervisors.

3.7 Method of Data Collection

The researcher used one month to make arrangements and to prepare adequately for the field trips. The proprietor of St Alphonsus Liquori Private Secondary School and the Principal

were severally met to obtain their permission to use their students for the study. The researcher equally visited the chosen establishments to get approval, date and time of the visit before taking the students to the places. This agrees with the suggestion of Howard (1968), that the organiser of the trip should get the permission of the Principal and the appropriate personnel at the place of visit. Other arrangements made before the trip included:-

(a) Obtaining the consent of the parents/guardians

Jones (1979), opined that consent of the parents have to be obtained before the students should be taken on field trips. To this effect, a letter was drafted and signed by the Principal to the parents/guardians of the students in the experimental group requesting their consent to their children/ward's participation in the trips. The letter was given to all the students in the group. The slips were returned by the students and filed in the school records (see appendix XV for a copy of the consent slip).

(b) Arranging for transportation

The researcher made arrangements for a bus to take the students to and from the places of visit.

(c) The researcher equally discussed with the students on their acceptable mode of conduct during the trips.

The pre-test was administered to the two groups on the same day, Friday, November 28th, 1997. The tests lasted for one hour.

The answer scripts were collected at the end of the tests for analysis, to find if there is a significant difference in the mean scores of the experimental and the control group.

Group A, the experimental group only was subjected to the experimental treatment (field trips). The first trip was on Tuesday, 2nd of December, 1997, the second trip took place on Saturday the 6th of December, 1997, while the third trip took place on Tuesday the 9th of December 1997.

The post-test was administered on the 16th of December and it lasted for one hour, thirty minutes. The scripts were collected at the end of the exercise and scored for analysis to determine whether there is a significant difference in the performance of the two groups.

3.8 Procedure for Data Analysis

The pre-test and post-test were scored and recorded for analysis to find and compare the mean performance of students in the two groups - the experimental and the control groups. The t-test is one of the most effective methods of comparing two group means (Nworgu, 1991). A variation of the t-test is however required for comparison of two means of the same group in a pre-test-post-test situation (wimmer and Dominick, 1987). The reason for this is that the samples are related. Samples are said to be related if same individuals constitute the samples or individuals have been paired to obtain the samples. In such a situation therefore, the t-test for independent samples will

not be appropriate. The t-test for dependent samples or t-test correlated is more appropriate (Wimmer and Dominick, 1987).

This suggests that hypotheses 1 and 2 were analysed using the t-test for independent samples, while hypotheses 3 and 4 were analysed using the t-test correlated.

The resulting score from the hypotheses were tested at 0.05 level of significance (P = 0.05). This level of significance is considered a reasonable standard in the education and social science circles.

3.9 Pilot Study

A pilot study was conducted using both the pre-test and post-test to test the reliability of the test instruments. To Wimmer and Dominick (1987), this is to check for errors in the research instruments being used. A measure is reliable if it consistently gives the same answer at differnt points in time (Nworgu, 1991).

The test-retest approach was adopted in doing this.

The pre-test and the post-test were administered to a group of Junior Secondary Three (J.S. III) students numbering thirty-two (32). These students were part of St Dominic's Catholic Church holiday school at Yaba, Lagos.

The tests were first administered on Monday the 1st of September, 1997. The scripts were collected and marked.

The same tests were administered to the same group of students one week after the first test. The date for the second administration of the tests was 8th September, 1997.

Only twenty-six (26) students out of the thirty-two students were present on the day of administration of the second test. As a result of this, the researcher using simple random sampling picked twenty (20) scripts out of the twenty-six (26) that completed both the first and second tests for analysis.

The Pearson Product Moment Correlation co-efficient formula was used in testing for the reliability of these test intruments.

At the end of the analysis, the value of the computed "r" was 0.78 for the pre-test and 0.81

for the post-test.

If the value of the computed "r" approaches + 1.00, then it indicates that a person's score at the first test was similar to his score at the second test, showing consistency over time (Wimmer and Dominick, 1987).

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

1 Introduction

This chapter presents an analysis of the data collected for this study. Efforts were made to statistically analyse and interprete the observations presented by this experimental research. Several questions which sought to investigate the problem of the research gave rise to four null hypotheses, each of which was statistically tested for significance or non - significance.

The basis of the first hypothesis was to test the mean performance in business studies of the experimental and control groups before the field trips. The second hypothesis was concerned with testing the mean performance in businesss studies of the experimental and control groups after the field trips. The third hypothesis tested the mean performance in business studies of the experimental group in the pre-test and post-test, while the fourth hypothesis tested the mean performance in business studies of the control group in the pre-test and post-test.

2 Presentation of Data

The result of the analysis of data is presented in terms of the stated null hypotheses. The level of significance of 0.05 was adopted. This is commonly used in social science and education.

The students were tested in Business Studies for one hour during the pre-test period and for one and half hours during the post-test period. Due to the fact that this research was conducted to determine the effect of field trips on performance in Business Studies, two similar groups were involved in the research experiment. The first group was taken out for field trips (experimental group), while the second group was not. The experimental group made three trips to business related environments - a large business organisation (Emily Millionaire Cosmetics Industries Ltd.), a bank - (United Bank for Africa), and a business centre - (New Generation Ventures Ltd.).

The control group had to use previous knowledge acquired in Business Studies in the class in responding to the tests.

The pre-test and post-test raw scores distribution are shown in tables 1 and 2 below:

Table 1

Pre-test raw scores distribution of the experimental and control groups.

Experimental Group		Control Group	
S/NO	MARK (%)	S/NO	MARK (%)
1	63	1	68
2	61	2	62
3	59	3	62
4	59	4	58
5	58	5	58

Table 1 contd.

6	57	6	57
7	56	7	56
8	56	8	55
9	56	9	54
10	55	10	53
11	54	11	52
12	54	12	52
13	54	13	50
14	53	14	50
15	53	15	50
16	52	16	49
17	52	17	49
18	51	18	49
19	50	19	48
20	50	20	47
21	49	21	47
22	49	22	45
23	48	23	45
24	47	24	44
25	44	25	42
26	43	26	42
27	40	27	40
28	34	28	40

The data presented in table 1 shows the pre-test raw scores distribution of the experimental and control groups. The scores range between 34 and 63 percent for students within the experimental group, while the range for students in the control group was between 40 and 68 percent. This shows that the two groups were similar before the experimental treatment.

Table 2

Post-test raw scores distribution of the experimental and control groups

Experimental Group		Control Group	
S/NO	MARK (%)	S/NO	MARK (%)
1	79	1	65
2	73	2	60
3	87	3	64
4	80	4	58
5	72	5	59
6	70	6	58
7	78	7	59
8	71	8	57
9	75	9	57
10	52	10	53
11	69	11	55
12	68	12	53
13	70	13	55
14	49	14	51
15	66	15	52

Table 2 contd

16	47	16	55
17	70	17	53
18	69	18	46
19	65	19	48
20	49	20	50
21	68	21	47
22	65	22	52
23	59	23	41
24	65	24	47
25	65	25	38
26	60	26	44
27	44	27	42
28	66	28	35

The data above depicts the post-test raw scores distribution of the experimental and control groups. While the scores range between 44 and 87 for experimental group, the range for the control group was 35 and 65.

4.3 4.3 Hypotheses Testing

Table 3

Result of Pre-test mean performance in Business Studies of Experimental and Control Groups

Group	M.S	S.D	df	T-CAL	T-CRIT = 0.05	RMKS
Experi-mental (N = 28)	52.03	6.30	54	0.66	1.671	NOT SIGNIFI-CANT.
Control (N = 28)	50.86	6.82				

Where:

M.S = mean score

S.D = standard deviation

df = degrees of freedom

T-Cal = calculated value of t-test

T-Crit = critical value of t-test.

Null Hypothesis 1: - There is no significant difference in the performance in Business Studies between the experimenal and control groups before the experimental treatment.

Decision Rule: If T-Cal > T-Crit, reject the H_0

If T-Cal < T-Crit, do not reject H_0.

Conclusion: T-Cal = 0.66

T-Crit. = 1.671

T-Cal < T-Crit.

Table 3 above shows the result of t-test statistic in respect of HO_1. The pre-test scores have a mean of 52.03 for the experimental group, while the mean score of 50.86 was recorded for the control group. The calculated value for t-test statistic was 0.66 with 54 degrees of freedom. The null hypothesis is therefore not rejected and the decision that there was no significant difference in the mean score of the experimental and control groups before the experimental treatment is upheld. This indicates that the experimental and the control groups were the same in terms of performance in Business Studies before the field trips were taken. It equally points to the fact that any significant difference which might show at a later stage between the two groups could be attributed to the effects of field trips in Business Studies.

Table 4

Result of Post-test mean performance in Business Studies of Experimental and Control groups

Group	M.S	S.D	df	T-Cal	T-Crit = 0.05	Remarks
Experi-mental (N = 28)	66.11	10.22	54	5.86	1.671	SIGNIFICANT
Control (N = 28)	51.93	7.33				

Null Hypothesis 2: - There is no significant difference in the mean performance in Business Studies between the experimental and control groups after the experimental treatment (field trips).

Decision Rule: If T-Cal > T-Crit, reject the H0

If T-Cal < T-Crit, do not reject the H0.

Conclusion: T-Cal = 5.86

T-Crit = 1.671

T-Cal > T-Crit.

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The table above shows the result of t-test statistic in respect of $H0_2$.

The data in table 4 shows a mean score of 66.11 for the experimental group and a mean score of 51.93 for the control group. The calculated value for t-test statistic was 5.86 with 54 degrees of freedom.

This clearly depicts that the experimental group performed better than the control group in Business Studies, consequent upon their exposure to field trips to related business environments. Based on the provisions of the decision rule stated above, HO_2 is rejected, and the conclusion is that there exists a significant difference in the mean score performance in Business Studies between the students who were exposed to field trips and those who were not.

This finding agrees with the findings of Akhighemidu (1994), who discovered that field trips facilitated the students retention of facts learnt and thereby improved their performance in Agricultural Science.

Table 5

Result of Pre-test and Post-test mean performance of students in the Experimental Group.

Variable	No of Cases	M.S	df	T-Cal	T-Crit = 0.05	Remarks
Pre-test Scores	28	52.03	27	8.39	1.703	SIGNI-FICANT
Post-test Scores		66.11				

Null Hypothesis 3: There is no significant difference between the pre-test mean scores and the post-test mean scores in Business Studies of students in the experimental group.

Decision Rule: If T-Cal > T-Crit, reject the H0

If T-Cal < T-Crit, do not reject H0.

Conclusion: T-Cal = 8.39

T-Crit = 1.703

T-Cal > T-Crit.

The table above shows that there is a significant difference in the pre-test and post-test mean scores of students in the experimental group. Their pre-test mean score was 52.03, while their post-test mean score was 66.11.

The calculated value of t-test statistic shows 8.39 with 27 degrees of freedom. The calculated value of t-test statistic is apparently greater than the critical value of t-test which is 1.703.

This significant difference justifies the fact that the exposure to field trips to related business environments of the experimental group is very relevant to their performance in business studies. This tallies with the findings of Kemakolam (1994), that after field trips, the students performance in Biology was much better than their performance before the field trips.

The null hypothesis is therefore rejected since there is a significant difference in the mean performance in Business Studies in the pre-test and post-test scores of students in the experimental group. The conclusion is that additional learning in Business Studies took place between the pre-test and post-test period and this is attributable to the field trips that the students participated in.

Table 6

Result of Pre-test and Post-test mean performance of Students in the Control Group

Variable	No of Cases	M.S	df	T-Cal	T-Crit = 0.05	Remarks
Pre-test scores	28	50.86	27	1.42	1.703	NOT SIGNIFI-CANT
Post-test scores		51.93				

Null Hypothesis 4: - There is no significant difference between the pre-test and post-test mean scores in Business studies of students in the control group.

Decision Rule: If T-Cal > T-Crit, reject the H0.

If T-Cal < T-Crit, do not reject H0.

Conclusion: T-Cal = 1.42

T-Crit = 1.703

T-Cal < T-Crit.

The data in the table above, indicate that there is no significant difference in the pre-test and post-test mean scores of students in the control group. Their pre-test mean score of 50.86 only increased to 51.93 during the post-test period.

The calculated value for t-test statistic of 1.42 with 27 degrees of freedom supports the claim that there is no significant difference in the pre-test and post-test mean performance of students within the control group. The increase of 1.07 noticed in the post-test mean score can only be attributed to chance. This simply means that nothing significant was added to their previous knowledge of Business Studies between the pre-test and the post-test period. However, there probably might have been a significant difference if they had been exposed to field trips to related business environments like their counterparts in the experimental group. This therefore means that the exposure to field trips is imperative for the control group to enable them perform as well as or even better than their contemporaries in the experimental group.

The null hypothesis is therefore not rejected since there is no significant difference in the pre-test and post-test scores of the students in the control group.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter shows the Re-statement of the problem, Description of the Procedure used, Summary of Findings, Conclusions, Recommendations, Suggestion for further research, and the Implications for classroom instructions.

5.2 Re-statement of the Problem

The broad aim of secondary education in the 6-3-3-4 system of education is preparation for useful living within the society. Business Studies prepares students for employment into business offices. This Business Studies requires to be taught practically with several equipment, machines and materials that are non-existent in our secondary schools. Field trip has been described as an alternative method of supplementing the theoretical teaching of Business Studies in the secondary schools, but it has been discovered that many teachers do not use it in their teachings.

This study therefore is aimed at determining the effect of field trips on students performance in Business Studies in two secondary schools in Lagos.

5.3 Description of Procedures Used

Primarily, the study is aimed at determining whether or not exposure to field trips enhances students performance in Business Studies. It is an experimental study.

The population comprises all the 55 J.S.III students in Ojodu-Abiodun High School and all the J.S.III students in St Alphonsus Liquori Private Secondary School numbering 34. The total number of students in the population was 89 and 56 (62.92%) was used for the study.

The sample was randomised into groups A and B, the former and later representing the experimental and control groups respectively. A pre-test was conducted and scored after which the experimental group was exposed to three different trips to business related environments. A post-test was equally conducted at the end of the trips and the scores were collected for analysis and drawing of conclusions.

The study had four research questions from which four null hypotheses were drawn and tested. The statistics used to analyse the data (students scores) were the t-test for independent samples and the t-test for dependent samples. An alpha level of 0.05 was used to test all the hypotheses.

5.4 Summary of Findings

To determine whether or not exposure to field trips has any effect on students performance in Business Studies, it is necessary to determine whether there is a significant difference in the mean performance in Business Studies of the experimental and control groups.

After careful statistical analysis of data at an alpha level of 0.05, the following findings were obtained:

No significant difference existed between the mean performances of the experimental and control groups before the experimental treatment. Table 3 clearly shows that the mean score of the experimental group was 52.03, while that of the control group was 50.86. The T-calculated was 0.66, while the T-critical was 1.671. It could therefore be infered that the two groups were the same in terms of performance in Business Studies before the experimental treatment. This suggests that any significant difference noticed at a later stage could only be as a result of the field trips, moreso, when the students received no further instruction on Business Studies throughout the duration of the experiment.

A test of the second null hypothesis revealed a significant difference between the mean performances of the experimental and control groups after the experimental treatment. Table 4 shows that the mean score of the experimetal group in the post test was 66.11, while that of the control group was 51.93. The calculated t-test was 5.93 where the T-critical was 1.671.

Furthermore, there was a significant difference in the pre-test and post-test scores of the experimetal group. Table 5 brings this to light. The mean score of the group in the pre-test was 52.03 as against 66.11 recorded in the post-test. The calculated t-test was 8.39 while the T-critical was 1.703. This indicates a significant difference in the mean scores of the students between the pre-test and post-test observations. This means that additional learning did take place between the pre-test period and the post-test period. This learning could only be adduced to exposure to field trips.

On the other hand, Table 6 exposes a non-significant difference between the pre-test and post-test scores of the control group. It shows a mean score of 50.86 for the pre-test and 51.93 for the post-test. The calculated t-test was 1.43 while the value of the t-critical was 1.703. This shows that nothing significant was added to their learning in Business studies between the pre-test and the post-test period.

It could therefore be inferred that the exposure to field trips of the experimental group helped them in performing better than the control group (in the post-test) who were not exposed to field trips.

5.5 Conclusions

From the results of the findings above, the researcher came up with the following conclusions;

The students who participated in the field trips performed better than those who did not participate.

The students in the control group who did not participate in the field trips might have done as well as their counterparts in the experimental group if they had participated in the field trips.

Taking students on field trips to related business environments is necessary in improving students performances in Business Studies.

Business Studies field trips could be enriching and more

interesting if they are properly planned and evaluated.

5.6 Recommendations

Based on the conclusions drawn from the findings, the following recommendations are made:-

1. Teachers of Business Studies should undertake more field trips with their students to areas related to business.
2. Principals of schools should encourage the teachers of this subject any time they want to take students on field trips by providing them with funds or taking care of students transportation whenever the need arises. They should show genuine commitment to the planning of the trips, so that students will realise that field trips are as important as their classroom lessons.
3. In this era that the government is paying more attention to the system and quality of education in this country, it will be worthwhile for the government to organise seminars and workshops to inform teachers and principals in secondary schools of the importance of educational visits.
4. Business organisations can encourage the teachers by agreeing readily to play host to these students whenever the need arises.
5. The risk of accidents should not stop parents from financially and morally encouraging their wards in undertaking business studies field trips since it has been ascertained that this strategy improves students performance in the subject.

6. The Parents-Teachers Association can also help by providing school buses to schools. This will minimize the cost of undertaking field trips.

5.7 Suggestions For Further Research

It would be of immense benefit to the Junior Secondary School in Nigeria, if this study is expanded to include more schools across the nation. This will provide better ground for more comprehensive generalisations.

It would equally be good if a research is carried out to determine the effect of location of schools on the frequency of use of field trips in teaching.

5.8 Implications For Classroom Instructions

Business Studies is a proficiency oriented subject which requires the use of so many office machines and equipment for effective teaching and learning. These machines and equipment are not available in the schools today.

Field trip offers the students the opportunity of seeing, touching and even manipulating some of these office machines and materials that are not available in the schools. Field trip helps to reinforce or strenghten what has been taught, gives the students first hand experiences of the concepts taught and provides sensory perceptions which cannot otherwise be experienced. It makes for better understanding and retention of what has been learnt in the classroom as was gathered from the study.

The present day organisation of the school time-table (where a lesson lasts for a maximum of 45 minutes) does not provide sufficient time for field trips in the schools. This is an oversight that requires urgent attention, if the quality of instruction in Business Studies is to be improved. More time has to be made available for the subject in the school curriculum. Enough time that will enable teachers take students on these visits without denying the students the opportunity of attending other lessons.

Moreover, more teachers should be employed by the government to teach in the secondary schools. This is to give the teachers enough time for creative activities. A teacher who wants to take students on field trips needs enough time to plan and organise the trip. Such a time he/she may not have if, his/her work load is so much.

Teachers of Business Studies should not wait until sufficient fund is provided for transportation and up-keep of the students before undertaking field trips. They should look around the local community. There are always places of business interests where students could learn a lot from if taken there.

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APPENDIX I

Pre-test mean scores for the experimental and control group.

$$\bar{X} = \frac{\Sigma X}{N}$$

Experimental Group		Control Group	
S/N	Mark (%)	S/N	Mark (%)
1	63	1	68
2	61	2	62
3	59	3	62
4	59	4	58
5	58	5	58
6	57	6	57
7	56	7	56
8	56	8	55
9	56	9	54
10	55	10	53
11	54	11	52
12	54	12	52
13	54	13	50
14	53	14	50
15	53	15	50
16	52	16	49
17	52	17	49
18	51	18	49
19	50	19	48
20	50	20	47
21	49	21	47
22	49	22	45
23	48	23	45
24	47	24	44
25	44	25	42
26	43	26	42
27	40	27	40
28	34	28	40
Total =	1457	Total =	1424

$\bar{X} = \frac{1457}{28}$

$= 52.03\%$

$\bar{X} = \frac{1424}{28}$

$= 50.86\%$

APPENDIX II

Post-test mean scores for the experimental and control groups

$$\bar{X} = \frac{\Sigma X}{N}$$

Experimental Group		Control Group	
S/N	Mark (%)	S/N	Mark (%)
1	79	1	65
2	73	2	60
3	87	3	64
4	80	4	58
5	72	5	59
6	70	6	58
7	78	7	59
8	71	8	57
9	75	9	57
10	52	10	53
11	69	11	55
12	68	12	53
13	70	13	55
14	49	14	51
15	66	15	52
16	47	16	55
17	70	17	53
18	69	18	46
19	65	19	48
20	49	20	50
21	68	21	47
22	65	22	52
23	59	23	41
24	65	24	47
25	65	25	38
26	60	26	44
27	44	27	42
28	66	28	35
Total =	1851	Total =	1454

$$\bar{X} = \frac{1851}{28}$$

$$= 66.11\%$$

$$\bar{X} = \frac{1454}{28}$$

$$= 51.93\%$$

APPENDIX III

Computation of variance for experimental group pre-test.

X	$X - \bar{X}$	$(X - \bar{X})^2$
63	10.97	120.34
61	8.97	80.46
59	6.97	48.58
59	6.97	48.58
58	5.97	35.64
57	4.97	24.70
56	3.97	15.76
56	3.97	15.76
56	3.97	15.76
55	2.97	8.82
54	1.97	3.88
54	1.97	3.88
54	1.97	3.88
53	0.97	0.94
53	0.97	0.94
52	-0.03	0.0009
52	-0.03	0.0009
51	-1.03	1.06
50	-2.03	4.12
50	-2.03	4.12
49	-3.03	9.18
48	-4.03	16.24
47	-5.03	25.30
44	-8.03	64.48
43	-9.03	81.54
40	-12.03	144.72
34	-18.03	325.08
1457		1112.02

$\bar{X} = 52.03$

$$\text{Variance} = \frac{\Sigma (X - \bar{X})^2}{N}$$

$$= \frac{1112.02}{28}$$

$$= 39.7169$$

$$= 39.72$$

APPENDIX IV

Computation of variance for control group pre-test

X	$X - \bar{X}$	$(X - \bar{X})^2$
68	17.14	293.78
62	11.14	124.10
62	11.14	124.10
58	7.14	50.98
58	7.14	50.98
57	6.14	37.70
56	5.14	26.42
55	4.14	17.14
54	3.14	9.86
53	2.13	4.58
52	1.14	1.30
52	1.14	1.30
50	-0.86	0.74
50	-0.86	0.74
50	-0.86	0.74
49	-1.86	3.45
49	-1.86	3.45
49	-1.86	3.45
48	-2.86	8.18
47	-3.86	14.90
47	-3.86	14.90
45	-5.86	34.34
45	-5.86	34.34
44	-6.86	47.06
42	-8.86	78.50
42	-8.86	78.50
40	-10.86	117.94
40	-10.86	117.94
		1301.43

$\bar{X} = 50.86$

$$\text{Variance} = \frac{\Sigma(X - \bar{X})^2}{N}$$

$$= \frac{1301.43}{28}$$

$$= 46.48$$

APPENDIX V

Computation of variance for experimental group post-test

X	$X - \bar{X}$	$(X - \bar{X})^2$
79	12.89	166.15
73	6.89	47.47
87	20.89	436.39
80	13.89	192.93
72	5.89	34.69
70	3.89	15.13
78	11.89	141.37
71	4.89	23.91
75	8.89	79.03
52	14.11	199.09
69	2.89	8.35
68	1.89	3.57
70	3.89	15.13
49	-17.11	292.75
66	-0.11	0.01
47	-19.11	365.19
70	3.89	15.13
69	2.89	8.35
65	-1.11	1.23
49	-17.11	292.75
68	1.89	3.57
65	-1.11	1.23
59	-7.11	50.55
65	-1.11	1.23
65	-1.11	1.23
60	-6.11	37.33
44	-22.11	488.85
66	-0.11	0.01
		2922.68

$\bar{X} = 66.118$

$$\text{Variance} = \frac{\Sigma(X - \bar{X})^2}{N}$$

$$= \frac{2922.68}{28}$$

$$= 104.38$$

APPENDIX VI

Computation of variance for control group post-test

X	$X - \bar{X}$	$(X - \bar{X})^2$
65	13.07	170.82
60	8.07	65.12
64	12.07	145.68
58	6.07	36.84
59	7.07	49.98
58	6.07	36.84
59	7.07	49.98
57	5.07	25.70
57	5.07	25.70
53	1.07	1.14
55	3.07	9.42
53	1.07	1.14
55	3.07	9.42
51	-0.93	0.86
52	0.07	0.0049
55	3.07	9.42
53	1.07	1.14
46	-5.93	35.16
48	-3.93	15.44
50	-1.93	3.72
47	-4.93	24.30
52	0.07	0.0049
41	-10.93	119.46
47	-4.93	24.30
38	-13.93	194.04
44	-7.93	62.88
42	-9.93	98.60
35	-16.93	286.62
		1503.73

$\bar{X} = 51.93$

$$\text{Variance} = \frac{(X - \bar{X})^2}{N}$$

$$= \frac{1503.73}{28}$$

$$= 53.70$$

APPENDIX VII

T-test computation for testing Hypothesis I

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1 - 1} + \frac{S_2^2}{N_2 - 1}}}$$

$$= \frac{52.03 - 50.86}{\sqrt{\frac{39.72}{28 - 1} + \frac{46.48}{28 - 1}}}$$

$$= \frac{1.17}{1.786}$$

$$= 0.655$$

$$= 0.66$$

Where:

S_1^2 = variance for experimental group pre-test = 39.72

S_1^2 = variance for control group = 46.48

N = no of cases = 28

$\bar{X}_1$ = mean score for experimental group pre-test = 52.03

$\bar{X}_1$ = mean score for control group pre-test = 50.86.

T-test computation for testing Hypothesis 2

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1 - 1} + \frac{S_2^2}{N_2 - 1}}}$$

$$= \frac{66.11 - 51.93}{\sqrt{\frac{104.38}{27} + \frac{53.70}{27}}}$$

$$= \frac{14.18}{2.42}$$

$$= 5.86$$

Where:

S_1^2 = variance for experimental post-test = 104.38

S_1^2 = variance for control group post-test = 53.70

N = no of cases = 28.

$\bar{X}_1$ = mean score for experimental group post-test = 66.11

$\bar{X}_2$ = mean score for control group post-test = 51.93

APPENDIX IX

T-test computation for testing hypothesis 3

S|N	Pre-test A	Post-test B	X_D B - A	$X_D - \bar{X}_D$	$(X_D - X_D)^2$
1	63	79	16	1.96	3.84
2	61	73	12	-2.04	4.16
3	59	87	28	13.96	194.88
4	59	80	21	6.96	48.44
5	58	72	14	-0.04	0.0016
6	57	70	12	-2.04	4.16
7	56	78	22	7.96	63.36
8	56	71	15	0.96	0.92
9	56	75	19	4.96	24.60
10	55	52	-3	-17.04	290.36
11	54	69	15	0.96	0.92
12	54	68	14	-0.04	0.0016
13	54	70	16	1.96	3.84
14	53	49	-4	-18.04	325.44
15	53	66	13	-1.04	1.08
16	52	47	-5	-19.04	362.52
17	52	70	18	3.96	15.68
18	51	69	18	3.96	15.68
19	50	65	15	0.96	0.92
20	50	49	-1	-15.04	226.20
21	49	68	19	4.96	24.60
22	49	65	16	1.96	3.84
23	48	59	11	-3.04	9.24
24	47	65	18	3.96	15.68
25	44	65	21	6.96	48.44
26	43	60	17	2.96	8.76
27	40	44	4	-10.04	100.80
28	34	66	32	17.96	322.56
			393		2120.96

$\bar{X}_D = 14.04$

$$T_{cor} = \frac{\bar{X}_D - M_D}{\sqrt{\frac{\sum (X_D - \bar{X}_D)^2}{n}}} \sqrt{n - 1}$$

$$= \frac{14.04 - 0}{\sqrt{\frac{2120.96}{28}}} \sqrt{28 - 1}$$

$$= 1.614 \times 5.196$$

$$= (8.39$$

Where[2]:

$\bar{X}_D$ = mean of the sample pair differences = 14.04

M_D = mean of population pair differences = 0 (unknown)

n = number of cases.

APPENDIX X

T-test computation for testing of Hypothesis 4

S/N	Pre-test A	Post-test B	X_D B-A	$X_D - \bar{X}_D$	$(X - \bar{X}_D)^2$
1	68	65	-3	-3.82	14.59
2	62	60	-2	-2.82	7.95
3	62	64	2	1.18	1.39
4	58	58	0	-0.82	0.67
5	58	59	1	0.18	0.03
6	57	58	1	0.18	0.03
7	56	59	3	2.18	4.75
8	55	57	2	1.18	1.39
9	54	57	3	2.18	4.75
10	53	53	0	-0.82	0.67
11	52	55	3	2.18	4.75
12	52	53	1	0.18	0.03
13	50	55	5	4.18	17.47
14	50	51	4	3.18	10.11
15	50	52	2	1.18	1.39
16	49	55	6	5.18	26.83
17	49	53	4	3.18	10.11
18	49	46	-3	-3.82	14.59
19	48	48	0	-0.82	0.67
20	47	50	3	2.18	4.75
21	47	47	0	-0.82	0.67
22	45	52	7	6.18	38.19
23	45	41	-4	-4.82	23.23
24	44	47	3	2.18	4.75
25	42	38	-4	-4.82	23.23
26	42	44	2	1.18	1.39
27	40	42	2	1.18	1.39
28	40	35	-5	-5.82	33.87
			23		253.64

$\bar{X}_D = 0.82$

$$t = \frac{\bar{X}_D - M_D}{\sqrt{\frac{(X_D - \bar{X}_D)^2}{n}}\sqrt{n-1}}$$

$$t = \frac{0.82}{\sqrt{\frac{253.64}{28}}\sqrt{27}}$$

$= 1.42.$

APPENDIX XI

Experimental pre-test for J.S.III Students of Business Studies

Instructions: Fill in the blank spaces. Each point carries 5 marks.

1. A person who receives visitors in an office is called ----------.
2. Letters that leave an organisation are recorded in ------- book.
3. The roles of the wages office include -------- and
4. ----------.
5. The machine used for producing exact copies of a document is ------.
6. Three documents handled by a receptionist are ----------,
7. ---------- and
8. ----------.
9. Three basic functions of an office are ----------,
10. ---------- and
11. ----------.
12. The personnel department is responsible for ----------.
13. Savings account is operated with ---------- while
14. ---------- is used in withdrawing money from a current account.
15. ---------- shows the quantity and prices of goods sold.
16. Three departments found in a large business organisation are-------,
17. ---------- and
18. ----------.
19. Two functions of a commercial bank are ---------- and
20. ----------.

APPENDIX XII

Experimental post-test for J.S. III Students of Business Studies

Section A: Instructions:- Fill in the blank spaces. Each point carries 3 marks.

1. Two functions of a receptionist are ---------- and
2. ----------.
3. ---------- is the form used in demanding goods from the company's store.
4. A cheque issued and signed by a bank at the request of the customer is known as ----------.
5. The cheapest and commonest method of producing so many copies of a report is ---------.
6. --------- is used to punch holes in documents.
7. The two basic types of typewriters are ----------,
8. and ----------.
9. ---------- department is responsible for preparing and payment of staff salaries.
10. The department in charge of all the vehicles of the company is ----------.
11. Two departments found in a commercial bank are --------,
12. and ----------.
13. The three parties to a cheque are ---------,
14. ---------- and
15. ----------.
16. A good example of a commercial bank in Nigeria is ---------.
17. Two types of store records are ----------,
18. and ----------.
19. Two methods of filing are ----------,
20. and ----------.

Section B: Instructions:- Answer all questions. The two questions have 20 marks each.

1. (a) Make a sketch of:

i. an open cheque
ii a crossed cheque

of First Bank of Nigeria Ltd. payable to Miss Roli Bajah for ₦100.ØØ only. Use today's date.

(b) What is the advantage of a crossed cheque over an open cheque?

(c) Mention and explain the two types of crossings there are.

2. (a) Make a sketch of an invoice for Abah Trading Co.Ltd. and enter the following sales items made today.

(i) 3 cartons of soap at ₦50.ØØ
(ii) 2 cartons of body cream at ₦100.ØØ per carton.

(b) What other documents are used in buying and selling?

(c) Differentiate between cash and credit sales.

APPENDIX XIII

Marking Scheme for the pre-test

1. A person who receives visitors in an office is called the receptionist.

2. Letters that leave an organisation are recorded in despatch book.

3. The role of the wages office include, preparing of payroll
4. or salaries and payment of salaries.

5. The machine used for producing exact copies of a document is the photocopier or photocopying machine.

6. Three documents handled by a receptionist are visitor's book

7. visitor's request form or slip,

8. business card, (the telephone message pad, telephone directory, the diary).

9,10,11 Three basic functions of an office are:
giving information
receiving information
arranging information
recording information
processing information
storing information. (Any one of the above).

12. The personnel department is responsible for:
all staff welfare matters
staff recruitment
staff training
staff transfer
staff evaluation
staff promotions
staff retirement. (Any one of the above).

13. Savings account is operated with a pass book while

14. cheque is used in withdrawing money from a current account.

15. Invoice shows the quantity and prices of goods sold.

16. Three departments found in a large business organisation are:

17, 18. personnel department

accounts department

purchasing department

sales department

transport department

planning department

production department

stores department. (Any three of the above).

19, 20. Two functions of a commercial bank are:

safe-keeping of money and other valuables

lending money to their customers.

(5 marks for each correct point).

APPENDIX XIV

Marking scheme for the post-test

1.& 2 Two functions of a receptionist are:

receiving visitors

receiving telephone calls

directing visitors

3. Requisition form is the form used in demanding goods from the company's store.

4. A cheque issued and signed by a bank at the request of the customer is known as a bank draft.

5. The cheapest and commonest method of producing so many copies of a report is duplicating using the duplicating machine.

6. Perforator is used to punch holes in documents.

7.& 8. The two basic types of typewriters are:
the manual typewriter,
the electric typewriter.

9. Wages or Accounts department is responsible for preparing and paying staff salaries.

10 The department in charge of all the vehicles of the company is the transport department.

11,& 12. Two departments found in a commercial bank are:
Savings,
current,
foreign. (Any two of the above).

13, 14,15. The three parties to a cheque are:
the drawer
the drawee
the payee.

16. A good example of a commercial bank in Nigeria is:
First bank of Nigeria
Union Bank

Wema bank
United Bank for Africa
Citizens bank e.t.c.

17, 18. Two types of store records are:
stock record card
requisition form
delivery note/gate pass.

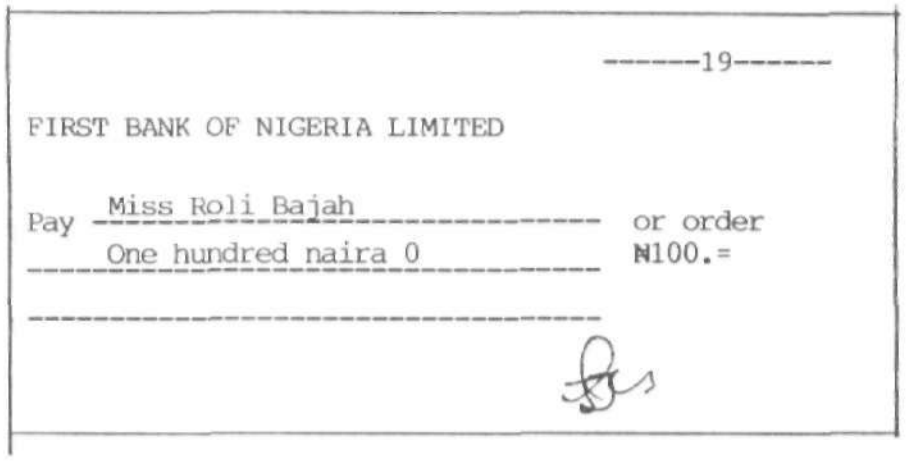
19, 20. Two methods of filing are:
alphabetical filing method
numerical filing method
geographical filing method
subject filing method
chronological filing method (any two of the above).

(Each point carries 3 marks).

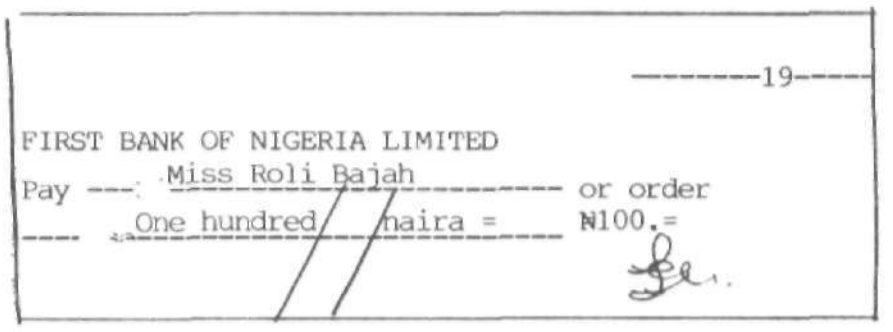
Section B:

(a) A sketch of an open cheque:

(5 marks)



(b) A sketch of a crossed cheque:



(5marks) (b) An open cheque can be cashed at the counter by the payee. A crossed cheque cannot be cashed over the counter but must be paid into a current account. This makes the crossed cheque safer than the open cheque in case of loss of the cheque.

(c) The two types of crossing are:

(5 marks)

i. general crossing

ii. special crossing.

iii. a cheque with general crossing cannot be paid across the counter, only through a bank account, but the cheque may be endorsed to a third party. Specially crossed cheques are paid through bank accounts and cannot be endorsed to a third party.

2. (a) A sketch of an invoice:

(10 marks)

ABAH TRADING CO. LTD.

INVOICE NO. _____ DATE_____

To.....
.....

Quantity	Description	Amount	
		₦	K
3 cartons	Soap at ₦50.00 per carton	150	=
2 cartons	Body cream at ₦100.00 per carton	200	=
Signature		350	=

(b) The other documents used in buying and selling are:
Price list
Quotation
Order
(5 marks) receipt
statement of accounts.
delivery notes.

(c) The difference between cash and credit sales is that in cash sales, money (cash) is paid immediately goods are purchased, while in credit sales, payment is deferred
(5 marks) to a future time on the agreement of the buyer and seller.

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XV

17th November 1997.

Dear Parents/Guardian,

STUDENTS EXCURSION

A research is being carried out in the school on the effectiveness of field trips/excursions on students performance in certain subject areas. The study will involve visits to the bank, business centres and a large business concern, probably a manufacturing organisation.

Your consent is required for the participation of your child/ward in the event that he/she is selected to take part in the study. Please do indicate your willingness to allow your ward participate by appending your signature and name in the spaces provided and by returning this letter to the school personally. You can return them when you come to drop the students in the mornings.

We however want to assure you that no financial contribution is required ofthe students and they (the students) will be taken good care of.

Thank you for your co-operation.

Yours faithfully,

Mrs M. Dauda
(Principal).

Name of parent .....

Signature.....

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XVI

1st November, 1997.

The Managing Director
New Generation Ventures Ltd
I Jacob Adeleye Street
Itire - Surulere
Lagos.

Dear Sir,

BUSINESS STUDIES STUDENTS ON FIELD TRIP

The J.S.III students of the above school want to visit your organisation as part of the activities required for the completion of Junior Secondary School syllabus.

Among the things they are expected to observe and probably manipulate are:

(1) the operation of the photocopier
(2) the operation of the IBM typewriter
(3) the operation of the laminating machine
(4) the operation of the fax machine
(5) the operation of the duplicator (manual)
(6) the operation of the computer and any other office machine you may have.

We hope this will be acceptable to you as this trip will go a long way in enabling students see and operate some of the machines they have only heard about in the classes.

We expect to hear from you when it will be convinient for you to host us as we pledge to be of good behaviour during the trip.

Thanks in anticipation of your favourable response.

Yours faithfully,

Urulor Theodora I.
(Teacher in charge).

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XVII

1st November, 1997.

The Manager
United Bank For Africa Plc.
300, Ikorodu Road
Anthony Village
Lagos.

Dear Sir,

BUSINESS STUDIES STUDENTS ON FIELD TRIP

The J.S.III students of the above school want to visit your branch as part of the activities required for the completion of the Junior Secondary School syllabus.

Among the things they are expected to observe and learn are:

(a) documents used and the operation of savings account
(b) documents used and the operation of current account
(c) types of cheques and types of crossings
(d) difference between bank drafts and cheques.
(e) functions of the other departments found in a commercial bank.

Please, if this is acceptable to you, do notify us and let us know the convinient date and number of students you can host.

We look forward to your favourable reply.
Thank you.

Yours faithfully,

Urulor Theodora I.
(Teacher in charge).

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XVIII

1st November, 1997.

The Managing Director
Emily Millionaire Cos. Ind. Ltd.
Ojodu.
Lagos.

Dear Sir,

BUSINESS STUDIES STUDENTS ON EXCURSION

The J.S.III students of the aboove want to visit your noble organisation as part of the activities required for the completion of the Junior Secondary School syllabus.

Among the things they are expected to observe and learn are:

(a) the receptionist and hi/her duties
(b) the sales office - writing of invoices, receipts
(c) the wages department - preparation of staff wages
(d) the stores department - keeping of store records
(e) observing the relationship between workers in the production department.

We hope that this will be acceptable to you and expect a notification of the convinient date for you to host us and the maximum number of students you can host.

Thanks in anticipation of your favourable response.

Yours faithfully,

Urulor Theodora I.
(Teacher in charge).

NEW GENERATION VENTURES LIMITED

1 Jacob Adeleye Street Itire - Surulere, Lagos.

APPENDIX XIX

Our Ref:

Your Ref:

Date: 13th November, 1997.

Miss Theodora I. Urulor
St. Alphonsus Liquori
Private Secondary School,
Aboru.
Iyana-Ipaja.
Lagos.

Dear Miss Urulor,

BUSINESS STUDENTS ON FIELD TRIP

Your letter on the above issue referred.

The management of this company, after a round-the-table discussion, has agreed to host your students on Saturday, the .6th of December, 1997.

As our office is not too big, we would appreciate it, if you would limit the number of students comming for the excursion to the barest minimum. We count on your discretion.

The Managing Director will however want to meet with you before this date to discuss the modalities for the visit.

Thank you.

Yours faithfully,
for: New Generation Ventures Ltd.

Mr L.N. Chukwukelu
Managing Director.

Directors: L.N. Chukwukelu *(Managing)*, F.C. Chukwukelu, C.C. Chukwukelu

UNITED BANK FOR AFRICA PLC

RC. 2457

IKORODU ROAD BRANCH
300, IKORODU ROAD
ANTHONY VILLAGE
P.M.B. 2097, YABA, LAGOS
TEL : 497938 (D/L), 967596 (D/L),4972230-2

APPENDIX XX

IKR/PR/2036/97 *11th November, 1997.*

The Principal,
St. Alphonsus Liquori
Private Sec. School,
Aboru,
Iyana-Ipaja,
Lagos.

Attention: Miss Urulor Theodora I.

Dear Madam,

Your letter of 1st November, 1997 was received, and we are happy to inform you that the bank has decided to give your students the opportunity to visit our bank as our contribution to the success of their studies.

However, the nature of the bank's operations demand that your students be well organised and well behaved. We would also mention that the bank cannot entertain too many students at the same time. We therefore urge you to reduce the number of students to about thirty. This number will have to be shared into groups for conviniece.

We shall expect you on Tuesday 2nd December 1997 by 2.00pm. A guide will meet you at the gate on your arrival, and arrangements have been made to take your students round some of our departments.

Please, be punctual so as not to disrupt our activities.

Thank you.

Yours faithfully,
PP: UNITED BANK FOR AFRICA PLC.

I. A. OLOWOOKERE
HEAD OF PUBLIC RELATIONS DEPT.

BOARD OF DIRECTORS
CHAIRMAN: HAKEEM BELO-OSAGIE
MANAGING DIRECTOR & CHIEF EXECUTIVE: ABBA KYARI
EXECUTIVE DIRECTORS: G.I.HOYAMI, N.A. ADENUI, ADAMU MUHAMMAD GUMEL, HENRY E. IMASEKHA, MAHMOUD ISA-DUTSE, OLUFEMI D. LUADU
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FRANCIS THIFEAULT, COLIN N. FORSYTH, STEPHANIE BOURDEL, C.L. TURCHI, ALAN POWELL

EMILY M. COSMETICS INDUSTRIES LTD.

HEAD OFFICE: PALMGROVE HOUSE: 62, Olatunde Olabinjo Street, Palmgrove Bus-Stop, Lagos
P.O. Box 10054, Lagos - Nigeria. Telephone: (01) 822303, 822207.

17th Nov. 1997

Miss Theodora Urulor
St. Alphonsus Liquori Private Sec. Sch.
Aboru
Iyana Ipaja
Lagos.

Dear Madam,

RE: BUSINESS STUDIES STUDENTS ON EXCURSION

This is in respect of your letter of 1st November, 1997 seeking to know if we can allow your Business Studies students to come to our factory on excursion. Our approval is hereby given.

However, we would only be chanced to host you on Tuesday the 9th of December, 1997. The number of students should not exceed thirty (30).

We hope that your students are of good conduct and will not cause us any problems at all.

Hoping to see you then.

Yours faithfully,
for: EMILY MILLIONAIRE COS. IND. LTD.

Apostle Joe Brown Agu
Managing Director.

DIRECTORS: JOE BROWN AGU *(President)*, ALHAJI A. UMAR *(Nigerian)*, C. O. BROWN (MRS.) CHIEF B. ADEOLU *(Nigerian)*, EMILY O. BROWN, OBONG OWO, G. M. BROWN

APPENDIX XXII

Details of the visit to New Generation Ventures Limited. On Saturday, 6th December, 1997.

On arrival at the premises of this organisation at No 1, Jacob Adeleye Street, Itire, Surulere - Lagos, by 11.15am, the students were welcomed by the Managing Director of the company.

The offices of the business centre comprises the Managing Director's office and the general office housing the office machines. The firm has three desk top computers, four IBM, electric typewriters, one sharp electric typewriter, three photocopiers of xerox make, one laminating machine, a spiral binding machine, a fax machine, one perforator, two stapling machines, two filing cabinets (steel) and a manual duplicating machine.

The M.D explained the functions of each machine with demonstrations to the students who were shared into two groups of fourteen each. After the explanations, each group was further sub-divided into three and were assigned to a staff who would lead them into practising some of the things they learnt.

Some were allowed to put on the computer and perform minor operations as directed by the staff guides. Some of them were allowed to type one or two lines on the electric typewriters. Some of the students were allowed to fix a stencil on the duplicating machine, while some used the photocopier to copy some of their documents.

It was a thrilling experience for the students who found it difficult to leave the organisation by 3.00pm, carrying souvenirs of what they had typed, photocopied and laminated. The managing director also gave the students snacks and mineral drinks.

APPENDIX XXIII

Details of visit to the United Bank For Africa
On Tuesday, December 2, 1997.

The contingent arrived at the premises of the bank at 300, Ikorodu road, Anthony Village, Lagos by 2.pm prompt and was welcomed by an appointed guide.

The guide shared the students into groups (four), and each group was taken round the bank in turns by the guide.

The students were taken to the two banking halls (upstairs and ground floor). The uptairs banking hall was in charge of savings account. In the savings accounts department, the students were told with demonstrations how savings account is run, the requirements for opening and operating a savings account, the benefit of operating a savings account as well as the shortcommings. After the explanations, the students were told to observe some people who were paying in money and withdrawing from their savings account. The guide asked them questions on what they have observed, answered their own questions before moving downstairs to the current account department.

In the current account department, the students were asked to observe people withdrawing and depositing money over the counter. The guide explained the processes with specimen teller sheets and cheque leaves for illustrations. Few students were given some tallers to fill and two persons from each group had to fill cheque leaves, while the other students looked on and made contributions.

The guide at the instance of a question from one of the students, explained the difference between a bank draft and an ordinary cheque. He instructed the students what to look out for in a bank draft- the embossed figures.

The guide mentioned and described the functions of the other departments in the bank but due to the nature of the bank, could not take the students round the whole departments.

At the end of the trip, the students were treated to some snacks and the contingent departed the premises by 4.25pm.

APPENDIX XXIV

Details of the visit to Emily Millionaire Cosmetics Industries Limited. On 9th of December, 1997

The students were received by the General Manager of the company. He took the students round the entire departments in the organisation. The first port of call was the receptionist office. The receptionist showed the students the documents she uses in her work including the telephone message pad, the diary, the visitor's form and the telephone directory, address book and some magazines.
She explained the uses of each of these documents to her work. She answered some questions posed to her by the students.
Next to the receptionist office, the secretary to the Managing Director's office. Notable among the explanations she gave the students about her work is her explanations on her filing system and the uses of the filing cabinet.

In the sales department, the students were taught how to fill an invoice, the difference between an invoice and a waybill. The sales clerk also showed them the price list, and how entries are made in the sales day book.
In the Accounts department, the Accounts Officer who conducted the students enumerated the role of the accounts department in the organisation. He showed them a payroll sheet and how entries are made on it.
In the stores department, the store keeper showed the students his stock record cards, his requisition forms and went on to explain how they are used. He equally explained to the students, the processes involved with receiving goods into the store and removing goods from the store.

In the personnel department, the Personnel Manager explained the functions of the personnel department to the organisation. He showed the students a copy each of the applicant's form and a guarantor's form which all applicants are mandated to fill before being considered for employment.

The students also visited the production department. Here the General Manager himself explained the uses of the different mixers in the factory and how production takes place. The students were opportuned to watch the bottling and packaging of some products. The students were however made to wear white overalls and shower caps before entering the production department.

The company however is a middle scale firm and has not been fully mechanised. As a result, some processes are still manually operated.

Finally, the students were taken to the Managing Director's office who made a small speech, advising the students. The students responded and thanked him for affording them the opportunity of visiting his firm.

The students were given a bottle of hair cream each and the contingent left the factory at about 2.25pm.

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babaiola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12562
Ikeja, Lagos.

APPENDIX XXV

15th January, 1998.

The Managing Director
New Generation Ventures Ltd.
1 Jacob Adeleye Street,
Itire - Surulere,
Lagos.

Dear Sir,

APPRECIATION LETTER

On behalf of the Principal, staff and the generality of the J.S.III students, I, hereby write to thank you and the entire members of staff of your organisation who had demonstrated and contributed in no small measure to the success of our visit to your firm on the 6th of December, 1997.

I am sure that the students benefited immensely from the experience, and are very grateful for the opportunity you gave them to see, observe and manipulate these office machines.

Thank you.

Yours faithfully,
for: J.S.III students (S.A.L.P.S.S)

Urulor Theodora I.
(Teacher in charge).

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru, Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XXVI

15th January, 1998.

The Manager,
United Bank For Africa Plc.
300, Ikorodu Road,
Lagos.

Dear Sir,

APPRECIATION LETTER

On behalf of the Principal, staff and the generality of the students of this school, I, hereby write to thank you and the entire members of staff of your bank who contributed to the success of our visit to your bank on the 2nd of December, 1997.

All the things the students learnt are sure to remain with them for a long time.

Thank you very much and God bless.

Yours faithfully,
for: J.S.III Students (S.A.L.P.S.S).

Urulor Theodora I.
(Teacher in charge).

ST. ALPHONSUS LIGUORI PRIVATE SECONDARY SCHOOL

Address: Ero Family Way
Babalola Bus Stop
Aboru. Iyana, Ipaja
P. O. Box 12582
Ikeja, Lagos.

APPENDIX XXVII

15th January, 1998.

The Managing Director,
Emily M. Cosmetics Industries Ltd.
Ojodu.
Lagos.

Dear Sir,

APPRECIATION LETTER

On behalf of the Principal, staff and the generality of the J.S.III students, I, hereby write to thank you and the entire members of staff of Emily Millionare Cos. Ind. Ltd who had demonstrated and contributed in no small measure to the success of the excursion of our students on the 9th of December, 1997.

The General Manager's teaching ability is worth commendation as the students were taken round the company.

I wish the entire staff, God's guidance and a prosperous New year.

Thank you and God bless.

Yours faithfully,
for: J.S.III Students (S.A.L.P.S.S)

Urulor Theodora I.
(Teacher in charge).