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ADMINISTRATIVE CONSTRAINTS THAT AFFECT THE PERFORMANCE OF BUSINESS STUDIES IN SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION: A CASE STUDY OF SCHOOLS IN ADAK URBAN, AKWA IBOM STATE

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Abstract

This study was designed to examine the administrative constraints that affects the performance of Business Studies students in Senior Secondary Certificate Examination in Abak Urban. A structured questionnaire with 21 items was used to seek the opinions of 60 teachers from three Secondary Schools in Abak Urban. Four research questions and fours null hypotheses were used in the study. The data collected were analysed using mean and chi-square. The results showed that secondary schools in Abak Urban do not have enough modern instructional materials; that qualified teachers are employed, adequate instructional supervision is provided and that student's performance in senior school certificate examination has relationships with variations in administrative constraints. Some recommendations were made to reduce these administrative constraints.

Introduction

Administration occurs in every organization including the school. In the educational sphere or school system, the process referred to as educational administration or school administration. Edem (1990) sees educational administration as the total of all processes through which appropriate human and material resources are made available and made effective for accomplishing the process of implementation of educational policies, plans, co-ordinating, organizing, directing and modifying all school activities so as to achieve the educational objectives.

Denga (1986), pointed out that it covers all the activities of the school administration with regard to public, the school boards, students, teachers, Parents Teachers Association (PTA), the rules and regulations, non-teaching staff as well as school administrative team. It is a team effort geared towards the development of the child and the learning proves. Effective school administration helps to promote the quality of education through supervision of teachers. Nwagbara (2003), encouraged the school Principals to see

themselves as internal supervisors who should work hand in hand with the external supervisors of schools coming from the inspectorate. The external supervisors are not to be seen as fault findings rather they are facilitators in the management of human and materials in the schools.

Peretomede (1998), looked at educational facilities as those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. They include classrooms, library, laboratories, workshops, teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies. It is therefore the material things that facilitate teaching and learning processes in the school. School administrators are to form maintenance culture, for proper management of school facilities. It concerned not only with the planning and construction of new building but also with the maintenance of existing facilities. Edem (1990) noted that maintenance of facilities should also include the regular repairs of school furniture, equipment, and fixtures and the interior and exterior painting of all buildings. The school compound should be made to look as attractive as possible. This should include those routine activities which ensure the daily smooth running of the school like cleaning the building and grounds, distributing, supplies, and locking and unlocking classrooms, offices and stores.

Concept of teachers and competencies

Teachers are important instrument in the educational system They contribute immensely in the achievement of the learners through their method of teaching. As such, the school administrators are to make sure that they are competent to handle a particular class before such class is assigned to them There Wilson (2000) stated that teachers are to construe teaching and educating on the analogy of business; they are to make things work, show competence and be accountable for efficiency. It is equally important that for improvement of the quality in education that the principals make available the different and modern types of instructional materials which will facilitate teaching and learning.

Teachers should avail themselves of the opportunity for some level of professional training and be both certified and actually teaching in an institution. Teachers are very busy and industrious people. involved in a thousand ways in the thing that learners do in school. Akpan (1997) opined that a good business teacher has thorough competence in the overall functioning of business. Teachers need some level of competency in order to impact positive effect on the learners. In this case, Ogbodoand Umoren (2001) listed these competencies to include: professional preparation of the teachers. knowledge of the learners. leadership ability, health and physical fitness. good, fitness scholarship and emotional stability.

Edem (1998), adds that the purpose of both certification and registration of teachers is to identify qualified teachers and to protect the public from irresponsible quackery and incompetence. He said effective teaching qualities require well-trained and motivated teachers. This means that a teacher who lacks professional experiences or qualifications endangers the entire school system. His handling of the curriculum and teaching methods may largely depend on the methods his former teachers used in teaching him.

An incompetent teacher who lacks knowledge of the learner will definitely not be able to cater for either the age of the learner or his differing abilities. A teacher who lacks incentives and motivation is cut off from attending conferences, seminars or workshops and cannot better his professional knowledge so as to acquire needed competences.

A teacher with classes and excess workload finds it difficult to effectively assess the class academically and pay individual attention to the differing needs of his learners. Therefore, there is need for acquisition and availability of educational facilities. With new classrooms, students could be divided into manageable number in the new classrooms.

Statement of the Problem

Kanfman (1912) said "the job of an educational administrator is to plan, design and implement an efficient and effective learning system responsive to the needs of the learner and society: In addition, Peretomode (1998) stated that the duty of educational administrator is to oversee the proper running of the school in terms of staff and students welfare, development and implementation of educational programmes, provision of proper instructional materials, discipline and proper keeping atmosphere. But school administrators have not been able to perform their duties effectively and efficiently due to some administrative constraints. Some of the constraints include: financial constraint, improper planning, lack of modern instructional materials, principal hostility towards the teachers, frequent strikes by teachers and non teaching staff, indiscipline and examination malpractice by the students, unrealistic syllabus and frequent transfers of teachers.

It is on this note that the researchers deemed it necessary to examine how these administrative constraints impair the performance of Business Education students in Senior Secondary School Certificate Examination in Abak Urban so as to find solution that will help to improve students performance.

Purpose of the Study

The purpose of the study was:

- 1) To find out if qualified teachers are employed for the teaching of business studies in secondary school in Abak Urban.
- (2) To find out if there are differences on the performance of students in

secondary school certificate examinations and variations in administrative constraints.

Research Questions

To make further investigations in the study, the following research questions were asked:

- 1) Are there qualified teachers employed for the teaching of Business studies in secondary schools in Abak Urban?
- 2) Are there differences on the performance of students in SSC Examinations and variations in administrative constraints?

Research Hypotheses

- 1) There is no significant relationship between employment of qualified teachers and the teaching of Business Studies in Secondary Schools in Abak Urban.
- 2) There is no significant relationship in the performance of students in senior school certificate examinations and Variations in administrative constraints.

Research Methodology

A survey research design was used for this study. Teachers in five Urban Secondary Schools in Abak constituted the population for this study. Three secondary schools that offer Business Studies were selected for the study. This comprised the total number of 150 teachers. Out of this, 60 teachers were randomly selected as sample from the three schools. The instrument for data collection was a 21-item questionnaire. The questionnaire was personally administered to 60 teachers, 20 from each of the 3 schools. Information about students' performance was obtained from the SSCE results in the three schools. The chi-square and mean was used in the analysis. The cut off point of 2.5 was chosen for the interpretation of the mean values in the research questions. Any mean below 2.5 considered to be constraint on the issue considered. The hypotheses were tested at 0.05 level of significance.

Research Question 1

Are qualified teachers employed for the teaching of Business Studies in Secondary School in Abak Urban?

Table: Mean response on the employment of qualified teachers

I SIN	Items	SA 4	A 3	SD 2	D 1	EF	YFX	X
L	There are qualified Business Studies teachers in the school.	108	81	6	3	60	198	3.3
2.	Your <i>school</i> is under staff with qualified Business teachers	52	42	34	16	60	144	2.4
3.	Poor result in Business subjects show that teachers cannot teach	12	15	56	24	60	107	1.8
4.	Frequent transfer for teachers affects students academic performance	52	93	14	9	60	168	2.8
5.	Strike actions contribute to poor performance in sse Examination	52	60	30	30	60	153	2.6

In Table 1 it was discovered that items 1, 2 and 3 with means of 3.3, 2.8, 2.6 which are higher than the cut-off point of 2.5 agreed that qualified teachers are employed and that frequent transfer and strike actions affect students performance. Items 1 and 3 with means 2.4 and 1.8 which are below the cut-off point of 2.5 disagreed that schools are under staff with qualified teachers also that poor result was not cause by teachers incompetence.

Research Question 2

Are there any differences on the performance of students in SSC Examination as a result of variation on administrative constraints?

Mean response of student's performance and variation in administrative constraints

Table 2

SSCE Result 2003 and 2004 Commerce

	AB (4)	C (3)	D (2)	F (1)	ΣF	ΣFX	X
Holy Family College Scores	19 (7.6)	22 (6.6)	-	4 (4)	45	715	2.8
Comprehensive Secondary School Scores	137 (548)	11 (33)	11 (33)	101 (101)	260	715	2.8
Mercantile Secondary Commercial Schools Scores	3 (12)	20 (60)	34 (68)	58 (58)	115	198	1.7

SSCE Result 2003 and 2004 Financial Accounts

	AB (4)	C (3)	D (2)	F (1)	ΣF	ΣFX	X
Comprehensive Secondary School Scores	56 (224)	-	-	-	56	224	4.0
Mercantile Secondary Commercial Schools Scores	2 (8)	14 (42)	14 (28)	5 (5)	35	83	2.4

Data in Table 2 disclosed students' performance in SSC Examinations and calculated in two Business subjects. In Commerce, Holy Family College had mean of 2.8, Comprehensive Secondary School had the mean of 2.8 and 4 in Financial Account. These ranked higher than the cut-off point of 2.5, this revealed that Holy Family College and Comprehensive Secondary Schools have qualified Business teachers and textbooks as such students are well taught and they have enough facts to tackle problems in SSC Examination, with this, they are able to pass examination.

Mercantile Commercial School had mean of 1.7 in Commerce and 2.4 in Financial Account. These means are less than 2.5 cut-off point and it shows that students had no textbooks and instructional materials even though they have qualify Business teachers. The students cannot do practical after class lesson. They are not exposed; to difference problems which they can possibly meet in the examination.

Hypothesis 1: There is no significant relationship between employment of qualified. teachers and students performance in business studies in secondary schools.

Table 3:
Computed Chi-square (X:1) for Hypothesis1 Employment of Qualified Business Studies Teachers.

SIN	ITEMS		SA	A	SD	D	X	X:1	DECESION
11.	There are qualified Business Studies teachers. in the scIIDol.	Fo	27	27	3	2			Significant
		Fe	15	15	15	15	4	38.4	
2.	Your school is under slalT with Qualified Business teachers	Fo	13	14	17	16			Significant
		Fe	15	15	15	15	4	0.6	
3.	Poor result in Business subjects show that teachers cannot teach	Fo	3	5	28	24			Significant
		Fe	15	15	15	15	4	32.8	
14.	Frequent transfer for teachers affects students academic performance	Fo	13	31	7	9			Significant
		Fe	15	15	15	15	4	23.8	
5.	Strike actions contribute to poor performance in sse Examination	Fo	13	20	14	13			Significant
		Fe	15	15	15	15	4	3.9	
								99.5	

Table 3 includes items 1, 2, 3, 4 and 5 the null hypothesis, here stated that there is no significant relationship between employment of qualified teachers and student's performance in business studies in Secondary Schools. The critical table value is 7.82 and the calculated value is 99.5 which is higher than the table value. This means that the null hypothesis is rejected while the alternative hypothesis that there is a relationship between employment of qualified business teachers and students performance in Business Studies in Secondary Schools in Abak urban is accepted. This reveals that for students to perform well in SSC Examination there is need to employ qualified Business Studies teachers.

Hypothesis 2

There is no significant relationship in the performance of students in SSC Examination and variations in administrative constraints. The letters A - E used in Tables 4 represent students' grades in WAEC from the different Secondary Schools.

Table 4:
Students Performance

Teacher		A-C	D	E	Total
Qualified	Fo	241	59	164	464
	Fe	(237.01)	(73.84)	(153.15)	
Unqualified	Fo	19	22	4	45
	Fe	(22.99)	(7.16)	(0.08)	
		260	81	168	509

Fo = Observed

Fe = Expected $\chi^2 = 43.2$

From Table 4 above, critical table value is 7.82, calculated value is 43.2, therefore, there is a relationship between the performance of students from schools with and without qualified teachers.

Summary of Findings

Qualified Business teachers are employed for teaching of Business Studies and, that the poor result of students, is not caused by lack of teachers competency. Workshops and Seminars are to be organized for business studies teachers for effective teaching.

Students' performance in SSC Examination is affected by variations in administrative constraints.

Discussion of Findings

Result of data analyzed in table I under research items 1, 4 and 5 with mean response of 3.3, 2.8 and 2.6 confirmed that there are qualified teachers employed for the teaching of business studies in secondary schools in Abak Urban. Research items 2 and 3 with mean response 2.4 and 1.8 disagreed that the schools are under staff with qualified business teachers, also that the poor result does not mean that teachers can not teach. Here, Akpan (1997) opined that a good business teacher as thorough competency in the overall functioning of business.

Hypothesis 1: States that there is a significance relationships between employment qualified business teachers and student performance in business studies in Secondary School in Abak Urban. Here the null hypothesis was rejected.

Conclusion

Based on the data analyzed and the findings made, the following conclusions were reached:

- * That Secondary Schools in Abak Urban do not have enough modern instructional materials for the teaching of business studies
- * That qualified business teacher have been employed for the teaching of business studies and that if there is any poor result on the part of the students, it is not because the teachers are unqualified.
- * That facilities, like computers, printers, photocopies and generators are not adequate in schools. Other facilities like Library and Laboratory are not well equipped and are poorly maintained.
- * That adequate instructional supervision is provided for teachers of business studies in Secondary Schools in Abak Urban and, that apart from the principal, other teachers do help to provide supervision.
- * That workshops and seminars are to be organized for teachers.

Recommendations

In the identified problems and the desire to reduce the administrative constraints that affect the performance of business studies students in Senior Secondary Certificate Examination in Abak Urban, the following recommendations were made:

- * Proprietors of schools to employ qualified business teachers.
- * Government to organize Seminars and Workshops on the use of modern instructional materials for qualified business teachers.

- Government to provide facilities like computers, printers, photocopiers and generators to ease in administrative work.
- School library and Laboratory to be well equipped and properly maintain to facilitate teaching and learning.
- Government to appoint experienced teachers as supervisors with good

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