

**INFLUENCE OF LEARNING ENVIRONMENT ON TEACHING AND
LEARNING OF BUSINESS STUDIES IN SECONDARY SCHOOLS IN OVIA
NORTH-EAST LOCAL GOVERNMENT AREA OF EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF
REQUIREMENTS FOR THE AWARD OF B.SC(ED) BUSINESS
EDUCATION (ACCOUNTING OPTION)**

AUGUST, 2023

APPROVAL

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DEDICATION

This work is dedicated to God Almighty who has made it possible for me to complete this programme.

ACKNOWLEDGEMENT

The research's sincere gratitude goes to the Almighty God, for His provision, love and grace toward her throughout her academic programme at the University of Benin, Benin City.

I would like to express my special thanks to my project supervisor, Dr. (Mrs.) Egbri, who guided me through this work and made sure I got all the assistance and coaching I needed from her throughout my research work. I also appreciate my other lecturers of the Department of Vocational and Technical Education, for their positive contribution to my academic career especially my amiable course adviser, Dr. S. B. Abusomwan and Dr. S. O. Osuyi

I must express my very profound gratitude to my lovely sisters Mrs. J. Ikhile, Faith Itefa, Mummy Balogun and Engr. Godwin Omordia for their unfailing support, love and encouragement throughout my study period and through the process of researching and writing this work.

Lastly my thanks goes to Mrs. Osohe Owaseye, Mrs. Kate Osagiede, Mrs. Victory Kekere and all my other course mates who supported me both academically and morally.

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ABSTRACT

This study examined the influence of the learning environment on the teaching and learning of Business Studies in secondary schools within Ovia North-East Local Government Area of Edo State. Employing a descriptive survey design, data was collected using structured questionnaires from junior secondary school teachers and students (JSS III) in four purposively selected secondary schools. The study examined the extent of influence of physical facilities, classroom settings, school locations, and the availability of qualified teachers on teaching and learning of Business Studies. The data analysis utilized mean and standard deviation calculations, with a decision rule based on a mean value of 2.50. The findings demonstrated the significant impact of various factors on teaching and learning. The availability and accessibility of modern educational resources, current textbooks, and computers were perceived to have a high extent of influence, contributing to enhanced educational outcomes. Well-maintained classrooms, laboratories, and physical school buildings were found to play a pivotal role in creating conducive learning environments, with consensus among respondents regarding their positive impact. Classroom settings, including classroom size, space, and seating arrangements, were also acknowledged as influential, although with moderate variability in viewpoints. Furthermore, school locations, particularly their proximity to marketplaces and busy roads, were considered to have a considerable influence, with an emphasis on the safety and well-being of students and teachers. The presence of qualified teachers with teaching experience, creative knowledge, motivational skills, and versatile teaching methods was found to significantly enhance teaching and learning. In conclusion, this study underscores the multifaceted nature of factors influencing the teaching and learning of Business Studies. The recommendations include enhancing educational resources, maintaining physical infrastructure, ensuring safe school locations, supporting teacher development, integrating multimedia tools into the curriculum, and considering these influences in educational policy formulation.

CHAPTER ONE

INTRODUCTION

Background to the Study

Business Studies, as a crucial subject in secondary education, thrives in a conducive physical learning environment within the classroom. The arrangement of furniture, walls, lighting, and other physical enablers significantly impact the students and contributes to their overall educational development. The classroom context and school environment play a pivotal role in determining the success of the educational process, and Business Studies, being a practical and application-based subject, benefits greatly from a well-designed and equipped classroom. Aesthetic characteristics, such as visually appealing displays of business-related content, can enhance students' attitudes towards learning and foster a more engaging educational experience.

Component subjects of Business studies are charged with impacting different skill to the students. Shorthand as a subject is a method of rapid writing by means of abbreviations and symbols, used especially for taking dictation. Keyboarding on the other hand is simply writing down with a typewriter or now computer keyboarding. The subject teaches the skill of writing with a typewriters or computer keyboarding. Furthermore, Bookkeeping as a subject involves learning the skill of keeping records of all financial transactions in a business. The subject commerce concerns itself with the activity of buying and selling, especially on a large scale. Lastly, office practice is concerned with familiarizing the students with and about the concepts of theory and practices of business organizations, office machines, their meanings and importance.

Business studies, while offered in junior secondary school, is taken from class One (J.S.S 1) through class three (J.S.S. 3). While in senior secondary school, students offer accounts, commerce, economics, shorthand, and typewriting as separate subjects despite the fact that subject like shorthand is gradually being phased out due to the advent computer technology.

On the other hand environment is a system within which living organisms interact with the physical elements while the education environment is a learning place where the learner learns and interacts with learning facilities to be socialized and face the challenges in society (Agusiegbe, 2004). Agusiegbe sees environments as consisting of all elements existing around man and which exert some influence on him. These include physical, biological, and social attributes. The environment can also be seen as an aggregate of all the external conditions as they influence or affect the life and development of a person in any environment he or she finds themselves.

The physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, and libraries (Ene-Obong et al., 2012). It is made up of machinery, decorative objects, audio-visual equipment, and playfields. It implies the physical location, buildings, furniture, infrastructural facilities, space, and equipment for effective teaching and learning.

Business Studies, as a crucial subject in secondary education, thrives in a conducive physical learning environment within the classroom. The spatial arrangement of furniture, walls, lighting, and other physical enablers significantly impacts the intellectual stimulation of students and contributes to their overall educational development (Apter, 2014). The classroom context and school environment play a pivotal role in determining the success of

the educational process, and Business Studies, being a practical and application-based subject, benefits greatly from a well-designed and equipped classroom.

Moreover, the school environment encompasses factors like laboratory equipment, library facilities, and qualified teachers, which are essential components for effective Business Studies instruction. A well-equipped laboratory allows students to conduct practical experiments and simulations, helping them grasp business concepts through hands-on experiences. The availability of library resources related to business and entrepreneurship provides valuable reference materials, encouraging self-directed learning and in-depth research. Additionally, qualified teachers with expertise in Business Studies create an engaging and dynamic learning atmosphere, enabling students to understand real-world business scenarios and applications. The interaction between teachers and students fosters a positive teacher-pupil relationship, further promoting enthusiasm and motivation for learning Business Studies (Apter, 2014).

Furthermore, the overall school management and location play a role in facilitating an optimal learning environment for Business Studies. A well-managed school administration ensures that resources are appropriately allocated, allowing for the continuous improvement of Business Studies programs and facilities. The location of the school can also provide opportunities for students to engage with local businesses and industries, promoting practical exposure and enriching their understanding of real business environments. In conclusion, the physical learning environment, coupled with the broader school setting, forms a critical foundation for fostering a successful and enriching Business Studies education, shaping

students into competent and resourceful future entrepreneurs and professionals (Lewinski, 2015).

In Nigeria today, schools are closely associated with the communities. Most communities depend on the neighborhood school for the provision of a good and appropriate environment for accommodation, furniture, and all forms of equipment for certain activities like club or village meetings, wedding receptions, and church services. There is a need for well-planned and organized educational environmental enrichment because it fosters good interpersonal relationships. Moreover, Ajayi and Ashaolu (2005) opined that environmental enrichment regarding physical facilities is a major factor in students' academic achievement. Supporting this, Ayodele (2005) and Ajayi (2007) have shown that school resources aid students' academic achievement.

Presently, however, it seems that most secondary school products cannot gain admission to federal universities or universities of their choice due to poor performance in the placement examination into these schools. This poor performance may be attributed to the poor learning environment, especially in such area as school buildings, library services, school location, and school facilities. This goes to show that the physical facilities in the school setting no doubt go a long way to motivate students to learn. Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. Experience has shown that most of the physical facilities that are germane to effective learning/academic performance of students appears not to be sufficient in our public secondary schools today. Those available seem not to be of standard quality while

some seem to lack maintenance culture, some others are in dilapidated conditions. The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities have dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools.

Apart from protecting student from sun, rain, heat and cold, it is expected that enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students. In “The Nation” Nigeria daily newspaper of October, 2009, students were reported to have demonstrated over the condition of infrastructures in public schools in Nigeria.

Statement of the Problem

Several research studies have identified factors such as school climate, instructional materials and physical facilities, teacher quality, type of location of school, class size and over population of students in classroom as having influence on the learning environment as regards the teaching of business studies in secondary schools. The researcher has observed with dismay that the learning environment in the study area is nothing to write home about. The school climate is not interesting for teaching and learning, instructional materials are inadequately provided, infrastructural facilities are in dilapidated conditions, lack of trained teachers and other facilities that promote teaching and learning are also in short fall which may tend to influence students’ academic achievement in business studies. The influence of learning environment on the study of business studiers in schools has been an issue of

concern to all stakeholders in education. This is evident in the rate of mass failure of students in both internal and external examinations, as revealed by research studies.

There is also the problem of apathy on the part of some school administrators and their staff which results in their deliberately ignoring business studies as a programme or relegating the programme totally. Also apathy on the part of the non-business students towards business students, which results in either superiority or inferiority complex. Again, there is a problem of discontinuity of students who studied business studies in secondary schools from pursuing a high studies in the university, polytechnic and colleges of education or even practising skills acquired from the study. This disconnection is one of the reasons this research study is being embarked on.

Finally, there seems to be a problem of skilled and well qualified personnel to teach the business related courses. This is one of the major reasons why studying of business studies is some worth uncomfortable and uninteresting for students offering the subject. It is on these premises that the researcher is motivated to investigate the influence of learning environment on the teaching and learning of business studies in secondary schools in Ovia North East Local Government Area of Edo State.

Purpose of the Study

The main purpose of this study is to determine the influence of school environment on teaching and learning of business studies in secondary schools in Ovia North-East Local Government Area of Edo State. Specifically, the study sought to determine:

1. The extent to which physical facilities or resources influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State.
2. The extent to which physical school buildings influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State.
3. The extent to which classroom settings influence the teaching and learning of learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State.
4. The extent to which locations influence the teaching and learning in the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State.
5. The extent to which availability of qualified teachers influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent do physical facilities or resources influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State?
2. To what extent do physical school buildings influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State?
3. To what extent do classroom settings influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?
4. To what extent do locations influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?
5. To what extent do availability of qualified teachers influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?

Significance of Study

This study will be of immense benefit to educational policy makers, administrators, teachers, Business studies students in Ovia North-East Local Government Area of Edo State regarding the impact of the learning and environment on teaching and learning of Business Studies in secondary schools in the LGA. Understanding how classroom settings, resources, and teaching methodologies influence students' academic achievements can help in making informed decisions to improve the quality of education.

Also the study findings will benefit students by creating a more conducive learning environment and enhancing their overall learning experience in Business Studies. It can lead to increased motivation, engagement, and a positive attitude towards the subject, ultimately improving academic performance. Additionally, the research can serve as a foundation for future studies, guiding further research on the relationship between the learning environment and students' academic achievement in Business Studies, and contributing to advancements in educational practices and curriculum development.

Scope of the Study

This research focuses on how the learning environment in secondary schools in Ovia North-East Local Government Area of Edo State influences the teaching and learning of Business Studies. It investigate the impact of classroom settings, educational resources, teacher qualifications, and students' academic achievements in the subject. The study will be limited to schools in the specified area and will not account for changes that may occur after the research is conducted.

Limitation of the Study

Apart from time-frame and shortage of finance, the major limitation to this research is the inability of the researcher to cover the whole public secondary schools in Ovia North-East Local Government Area of Edo State.

Definition of Terms

Learning environment: The term learning environment can be referred to an educational approach, cultural context, or physical setting in which teaching and learning occur. According to Study.com, (2018) learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning.

School: A school is an institution designed for the teaching of students (or “pupils”) under the direction of teachers.

Business studies: A field of study that deals with the principles of business, management, and economics. It combines elements of accountancy, finance, marketing, organizational studies, human resource management, and operations.

School Environment: A school’s physical environment includes the school building and the surrounding, both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects and method of teaching.

Secondary school: is a term used to describe an educational institution where the final stage of schooling, known as secondary education and usually compulsory up to a specified age, takes place.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with the review of relevant literature under the following sub-heading:

- Concept of Business Studies
- The Physical Learning Environment
- The Impact of Physical Facilities on Students' Academic Achievement
- School Infrastructural Facilities and Students' Academic Achievement
- School Location and Students' Academic Performance
- Schools Equipment/Instructional Materials and Students Academic Achievement
- Physical Resources and Academic Achievement
- Financial Resources and Academic Achievement
- Human Resource and Academic Achievement
- Learning techniques and Academic Achievement
- Influence of Learning Environments on Business Studies
- Role of qualified teachers and their teaching methodologies in shaping students' attitudes towards learning Business Studies
- Importance of Business Education Training of Secondary School Students in Teaching-learning of Business Studies
- Aims and Objective of Studying Business Studies
- Empirical Studies

Concept Framework

Concept of Business Studies

Business studies is an integral part of pre-vocational subjects incorporated in the secondary school curriculum at junior secondary school levels to improve practical-based activity to provide entrepreneur skill for the students. It is important to national development as it seeks to develop vocational knowledge, skills and attitudes needed for employment and advancement in a business career. Bello and Nuhu (2014) pointed that Business Studies is an essential part of the preparation of youths for live and living. Its programmes provide students with information and competences which are needed by all in managing personal business affairs. Still on the concept of Business Studies, Adeleye (2017) noted that business studies as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that enable him/her operate in the environment he/she finds himself/herself.

One major thing that stands out clear about Business Studies is that it is a programme that provides skills for the recipients to gain employment in the business community while at the same time such recipients are useful to themselves. The pathway to this is not through a rote-learning process, but a practical oriented discipline. Hence, to give a meaningful training in Business Education, the institution giving the training must be equipped with the tools and resources which reinforce teaching and learning process (Gideon, 2012). The National Policy on Education (2004) stipulates that Business Education is to be offered from the Junior Secondary School (JSS) up to the tertiary institutions. At whatever level the student terminates the learning process, it is expected that some vocational competencies would have been inculcated into the student to make him a useful member in his society. The acquisition

of such competencies will lead to the much desired vocational development right from the junior and senior secondary schools. It would also qualify its student for further studies in those areas of competencies that they have chosen. Above it all, the student will be equipped with the right knowledge, skills and attitudes to engage in a life of work in the office as well as for self-employment. For example, an National Certificate of Education (NCE) business graduate, apart from being a business education teacher at the JSS level, could earn a living by being a secretary/typist, stenographer, receptionist, an executive office and lot more (Bello & Nuhu, 2012).

The Nigerian Educational Research and Development Council (NERDC, 2007) highlighted the general objectives of Business Studies as to providing the orientation and basic skills with which to start an occupation for those who may not have opportunity to further training; to provide basic business skills for personal use now and in the future; to prepare students for further training in Business Studies and to develop basic skills in office occupations. In the vein, Sithole, (2010) emphasised that, the subject, Business Studies, falls under creative, technical and vocational subjects within the entire secondary school programme. She posited that the subjects are aimed at equipping students with practical business skills which will enable them to participate meaningfully in production in future. As practical subjects, they are intended to prepare students for the world of work both as employees and employers.

The Physical Learning Environment

Business Studies as other subjects are being taught in a learning environment. The learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn and develop their potentials. According to Oduwaye (2011), learning environment refers to the context in

which learning takes place. It is the surrounding circumstances which effects learning. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution. A leaning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in the area. Olutola (2008) postulated that school learning environment which includes instructional spaces, administrative spaces, circulations spaces, spaces for conveniences and accessories are essential in facilitating teaching and learning process. Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally, it is a formal learning environment which is influenced internally and from outside physically (Rohana, 2009). The school as a learning environment comprises physical, academic, social and cultural environment. The physical environment is made up of school location, physical features and structures within and outside the school. For example, a school may be located in urban or rural area, noisy or quiet areas. Buildings, equipment and infrastructures available within a school and its surroundings may also constitute its physical environment.

Physical learning environment if adequately provided and maintained it capable of influencing students and teachers positively. The physical learning environment reflects the political, social, economic and intellectual activities of a given school. Bosque and Dore (2008) referred to them as physical resources, school plant or school facilities. They argued that teaching and learning environment are meant to implement six functions: inform, communicate, collaborate, produce, scaffold and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities which learning happens.

A study conducted by Adekoya, et al (2020) on the effect of learning environment on the performance of students in business studies in junior secondary schools in Ogun State, indicated that the learning environment significantly influences students' performance in Business Studies. The researchers argued that students taught in well-maintained and adequately equipped classroom buildings performed better than those in dilapidated and poorly equipped classrooms. Factors such as peeling paint, inadequate ventilation, and malfunctioning facilities in deteriorating classrooms were found to negatively impact students' learning opportunities and safety. Similarly, students taught in classrooms with adequate furniture showed better academic performance compared to those in classrooms with insufficient or no furniture. The availability of proper classroom and staffroom furniture was seen as crucial in creating a conducive learning atmosphere, enabling students to comfortably receive lessons, take notes, and complete academic tasks. Furthermore, the study highlighted the significance of instructional materials in promoting students' academic performance and enhancing the teaching and learning process.

The physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds. It is made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields (Ene-Obong et al., 2012). It implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning.

Business Studies, as a crucial subject in secondary education, thrives in a conducive physical learning environment within the classroom. The spatial arrangement of furniture, walls, lighting, and other physical enablers significantly impacts the intellectual stimulation of

students and contributes to their overall educational development. The classroom context and school environment play a pivotal role in determining the success of the educational process, and Business Studies, being a practical and application-based subject, benefits greatly from a well-designed and equipped classroom. Aesthetic characteristics, such as visually appealing displays of business-related content, can enhance students' attitudes towards learning and foster a more engaging educational experience (Apter, 2014)..

Moreover, the school environment encompasses factors like laboratory equipment, library facilities, and qualified teachers, which are essential components for effective Business Studies instruction. A well-equipped laboratory allows students to conduct practical experiments and simulations, helping them grasp business concepts through hands-on experiences. The availability of library resources related to business and entrepreneurship provides valuable reference materials, encouraging self-directed learning and in-depth research. Additionally, qualified teachers with expertise in Business Studies create an engaging and dynamic learning atmosphere, enabling students to understand real-world business scenarios and applications. The interaction between teachers and students fosters a positive teacher-pupil relationship, further promoting enthusiasm and motivation for learning Business Studies.

Furthermore, the overall school management and location play a role in facilitating an optimal learning environment for Business Studies. A well-managed school administration ensures that resources are appropriately allocated, allowing for the continuous improvement of Business Studies programs and facilities. The location of the school can also provide opportunities for students to engage with local businesses and industries, promoting practical

exposure and enriching their understanding of real business environments. In conclusion, the physical learning environment, coupled with the broader school setting, forms a critical foundation for fostering a successful and enriching Business Studies education, shaping students into competent and resourceful future entrepreneurs and professionals (Lewinski, 2015).

The Impact of Physical Facilities on Students' Academic Achievement

It has been observed that school physical facilities are essential tools that facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning which invariably lead to high performance. A close observation of the performance of secondary school students perhaps could be traced to lack of physical facilities and a motivating learning environment. Most schools seems to lack the necessary facilities that could enhance effective teaching and learning as a result little is expected from students in terms of academic performance. Experience shows that inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. In a situation where students are not having access to normal facilities like library equipment and inadequate seats in the classroom it is observed that these could contribute to low performance of students.

School Infrastructural Facilities and Students' Academic Performance

According to Nwachukwu (2014), the physical setting for learning affects the learner. The setting must be attractive enough to make students wish to spend long hours there. What we have presently in most of our secondary schools does not meet these requirements. The

typical village classroom is part of an unattractive building. The roof may still be in place or may have been blown off by wind. If the latter is the case, students are forced to study without being protected from the effects of the weather. This kind of situation as stated by Nwachukwu (2014) in which the physical comfort of the students cannot be guaranteed is not ideal for learning and does not enhance academic achievement.

School Location and Students' Academic Performance

According to Mbipom (2000), schools are either situated in one geographical location or the other. These geographical locations are either termed rural where modern facilities such as leisure, easy transportation, cultural heterogeneity, and cosmopolitan population are lacking or urban where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity, and cosmopolitan population. Unlike the rural schools where the population is relatively small and the students know one another by name, interactions are personal. Ogili (2009) posited that the per capital income among rural people are low and there is general poverty. About 70% of the rural populations are engaged in farming at subsistence level while the urban populations are mostly civil servants, traders and artisans. The effect of nature has compelled man to either settle or dwell in an urban or rural area. This educationally implies that in the rural settlement or location there is poor accessibility to the modern educational facilities and this serves as a hindrance to the motivation of a rural child to learning.

Effiong (2001) on his part opined that any two individuals with approximately equal intelligence but living in two separate and distinct environments may end up attaining unequal intellectual heights. Olasunkanmi (2007), in his research on the influence of school

location on students' academic achievement in Lagos State, adopted a causal-comparative design with a random sample of 500 students from a population of senior secondary two students in the State. A six point likert type scale questionnaire titled SLSAAQ was administered. Independent t-test analysis was used to test the hypotheses at 0.05 levels of significance. From the result, it was observed that students from rural areas tend to perform poorly while those within the urban areas tend to perform better due to the availability of modern educational facilities.

Schools Equipment/Instructional Materials and Students Academic Performance

On the issue of instructional materials, Mbipom (2000) described instructional materials as that which the teacher uses to achieve his set objectives. She further observed that lack of educational resources in our schools has been a major problem in the instructional process. She further concluded that ideally, no effective education can take place without equipment, facilities, materials etc. In her observation, a school environment that is handicapped by the non-availability of these teaching and learning facilities may strongly affect the level of students' academic performance. Egbona (2002) in his research to find out to what extent instructional materials are made available for the teaching-learning process, in Ugep educational zonal district discovered that, the most common instructional materials made available for teaching is chalkboard, cardboard, and life specimen even though his findings shows that availability of instructional materials has no significant relationship with academic performance of students, he concluded that they should be made available as they facilitate the teaching – learning process.

Akpabio (2002) carry out a research on the topic Availability and Utilization of instructional and student academic performance in social studies. He formulated three hypotheses and tested them at 0.05, alpha level of significance. One of the hypotheses was test on how availability of instructional materials relates with academic performance of students in social studies. He found out that all the three hypotheses formulated were all significant. He concluded that instructional materials should always be made available during lessons as the present of these materials stimulates the interest of students and equally facilitates the teaching – learning process. Etim (2001) carried out a research on the availability of instructional materials and academic performance of students in economics. He used Calabar municipality as his study area, and adopted stratified and simple random sampling for the selection of his sample. 200 students were used for the study. He discovered that most of the schools he visited did not have any instructional materials for teaching economics. The few schools that have instructional materials available perform better in the achievement test that was given. He therefore conclude that instructional materials should be made available for teaching economics as their availability will trigger the interest of both the teacher and the students.

Physical Resources and Academic Performance

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries,

playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education.

Juma (2011) also link performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time. The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009).

Human Resource and Academic Performance

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a

teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele & Miaro, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to underutilization of teachers while high student teacher ratio compromises academic performances affecting quality of education. This study therefore seeks to establish the impact of human resource on students' academic performance as reflected by KCSE results.

Learning techniques and Academic Performance

In Britain, teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years go. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. In Britain the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 2002).

Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and ongoing professional development so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2000).

Education reforms processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active

participation in the reform process (Mbatia, 2004). The shortage of well-trained teacher was identified in the 1964 – 70 development plans as a major obstacle to achieving education for all. The plan emphasized the need of expanding teacher – training facilities in order to reduce the number of untrained teachers and meet the demand of a rapidly expanding primary education system.

It is necessary to develop a system of providing opportunities to teachers to undergo in-service courses on a continuous basis. Apart from increased enrolment, more children from different backgrounds will be going to school, thus more special needs and over-age children. In rural areas more children from poor home who may have been exposed to baby sitting and herding are likely to go to school.

Influence of Learning Environments on Business Studies

Learning environment is one of the most essential elements in teaching and learning of business studies and vocational/technical education programmes. Biao and Tawo (2007) disclosed that, the presence of a conducive learning environment stimulates the learning process of the learners. Therefore the instructor must ensure that the right environment is created for the learners in order to achieve a set objective of producing individuals that are skillfully trained in their vocations. The role of the physical, social, psychological and organizational environment are of immense relevance in business studies and vocational/technical education programmes. Bebebiafiafi (2008) posited that good learning environment is essential for education programmes. He asserted that even oil companies also contribute heavily to the poor conditions of our environment which in turn affect the acquisition of vocational and technical education negatively. Nzeneri, (2008) also stated that

for teaching and learning effectiveness, the environment is expected to have essential physical facilities, appropriate social working conditions (i.e. conducive interpersonal relations). Appropriate learning conditions are essential for effective participation of the learners and their instructors and such environment should be free from tension, fear or threat and situation that is free from ridicule. It may be appropriate to assume that the first assignment of the instructor before presenting the teaching materials is to ensure that the physical environment for teaching and learning is properly set. Nzeneri, (2008) further argued that without doubt the physical facilities of the classroom contribute much in setting the stage for instruction. To him, appearance, ventilation, lightening and safety factors contribute to a healthy and pleasant learning environment for adult learners.

The physical learning environment for business studies and vocational/technical education learners must be different from the formalistic classroom arrangement for teaching children which is characterized by rows of small seats or chairs or seats and other learning materials for the learners. Owmondah (2007) observed that, the conducive psychological environment is one that enables the learners see themselves as active participants in the learning process. In the same vein Omieibi-Davids (2006) posited that learning environment should be created in a manner that will make learners feel pleasurable to learn. That is, they should be intrinsically motivated to learn i.e. learning for the joy of learning. The instructors can motivate learners intrinsically by guiding them to satisfy their hunger and thirst for knowledge and curiosity. Akaninwor (2005) also stated that the adult educator can improve on the psychological climate by offering the learners the opportunity for personal adjustment. This can be done by inculcating in them the feeling that adults can learn, improve in their socio-economic status and personality. This will help them develop positive self-concept (which involves self-

identity plus self-esteem and self-ideal). It is only under appropriate psychological environment, which is guided by the instructor, that the adult learner can properly articulate proper self-esteem, self-ideal and appropriate expectations of personal growth or development. The facilitators guide them; identify strategies necessary for developing these potentialities. Nzeneri (2008) further posited that the educator should guide learners to discover their strengths and weaknesses as suggested by cognitive psychologists, expose adult learners to experience which can reinforce their strength and to minimize their weaknesses. From the foregoing, it is imperative that proper learning can only be achieved if the learning environment is made conducive for the learners. This can only be achieved under the psychological environment that is mutual, caring, understanding and orderly. The learning environment should be eliminated of negative outlook, such as anxiety, depression, anger and helplessness.

Role of qualified teachers and their teaching methodologies in shaping students' attitudes towards learning Business Studies

The role of qualified teachers and their teaching methodologies in shaping students' attitudes towards learning Business Studies and fostering a positive teacher-pupil relationship is highly significant. As highlighted by Buffet (2019), student-teacher relationships are crucial for both short-term and long-term educational outcomes.

In the short term, a thriving classroom environment is created when teachers establish positive relationships with their students. These positive relationships not only promote academic success but also help students develop a sense of self-worth and improve their mental well-being. When students feel valued and supported by their teachers, it can lead to a

decrease in behavioral problems and a more engaged learning experience in Business Studies. This positive impact on students' attitudes towards the subject can greatly enhance their performance and motivation in the specific academic year spent with that educator.

Moreover, in the long term, positive student-teacher relationships play a pivotal role in shaping students' confidence and self-belief. When teachers show genuine interest in their students' ideas and provide constructive feedback, it empowers students and instills in them the recognition of their own worth. As a result, students carry this confidence throughout their academic journey, not only in Business Studies but in other subjects as well. The positive teacher-pupil relationship extends beyond the classroom and influences students' social and emotional development, promoting a healthier approach to learning and the acceptance of mistakes as part of the learning process.

Qualified teachers who foster positive student-teacher relationships and implement effective teaching methodologies have a profound impact on students' attitudes towards learning Business Studies. By creating a supportive and engaging learning environment, these teachers contribute to students' short-term academic success while instilling confidence, self-worth, and a growth mindset that benefit students in the long term, shaping their academic achievements and personal development beyond the classroom setting. (Buffet, 2019),

In the discussion of the role of qualified teachers and their teaching methodologies in shaping students' attitudes towards learning Business Studies and fostering a positive teacher-student relationship, it is essential to acknowledge the impact of poor teacher-student relationships. As pointed out by Tucker (2021), these relationships can be hindered by a teacher's lack of awareness and consideration for individual students' diverse learning needs and backgrounds.

To create effective and positive learning experiences, teachers must recognize that each student has unique learning styles, personalities, family backgrounds, and academic ambitions. Tailoring educational approaches to accommodate these individual differences is crucial to ensure that all students can engage and thrive in the Business Studies classroom. When teachers fail to address the specific needs of certain students, it can lead to relationship problems and disengagement.

Moreover, a teacher's sole focus on academics without fostering emotional connections can also contribute to a poor student-teacher relationship. While academic achievement is essential, students also need to feel cared for and emotionally supported in the learning environment. Building deeper, trust-based relationships with students goes beyond academics and creates an atmosphere of open communication and mutual respect. When educators demonstrate empathy and understanding, students are more likely to feel comfortable expressing themselves and seeking help when needed. The role of qualified teachers in shaping students' attitudes towards learning Business Studies goes beyond delivering the curriculum. It involves being aware of individual differences, employing tailored teaching approaches, and building strong teacher-student relationships. By recognizing the diverse needs of students and fostering an environment of care and empathy, teachers can contribute significantly to students' academic success and positive attitudes towards the subject (Tucker, 2021).

Importance of Business Education Training of Secondary School Students in Teaching-learning of Business Studies

Business education is widely recognized as an effective pivot for development of professional or skilled manpower in all aspect of commercial, industrial and managerial areas. Osuala (2004) stated that, the advent of business studies stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies. He added that, business studies is a vocational subject taught in junior secondary school in Nigeria aimed at providing youths who may proceed to senior secondary school to graduate with the necessary prevocational skills that will enable them to be useful to themselves and to the community in which they live. He said that school would equally be exposed to the educational experience that would give them comparative advantage in the world of work. The increasing interest about student's performance calls for identification of the place of business education and appraisal of business subject in educational system. However, (Olujuwon, 2010) note that series of factors affecting student's academic performance include poor instructional quality, student's negative attitude to school, overcrowded classrooms and poor facilities. NPE (2004) stated that, teachers are important in any educational system. This is because, the qualities of the system itself. Profession teachers: in particular are crucial in the formulation of education policies in any country. According to Kochlar (2000), teacher is to guide the pupils by his percept and possess professional efficiency. Onifade (2010) stated that part from the failure of government at all levels to put in place facilities for teaching and learning at all secondary school level. The methods used by some teachers do not enhance the power of thinking and understanding the subject such as type writer, shorthand and accounting. Which are skill-oriented subjects requiring thinking and most importantly carefulness.

Nwanunobi (2010) viewed that, the problem of failure in examination goes beyond the student's cognitive ability. The decaying infrastructure in most secondary is directly responsible for the problem. The laboratories are poorly equipped, even the physical infrastructure like classroom and libraries are nothing to write home about. So with these factors in place how do you expect the student to perform brilliantly in examination? It is just not possible..

Aims and Objective of Studying Business Studies

According to McShare (2011), teaching and learning of business studies in Nigeria secondary schools has the under listed aims and objectives. They include;

1. To maintain and/or stimulate student's curiosity, interest and enjoyment in business studies.
2. To enable students to be familiar with a body of business and economics knowledge, principles, skills and vocabulary.
3. Also, to enable students to see business studies in the context of a wider body of knowledge and skill.
3. To help students to develop a range of skills like politeness, perseverance, initiative and ability to work independently as well as part of a team.
4. To employ teaching methods and resources that allows all students to have equal access to business studies and to experience success and enjoyment in their business studies work.
6. To develop an awareness in students of the implications of business and industry (past and present) for the individual, the community and the environment.

The factors below contribute to failure of secondary schools students in Business education training;

- Lack of teachers in business studies affect the teaching and learning of business studies courses.
- Lack of equipment a such as typewriters, computers and other pose problems in the teaching and learning of business studies.
- Lack of interest in some business studies subjects due to internal and external influence.
- Insufficient text books on business studies subjects in the school library bring about ineffective teaching and learning of business studies in secondary schools.

Empirical Studies

Gideon (2012) identifies the factors to include faculty member's compatibility, subject matter/Contents or curriculum and facilities or support resources within institution, while Ebrahimitouri and Mehri (2011) view the prevalence of resource and facilities in any organizations/institution as an important factor affecting student's performance. They went further to say physical environment and some other factors like heat, cold, quality of air ventilation, building design, lighting system, peaceful and comfortable environment obviously affect learning in a productive and positive manner

Bello and Nuhu (2014) investigated the factors affecting performance of business management students in Nigerian Universities. The main objective is to examine the impact of the factors on the performance of Business Management students. Survey research design was used in this study to gather the necessary data; the data were collected from primary and secondary sources. A sample of 200 students drawn from the 300 population was used in the study which was analyzed using descriptive statistics and t-test statistics. The results showed

that the performance of business management students in Nigerian universities is influenced by several factors ranging from business course curriculum to the role of the department and the level of support services facilities, as well as adopted teaching methodology and quantitative courses taught in business management. The role of the department was found to exhibit the most significant impact, while support services facilities exhibit the least impact. The study however, recommended the provision of adequate learning facilities such as lecture classes/ theatres, hostel accommodation, functional computers and medical services to make the environment conducive for teaching and learning.

Akpan, Umanah, Umoudo and Ukut (2014) examined on business education: problems and prospects in Nigeria. The study highlighted the problems of business education in Nigeria to include, poor funding, staffing, lack of facilities, poor remuneration for staff, lack of cooperation from parents, and poor appreciation of the programmes of study by the government. Prospects of Business education were examined to include career selection; opportunities for self-employment etc. conclusion and recommendation were made.

Iribe (2014) investigated on the challenges facing the implementation of integrated business studies curriculum in public day secondary schools in Kirinyaga west District, Kenya. The purpose and objectives of the study was to investigate the administrative challenges faced by head teachers, challenges faced by teachers and students in the implementation of Integrated business studies Curriculum (IBSC). The study found out that there is inadequate teaching and learning resources such as textbooks, absence by teachers is wanting, no specific classrooms designated for it, the schemes of work and lesson plans are not adequately prepared, time allocated to teach IBSC is not adequate, abstract and wide IBSC content and

difficult language in the IBSC text books. The argued that implementation IBSC is facing many challenges which include the following time allocated, inadequate teaching/learning resources, inadequate physical facilities, among others.

Ajisafe, Bolarinwa, and Edeh (2015) examined issues in business education as they pose challenges to national transformation. The study noted that transformation engenders change, and change denotes a departure from the old order to a new one. National transformation therefore implies fundamental change in the building block of a nation; change in the social, economic, infrastructural and political landscape of a nation. For transformation to be achieved, it must encompass all levels of change and development from economy, to social, education political and even cultural orientations. In order to achieve this much talked about transformation, education must be given its prides of place in which business education is an integral part. It is however recommended among other things that experts in Business education should be immediately drafted into the curriculum review to ensure that the contents to be recommended and taught are in tandem to what is obtainable in the modern day organizations practices to deliver national transformation assurances.

Adeleye (2017) assessed the pedagogical challenges faced by Business Studies teachers in junior secondary schools in Oyo State. Descriptive survey research design was adopted for the study. Respondents' views were recorded using structured interviews. Area of the study was Oyo State.. The research revealed that Business Studies teachers in Oyo State were facing various challenges, among are: challenges relating to teaching the subject matter, relating to the students and relating to policy. Recommendations were made that adequate number of infrastructure should be provided to enable teachers' perform well, among others.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedure used in carrying out the study under the following sub-headings: research design, population for the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study will employ a descriptive survey design. Descriptive survey is a generalized means of data collection through the use of interview or questionnaire. In the opinion of Osuala (2004), survey design answers questions pertaining to characteristics frequencies of occurrences, vital facts of people, their belief, opinions, attitudes, activities and behaviours.

Population for the Study

A research population is generally a large collection of individuals or objects that are the main focus of a scientific study. The population for this study is made up of junior secondary school teachers and students (JSS III) in Ovia North East Local Government Council of Edo State. The researcher purposively selected 4(four) secondary schools from all the secondary schools within the area of study. However, 25 respondents were randomly picked from each of the selected secondary schools giving a total of one hundred (100) respondents.

Sample Size and Sampling Technique

The sample for the study consist of seventy five (75) students and twenty five (25) teachers teaching business studies or vocational subjects. The entire population was used for the study because its manageable size. Hence there was no sampling.

Instrument for Data Collection

Instrument is the general term that researchers use for a measurement device for collection of necessary data. The instrument for data collection for the study was be a structured questionnaire developed by the researcher from the review of related literature for the study. The questionnaire was used to elicit the objective opinions of the respondents on the influence of learning environment on the teaching of business studies as a subject in secondary schools.

The questionnaire was divided into part A and B. Part A covered personal data of the respondents; while part B contained questions relating to the influence of learning environment on the teaching of business studies in secondary schools in Ovia North East Local Government Area of Edo State. The questionnaire items were structured based on four scales of Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2 and Very Low Extent (VLE) - 1.

Validation of the Instrument

Validation refers to the extent to which an instrument measures what it is supposed to measure. The questionnaire was validated by the researcher's supervisor and two experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. The comments, corrections and suggestions made by the experts or validates were effected to produce the final instrument for the study.

Method of Data Collection

One hundred (100) copies of the questionnaires were personally administered by the researcher to the respondents and all the questionnaire items were completed and retrieved with the help of 2 (two) research assistant.

Method of Data Analysis

Data collected was analysed using the mean (\bar{x}) and standard deviation (SD). The Mean was used to answer the research questions. Decision rule was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as high extent while mean (\bar{x}) less than 2.50 was regards as low extent.

CHAPTER FOUR

PRESENTATION OF RESULT AND ANALYSIS

This chapter deals with presentation of results and interpretation of findings. The results of the analysis are presented in the order of the research questions. The research questions were answered under the following sub-headings

- **Answers to the research questions**
- **Data analysis for testing the hypothesis**
- **Discussion of findings**

4.2 Data Analysis

TABLE 1: Sex Distribution of Respondents

Sex	No. of Respondents	Percentage
Male	33	36.7%
Female	57	63.3%

Total	90	100%
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Sources: Field Survey, 2023

Table 1 show that 33 (36.7%) of the total respondents were male, while the remaining 57 (63.3%) of the respondents were female.

TABLE 2: Status Distribution of Respondents

Status	No. of Respondents	Percentage
Teacher	20	22.2%
Student	70	77.8%
Total	90	100%

Sources: Field Survey, 2023

Table 2 show that 20 (22.2%) of the total respondents were teachers, while the remaining 70 (77.8) of the respondents were students

Answers to research questions

Data collected for the research questions was answered using mean and standard deviation.

The results are shown in Table 1 - 5

Research Question 1: To what extent do physical facilities or resources influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?

Table 1: Mean and Standard Deviation showing the extent Physical Facilities or Resources Influence the Teaching and Learning of Business Studies in Secondary Schools in Ovia North-East LGA of Edo State

S/N	Statement of Items	N	Mean	SD	Remarks
1	Availability and accessibility of modern educational resources	100	2.95	.869	High Extent
2	Availability of current textbooks	100	3.05	1.028	High Extent
3	Availability of computers	100	3.10	1.096	High Extent
4	Availability of projectors	100	2.15	1.157	Low Extent
5	Availability of multimedia materials	100	2.35	1.114	Low Extent
	Cluster		2.72	0.3434	High Extent

Note: SD mean standard deviation and N means sample size

The data presented in Table 1 offers insights into the perceptions of the extent to which physical facilities or resources influence the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The ratings for the availability and accessibility of modern educational resources, availability of current textbooks, and availability of computers indicate a high extent of influence, with mean scores of 2.95, 3.05, and 3.10, respectively. These relatively high means are accompanied by relatively low standard deviations (0.869, 1.028, and 1.096, respectively), suggesting a general agreement among respondents about their availability and positive impact.

However, in contrast, the availability of projectors and multimedia materials received lower mean ratings of 2.15 and 2.35, respectively, suggesting a lower extent of influence. These items also exhibit higher standard deviations (1.157 and 1.114, respectively), implying diverse viewpoints among respondents. The overall cluster mean of 2.72 with a low standard

deviation of 0.3434 indicates a generally consistent perception of high extent of influence across all items.

Research Question 2: To what extent do physical school buildings influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State?

Table 2: Mean and Standard Deviation showing the extent Physical School Buildings Influence the Teaching and Learning of Business Studies in Secondary Schools in Ovia North-East LGA of Edo State

S/N	Statement of Items	N	Mean	SD	Remarks
1	Well maintained classrooms	100	3.27	.7365	High Extent
2	Good laboratories	100	3.16	.7877	High Extent
3	Well maintained toilet facilities	100	2.67	.9645	High Extent
4	Modern libraries	100	2.91	1.0356	High Extent
5	Well-equipped staff room for teachers	100	2.92	.9606	High Extent
Cluster			2.986	0.897	High Extent

Note: SD mean standard deviation and N means sample size

The data presented in Table 2 sheds light on the perceived influence of physical school buildings on the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The overall cluster mean of approximately 2.986 signifies a high extent of influence from physical school buildings on the teaching and learning process.

"High Extent" remarks associated with all the items and the cluster underscore the agreement among respondents. Specifically, the items with the highest mean ratings, "Well maintained classrooms" (3.27) and "Good laboratories" (3.16), emphasize the significant role of well-

kept learning spaces and functional laboratories in enhancing the educational experience. While items such as "Well maintained toilet facilities" (2.67), "Modern libraries" (2.91), and "Well-equipped staff room for teachers" (2.92) received slightly lower mean ratings, they still exhibit a notable degree of influence. The cluster's low standard deviation of approximately 0.897 suggests that there is a relatively consistent viewpoint among respondents, further reinforcing the notion of a high extent of influence from physical school buildings.

Research Question 3: To what extent do classroom settings influence teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?

Table 3: Mean and Standard Deviation showing the extent do classroom settings influence teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State

S/N	Statement of Items	N	Mean	SD	Remarks
1	Classroom size		2.99	.905	High Extent
2	Sufficient space		2.90	.835	High Extent
3	Seating arrangements		2.50	.870	High Extent
4	Teachers seats		2.45	.978	High Extent
5	Students seats		2.65	1.019	High Extent
	Cluster		2.898	0.923	High Extent

Note: SD mean standard deviation and N means sample size

Table 3 presents insightful information about the perceived influence of classroom settings on the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The calculated cluster mean of approximately 2.8980 indicates a high extent of influence, suggesting that classroom settings play a significant role in shaping the educational experience.

Each individual item in the table has received a "High Extent" remark, signifying a consensus among respondents regarding the positive impact of various classroom attributes. Specifically, attributes such as "Classroom size" (2.99) and "Sufficient space" (2.90) have received relatively higher mean ratings, indicating their substantial contribution to a conducive

learning environment. While attributes like "Seating arrangements" (2.50), "Teachers seats" (2.45), and "Students seats" (2.65) have slightly lower mean ratings, they still show a notable extent of influence, reinforcing the importance of these aspects.

Research Question 4: To what extent do locations influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?

Table 4: Mean and Standard Deviation showing the extent school locations influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State

S/N	Statement of Items	N	Mean	SD	Remarks
1	Proximity of school to market place	100	2.55	.978	High Extent
2	Proximity of schools to busy roads	100	2.44	.988	High Extent
3	Location far from home	100	3.0	.841	High Extent
4	Proximity of school to student's home	100	3.05	.9783	High Extent
5	Safety and Well-being of students and teachers	100	3.15	.914	High Extent
	Cluster		2.838	0.420	High Extent

Table 4 presents a comprehensive overview of the perceived influence of school locations on the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The calculated cluster mean of approximately 2.838 signifies a high extent

of influence, indicating that the proximity and characteristics of school locations play a significant role in shaping the educational experience.

The mean ratings for each statement item further emphasize this influence, with attributes such as "Proximity of school to market place" (2.55) and "Proximity of schools to busy roads" (2.44) indicating a considerable influence despite potential challenges associated with these factors. Additionally, the aspect of "Safety and Well-being of students and teachers" (3.15) receives a notably higher mean rating, underlining the paramount importance of a secure learning environment. The relatively low standard deviations for both individual items and the cluster indicate a degree of consensus among respondents, reinforcing the notion of a high extent of influence.

Research Question 5: To what extent do availability of qualified teachers influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?

Table 5: Mean and Standard Deviation showing the extent availability of qualified teachers influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State

S/N	Statement of Items	N	Mean	SD	Remarks
1	Expert teachers with teaching experience	100	3.40	.865	High Extent
2	Qualified Business Studies teachers with creative knowledge	100	3.10	.835	High Extent

3	Qualified Business Studies teachers with motivational skills	100	3.05	1.029	High Extent
4	Qualified Business Studies teachers with good teaching approach	100	3.35	.857	High Extent
5	Qualified Business Studies teachers who can apply various teaching method	100	3.1	.948	High Extent
	Cluster		3.20	0.9192	High Extent

Table 5 presents valuable insights into the influence of qualified teachers on the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The cluster mean of approximately 3.20 signifies a high extent of influence, highlighting the essential role of qualified educators in shaping the educational experience. The individual mean ratings underscore this influence, with attributes like "Expert teachers with teaching experience" (3.40) and "Qualified Business Studies teachers with good teaching approach" (3.35) receiving notably high mean scores, demonstrating the considerable impact of experienced and skilled educators. Additionally, attributes like "Qualified Business Studies teachers with creative knowledge" (3.10) and "Qualified Business Studies teachers with motivational skills" (3.05) highlight the significance of versatile teaching qualities.

DISCUSSION OF FINDINGS

The analysis of findings from Table 1 to Table 5 provides valuable insights into various aspects influencing the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. These aspects encompass physical facilities, classroom

settings, school locations, and the availability of qualified teachers. The data collectively sheds light on the extent to which each factor contributes to the educational experience.

Starting with Table 1, the availability and accessibility of modern educational resources, availability of current textbooks, and availability of computers are revealed to have a high extent of influence on teaching and learning. This suggests that these resources play a pivotal role in enhancing educational outcomes. However, the availability of projectors and multimedia materials receives lower ratings, indicating potential areas for improvement in integrating multimedia tools into the curriculum. This finding is in agreement with

Moving to Table 2, the well-maintained classrooms, good laboratories, and other attributes of physical school buildings exhibit a high extent of influence on teaching and learning. This emphasizes the importance of conducive physical environments in facilitating effective education. The relatively low standard deviation values imply a general consensus among respondents regarding the impact of these attributes. This finding is in agreement with

Table 3 delves into classroom settings, revealing that attributes such as classroom size, sufficient space, and seating arrangements significantly influence teaching and learning. These aspects contribute to a conducive learning environment, albeit with a moderate level of variability in viewpoints, as indicated by the standard deviation. This finding is in agreement with

Table 4 focuses on school locations, highlighting that the proximity of schools to various factors and the safety and well-being of students and teachers play a crucial role in influencing the educational experience. Despite potential challenges posed by proximity to marketplaces and busy roads, the data suggests that these factors are perceived to have a high extent of influence. This finding is in agreement with

Finally, Table 5 emphasizes the pivotal role of qualified teachers in fostering effective teaching and learning. Attributes like teaching experience, creative knowledge, motivational skills, and versatile teaching methods exhibit a high extent of influence. These findings underscore the essential contribution of qualified educators to the success of Business Studies education. This finding is in agreement with

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter examines the summary of the study, discussion of findings, conclusion and recommendations.

Summary of Findings:

The study investigated various factors influencing the teaching and learning of Business Studies in secondary schools within Ovia North-East LGA of Edo State. The findings from Tables 1 to 5 collectively reveal the following insights:

1. **Physical Facilities and Resources**” Availability and accessibility of modern educational resources, current textbooks, computers, and multimedia materials exhibit a high extent of influence on teaching and learning. Projectors and multimedia materials, however, are rated lower, indicating room for improvement in integrating visual aids.
2. **Physical School Buildings:** Well-maintained classrooms, good laboratories, and other attributes of physical school buildings have a high extent of influence on teaching and learning. The data emphasizes the importance of conducive physical environments for effective education.
3. **Classroom Settings:** Attributes such as classroom size, sufficient space, and seating arrangements significantly influence teaching and learning. While these aspects contribute to a conducive learning environment, there is moderate variability in opinions regarding their impact.

4. **School Locations:** Proximity of schools to marketplaces, busy roads, and the safety of students and teachers play a crucial role in influencing the educational experience. Despite challenges, these factors are perceived to have a high extent of influence.
5. **Availability of Qualified Teachers:** Expert teachers with teaching experience, qualified teachers with creative knowledge, motivational skills, good teaching approaches, and the ability to employ various teaching methods exhibit a high extent of influence on teaching and learning.

Conclusion:

In conclusion, the study reveals a multifaceted interplay of factors influencing the teaching and learning of Business Studies in secondary schools. Modern resources, conducive physical environments, thoughtful classroom settings, strategic school locations, and the presence of qualified teachers all contribute significantly to enhancing the educational experience. These findings underscore the need for continuous efforts to provide adequate resources, maintain physical infrastructure, and support qualified teachers to ensure effective education delivery.

Recommendations:

Based on the findings, several recommendations emerge:

1. **Resource Enhancement:** Schools should invest in modern educational resources, including textbooks, computers, and multimedia materials, to further enrich the teaching and learning experience.
2. **Infrastructure Maintenance:** Continuous maintenance and improvement of physical facilities, including classrooms and laboratories, are crucial to provide students with conducive learning environments.

3. **Safety and Accessibility:** Ensuring safe school locations and addressing challenges related to proximity to marketplaces and busy roads can contribute to a better educational environment.
4. **Teacher Development:** Efforts should be directed towards providing professional development opportunities for teachers, focusing on creative teaching methods, motivational skills, and effective teaching approaches.
5. **Curriculum Integration:** Schools should consider integrating multimedia materials and technology-based resources into the curriculum to enhance engagement and learning outcomes.
6. **Policy and Planning:** Educational policymakers should take into account the diverse influences discussed in this study when formulating educational policies and strategies.

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APPENDIX

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY,

Dear Respondent(s),

REQUEST TO COMPLETE A QUESTIONNAIRE

I am an undergraduate student of the above mentioned institution and department conducting a research on the “**Influence of learning environment on Teaching and Learning of Business Studies in Secondary Schools in Ovia North-East Local Government Area of Edo State**”. The questionnaire attached has been specifically designed to solicit your opinion on the influence of learning environment on teaching of business studies in secondary schools.

Kindly complete this questionnaire to the best of your knowledge and without any prejudice, to enable the researcher carry out this research. Your response will be treated with strict confidence and used solely for the purpose of this study.

Thank you for your cooperation.

Yours sincerely,

Itefa Nita Ochuko

Student

SECTION A

Demographic Variables of Respondents

Please, tick (✓) in the appropriate box indicating choice of options below.

Gender: Male (), Female ()

Status: Teacher (), Student ()

SECTION B

Instruction: Please tick (✓) as appropriate in the spaces provided below:

Key: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very low Extent (VLE)

RQ1	To what extent do physical facilities or resources influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?	VHE	HE	LE	VLE
1	Availability and accessibility of modern educational resources				
2	Availability of current textbooks				
3	Availability of computers				
4	Availability of projectors				
5	Availability of multimedia materials				
RQ2	To what extent do physical school buildings influence the teaching and learning of business studies in secondary schools in Ovia North-East LGA of Edo State?	VHE	HE	LE	VLE
6	Well maintained classrooms				
7	Good laboratories				
8	Well maintained toilet facilities				
9	Modern libraries				
10	Well-equipped staff room for teachers				
RQ3	To what extent do classroom settings influence teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?	VHE	HE	LE	VLE
11	Classroom size				
12	Sufficient space				
13	Seating arrangements				
14	Teachers seats				
15	Students seats				
RQ4	To what extent do locations influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?	VHE	HE	LE	VLE
16	Proximity of school to market place				
17	Proximity of schools to busy roads				

18	Location far from home				
19	Proximity of school to student's home				
20	Safety and Well-being of students and teachers				
RQ 5	To what extent do availability of qualified teachers influence the teaching and learning of Business Studies in secondary schools in Ovia North-East LGA of Edo State?	VHE	HE	LE	VLE
21	Expert teachers with teaching experience				
22	Qualified Business Studies teachers with creative knowledge				
23	Qualified Business Studies teachers with motivational skills				
24	Qualified Business Studies teachers with good teaching approach				
25	Qualified Business Studies teachers who can apply various teaching method				