Motivational Components and Instructional Facilities as Determinants of Students' Academic Achievement in Business Studies in Oyo State

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Certification

This is to certify that **Abosede Mariam HASSAN** with the matriculation number **LCU/PG/002295** carried out this research work titled **'Motivational Components and Instructional Facilities as Determinants of Students' Academic Achievement in Business Studies in Oyo State'** in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Master's Degree (M.Ed) in Business Education that this has not been previously submitted.

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Dedication

This work is dedicated to Almighty Allah for giving me the knowledge, strength and grace to carry out a research work such as this. Also to my Loving parent Late Mr and Mrs Hassan(of the blessed Memory) and Also to my Husband Mr Abudu Olawale Tajudeen and my Beautiful Daughter Aliyah Okikiola Beatrice. My Father, Mentor Professor M. O. B Mohammed and my second Father Doctor M. D Rufai

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Finally, “Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

Abstract

This study was implemented to motivational components and instructional facilities as determinants of students' academic achievement with the moderating influence of gender in public upper basic schools in Oyo state as literature shows scarcity of studies on this subject area. The Theory of Self-Efficacy, Shavelson's Hierarchical Model of Self-Concept, Social Identity Theory and Sociocultural Theory of Teaching, Learning, and Development guided the study. Three research questions and three hypotheses were formulated. Descriptive survey research design was employed. Study population comprised of all Business Studies Teachers (1,269) and Public Upper Basic School students (88, 059)of which 109 teachers and 3533 students were sampled using multi-stage sampling technique. Questionnaires titled - "Motivational Components Questionnaire (α = .787) and "Instructional Facilities Questionnaire (α = .816)"and Business Studies Achievement Test (KR_{20} = .777) were used. Data was analysed using descriptive and inferential statistical methods. Results showed low level of academic achievement of the students in Business studies($\bar{x}$ = 1.454) and moderate level of students' motivational components in terms of self-efficacy ($\bar{x}$ = 2.693), self-concept ($\bar{x}$ = 2.689) and peer pressure ($\bar{x}$ = 3.062). Furthermore, it revealed that instructional facilities such as visual aids ($\bar{x}$ = 2.042) and typing pool ($\bar{x}$ = 1.791) are rarely available while audio-visual aids is not available ($\bar{x}$ = 1.367).Hypotheses showed a significant combined influence of motivational components and instructional facilitieson academic achievement of students in Business studies in public upper basic schools in Oyo State ($F_{3, 105}$ = 2.905; P<0.05). Furthermore, self-efficacy (β = .065; t = 2.190; P<0.05), self-concept (β = .072; t = 2.257; P<0.05), peer pressure (β = .090; t = 2.799; P<0.05), audio-visual aids (β = .088; t = 2.509; P<0.05), visual aids (β = .069; t = 2.206; P<0.05) and typing pool (β = .094; t = 2.842; P<0.05) all have significant relative influence on students' academic achievement in Business studies. Lastly, there is no significant difference in academic achievement of male and female students in Business studies in Oyo state public upper basic schools (t = 1.016; P> 0.05). It can be concluded that the moderate level of self-efficacy, self-concept, peer pressure of the students and the rare and none availability of instructional facilities such as visual aids, typing pool and audio-visual aids could be responsible for the low level of academic achievement of the students in Public upper basic schools, Oyo state regardless of their gender. It was recommended amongst others that students should be motivated and instructional facilities be provided to improve their academic achievement.

Keywords: Motivational Components, Instructional Facilities, Academic Achievement
Word Count: 298

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Chapter One

Introduction

1.1 Background to the Study

Academic achievement especially in Business Studies is important for the entrepreneurial success of students in the society. This is particularly important because in recent times, Nigeria as a nation seems to be facing a major issue in the area of unemployment and underemployment. Many tertiary and secondary school graduates seem to be having difficulty in finding their feet in the labor market and world of work. As a result of an increase in unemployment, it, therefore, becomes necessary that students are equipped with knowledge of business which Business Studies as a subject provides.

Academic achievement is the degree to which students are achieving the reasons or objectives for which they were sent to school[1]. Academic achievement in Business Studies is therefore the extent to which students in the academic sphere have achieved their short or long-term educational goals and objectives in Business Studies. It is described as the scholastic standing of a student in Business Studies which means how the student is able to demonstrate his or her intellectual abilities and obtain good grades in Business Studies. It is students' ability to socially apply what they have learned in Business Studies[2]. Academic achievement of students in Business Studies could be high or low (poor). High academic achievement in Business Studies is the hope of all parties, which includes students, parents and educational institutions because of the importance of the subject in the academic life of students and society at large.

Business Studies is an academic subject that exposes students to business knowledge and practices. The subject was designed to introduce students to the foundational knowledge of the principles and practices of business[3]. It is a subject taught at the upper basic school that is geared towards imparting in students the necessary business skills, attitudes, and

knowledge required to survive and succeed in the world of business[4]. Academic achievement in Business Studies is therefore crucial.

However, despite the wide applicability and importance of Business Studies, many students seem not to be finding their feet in the subject as observed in their low academic achievement in the subject. From the researcher's personal experiences and observations, the academic achievement of students in Business Studies in Oyo state seems to be very poor. It has been discovered that the level of achievement of students in both internal and external examinations such as BECE (Basic Education Certificate Examination) has not been encouraging. Researchers have also reported poor achievement of students in Business Studies Oyo state. For instance, studies revealed poor academic achievement and retention in Business Studies in the state both in her public and private secondary schools[5,6&7]. This shows that the academic achievement of students in Business Studies could be worsening at an alarming rate in the state. Poor academic achievement of students in Business Studies in the state is therefore a cause for worry. Researchers and educational stakeholders are therefore urged to turn their gaze in this direction of poor academic achievement in Business Studies amongst students because of its farreaching consequences to the students, teachers, school and society as a whole. A lot of reasons have been proffered for this decline in performance in Business Studies. These reasons include but not limited to peer-tutoring teaching strategy, school environment and programmed instruction teaching method[5,6&7]. This researcher is however interested in finding out if motivational components and instructional facilities would have any influence on students' academic achievement in Business Studies even as a search of literatures reveal scarcity of studies on the subject area.

Motivation is an act or a process that gives a person a reason to do something in a particular way, or an explanation for the repeated behaviors, needs, and desires[8]. In the

context of this study, it is a force that determines the direction of a student's behavior, level of effort and persistence in learning Business Studies in a school. Motivation could be intrinsic or extrinsic. It is intrinsic when it originates from within the student and it is extrinsic when it comes from outside the student. Motivation consists of several components. This study would however focus on two intrinsic and one extrinsic motivational components. They are: self-efficacy, self-concept, and peer pressure.

Self-efficacy refers to beliefs and confidence that a person has about his/her ability to produce and perform. These beliefs define or regulate how much effort individuals spend and how long they persist in the face of obstacles and aversive experiences. In the context of this study, self-efficacy is students' beliefs and confidence to understand, learn and achieve success in Business Studies. The higher the students' self-efficacy, the more active their efforts tend to be in achieving good results in Business Studies[9].

Very few studies have shown a link between students' self-efficacy and academic achievement in Business Studies. One of the few studies revealed that there is a significant positive relationship between students' self-efficacy and higher-order thinking skills in business accounting[10]. Another study revealed a positive and high relationship between students' self-efficacy and their academic performance in business education[11]. A study disclosed that self-efficacy significantly influenced the academic achievement of students in Business Education in North-central Nigeria[12]. However, to the best of the researcher's knowledge, literature shows the paucity of indigenous studies on the influence of self-efficacy on academic achievement in Business Studies which creates a gap the in literature that needs to be addressed.

Self-concept is the way a student thinks, feels, acts, values and evaluates himself or herself in relation to academic achievement in Business Studies. If a student evaluates

or views his/herself as a person who has enough ability to achieve highly in Business Studies(positive self-concept), then the behavior of the student will show a sense of ability. Vice versa, if the student sees his/herself as one who does not have enough ability to achieve highly (negative self-concept), then the behavior of the student will show incompetence. Self-concept could play an important role in determining students' achievement[13].

Some researchers have shown a link between self-concept and academic achievement in Business Studies. For instance, a study found out that to a high extent, students' self-acceptance, social confidence and self-anxiety which are aspects of self-concept relate to students' academic achievement scores in Business Education in Rivers State[14]. Contrarily, a study reported that self-concept, though important, did not predict achievement behavior of students in Business Studies[15]. However, there seems to be dearth of indigenous studies on self-concept and students' academic achievement in Business Studies which creates another gap in literature.

Peer pressure occurs when students feel compelled to do things that they normally would not do because of the influence in their social circle. It thus refers to the influence exerted by a peer group in encouraging a student to change his/her attitudes, values in order to conform to group norms. Effects of peer pressure on academic performance include improving or worsening academic performance in subjects such as Business Studies. There are studies that showed that there is a significant relationship between peer pressure and academic achievement[16]. A research showed that peer group relationship has significant influence on students' academic achievement in Business Studies in Junior Secondary schools in Adamawa State[17]. However, indigenous studies on the influence of peer pressure as a motivational component on students' academic achievement in Business Studies is relatively scanty in literature. This also provides a gap to be addressed.

Instructional facilities are those materials of education which enables a skillful teacher to achieve a level of instructional effectiveness in Business Studies that exceeds what is possible, when they are not provided. They help to facilitate teaching and learning in a school. They consist of land, buildings, playground, school farm, laboratories, libraries, assembly hall, classrooms, workshops, audio visual aids, visual aids and audio aids[18]. This study however centered on audio-visual aids, visual aids and typing pool as instructional facilities. Audio-Visual aids are teaching aids that appeals to the both the sense of sight (visual) and hearing (audio) in the students during teaching and learning process. Examples include – television, computer, film strips, slides etcetera. Visual aids are teaching aids that appeals to the sense of sight of the students during teaching and learning process. Examples include – charts, pictures, maps, newspapers, magazines etcetera. Typing pool refers to a Business Studies laboratory which consists of all type of Business Studiesequipment's that can be used to teach the students outside the classroom. It allows the students to practice what they have learnt in the classroom. Examples of facilities found in a typing pool include – typewriter, filing cabinet, perforator, swivel typing chair etcetera.

Some few researchers have shown a link between instructional facilities (audio-visual aids, visual aids and typing pool) and academic achievement in Business Studies. For instance, a study showed that educational facilities has impact on students' academic achievements in selected government owned secondary schools in Port Harcourt area of Rivers State[19]. Studies revealed a significant relationship between school facilities and students' academic performance in secondary schools in Lagos State[20&21]. Another study revealed poor influence of school facilities such as laboratories and workshops, audio and visual aids on students' academic performance in Basic Science and Technology in Junior Secondary schools in Osun state[22]. There are however scarcity of studies on the impact of

instructional facilities on students' academic achievement in Business Studies. This study is therefore carried out to close this gap in literature.

Gender is one of the factors mentioned in literature to have considerable moderating effect on students' academic achievement especially in vocational subjects like Business Studies[5]. Gender is classified as the role of male and female differences in the society. It is also the cultural construct that distinguishes the characteristics between males and females. Gender is defined as the spectrum of physical, biological, mental and behavioral indicators relating to and making a distinction between the feminine and masculine population. The importance of examining achievement in relation to gender is premised primarily on the social and cultural differences between girls and boys[23]. Scholars, policymakers, and practitioners have observed and seem to agree upon socially constructed differences between male and female and its significant effects in their lives. Studies conducted across the world among the students studying in different levels found a significant gender difference in academic achievement[24].This study will therefore examine the influence of gender as a moderating variable.

The problem and consequences of students' poor academic achievement cut across all and sundry. When students do not have high academic achievement, they would engage in examination malpractice and unable to gain admission into higher institutions. Poor academic achievement of students has made many become drop-outs, frustrated, gangsters who now engage in various forms of hooliganism and criminal activities. Many later become unemployable and unable to contribute productively to the economic development of the nation. There is therefore need to address these problems in a bid to finding lasting solutions. This study will therefore be carried out to find out if motivational components and instructional facilities positively or negatively predict students' academic achievement in Business Studies in Upper Basic schools in Oyo State.

1.2 Statement of the Problem

The researcher undergoes her National Youth Service Corp (NYSC) in OYO State. precisely one of the Public Upper Basic School in Oluyole Local Government. The researcher observed students lacks the understanding in some aspect of Business Studies. Such as Shorthand. Empirical research on the motivational component was conducted by the researcher. Studies also show poor academic achievements in the state[5,6&7]. Despite the huge importance of academic achievement of students in Business Studies to the economic development of a nation such as Nigeria, it has been observed that the academic achievement of students in Oyo state is declining at an alarming rate. The implication and consequences of students' poor academic achievement in Business Studies cut across all and sundry. When students do not have high academic achievement in Business Studies, they would engage in examination malpractice and unable to gain admission into their dream course of study in higher institutions. Poor academic achievement of students have made many to become drop-outs, frustrated, and gangsters who now engage in various forms of hooliganism and criminal activities. Specifically, poor academic achievement in Business Studies makes many to later become unemployable and unable to contribute productively to the economic development of the nation. It has been observed that most secondary school students seem unmotivated to learn probably as a result of motivational components such as low self-efficacy, negative self-concept and peer pressure. There also seem to be lack or inadequate instructional facilities such as typing pool, audio-visual and visual aids for teaching and learning in most public upper basic schools in Oyo state. More so, there is a dearth of empirical researches on the joint contribution of motivational components (self-efficacy, self-

concept and peer pressure) and instructional facilities on students' academic achievement in Business Studies. This study will therefore be carried out to investigate motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) as determinants of students' academic achievement with the moderating influence of gender in Public Upper Basic Schools in Oyo state.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate motivational components and instructional facilities as determinants of students' academic achievement with the moderating influence of gender in public upper basic schools in Oyo state. The objectives were to:

1. identify the level of academic achievement of students in Business Studiesin public upper basic schools in Oyo State;
2. identify the level of motivational components (self-efficacy, self-concept and peer pressure) of the students in public upper basic schools in Oyo State;
3. identify the availability level of instructional facilities (audio-visual aids, visual aids and typing pool) for teaching in Business Studiesin public upper basic schools in Oyo State;
4. examine the combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studiesin public upper basic schools in Oyo State;
5. examine the relative influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual

aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State and

6. determine the gender difference in academic achievement of students in Business Studies in public upper basic schools in Oyo State.

1.4 Research Questions

This study attempted to find answers to the following questions:

1. What is the level of academic achievement of students in Business Studies in public upper basic schools in Oyo State?
2. What is the level of motivational components (self-efficacy, self-concept and peer pressure) of the students in public upper basic schools in Oyo State?
3. What is the availability level of instructional facilities (audio-visual aids, visual aids and typing pool) for teaching in Business Studies in public upper basic schools in Oyo State?

1.5 Hypotheses

The following null hypotheses will be formulated and tested at 0.05 level of significance:

$H_0$1: There will be no significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State.

$H_0$2: There will be no significant relative influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State and

$H_0$3: There will be no significant gender difference in academic achievement of students in Business Studies in public upper basic schools in Oyo State.

1.6 Significance of the Study

The findings of this study would be of immense help to parents, students, teachers, counselors and educational stakeholders. To the parents, the findings of this study should help them to play their role in ensuring that their children or wards are motivated as motivation could play a major role in the academic achievement in Business Studies.

The findings of the study would enable public upper basic school students to see how their motivation could be positively or negatively affecting their academic achievement in Business Studies. It should thus help them to put their priorities right in ensuring that they are well motivated to learning the subject. The findings of the study would also make Business Studies teachers be aware of the importance of motivation and its components in the academic achievement of students in their subject. It should therefore make them try as much as possible to motivate the students during Business Studies lessons. They would also ensure that the available instructional facilities are used for teaching Business Studies subject.

The findings of the study should benefit school counselors as it would provide information on the influence of motivational components on academic achievement of the students that would enable them in guiding the students towards greater motivation and achievement. To educational stakeholders, the findings of the study should make them able to put in place all the instructional materials that are needed to ensure that students are always motivated to learn and achieve. Finally, the findings of the study would add to the body of literature on the influence of motivational components and instructional facilities on academic achievement of students when published and also be a useful guide

as well as a point of reference to researchers and educators who intend to carry out studies in the subject area.

1.7 Scope of the Study

The scope of this study strictly centered on motivational components and instructional facilities as determinant of academic achievement in Business Studies among upper basic school students in Oyo state. The variable scope covered two independent variables (motivational components and instructional facilities), one dependent variable (academic achievement in Business Studies) and one moderating variable (gender of the students). Motivational components included - self-efficacy, self-concept and peer pressure of the students. Instructional facilities included – audio-visual aids, visual aids and typing pool used to teach the students. However, academic achievement which is their performance in academic achievement test was treated as a single variable. As at the time of the study (2022), there are still a total of Six Hundred an Twenty Five (625) of Upper Basic School in Oyo State spread across three (3) senatorial districts and thirty three (33) local government areas in Oyo State. Using systematic random sampling techniques, the local government was reduced to eleven (11).

1.8 Limitations to the Study

This study although was not limited by the effect of the COVID-19 pandemic which is now almost over but was affected by the attitude of the teachers in the public upper basic schools. At first, some of the Vice principals were not willing to grant permission for the survey to be carried out as they saw it as distracting to the students' academic activities especially with regards to the Business Studies Achievement Test (BSAT). However, with much persuasion, the researcher was able to force her way

through alongside her research assistants. Secondly, some of the students were in a hurry to respond to the questionnaires and achievement test as they had a lot to do. This made some of the instruments to be incomplete which rendered them invalid.

1.9 Operational Definition of Terms

Academic Achievement: This refers to the level of students' achievement or success in Business Studies expressed in terms of their knowledge, skills, learning experiences and scores in Business Studies from the academic achievement test.

Motivational Components: This refers to what motivation consist or is made up of that drives, energizes or pushes students to have high academic achievement in Business Studies. They include - self-efficacy, self-concept and peer pressure.

Self-Efficacy: This refers to a group of beliefs and confidence that students have in their ability to have high academic achievement in Business Studies.

Self-Concept: This refers to the way students think, feel, act, value and evaluate themselves in relation to academic achievement in Business Studies

Peer Pressure: This occurs when students feel compelled to learn and achieve more in Business Studies than they normally would not do because of the influence in their social circle.

Instructional Facilities: This refers to those materials of education which enables a Business Studies teacher to achieve a level of instructional effectiveness in Business Studies that exceeds what is possible, when they are not provided. They help to facilitate teaching and learning in a school. In this study audio-visual aids, visual aids and typing pool shall be focused on.

Audio-Visual aids: These are teaching aids that appeals to the both the sense of sight (visual) and hearing (audio) in the students during teaching and learning process. Examples include – television, computer, film strips, slides etcetera

Visual aids: These are teaching aids that appeals to the sense of sight of the students during teaching and learning process. Examples include – charts, pictures, maps, newspapers, magazines etcetera

Typing pool: This refers to a Business Studies laboratory which consists of all type of Business Studies equipments that can be used to teach the students outside the classroom. It is allows the students to practice that which they have learnt in the classroom. Examples of facilities found in a typing pool include – typewriter, filing cabinet, perforator, swivel typing chair etcetera

Gender: This refers to maleness or femaleness of the junior secondary school students

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Chapter Two

Literature Review

This chapter presents the review of relevant concepts and variables in the research topic based on the objectives, hypotheses and research questions in the present study. It

also reviews empirical studies and theories that render supports to the work. It is organised according to the following sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Academic Achievement

Academic achievement is an observable or measurable behaviour of a person in a particular situation. It is also how well or badly something is done. It refers to how well a student is accomplishing his tasks and studies. Students' academic achievement is therefore the degree to which students are achieving the reasons or objectives for which they were sent to school[1]. It is defined as the result of students' mental ability and capacity in an educational setting such as schools and colleges[2]. It was stated that academic achievement is the outcome or output measure of a learner as a result of all that has been achieved or acquired in the course of training and experience in school environment[3].

Academic achievement is the attainment of the students in the subjects they study in school that determines their status in the class and gives them the opportunity to develop their talents, improve their grades and prepare for future academic challenges. Furthermore, it was posited that academic achievement encompasses students' ability and academic achievement; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life[4].

Students' academic achievement is a 'net result' of their cognitive and non-cognitive attributes as well as the sociocultural context in which the learning process takes place[5,6]. Academic achievement is viewed as the extent to which those (students) in the academic sphere have achieved their short- or long-term educational goals and objectives[7,8]. The term, academic achievement, has been described as the scholastic standing of a student at a given moment. It refers to how a student is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a subject or group of subjects taken. Furthermore, it was posited that

academic achievement of any student should not only be considered from the academic outcomes, but also from other educational outcomes such as the affective and psychomotor domains. In the school environment, students' academic achievement should not only be defined in terms of test scores and examination results but also to students' ability to socially apply what is learned[9].

In schools, achievement test is used to assess and determine the academic progress students have made over a period of time. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. This include tests or examinations given at the end of a lesson, unit, term, session, year or programme such as weekly test, mid-term test, termly examination, first school leaving examination, senior secondary school examination and other tests/examinations at different levels and areas of education[10]. In secondary schools, achievement tests which is a test of developed skill or knowledge is used to assess academic achievement of students in various subjects including Business Studies.

2.1.2 Concept of Business Studies

Business Studies is one of the prevocational subjects at junior secondary school. It is a comprehensive and practical subject that prepares students for managerial roles in both private and public sector of the economy. It is the study of economics financial and management matters especially as part of a secondary school, college, or university course. Business Studies involves developing skills necessary for the use of technology proficiently and to effectively manage their personal businesses. It also involves acquiring knowledge to become a wise consumer and preparing students individually for post-secondary educations and the workplace, which are some of the goals of the Business Studies programme[11].

Business Studies is a course designed to prepare the learners to acquire useful knowledge, skills to gain employment and also handle their own business affairs and to function intelligently as consumers and citizens in a business economy[12]. It was asserted that Business Studies is important for the underdeveloped, developing and the developed nations because it is a programme of instruction by which the teacher plan, organize and transfer the employers' needed skills to the learners. Business Studies aids learners with functional and suitable skills, knowledge, attitude and value that would enable them operate in the environment they find themselves[13].

Business Studies became one of the compulsory subjects offered in Upper Basic schools. It is an academic subject that exposes students to business knowledge and practices. The subject was designed to introduce students to the foundational knowledge of the principles and practices of business. Business Studies prepares students for business careers as well as to enable them to become more efficient and advance to higher business positions. Business Studies have five components which include - Office Practice, Commerce, Bookkeeping, Shorthand and Typewriting[14].

Business education is an integral part of vocational education, which aimed at equipping the students with relevant skills for purpose of making them functional in the society. Business education focuses on skills acquisition in different areas[15]. Business Studies remains a relevant subject in secondary schools that develops in the learner, competencies that are needed for survival in the business world[16]. As a subject, it examines learners with regards to business, social, economic, physical, psychological, cultural, academic lives and deals with all areas of human development to sharpen learners into useful or resourceful citizens to the nation's economy[17].

The objectives of Business Studies include: provision of orientation and basic skills with which to start an occupation for those who will not go for further training;

provision of basic business skills for personal use now and in the future, preparation of students for further training in Business; relating the knowledge and skills to the national economy and to develop basic skills in office occupation[18]. Following the objectives of secondary schools, Business Studies students are not exempted from these objectives as it also prepares them to become individuals who are socially stable, morally dependent, mentally and physically alert, intellectually equipped, nationally and internationally oriented and culturally adjusted[19].

2.1.3 Concept of Academic Achievement in Business Studies

Academic achievement in Business Studies refers to how well a student is accomplishing his tasks and studies[1]. Academic achievement in Business Studies relates to the skills a student is expected to master in the subject. In addition, it refers to excellence in Business Studies, in a class as well as extra-curricular activities concerning the subject. It is a measure of output in Business Studies expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences in the subject. It determines the students' status in the subject and gives them the opportunity to develop their talents, improve their grades and prepare for future academic challenges in the world of business[4].

Academic achievement is therefore the extent to which students in the academic sphere have achieved their short or long-term educational goals and objectives in Business Studies. Furthermore, it is described as the scholastic standing of a student in Business Studies which means how the student is able to demonstrate his or her intellectual abilities and obtain good grades in Business Studies. It is students' ability to socially apply what they have learnt in Business Studies[9].

Academic achievement in Business Studies is the overall measured cognitive, affective and psychomotor achievement of a student in Business Studies with which they

are judged academically fit or unfit in the subject[20]. It is further viewed as students' scholastic ability and attainment, which signifies the overall level of knowledge they have acquired in school, in Business Studies, or a particular learning activity in Business Studies[21]. It is taken to mean a symbol that indicates the level of knowledge/experience a student has acquired in Business Studies and their ability to communicate this knowledge/experience of Business Studies in oral or in written form. It is the yardstick with which educational outcomes in Business Studies are measured[22].

Academic achievement is viewed as the desired level of success attained by students in work-study, experiments, work-done in schools and colleges after a lot of conscious efforts and among their classmates in Business Studies[23]. It is a mark of success in Business Studies as measured by a test or better put, it is viewed as self-perception and self-evaluation of one's success in Business Studies having undergone a test[24]. Furthermore, it refers to as the examination marks, teachers given grades and percentages in Business Studies earned by students. It is thus the level of success as shown by marks gotten from a standardized tests or teacher given grades in Business Studies[24,25].

It was emphasized that academic achievement in Business Studies really means three things; the ability to study and remember facts in Business Studies, being able to study effectively and see how facts fit together and form larger patterns of knowledge in Business Studies and being able to think for oneself in relation to facts in Business Studies and thirdly, to be able to communicate knowledge of Business Studies[26].

2.1.4 Concept of Motivation

Motivation is an inner drive that directs a student's behaviour towards the fulfillment of a goal. It influences how and why students learn as well as their academic

achievement[25]. It is concerned with the strength and direction of behaviour and the factors that influence students to behave in certain ways. It can also refer to the goals students have, the ways in which students choose their goals and the ways in which others try to change their behaviour. The underlying concept of motivation is that it is the driving force within students by which they attempt to achieve specific goal in order to fulfill some need or expectation. It influences their arousal, direction, and maintenance of behaviours relevant to academic work settings[27].

Motivating students is about getting them to move in the direction you want them to go in order to achieve a result. Motivating oneself is about setting the direction independently and then taking a course of action that will ensure that one gets there. Students are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward that is, one that satisfies their needs and wants. Motivation represents the reasons for students' actions, desires, and needs[28].

Motivation is one's direction to behaviour or what causes a student to want to repeat a behaviour and vice versa. For example, when a student eats food to satisfy his or her hunger, or when he or she does his/her work in school because he/she wants a good grade. Both show a similar connection between what a student does and why he/she does it[29]. For example, academic motivation is seen as enjoyment of school learning characterized by a mastery orientation; curiosity; persistence and the learning of challenging, difficult, and novel tasks[30].

Motivation is thus considered to be synonymous with cognitive engagement as it involves voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring[31]. Motivation could be intrinsic or extrinsic. It is intrinsic when it originates from within the students or group of students. It is extrinsic when it originates outside the student.

2.1.5 Motivational Components

Motivation consists or is made up of several components. This study considers three motivational components which are self-efficacy, self-concept and peer pressure.

2.1.5.1 Concept of Self-efficacy

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required for producing a given attainment. The way people think, feel, act, and motivate themselves is effected by self-efficacy. Students' self-efficacy refers to students' perceptions of their competence to do their class work. It refers to their convictions that they can successfully perform given academic tasks at designated levels[25]. Self-efficacy is seen as a student's belief in what he/she can accomplish using his or her skills under certain conditions. It is defined in terms of how students perceive their capabilities to attain designated types of performance and achieve specific results. Self-efficacy is seen as a student's belief in his/her capabilities to do well academically or achieve a goal or an outcome[32].

Self-efficacy is the extent or strength of a student's belief in his or her own ability to persist and succeed with a task. High or low self-efficacy would therefore determine whether or not a student will choose to take a challenging task or write it off as being impossible[33]. These self-efficacy beliefs define students' feelings, thoughts, motivation, and behaviour, and can influence the course of action students have chosen in pursuing a task, which involves; how much effort they put forth in given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize[34&35].

It was stated that self-efficacy has to do with a student's belief in his capacity to exercise control over his/her own behaviour and over events in order to generate a desired outcome. Furthermore, it was asserted that self-efficacy is a very important motivation of students to push through with an action. Thus, the greater a student's degree of self-efficacy, the more determined he/she will be and the greater the chances that he/she will be successful in achieving a goal. Self-efficacy beliefs are therefore self-perceptions of capability that can influence how students feel and think[36].

Learners with a strong sense of self-efficacy are therefore more likely than their counterparts, to challenge themselves with difficult tasks and be more intrinsically motivated. They are likely to put in great effort in order to meet their commitments, recover quickly from setbacks and are ultimately more likely than those with low self-efficacy to achieve their personal goals[36,37].

It was stated that students with high self-efficacy often take on more challenging tasks, put in more effort, persist in the face of difficulty, and use strategies to make learning meaningful. In addition, students with a low sense of self-efficacy avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes and they quickly lose confidence in personal abilities[32&38].

Self-efficacy is a functional self-awareness in which students reflect on their personal efficacy, thoughts, actions, the meaning of their pursuits, and make corrective adjustments if necessary. Furthermore, it inherently involves students judging the correctness of their plans against the outcomes of their actions. This "metacognitive capability to reflect upon oneself and the adequacy of one's thoughts and actions is the most distinctly human core property of agency". Self-efficacy is thus a self-reflective belief in one's capability to succeed and is an essential condition of human functioning.

These "beliefs act as determinants of behaviour by influencing the choices that individuals make, the effort they expend, the perseverance they exert in the face of difficulties, and the thought patterns and emotional reactions they experience"[39].

2.1.5.2 Self-Concept

Self-concept is a general self-descriptive belief that incorporates many forms of self-knowledge and self-evaluative feelings[25]. Self-concept is viewed as the totality of the individual's thoughts, feelings, and having reference to oneself as an object. It is organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable. In relation to students, it is their self-perception of their academic ability formed through individual experiences and interactions within the school environment. Importantly, academic self-concept is formed and developed through interactions with students' significant others such as parents, teachers, and peers and therefore dynamic as a student progresses through schooling[35].

Self-concept refers to one's perception of his/her ability and uniqueness. It is a collection of beliefs about one's own nature, unique qualities and typical behaviour, a mental picture of himself[40]. Academic self-concept refers to the totality of the cognitive beliefs that students have developed about themselves, which may represent everything that is known about their academic self. It describes the mental representation of student's academic ability and thus represents the internal beliefs system which a students has for his or her academic ability. It is characterized as a personal self-perception which is formed through students' academic ability, experience in learning and achievement contexts. It is typically conceived to be hierarchically organized and to be highly specific to particular subject[41].

Academic self-concept is described as an internal personality construct that represents the beliefs and dispositions for one's academic ability. It is interesting to say

that the overriding theoretical orientation of human perception is grounded in the perceptual psychology tradition[35]. It is described as the totality of the cognitive beliefs that people have developed about themselves, which may represent everything that is known about their academic self. This is to say that it is the mental representation of one's academic ability that forms the internal beliefs system which one has for one's academic ability[41].

Self-concept simply is viewed as the intellectual and cognitive aspect of self; this enables an individual to have a total understanding of his or herself. It refers to self-awareness, assessment, understanding, and insight about oneself. Everybody has some perception about himself; hence self-concept does not necessarily reflect reality. An individual becomes more satisfied when the ideal self is incongruent with the actual self. Social and psychological incompatibility can experience by the individual due to failure to achieve the ideal concept. Therefore, self-concept involves the awareness, feelings, and attitudes one has about one's skills, abilities, social acceptance and appearance, and other features; it is formed through the interaction with the environment, primarily through self-assessment[42].

Self-concept is also a person's perception or view of self-formed as a result of experience. It is "life being aware of itself". Also, self-concept is attitudes, feelings and knowledge that individuals have about their skills, abilities, appearance and social acceptability. Furthermore, self-concept is not simply an emotional response to experience but a complex cognitive schema that a person creates from experience[43].

Self-concept is simply the way a student sees his/herself academically[44]. Self-concept refers to self-perceptions about one's abilities and competences that influence the likelihood of success in a wide range of endeavours. However, it was opined that self-concept relates to self-cognition, which implies that individuals could infer experiences

such that it can obstruct their judgments and reactions towards academics and life generally. In the context of this study, self-concept is the way a student thinks, feels, acts, values and evaluates himself or herself in relation to academic achievement in Business Studies[45].

2.1.5.3 Concept of Peer Pressure

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to the norms of the group. Peer groups are an important socialization agent defined as a small group of individuals of similar age, status, grade, sharing the same activities[46]. Peer group is a group of people of same age or social status. The peer group is the first social group outside the home in which a student attempts to gain acceptance and recognition. It is an important influence throughout one's life but they are more critical during the developmental years of childhood and adolescence[47].

Peer group can also be defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six members. Peer groups provide a sense of security and they help adolescents to build a sense of identity. Members of peer group may influence each other in several ways. Many peer groups can exert positive influences on their friends. It is thought that intelligent students help their peers improve their academic achievement. Likewise, girls with good friends who are considered intelligent tend to do better in school, all attributable to the fact that they share a common team of similar aspirations[48]. Peer pressure or influence is thus an act of changing one's behaviour to meet the perceived expectations of others. The expectations of others could include being studious or having lackadaisical attitude towards academic activities[49].

Peer pressure can be defined as "subjective experience of feeling pressured, urged, or dared by others to do certain things[50]. It refers to the way the people of the same social group act or believe in order to influence one another, often in negative ways. Peer pressure is defined as when people of one's age encourages or urges one to do something or to keep off from doing something else, irrespective of the person's desire to or not to. It comprises a set of group dynamics where by a group in which one feels comfortable may override personal habits, individual moral inhibitions or idiosyncratic desires to impose a group norm, attitudes or behaviour. Peer pressure is emotional or mental force from people belonging to the same social group (such as same age grade or status) to act or behave in a manner similar to themselves[47&50].

2.1.6 Concept of Instructional Facilities

Instructional facilities or school facilities or educational facilities are those tools, equipment, machines, and consumable materials that are being used from time to time for teaching/learning a trade[51]. School facility consists of not only the physical structure and the varieties of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. School facilities are the sum total of the input that goes into the school system. They are all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing, transmitting or acquiring of knowledge, competence and skill by the learners. Essentially, school facilities are used for transmission of knowledge and aiding the education and training of the learners[52].

Instructional facilities are those materials of education which enables a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible, when they are not provided. Educational facilities are numerous, whatever materials or services that helps to facilitate teaching and learning fall under the term school facilities. They consist of land, buildings, playground, school farm, laboratories, libraries, assembly hall, classrooms, workshops, audio aids, visual aids and audio-visual aids such as radio sets, video sets, tapes, slide projectors, slide flip charts, graphics, charts, posters, pictures, photographs, cartoons, graphs maps, display materials chalkboard, flannel boards, magnetic boards and so on and forth. School facilities are thus those physical things that help the smooth operation of educational system. Without them there are many inadequacies that may arise such as poor performance of students, poor teaching and learning technique and these will eventually affect the educational development of that region[53].

Educational facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking[54].

Instructional or educational facilities include - laboratories, teaching aids computers, road network, pipe borne water, waste disposal facilities that makes teaching and learning more interesting and aid to drive the subject- matter home (innocent). Physical facilities are tangible assets that can easily be seen and observed in public upper basic schools. They include entrepreneurship resource centres, staff quarters, workshops, laboratories, equipment, lecture halls, lecture rooms, ICT centres, libraries, health-care

centres, hostels, lecturers' offices, sports grounds, structures, et cetera. These physical facilities can contribute directly or indirectly to the teaching and learning processes in public upper basic schools. They provide in public upper basic schools the conducive environment and atmosphere for teaching and learning effectiveness to take place[55].

Examples of instructional facilities for Business Studies include - typewriting laboratories, shorthand studios, model offices, facilities such as classroom, library as well as equipment such as computers, typewriters among others[56]. Modern instructional materials for teaching business subjects include - personal computers, scanners, digital cameras, phones, faxes, modems, teleconferencing, compact disks, projectors and digital video disk player. Incorporating these materials in teaching can present, support and reinforce the teaching of business subjects in senior secondary schools[57]. This study however focused on audio-visual aids, visual aids and typing pool.

Audio-Visual aids are teaching aids that appeals to the both the sense of sight (visual) and hearing (audio) in the students during teaching and learning process. Examples include – television, computer, film strips, slides etcetera. Visual aids are teaching aids that appeals to the sense of sight of the students during teaching and learning process. Examples include – charts, pictures, maps, newspapers, magazines etcetera. Typing pool refers to a Business Studies laboratory which consists of all type of Business Studies equipments that can be used to teach the students outside the classroom. It allows the students to practice that which they have learnt in the classroom. Examples of facilities found in a typing pool include – typewriter, filing cabinet, perforator, swivel typing chair etcetera.

However, for these facilities to have impact on the academic achievement of the students, they have to be available and utilized. Availability is the degree to which instructional facilities are provided and made ready for use. Availability of instructional

facilities is a holistic term which is directed toward education as an entity. Utilization of instructional facilities is the process of using procured and accessible instructional facilities tools, components equipment and appliances to make teaching and learning process easier, interesting and rewarding[51&58].

2.2 Theoretical Review

This study is supported by the following theories;

1. Theory of Self-Efficacy
2. Shavelson's Hierarchical Model of Self-Concept
3. Social Identity Theory and
4. Sociocultural Theory of Teaching, Learning, and Development

2.2.1 Theory of Self-Efficacy

A theorist defined self-efficacy as "confidence and beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Individuals who have high self-efficacy beliefs in a particular domain "act, think, and feel differently" from those with low self-efficacy[59]. These individuals with high self-efficacy are more persistent, effective, and self-regulated[60]. Bandura assumed that this belief is domain-specific, which means it cannot be expected that a person is self-efficacious in all human endeavours. The theory predicts that self-efficacy will be raised for the students who were told that their performance was better, and in turn, this will influence the results of the next exams. It turned out that their performance improved after inducing self-efficacy[59].

In line with this study, Business Studies self-efficacy would simply mean the belief in one's ability to learn and succeed in Business Studies. It is a student's conviction that adopting certain behaviours will result in achievement in the Business Studies classroom however the student defines it. This belief is shown to predict Business Studies

performance better than any other. Self-efficacy is not merely a reflection of past achievements as high self-efficacy causes changes in behaviours that influence future performance regardless of previous achievement[61].

Relevance of the Theory to the Study

This theory simply depicts the influence of self-efficacy on achievement/success in Business Studies. Self-efficacy has to do with confidence and beliefs of students in their own abilities to succeed. When students have high self-efficacy, there is a greater tendency for them to be successful in Business Studies subject unlike those with low self-efficacy.

2.2.2 Shavelson's Hierarchical Model of Self-Concept

The most widely observed empirical model of self-concept was given by three theorists in 1976 named as Shavelson hierarchical model. In their model, a general facet of the self-concept is placed at the apex and it is further branched out into two facets which are:- academic self-concept and non-academic self-concept. The academic self-concept is also branched out into specific subjects like Business Studies, Physics, English Language etcetera. Non-academic self-concept is divided into social (communal), emotional (expressive), and physical aspects of self-concept and furthermore these are branched into particular and definite dimensions and facets. This model assumes that academic self-concept is a sign of how a learner feels about his/her self and what is the importance of his/her self-view in determining how he/she learns and performs in academic activities. The success and failure in academic settings depends upon the belief a learner has in his or her abilities and the way he/she feels about the strengths, capabilities and potentials he/she possesses. It sometimes seems that achievement depends on the capacity of the students and also how strong their self-concept is regarding their potentials and capabilities they possess[62].

Relevance of the Theory to the Study

This Shavelson's Hierarchical Model of Self-Concept consists of two major facets which are academic and non-academic self-concept. This study however focuses on academic self-concept. This theory simply supports the influence of how a student views his/herself (characteristics, abilities, potentials, strengths, weaknesses to mention a few) on his/her academic achievement in Business Studies. A learner who have a good perception of his/her abilities to learn and succeed academically in the area of Business Studies would likely achieve better in the subject.

2.2.3 Theory of Social Identity Theory

Social identity theory (SIT) as a social psychological theory was introduced and developed by two theorists in 1979. It proposes that individuals categorize themselves as belonging to various groups. Alongside self-categorization, individuals evaluate the groups they feel they belong to (in-groups) and groups they do not consider themselves a member of (out-groups). To determine the in-groups' and out-groups' worth, individuals constantly categorize themselves, evaluate in-groups and out-groups, and compare their value. Social categorization, group evaluation, and the value of group memberships for the self-concept constitute an individual's social identity. A positive social identity is rewarded with positive self-esteem, whereas a negative social identity is followed by ongoing competition, social mobility behaviours, or cognitive strategies to create a more positive image for the in-group. The most fundamental assumption of social identity theory is that group behaviour is more than a collection of individuals' behaviour en masse. Instead, group behaviour is linked to the group's psychological representation or social identity. Hence, social identity theory focuses less on how individuals operate within social groups and more on how social groups operate within the minds of individuals[63].

Relevance of the Theory to the Study

This theory is relevant to the influence of peer group (peer pressure) in the minds of individuals (in this case, students). The theory focuses more on what peer group influence does to the minds of students especially to those within the group. Students within a group do all they can to adapt or identify with the norms of the group. In the school settings, peer pressure which usually originates from the peer groups could cause an individual to conform to certain behaviours, attitudes, norms and values of the group whether positive or negative. Positively, a peer group whose value is a reading culture could cause or motivate members to develop the habit or behaviour of reading and vice versa, a peer group whose norm is engaging in crime would also cause the members to conform into criminal activity. Peer pressure which is a product of peer group could therefore cause students to have higher or lower academic achievement in Business Studies.

2.2.4 Sociocultural Theory of Teaching, Learning, and Development

Sociocultural theory of teaching, learning and development is a theory of instructional facilities that also frames this study. This theory was largely inspired by the seminal works of a theorist in 1978. The theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world. The human mind develops through interaction with instructional facilities in the learning process where people learn from each other and use their experiences to successfully make sense of the materials or facilities they interact with. These experiences are crystallized in 'cultural facilities', and the learners have to

master such facilities in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession.

In the classroom, these facilities or materials can be a picture, a model, or pattern of solving a problem. Most often however, such facilities are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth. Learning by using such facilities is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (for example, the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child's mind.

Importantly, cultural facilities or tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used- for-certain-purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural facilities is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (that is, the meaning) of a given cultural tool. This short account is presented here to illustrate the fact that the sociocultural approach, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that instructional facilities lead to cognitive development because they mediate learners' thinking through

the facilities, and such mediation constitutes the very cornerstone of mental development[64]. The theory is relevant to the study as it shows the necessity and power of instructional facilities (laboratories, instructional aids and so on and forth) in helping the learning experiences and interest of students during the teaching and learning of Business Studies in school which could invariably boost their academic achievement in the long run.

2.3 Review of Empirical Studies

2.3.1 Motivational Components and Students' Academic Achievement in Business Studies

Previous studies carried out on the three components considered in this study (self-efficacy, self-concept and peer pressure) and their relationship with academic achievement of students is discussed under the following sub-headings:

2.3.1.1 Self-efficacy and Students' Academic Achievement in Business Studies

A research explored secondary school students' self-efficacy and motivation as correlates of their achievement in Enugu State. The influence of gender on students' achievement was also determined. Seven research questions and seven null hypothesis were used to guide the study. The research adopted a correlation survey design. The sample comprised of three hundred and eighty four (384) SS II Physics students drawn from twelve (12) out of twenty five (25) government owned schools in Enugu education zone of Enugu State using multi-stage sampling technique. The Physics self-efficacy (PSEQ) and Physics Motivation Questionnaires (PMQ) were used for data collection. The PSEQ consisted of twenty (20) items measured in a five-point Likert Scale format while the PMQ also consisted of twenty (20) items measured in five-point Likert scale format. Pearson Product Moment Correlation and Regression analysis were used to answer the research questions and test the hypothesis at 0.05 level of significance. The findings of

the study indicated that self-efficacy was not significant on students achievement, motivation was a significant influence on both male and female students' achievement. Conclusion from the findings led to Recommendations some of which are:- Teacher education programmes should train teachers on ways to improve their students' motivation, ministries of education, both state and federal should organize workshops and seminars and sponsor teachers to attend in-service courses on how to improve their teaching skills in order to enhance achievement motivation[25].

A study assessed the locus of control and self-efficacy as correlates of secondary school students' academic achievement. Three research questions and two null hypotheses were formulated to guide the study. The hypothesis was tested at 0.05 level of significance. The study adopted a correlational survey research design. A sample of five hundred (500) SS3 students drawn by using multi-stage sampling procedures (simple random and proportionate stratified sampling technique) participated in the study. Locus of Control and Self-efficacy Questionnaire (LOCSEQ) and Students' Academic Achievement Spreadsheet (SAAS) were used for data collection. The instruments were face validated by three experts. Cronbach's Alpha was used to determine the internal consistency of the questionnaire items and reliability coefficients of 0.881, 0.976 for clusters A and B respectively were obtained. Data collected were analyzed using regression analysis. The results showed that 35% and 32% of the variation in students' academic achievement in physics is attributed to locus of control and self-efficacy respectively. Locus of control and self-efficacy significantly predicted students' academic achievement. The study recommended, among others, that students must be made to understand that hard work and active participation during teaching and learning process is the key to academic success and that one's ability determines one's success in school[32].

A similar study was undertaken on self-efficacy as correlates of students' academic performance in financial accounting in secondary schools in Abia State, Nigeria. Correlational research design was adopted for the study. The population of the study comprised of eight hundred and forty six (846) senior secondary school two financial accounting students of 2018/2019 session in state owned secondary schools in Abia State and two hundred and seventy one (271) students were drawn as sample using Taro Yamane sample size determination formula. Self-efficacy Questionnaire (SEQ) and Financial Accounting Performance Test (FAPT) were used for data collection. The researchers with the help of three research assistants distributed copies of the SEQ to the participants in their classes. On-the spot distribution and collection was used. The reliability of SEQ was established using Cronbach alpha method which yielded correlation coefficients of 0.87, 0.891 and 0.986 for sections A to C and overall correlation value of 0.988. Pearson product moment correlation coefficient was used to answer the research questions and test the hypotheses. The findings revealed a positive and high relationship between students' mastery experience, vicarious experience and their academic performance in financial accounting and a negative and high relationship between students' social persuasion and their academic performance. The findings also showed a significant impact of students' mastery and vicarious experiences and social persuasion on their academic performance in the subject. The study strongly advocates the need to use mastery experiences, vicarious experiences and social persuasion as sources of self-efficacy to improve students' academic performance[36].

A similar study was carried out a study on self-efficacy as a predictor of attitude and academic achievement of Colleges of Education students in Business Statistics in North-Central Nigeria. The study was guided by two specific objectives, two research questions and two null hypotheses. Descriptive survey research design was adopted for

the study. The population for the study was six thousand, three hundred and twelve (6,312) final year business education students from fourteen (14) public Colleges of Education in North-central Nigeria. The researchers sampled five hundred (500) students for the study. The instrument for the data collection was adapted questionnaire. The instrument was validated by experts and pilot test. Cronbach Alpha reliability coefficient of 0.887 was obtained. The questionnaire was distributed by the researches using face to face contact. Descriptive statistic of mean scores was used to answer the research questions, while Simple Logistic Regression analysis was employed to test the null hypotheses at the significance level of 0.05. The study revealed that self-efficacy significantly influenced the academic achievement and attitude on College of Education students in Business Statistics in North-central Nigeria. The study concluded that helping students to develop their self-efficacy will help to address problems associated with attitude and academic achievement in Business Statistics in Colleges of Education in North-central Nigeria. It was recommended that Business Statistics lecturers should create a supportive educational environment which provides students with the opportunity to enhance their academic self-efficacy by encouraging and allowing them to participate in the classroom activities[65].

A similar study was undertaken on the relationship between motivation and self-efficacy, and learners' performance within the theoretical framework of Skinner's Theory of Operant Conditioning and Bandura's, Social Cognitive Theory. A correlational-survey research design was adopted for the research, with a sample of three hundred and seventy five (375) senior secondary school three students. Student psychosocial-factor scales were used for data collection. The internal consistency reliability indices of the two clusters of scales were 0.978 and 0.881 using Cronbach's alpha. Inferential statistics such as the simple linear regression was used to analyse the data. The results showed that motivation

and self-efficacy had significant positive relationships with student performance. The implication of the result is that low motivation and self-efficacy of students will result in low performance. It was therefore recommended on the basis of the findings that a favourable academic environment should be created for students to promote their motivation and self-efficacy[66].

Another similar research was implemented on the relationship between students' self-efficacy and higher order thinking skills (HOTS) in business education (accounting). In addition, this study was also conducted to identify the level of higher order thinking skills and self-efficacy among the students. This study used questionnaires and achievement tests as instruments to collect data. A total of four hundred and sixty seven (467) Form Four students were selected as the study sample using proportional stratified random sampling techniques. The Generalized Self-Efficacy Scale (GSES) instrument was used to measure students' self-efficacy. Meanwhile, the students' higher order thinking skills achievement was measured based on the total score obtained in the administered achievement test. Data were analyzed by descriptive and inferential statistics. The findings of the study indicated that there is a significant positive relationship between students' self-efficacy and higher order thinking skills in the subject. The findings also showed that the level of students' self-efficacy and higher order thinking skills was at a moderate level. Hence, when the level of self-efficacy of students increases, then the level of higher order thinking skills also will increase. The implication is that teachers need to give emphasis to increase students' self-efficacy and thus increase higher order thinking skills in the teaching and learning process[67].

A closely related research was carried out to find out if self-efficacy and motivation predicts academic performance and if so, to what extent. The objectives of the study were to examine the relationship between motivation and academic performance;

establish the relationship between self-efficacy and academic performance; determine the relative predictive weights of motivation and self-efficacy on academic performance and lastly test for gender differences in academic motivation and self-efficacy. Self-determination theory by Ryan and Deci and Social Learning Theory by Bandura guided the study. Data was collected through use of questionnaires which also gave students biographical information. The researcher employed ex post facto design and involved one hundred and ninety three (193) study participants. Out of thirty-one (31) public upper basic schools in Kitui County, twenty five percent (25%) of the schools were sampled for this study. Stratified random sampling procedure was used to select the study sample, eight (8) schools were selected to participate in the study, and twenty- four (24) students were randomly selected from each secondary school. A pilot study was carried out on a random sample of forty (40) students from a public school which was not part of the study sample. The academic motivation and academic self-efficacy scales were adapted to measure academic motivation and self-efficacy. Students' academic performance was measured by use of examination records which was obtained from the schools. Pearson product moment correlation coefficient was used to test relationships between variables while multiple regression analysis tests were used to obtain the relative predictive weights of independent variable on outcome variable and t-test for predictor variables for gender. Data was analyzed by use of descriptive and inferential statistics. In view of the findings, it can be inferred that academic motivation, self-efficacy and academic performance are statistically dependent as the p-value in the ANOVA model was .000 which is less than 0.05. The study recommended that all stakeholders in education should work together in creating conducive environments for development of academic motivation and self-efficacy, among students, and appropriate intervention programmes should be developed in schools, particularly targeting girls in order to help reduce the gender differences which

were found to exist with regard to students' academic motivation and self-efficacy learning[68].

A study explored academic motivation and academic self-efficacy as determinants of academic performance of secondary school students in Anambra State. The study adopted a correlation research design and was guided by three research questions and three null hypotheses tested at the 0.05 level of significance. The population of the study comprised nineteen thousand, seven hundred and forty- two (19,742) senior secondary class two (SS2) students from which a sample size of one thousand, two hundred and fifty (1,250) was drawn through a convenient sampling technique. Three instruments were used for the study titled: Academic Motivation Questionnaire (AMQ), Academic Self-Efficacy Questionnaire (ASEQ) and Academic Performance Questionnaire (APQ) and validated by three experts in the field of Educational Psychology. The Cronbach Alpha method was adopted in determining the reliability of the instruments and they yielded alpha coefficients of 0.877, 0.874 and 0.867 for AMQ, ASEQ and APQ respectively. Data collected were analyzed using simple correlation for answering research questions and simple regression analyses for testing the null hypotheses. Findings indicated that both academic motivation and academic self-efficacy have a low and positive relationship with academic performance. It further showed that academic motivation and academic self-efficacy jointly contributed positively to the academic performance of secondary school students in Anambra State, Nigeria. Based on the findings of the study, it was recommended among others that teachers and parents should continue to inspire, encourage and motivate the students for better academic performance[69].

A similar study determined the influence of academic self-efficacy and resilience on academic achievement among secondary school students in Aguata LGA. The study was guided by five research questions and five null hypotheses. The study adopted an

expo-facto research design. The population comprised of one thousand and forty- nine (1,049) SS 2 students in twenty one (21) public upper basic schools in Aguata LGA. A sample of three hundred and ten (310) SS 2 students was randomly drawn from the twenty- one (21) public upper basic schools through multi-stage random sampling procedure. The instruments used for data collection were two, namely: Academic Self-Efficacy Questionnaire (ASEQ), and Academic Resilience Questionnaire (ARQ). The validity of both instruments was determined by three experts. The reliability of the instruments was determined using Cronbach Alpha method and alpha coefficients of 0.872 were obtained for ASEQ, 0.874 for and 0.870 for ARQ. Academic achievement was measured using results in English and Mathematics of 2017/2018 session of the SS2 students in the sampled schools. Data collected were analyzed using the mean and standard deviation for answering research questions and t-test for testing the hypotheses at 0.05 level of significance. The result of the study revealed that both academic self-efficacy and academic resilience have a significant influence on academic achievement. It also showed that gender has no significant influence on academic achievement but has a significant influence on both academic self-efficacy and resilience among the students. Based on the findings, it was recommended among others that teachers should encourage participatory learning and individualized attention among students and also provide necessary feedback, motivation and inclusiveness to foster academic self-efficacy and resilience and academic achievement among the students[70].

A closely related study was implemented a study that investigated self-efficacy as predictor of academic achievement among secondary school students of Obio/Akpor Local Government Area of Rivers State. The study adopted a correlational research design. Two research questions as well as two corresponding hypotheses guided the study. The population of the study consisted of all fourteen thousand, seven hundred and eighty-

four (14,784) senior secondary school students (SSS 1, 2 and 3) in sixteen (16) public upper basic schools in Obio/Akpor Local Government Area of Rivers State. A sample of three hundred and thirty - nine (339) students comprising of one hundred and seventy four (174) male and one hundred and sixty four (164) female were selected as participants using stratified purposive random sampling technique. Two instruments titled: "Self-Efficacy Scale (SES)" and "Students' Academic Achievement Test (SAAT)" were used for data collection. The reliability of the instrument was established using Cronbach Alpha technique and the reliability coefficient obtained was 0.993 and 0.971 respectively. Descriptive statistics such as mean and standard deviation was used to answer the research questions while simple linear regression associated with ANOVA was used to test the hypotheses. The findings revealed that self-efficacy predicted academic achievement for both male and female students significantly. Based on the findings of the study, it was recommended among others that the self-efficacy of students should be improved by the subject teachers and parents in other for students to be confident in their ability to perform well[71].

A study examined gender difference in academic self-efficacy and achievements of public senior secondary school students in Niger state, Nigeria. The paper employed descriptive survey design, two research questions and hypotheses. A sample of four hundred and thirty - five (435) students for 2017/2018 academic session was selected through proportionate stratified random sampling technique – two hundred and ninety four (294) males and one hundred and forty one (141) females. The Academic Self-Efficacy Scale (ASES) and Academic Achievement Tests in English Language and Mathematics were used as instruments for data collection. The ASES instrument was validated through content and construct validity and the Cronbach's Alpha method was used to find reliability of the instruments which had a coefficient alpha of .879. The

statistical techniques used for data analysis were mean, standard deviation, and t-test independent statistics. The findings of the study found that there was no significant difference in academic self-efficacy between male and female students. However, the mean value of female students indicated a higher level of academic self-efficacy over the male students. The study also revealed a significant difference in achievements of male and female students. The mean difference showed that the male students performed better in academic achievements if compared with their female counterparts. The study recommended parental support and encouragement, provision of scholarship and sponsorship for female students, free girl-child education, and employment opportunities for females, among others as strategies by governments at all levels and non-governmental organizations to boost self-efficacy of male students and bridge the gap that exist in achievements between male and female students in Niger state, Nigeria [72].

A closely identical study was conducted to examine academic self-efficacy, attribution styles and test anxiety as predictors of chemistry achievement of secondary school students in Imo State, Nigeria. Fourteen research questions and ten null hypotheses guided the study. Predictive correlational research design was used. The population of sixteen thousand, three hundred and two (16,302) comprised of all the senior secondary school class two students in the two hundred and ninety - five (295) public upper basic schools in the six education zones in Imo State. A sample size of eight hundred and seventy -five (875) was drawn using three-stage sampling procedure. Three instruments were used to collect data for this study, namely; Morgan-Jinks Student Self-Efficacy Scale (MJSSES), Attribution Scale for Students (ASS), Sokan Test Anxiety Scale (STAS).Also the participants' chemistry achievement scores used was the cumulative average score of three terms. Cronbach alpha reliability coefficient for MJSSES, ASS and

STAS yielded 0.881, 0.871 and 0.878 respectively. Data were collected based on at-the-spot method. Descriptive and inferential statistics including frequency count, percentage, simple and multiple linear regressions via SPSS version 20. The findings revealed that most of the students possessed high academic self-efficacy and attributed both their success and failure to self-effort. More than half of the students are anxious about chemistry achievement test. Secondary school students in the study area had an average achievement score in chemistry. It was found that self-efficacy, attribution styles (luck and teacher) and test anxiety positively and insignificantly predicted chemistry achievement while self-effort attribution style negatively and insignificantly predicted chemistry achievement irrespective of gender. More so, the three predictor variables were significantly contributed to chemistry achievement when combined together. It was also found that among the three variables, academic self-efficacy had the highest predictive power. It was recommended among others that parents and other educational stakeholders should work together to enhance the students' academic self-efficacy since the findings indicated that it was the best predictor of chemistry achievement[73].

2.3.1.2 Self-Concept and Students' Academic Achievement in Business Studies

A study aimed to explore the relationship between student's academic self-concept and self-efficacy beliefs in determining secondary school student's academic achievement in the English language in Anambra State. Four research questions and four null hypotheses guided the study. The study adopted a correlational approach to provide answers to the research questions and testing of the hypotheses. The population of the study comprised of twenty- one thousand, two hundred and four (21,204) from which a sample of six hundred (600) was drawn. A multi-stage procedure was used to select the sample. Two standardized research instruments namely; Self-Description Questionnaire (SDQ) and Self-Efficacy Scale (SES), as well as scores from students' promotional

examinations were used for data collection. Cronbach's alpha was used to determine the reliability of the items in the instruments. A reliability index of 0.878, and 0.869, for academic self-concept and self-efficacy beliefs respectively. The overall reliability coefficient was 0.876 which shows that the instruments were reliable and good for the study. The Pearson Product Moment Correlation was used to answer research questions 1-3 and test hypotheses 1-3 while research question four and hypothesis four were answered and tested with multiple regression. Findings showed that students' academic self-concept recorded a low positive relationship with their self-efficacy beliefs. Findings also reveal that these variables statistically predicted students' academic achievement in the English language. Based on these findings, it was recommended that as students' academic self-concept and self-efficacy beliefs jointly predicted their academic achievement positively, focusing attention on the constant re-orientation of students towards these personality constructs should be encouraged as a panacea to students' disengagement in academic context irrespective of the subject domain[35].

A similar study examined the relationship among students' academic self-concept, self-esteem, and academic achievement in mathematics in Anambra State. Four research questions and four null hypotheses guided the study. The study adopted correlational approach to provide answers to the research questions and test the hypotheses. The population of the study comprised of seventeen thousand, nine hundred and eighty- two (17,982) SS2 students of public upper basic schools in Anambra state from which a sample of 600 was drawn. Multi-stage procedure was used to select the sample. Two standardized research instruments namely; Self-Description Questionnaire (SDQ), Self-Esteem Questionnaire (SEQ), as well as scores from students' promotional examination were used for data collection. Cronbach's alpha was used to determine the reliability of the items in the instruments. Reliability indices of 0.893, 0.874 and 0.972 were indicated

for high self-esteem, low self-esteem and self-concept respectively. The Pearson product moment correlation was used to answer research questions 1 to 3 and test of hypotheses 1 to 3 while the research question four and hypothesis four were answered and tested with multiple regression. The findings showed that students' academic self-concept recorded a very low positive relationship with academic achievement in mathematics. Students' high self-esteem recorded a medium positive relationship with students' academic self-concept. Findings of the study revealed that these variables do not statistically predict academic achievement of the students. Based on the findings, it was recommended that, it is necessary to give adequate and sufficient attention to academic self-concept and self-esteem as these variables recorded a very low positive relationship with achievement and teachers should be offered methodological guidance in order to work on these variables for optimal performance in future[41].

A related study examined the effects of the self-concept transformation package on senior secondary school students' academic achievement in the quantitative aspect of Economics in Central Zone, Plateau State, Nigeria. A quasi-experimental research design, the non-equivalent control- group design, was used for this study. The sample size consisted of one hundred and five (105) economics SS2 students from intact classes of the four sampled schools. There were fifty (50) and fifty - five (55) students in the experimental and control group, respectively. Multi-Stage Cluster sampling techniques were used for this study. The instruments used for data collection were the Multidimensional Self-Concept Scales (MSS) and Quantitative Economics Achievement Test (QEAT). Research questions were analyzed using descriptive statistics, while the t-test of independent sample and Analysis of Covariance (ANCOVA) was used to test the hypotheses. The statistical package for social sciences (SPSS) version 23 was used for the analysis. The results showed that the self-concept transformation package positively and

significantly affected students' self-concept and academic achievement in quantitative economics. The study recommended that the use of abusive words on students by Parents and guardians should be discouraged to strengthening their student's self-concept[42].

A research was undertaken to determine the relationship among gender, academic self-concept and academic achievement of secondary school students. A correlational design was utilized in this study which was carried out in Awka Urban. A purposive sample of eighty (80) SS2 students formed the participants for the study. Three research questions and three hypotheses guided the study. The instrument for data collection was Academic Self-Concept Questionnaire (ASCQ) which was validated by two experts at the Faculty of Education and Students' previous term result overall average obtained from the selected schools. The reliability of ASCQ was determined using test retest and analyzed Pearson moment correlation coefficient and a coefficient of 0.972 obtained indicating that the instrument was reliable. The data collected was analyzed using Pearson moment correlation with the Statistical Package for Social Sciences (SPSS) version 20 of 2011. It was found that gender was not a significant factor in measuring students' academic self-concept. It also revealed that gender has no significant relation with students' academic achievement, while academic self-concept and academic achievement has a strong and positive correlation. The implementing of psycho-educational programmes, seminars and workshops to provide opportunities for students to express themselves and thus develop their self-esteem and self-confidence which will, in turn, positively impact their academic self-concept was recommended[74].

A study was carried out to investigate self-concept and academic achievement scores of undergraduate Business Education students in Rivers State. The population of the study was made up of five hundred and thirty - six (536) final year Business Education students for 2015/2016 session from Rivers State University and Ignatius

Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State. A simple random sampling technique was used to select two hundred and fourteen (214) Business Education students for the study. The study adopted a correlational research design. The main instruments for data collection were students‟ academic record and a 5-point Likert scale questionnaire titled; “the self-concept and academic achievement of undergraduate Business Education Students” (SCAAUBES). Two experts in Department of Business Education and one in Department of measurement and evaluation validated the instruments and the split half method was used to establish a reliability coefficient value of 0.877. Only two hundred and two (202) questionnaires were retrieved and eventually used for the study. Three research questions and three null hypotheses guided the study. Mean and standard deviation were used to answer the research questions while the Pearson Product Moment Correlation Coefficient (r) was used to test the hypotheses at 0.05 level of significance. The study found out that: to a high extent student‟ self-acceptance, social confidence and self-anxiety as an aspect of self-concept relate to their academic achievement scores in Business Education in Rivers State. The researcher therefore recommended among others that self-concept should be boosted as it is a prominent factor influencing academic achievement of students[75].

Another closely identical research was implemented on the relationships among academic self-concept, academic motivation and academic achievement in college students. Three research questions were answered and three hypotheses tested at 0.01 level of significance. A sample of five hundred and twenty- eight (528) undergraduate volunteers participated in the study. The instruments for data collection were College Students' Academic Self-Concept Questionnaire (CSASCQ) and College Students' Academic Motivation Questionnaire (CSAMQ) validated with the assistance of senior lecturers in the relevant field. The correlation indices of both instruments obtained using

test-retest method and Pearson product moment correlation technique were found to be 0.811 and 0.741 respectively. The data obtained from the instruments were subjected to SPSS analysis using Pearson product moment correlation technique. It was found that academic self-concept, academic motivation and academic achievement correlated significantly with one another. Consequently, it was recommended that teachers, parents and guardians should provide academic motivation to the students to boost their academic self-concept and academic achievement[76].

A study examined the influence of self-concept on academic performance of adult literacy learners in Kano State, Nigeria. The study used descriptive research design to examine how self-concept influence Literacy, Numeracy and Life Skills academic performance of basic literacy learners in the state. The population for the study consisted of all eleven thousand (11,000) adult basic literacy learners of the Kano State Agency for Mass Education and a sample size of three hundred and fifty - seven (357) adult literacy learners participated in the study. Adult Self-concept Scale (ASS) with 0.889 reliability index and results of the sampled learners in Literacy, Numeracy and Life Skills were used to measure self-concept and academic performance of adult learners respectively. Three hypotheses raised were tested using t-test statistics. The findings revealed that adult learners with positive self-concept performed significantly better than learners with negative self-concept in Literacy, Numeracy and Life Skills. The study recommended that adult literacy facilitators and organizers should develop self-concept of learners positively through encouragement and counseling[77].

The aim of a closely identical study was to help ascertain test anxiety and self-concept as a predictors of biology students' academic achievement. Four research question and four null hypotheses guided the study. Correlational survey research design was adopted for the study. Six thousand, eight hundred and ninety (6,890) senior

secondary school two biology students in public upper basic schools in Onitsha Education zone of Anambra state made up the population of the study. Three hundred and sixty - five (365) senior secondary two (SS2) students drawn from the population made up the sample size of the study. The instruments used for data collection were researchers developed Biology Test Anxiety Scale (BTAS); Self-concept Rating Scale (SRS) and Biology Achievement Test (BAT). The instruments were face validated by two biology lecturers and one test development expert all from Department of Science Education of the University of Nigeria, Nsukka. A reliability index of 0.881 was obtained for BAT using Kuder-Richardson 20 (KR-20) formula. However, reliability coefficient values of 0.779 and 0.883 were obtained for both BTAS and SRS respectively using Cronbach's alpha formula. Research question one and two were answered using linear regression while three and four were answered using multiple regression. ANOVA regression was used in testing all the formulated null hypotheses at 0.05 level of significance. Findings of the study revealed that the variation in students' achievement in biology that can be attributed to their test anxiety is not significant; there is no statistical significant variation in students' achievement in biology that can be attributed to their self-concept; there is statistical significant variation in students' achievement in biology that can be attributed to their test anxiety based on school location; and there is statistical significant variation in students' achievement in biology that can be attributed to their self-concept based on school location. It was recommended among others that in-service biology teachers training should be organized by the state government in synergy with the school management so as to provide them with the best approach towards engaging students on various academic task and test preparation. This would help to acquaint the teachers on novel ways to step-up students' self-concept and test anxiety in order to improve the students' academic achievement[78].

A similar research was carried out to ascertain the relationship between secondary school students' academic self-concepts and their academic achievements in Edo State. The study was guided by five research questions and two hypotheses. Population of study comprised all SS2 students of the state owned (public) secondary schools. A sample size of one thousand, two hundred and one (1,201) students in SS2 was randomly drawn from thirty (30) senior secondary schools, out of the three hundred and ten (310) state owned (public) secondary schools. The research design was correlational survey and instrument used for data collection was academic self-concept scale (ASCS). The instrument was adopted for use with the authors' established Cronbach alpha reliability co-efficient (internal consistency) of 0.984 for (ASCS). Other instruments used in the study were end of term results or students' achievement scores of Mathematics and English Language. Administration of research instrument was done through direct delivery approach and the data were analysed using summated scores, percentages, Pearson r, t-test of simple regression analysis. Hypotheses were tested at 0.05 level of significance and findings revealed that a major fraction of the respondents have good academic self-concept. While few percentage of the students had excellent academic achievement in Mathematics, average percentage of them had excellent academic achievement in English Language. It was also revealed that relationship existing between secondary school students' academic self-concept and their academic achievements was neither significant in Mathematics nor in English Language. Hence, the study concluded that there was no correlation existing secondary school students' academic self-concepts and their academic achievements in Edo State. Based on the findings recommendations were made[79].

A paper examined the levels of students' academic self-efficacy beliefs and relationship between academic self-efficacy with students' academic performance among final year students' in one of Nigerian Colleges of education. Questionnaire was used as

the means of data collection. A total sample of three hundred and thirty - nine (339) respondents who were stratified and randomly selected from five faculties of the College participated in the research. The respondents were between the ages of nineteen (19) to thirty - four (34) years old. The findings revealed that a major fraction of the respondents have higher levels of academic self-efficacy in the College.Also positive and significant relationship between academic self-efficacy beliefs with students' academic performance were recorded. Therefore, it was recommended that students' should be exposing to the kind of self-efficacy intervention program in order for the students' to be having a kind of confidence to feel that, they can really perform well and deal with all academic related task positively, which in turn improve academic achievement of students' positively[80].

2.3.1.3 Peer Pressure and Students' Academic Achievement in Business Studies

A study was carried to determine the influence of peer group relationship and parental socioeconomic status on Business Studies students' academic achievement in Upper Basic schools in Adamawa State. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was a mixed of descriptive survey and ex-post facto design. The population of the study was sixty - nine thousand, four hundred and eighty seven (69,487) students which were drawn from upper basic education across the five educational zones in Adamawa State. A simple random sampling technique was used to determine the sample of three hundred and eighty - two (382) students for the study. A structured questionnaire of twenty - five (25) items was used to collect data and the data collected were analyzed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The major finding of the study was that peer group relationship and parental socioeconomic status have a significance influence on students' academic achievement in Business Studies in Upper

Basic schools in Adamawa State. It was concluded that peer group interaction and parental socioeconomic status positively influenced students' learning and achievement in Business Studies. It was indicated in the findings that if the teachers uses the peer group effectively for classroom interaction and participation, it could motivate students to do well academically. The researchers recommended that parents should work hard to provide enabling environment and learning materials to their wards in order to ensure better academic achievement. Students should endeavour to form or join groups that are study inclined and encourage learning so that their learning could be effective[48].

A similar study was implemented on peer pressure and its psychological effect on the academic performance of students in Akoko North East local government area, Ondo State, Nigeria. The instrument used for data collection was a questionnaire. A simple random technique was used to draw a sample which consisted of one hundred and twenty (120) secondary school students from three public upper basic schools from a population of three thousand, two hundred (3,200) students using simple random sampling techniques. The data collected were analysed using descriptive statistics. Based on the findings, the researcher discovered that peer pressure does not necessarily mean negative influence but could also have a positive influence on students' performance. The kind of peers a student keeps or move with can therefore influence his/her attitude, learning and academic performance. The recommendations made included that parents should encourage their children to have friends that would have positive influence on their learning, both at home and in school. Teachers should also pay attention towards encouraging positive peer group activities in schools especially in the area of group discussion[49].

A paper examined the influence of peer pressure on achievement and retention of biology concepts among senior secondary school students in Sabon-gari Local

Government Area, Kaduna State. Three research questions and three null hypotheses guided the research. The study employed a descriptive research design. The population of the study was one thousand, four hundred and seventy one (1,471) students from nine (9) public senior secondary schools in the Sabon-gari local government area, from which one hundred and fifty (150) SSII biology students in five (5) schools were selected as a sample, using the purposive sampling method. The instrument for data collection was Peer Group Influence Questionnaire and the students' academic assessment for the 2019/2020 session. Data gathered was analyzed using means, standard deviations and simple percentages for the research questions; and Pearson Product Moment Correlation Coefficient for the null hypotheses. Findings revealed that senior secondary school biology students in the Sabon-gari local government area exhibit a low level of peer pressure, and there is a positive and significant relationship between peer pressure and students' academic performance and retention of biology concepts. It was recommended among others that school authorities/teachers should pay attention towards encouraging good peer group activities in schools, especially in the area of group discussion[81].

A similar study was undertaken to assess the level of peer pressure among junior secondary school students of Social Studies in Mushin Local Government Area, Lagos State. It also determined the difference between male and female junior secondary school students of Social Studies' peer pressure influence on their academic performance and examined the difference across age groups' peer pressure influence on academic performance of junior secondary school students in Social Studies in the study area. The study adopted a descriptive survey research design. The target population was the junior secondary school students in Mushin Local Government Areas of Lagos state, Nigeria. Eight Upper Basic schools were selected using simple random sampling technique. From each of the schools, thirty students were selected using simple random sampling

technique summing up to two hundred and forty (240) students that made up the sample for the study. Two self-designed research instruments were used for the study namely: Peer Pressure Questionnaire (PPQ) and Social Studies Test (SST). Data collected were analyzed using frequency, simple percentage, graph and multivariate analysis of variance (MANOVA). The results of the study showed that a large fraction of the students demonstrated moderate peer pressure influence in Upper Basic schools. The results of the study further indicated that there was no statistically significant difference between male and females on the combined dependent variables. The results of the findings finally revealed that there was no statistically significant difference between different age groups on the combined dependent variables in the study area. The study therefore concluded that the level of peer pressure among junior secondary school students is moderate and that the peer pressure influenced their academic performance though moderating variables have no significant influence on the students' performance in Social Studies in the study area[82].

An identical research investigated the influence of peer groups on academic performance of undergraduate students of Faculty of Education, University of Maiduguri, Nigeria. A total of one hundred and twenty five (125) students were selected through a systematic random sampling method for the study. Data were collected by administration of structured questionnaire to respondents complemented by interview and group discussion and analysed by the use of descriptive statistics such as frequency count, frequency distribution and percentage. Results showed that majority of the students were males who were mostly above the age of 22 years and affiliated to campus social peer groups. It was also revealed that most of the students utilise information provided by peers and also adopted peer group behaviours. Furthermore, it was shown that disengaged peer members experienced abandonment, mockery and negative academic performance.

Pooled from the findings, most of the learners performed academically above average. In conclusion, it could be stated that most of the peers studied were males that were slightly in their adolescence stage who are affiliated to campus social peer groups, and utilised information which modified their behaviours. The peer groups' interactions influenced learners' academic performance positively. Based on the results, it was strongly recommended that parents, teachers and counsellors should properly advise students on their choices of peer groups to associate with in order to be successful career-wise and in their academic achievements[83].

A similar research investigated the influence of students' interest and peer groups on learning of Office Technology and Management (OTM) courses in tertiary institutions in Ondo State. The study adopted a descriptive survey design. The sample size of the study consisted of the entire population of one hundred and sixty - seven (167); and since the population size is small, there was no sampling. The results showed that students' interest in OTM programme influenced their learning to a high extent. Similarly, it was discovered that peer group influence students' learning of OTM courses to a high extent. It was concluded that students' learning is highly influenced by their interest and their peer groups. It was recommended amongst others that excursion/field trip, workshops and symposia be organised for students where they will be exposed to well-equipped/automated offices that can enhance their interest and improve their learning habit as students[84].

Another similar research work was carried out an investigation on learning environment and peer pressure as correlates of academic aspirations among senior secondary school students in Mubi North local Government Area, Nigeria. The study adopted the descriptive survey design. The population of the study comprised of secondary school students in Mubi North Local Government. A sample size of four

hundred (400) students was chosen from four secondary schools by stratified sampling technique. A questionnaire titled "Learning Environment and Peer Pressure Questionnaire" (LEPPQ) was used for data collection. The instrument was validated by an expert in Guidance and Counselling Department in Adamawa State University, Adamawa State. The reliability value was calculated using Kuder-Richardson formular (KR-21) which yielded a reliability co-efficient of 0.881. Data were analysed by descriptive and inferential statistics. Four research questions and two hypotheses were raised to guide the study. The hypotheses were tested at 0.05 level of significance. The findings of the study showed that there is a significant relationship between peer pressure and academic achievement; and that there is a significant difference between the academic achievement of male and female students. The way peer pressure influences learning included:- punctuality to class, through competition, studying together, disturbance in class and helping with academic difficulties. It was recommended that government should improve the condition of classrooms by providing electric fittings besides renovations of schools and students should endeavour to form or join groups that are study inclined so that learning would be effective and instructional materials[85].

The above studies show similarities with the present study. However, there are differences in the research design, objectives, study area, population and variables along with their indices.

2.3.2 Instructional Facilities (Audio-Visual aids, Visual aids and Typing Pool) and Students' Academic Achievement in Business Studies

A study was carried out to investigate the influence of school facilities on students' academic performance in Basic Science and Technology in Upper Basic schools in Osun state. The study assessed school facilities available in Upper Basic schools for the teaching and learning of Basic Science and Technology, determined the influence of

school facilities on junior secondary school students' academic performance in Basic Science and Technology and finally examined the interaction effect of school facilities and gender on junior secondary school students' academic performance in Basic Science and Technology with a view to providing information on the academic performance of students in the subject in the study area. The study adopted the descriptive survey research design. The population for the study comprised all junior secondary school two (JSS II) students of Basic Science and Technology in the state. Ten schools were selected from each of the three senatorial districts in the state using simple random sampling technique. From each of the selected schools, forty students were also selected using simple random sampling technique. In all, thirty schools and one thousand two hundred students constitute the sample size for the study. Two research Instruments were used to collect data for the study. They are: School Facilities Checklist (SFC) and Students' Previous School Term Results in Basic Science and Technology. Data collected were analyzed using frequency counts, simple percentages and regression analysis. The results of the study revealed a low level availability of school facilities for the teaching and learning of Basic Science and Technology such as science laboratories which are grossly inadequate, world globe, computers, electricity supply, health care services, first aid box and so on were all found to be inadequate. The results further showed a significant influence of school facilities on students' academic performance. The study concluded that school physical facilities are crucial to students' academic performance in Basic Science and Technology[52].

A similar study was done on the impact of educational facilities on the academic performance of secondary school student in Lassa, Askira-Uba Local Government of Borno State. The study covered five secondary schools. Two hundred (200) respondents took part in the study - one hundred and fifty (150) students, and fifty (50) teachers. The

research designed for the study was descriptive survey method, whereby mean and standard deviation statistical analysis was used to answer research questions one to five. Findings revealed that the presence of sufficient classrooms, libraries, hostel accommodation contributed positively to the students' academic performance even as their absence contributed negatively to the students' academic performance in some of the schools. Furthermore, absence of electricity, computers, chairs, and desk had negative impact on the students' performance. Sufficient text books and teaching materials facilitated learning. It was revealed that the environments were not noisy as they were not close to market areas or refineries. School buildings were well-equipped with educational facilities to enhance teaching and learning with the help of qualified personnel. It was therefore concluded that facilities are potent to high academic achievement of students. It was recommended that state government should develop more useful and reliable policies for provision and distribution of educational facilities and resources in Lassa, Askira-Uba local government. School administrators should organize fund raising events to draw attention to the areas where facilities are seriously needed[53].

A research examined the availability of educational facilities to improve academic performance of business education students in college of education, ikere Ekiti. The descriptive research design of a survey was adopted for the study. The population of the study was made up of three hundred and seventy- four (374) Business education students in College of Education, Ikere Ekiti. The sample of the study was hundred (100) Business Education students selected using simple random sampling technique. A well-structured questionnaire was the instrument used for the study, the questionnaire items were structured in a four-point Likert rating scale and it was validated by experts for face structure. The reliability of the instrument was determined. The reliability coefficient of 0.862 was obtained using the Cronbach alpha coefficient which indicated that the

instrument was reliable to collect the necessary data for the study. Descriptive statistics was used to analyze the research questions. The study concluded that there are no adequate educational facilities such as modern equipments like projectors, computers, and lecture clips for practical work to enhance effective teaching and learning in order to improve students' academic performance. Therefore, it was recommended that adequate educational facilities should be made available in the institution in order to guarantee better academic performance of business education students[54].

A research study sought to examine the impact of educational facilities on student's academic achievements in selected government owned secondary schools in Port Harcourt area of Rivers State. The study was guided by two research objectives, two research questions and two hypotheses. The design adopted for this study was correlational research design. The population for the study consisted of one thousand, one hundred and fifty (1,150) parents, teachers and students. The instrument for data collection was a set of structured questionnaires. Data derived from the field were analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0 and statistical tools such as simple percentage and mean scores were used to answer the research questions and Pearson Product Moment correlation coefficient to test the relationship between the educational facilities and students' academic achievement. Findings from the study showed that that there is a significant influence of students taught with instructional materials and those that did not study with instructional materials. Based on results and findings of the research work, the study concluded that the availability of educational facilities in the teaching and learning process is very important and has numerous advantages in student rate of retention and assimilation thereby enhancing students' academic achievement. Based on the findings of the study, it was

recommended that Facilities of health should be provided for school to enhance student academic achievement, amongst others[86].

A similar study was conducted to assess the impact of instructional facilities and co-curricula activity on students' academic performance in Rivers State. Two (2) research questions and two (2) null hypotheses guided the study. The descriptive survey research design was adopted. The population of the study consisted of seven thousand, four hundred and twenty- five (7,425) public upper basic school teachers. The sample size for the study was drawn scientifically by the use of Taro Yemane Formula which yielded a sample of three hundred and eighty (380) teachers that was studied. Data was collected for the study through the administration of validated questionnaire on the respondents. The Cronbach Alpha Method was used to determine the reliability of the instrument. The reliability co-efficient of the instrument for the study was found to be 0.894. Mean and standard deviation were used to answer the research questions and the hypotheses was tested using z-test inferential statistics. Findings of the study revealed that male and female teachers affirmed to a high extent that inadequate provision of instructional facilities and co-curricula activities affect students' academic performance in Rivers State. On the basis of these findings, it was recommended that government at all levels should support public upper basic schools by providing modern, relevant and adequate facilities for the training of student, and that, adequate funding should be provided by the government to enhance effective running of public upper basic schools in Rivers State[87].

Another study was sought to establish influence of infrastructural facilities and staffing on academic performance in national examinations in young national schools in Samburu, Marsabit, and Isiolo counties, Kenya. Correlation research design was used. The study population was five (5) principals, one hundred and fifty (150) teachers, three (3) examinations officers, and three (3) staffing officers. The sample size was composed

of five (5) principals, sixty (60) teachers, three (3) examinations officers, and three (3) staffing officers. The study established that infrastructural facilities and staffing had a positive and statistically significant relationship with academic performance in all the schools in the three counties as follows: Infrastructural facilities, Staffing, all at alpha 0.05 level of statistical significance. Further, multiple regression analysis revealed that infrastructural facilities had a positive significant impact on performance, while staffing also had a positive significant impact on performance both at 5% level of significance. The schools were understaffed, lacked enough infrastructural facilities, and had congested classes. It was recommended among others that the government should post more teachers in those schools and improve infrastructural facilities in those schools to address the challenge[88].

A study examined the relationship between school facilities and students' academic performance in Oshodi-Isolo Local Government Area Senior Secondary Schools, Lagos State. The study investigated the impact of school facilities on students' academic performance. The qualitative and quantitative method of research were used for the study. A stratified random sampling technique was used to select the numbers of principals and teachers of the sampled secondary schools. Data collected were analyzed using Pearson product moment correlation statistics. The hypotheses formulated were tested at 0.05 level of significance. The study revealed that the level of school facilities and students' academic performance were relatively high during the period under investigation. The study also revealed that school facilities and its components were significantly related to students' academic performance. Based on the findings, it was recommended that education stakeholders should continue to lay more emphasis on school facilities in order to improve students' academic performance[89].

A closely similar research work was undertaken to investigate the extent of availability, application and impact of instructional aids on improving academic performance of physics students in Federal Capital Territory (FCT) secondary schools Abuja. The population of the study was limited to secondary schools in three Area councils of the FCT. The sampled schools used for the research had a total three thousand, one hundred and fifty (3,150) students with teaching staff strength of one hundred and sixty -three (163). The study was carried out among the senior secondary SS2 and SS3 physics students and their teachers. Descriptive survey method was adopted for this study with sixty (60) items on the questionnaire for students and fifteen (15) items for teachers. Six research questions were asked and analyzed using frequency counts and percentages. The data gathered were further analyzed and interpreted to arrive at findings which showed that the physics teachers in FCT secondary schools were using instructional aids, there was significant difference in academic performance of students taught with instructional aids; findings equally revealed that there were shortfalls in availability of some materials. Recommendations were suggested that government should formulate policy statement on availability, distribution, selection and maintenance of instructional aids in FCT secondary schools[90].

Another similar study was carried out on the impact of instructional materials on students' academic performance in quantitative economics in North-West State Colleges of Education (COE), Nigeria. Four research questions and one hypothesis guided the study. The study adopted an exploratory cross-sectional survey research design. The population of the study consisted of all eight (8) accredited State COE in North-West Nigeria with twelve thousand, three hundred and twenty (12,320) lecturers and NCE 1 students who registered for quantitative Economics 2019/2020 academic season. The sampled size for the investigation consisted of one thousand and eighty- five (1,085)

lecturers and students of economics selected from seven (7) accredited State COE in North -West Nigeria through multi-stage stratified random sampling technique, thirty five (35) lecturers and one thousand and fifty (1,050) students. The researchers developed an instrument for data collection entitled ‘‘Impact of Instructional Materials on Students’ Academic Performance in Quantitative Economics Questionnaire” (IIMSAPQEQ) contained nine (9) items used for data collection. The questionnaire titled – “IIMSAPQEQ” was anchored on the 2-point scale of agree and disagree and it was validated by experts yielding a validity index of 0.887 and a reliability index of 0.982. Frequency count and percentage were used to answered research questions while parametric statistics was used to test the null hypotheses at 0.05 level of significance using SPSS version 23. The findings revealed that majority of the respondents agreed that they don’t always use any instructional materials during lecture period, no supply of instructional materials available in their school and there is a significant impact of instructional materials on academic performance of students. It was recommended that appropriate measures should be taken by concerned stakeholders of colleges of education to compel all lecturers to utilize instructional material during lecturing and learning process and supply of instructional material to all colleges of education in Nigeria to minimize students’ poor performance in the subject[91].

A closely similar research work was done to examine the influence of audio-visual instructional aid on students’ academic achievement in Biology in some selected higher institutions of learning in Yobe State. The objectives of the study was to identify the forms of instructional aids provided in higher institutions; to determine the utilization of instructional aids by teachers of higher institutions of learning; to determine the impact of instructional aids on academic achievement of Biology major students in higher institutions of learning; and to identify the challenges associated with instructional aids

used by Biology teachers in higher institutions of learning in Potiskum Local government area, Yobe state. The population of the study comprised of five hundred (500) Biology students' from the following schools, Federal College of Education (technical) Potiskum and College of administration Management and Technology (CAMTECH) Potiskum. Twenty (20) Biology teachers representing the entire population of biology teachers in the two institution were used for the study. The instrument for data collection was Biology Achievement Test (BAT) and structured questionnaire. Fifteen (15) items Biology Achievement Test (BAT) was constructed from topics in the Biology curriculum. The data collected was analyzed using mean, standard deviation. Scores of different groups was computed. Results of the experimentation was used to answer research question. The result shows that the schools lacks functional audio materials for teaching biology at efficient level. The mean values indicated that there is no functional audio materials for effective teaching and learning Biology in the selected institutions. Where there is poor or no available audio materials, the rate of utilization is basically not feasible. Similarly, audio- visual materials are not in use. The use of instructional materials in teaching Biology in the selected higher institutions shows a positive result, it is obvious that electricity and access to the instructional aid is not a problem in the schools but the main challenges faced by the teachers are inadequate lecture period that will warrant the use of audio-visual materials in teaching, poor or no constant monitoring of the lesson by the school administrators, lack of instructional assistant to help the teachers in fixing the gadgets before and during the lecture has contributed immensely to poor academic performance of the students in the selected higher institutions respectively. Technical know-how is also a factor of concern even as poor knowledge of the gadgets by the teachers and the assistant is also a point of concern. It was therefore recommended that all hands should be on deck towards ensuring that instructional facilities especially

instructional aids be provided for effective teaching and teachers should be periodically trained on the use of instructional aids for teaching and learning activities[92].

A study was done with the purpose to examine the relationship between provision and utilisation of facilities and students' academic achievement in public senior secondary schools in Lagos state Education District V. Two hypotheses were formulated and tested at 0.05 level of significance and the descriptive research design was used to investigate the study in which a multistage sampling procedure was adopted to sample four hundred (400) participants from the sampled schools within the Education District. Three instruments namely checklist, records observation format and questionnaire were used to collect data on provision and utilisation, students' academic achievement as well as attitude of students towards the use of school facilities provided. After establishing their validity, reliability of these instruments were obtained which stood at 0.989 and 0.991 respectively except for the records observation format. Collected data were analysed using Pearson's correlation and t-test to test the stated hypotheses. The study found that no significant relationship existed between provision and utilisation of facilities and students' academic achievement; and no significant difference existed between male and female students' attitude towards the use of provided facilities in public senior secondary schools in Lagos state Education District V. It was recommended that government, through officials from the Ministry of Education and school principals, must ensure that schools are inspected and supervised on a regular basis in order to ensure that the available facilities are used effectively in the teaching and learning process[93].

An identical study was conducted on the effect of utilization of workshop instructional facilities on students' academic achievement and retention in electrical installation and maintenance works in technical colleges in Edo State. Two specific purposes were determined, two research questions guided the study and two hypotheses

were tested at 0.05 level of significance. The design of the study was quasi experimental of pre-test, posttest non-ramdomized groups. The population of the study was one hundred and fifty- two (152) NTC II students offering electrical installation and maintenance works (EIMW) in the four technical colleges in Edo State. Two colleges were purposively selected they have eighty- four (84) students in their intact classes that were used as experiment – thirty six (36) and control – forty eight (48) students respectively. The instrument for data collection was electrical installation and maintenance works achievement test (EIMWAT) which was validated by three experts and had a reliability coefficient of 0.878. The research questions were answered with meanwhile the hypotheses were tested with Analysis of Covariance (ANCOVA). It was revealed that students taught EIMW using workshop instruction facilities perform better in the post-test that those taught EIMW without workshop instructional facilities. Also, the findings showed that students taught EIMW with workshop instructional facilities perform better in the retention (second posttest) than those taught without workshop instructional facilities. It was recommended among others that teachers should use workshop instructional facilities to teach students EIMW for improved academic performance[94].

A similar survey was carried out on the influence of the availability of laboratory facilities on academic performance of students in biology in senior secondary school of Jalingo Local Government Area of Taraba State. The study adopted a descriptive survey research design and was guided by two specific objectives and two (2) research questions. It sought to find out to examine the availability of biology laboratory facilities and to determine the influence of the availability of laboratory facilities on the students' academic performance in biology in senior secondary school of Jalingo Local Government Area of Taraba State. Descriptive survey research design was employed for

the study. The population consisted of seventy- six (76) teachers which were also sampled for the study using total enumeration sampling technique due to the fact that the population was not large enough. The instrument used for data collection was a researcher developed questionnaire tagged Availability of Laboratory Facilities and Academic Performance of Biology (ALFAPQ). The questionnaire had sixty (60) items. Descriptive statistics and mean were used to answer research questions. The results revealed that most of the facilities were not available in study area. From the opinion of the respondents, wall chart, petri dish, beakers, chemicals and hand lens were available in some of the secondary schools. Also the respondents also opined that facilities Biology laboratory such as Bunsen burner, microscope, first aid box, fire extinguisher, dissecting kits and laboratory assistant were not available. Also, the result reveals that students' academic performance can be influenced positively by the use of chart and beakers, laboratory equipment in explaining the abstract topics, microscope, and laboratory assistant. Based on the above results, it was recommended that the school management should endeavour to make provision for laboratory facilities that will enhance teaching and learning biology in their schools; Government should increase the budgetary allocation to schools so as to enhance their running cost and to enable them to get their laboratories equipped as this will help in the practical application of biology knowledge; Supervisors and inspectors from the Ministry of Education should strictly monitor the frequency of use of laboratory equipments by both teachers and students. This will ensure a regular utilization of the available science laboratory equipments in the teaching and learning of Biology and such process will encourage students to better understand biology concepts and perform well in the subject[95].

Similarly, a study was carried out to determine the effect of instructional materials on students' academic performance in mathematics in Calabar Municipality Local

Govemment Area of Cross River State. One research question was posed and one hypothesis formulated to guide the study. This hypothesis was tested at 0.05 level of significance. The quasi-experimental design was adopted for the study. The sample consisted of one hundred and ninety (190) SSI students selected from six (6) sampled schools. The instrument used for data collection was the Mathematics Achievement Test (MAT). The independent t-test statistics was used for the analysis of the hypothesis, and the research findings showed that teaching with instructional materials has a significant effect on students' academic performance in mathematics. Based on these findings, some recommendations were made to direct and support the use of instructional materials in teaching mathematics at secondary school level in Calabar Municipality Local Government Area of Cross River State, and Nigeria at large[96].

Another related research work was implemented to ascertain the influence of instructional materials on students' academic performance in Biology in Calabar South Local Government Area, Cross River State. The independent variables examined were; availability of instructional materials, accessibility of instructional materials and utilization of instructional materials while dependent variable was students' academic performance in Biology. To achieve the purpose of the study, three research questions and three research hypotheses were posed and formulated respectively to guide the study. Literature was reviewed based on the variables in the study. The research design that was adopted for the study was Ex-post facto design. Two hundred (200) SS2 students who offered Biology in public upper basic schools were randomly selected for this study. The instrument used for data collection was a fifteen-item questionnaire named - Influence of Instructional Materials on Students' Academic Performance in Biology Questionnaire (IISAPBQ) constructed by the researcher. Pearson Product Moment Correlation Co-efficient-test statistic was used as statistical tool for data analysis. Each of the hypotheses

was tested at .05 level of significance. The findings of the study revealed that there is a significant relationship between availability of instructional materials, accessibility of instructional materials, utilization of instructional materials and academic performance of students in Biology the academic performance of SS 11 students in Biology in Calabar South Local Government Area of Cross River State. Based on the findings of the study, it was recommended among others that, there is the need for the development of positive attitudes by the teacher toward the use of instructional materials for their students. This will encourage the development of their proficiency[97].

A study examined classroom environment and mathematics achievement of senior secondary school (SS2) students' in the Calabar Cross River State, Nigeria. Ex-post facto quasi-experimental research design was used to test two hypotheses on the influence of two classroom variables, class size and instructional materials on students' academic achievement in mathematics. A sample of seven hundred (700) students was selected from public upper basic schools for the study using stratified and simple random sampling procedures. Two instruments used for data collection were a questionnaire on classroom environment and test items on mathematics achievement. The reliability estimate of the instrument was established through Cronbach Alpha reliability estimate and Kuder – Richardson K-R-20 formula which gave the reliability indices to range from 0.875 to 0.878. Independent t- test was the statistical technique adopted to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that class size and availability of instructional facilities significantly influenced students' academic performance in mathematics among SS 2 students in Calabar Nigeria. Based on this finding, increased government funding for provision of conducive classroom environment, with optimum class sizes is recommended. Instructional materials for teaching mathematics should be made available in public schools[98].

2.4 Conceptual Model

The conceptual model for this study shows the relationship among the independent variables (motivational components and instructional facilities), the dependent variable (academic achievement in Business Studies) and moderating variable (gender). The conceptual model is represented in the figure 2.1:

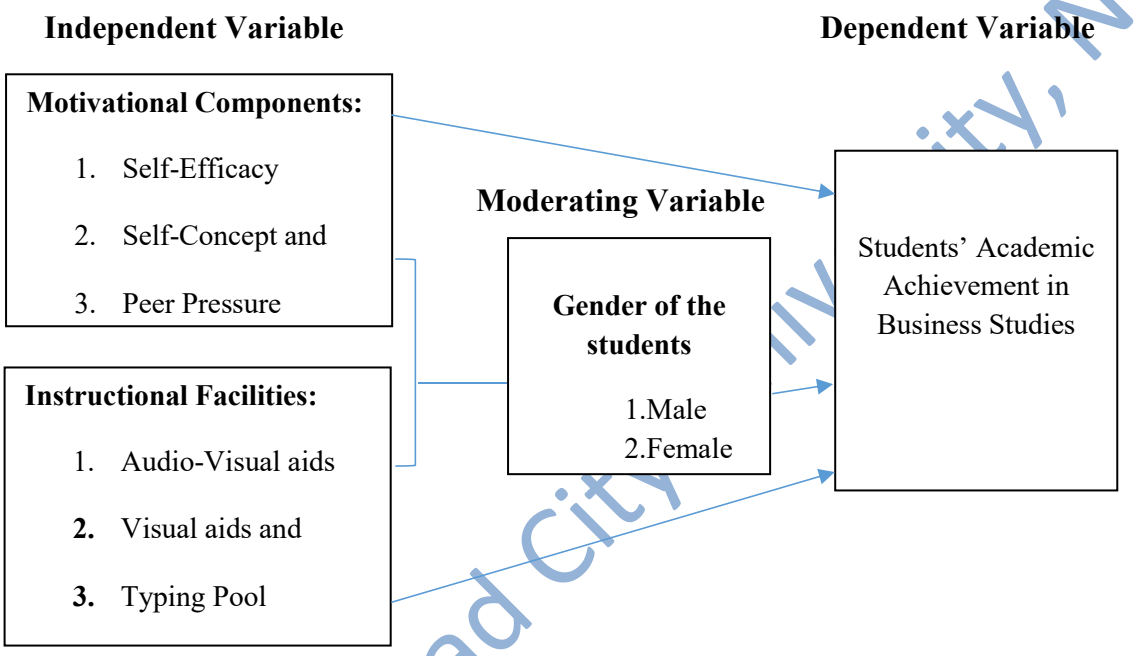

Figure 2.1: Conceptual Model for the study (A. M. Hassan, 2022)

The conceptual model in figure 2.1 shows the relationship amongst the variables for the study. The first independent variable for the study which is motivational components included indices such as self-efficacy, self-concept and peer pressure. The second independent variable which is instructional facilities included indices such as audio-visual aids, visual aids and typing pool. The dependent variable which is academic achievement in Business Studies was considered as a single variable. Gender of the students was used as the moderating variable for the study. The arrows depict the joint and relative influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on

students' academic achievement in Business Studies alongside the moderating influence of gender.

2.5 Summary of Gaps in Literature Reviewed

Literatures reviewed in this chapter depicted the possible influence of motivational components and instructional facilities on academic achievement in Business Studies. Motivation which is the energy, drive or motive to do something consists of several components such as self-efficacy, self-concept and peer pressure. Several studies have shown a link between students' self-efficacy and academic achievement in Business Studies. For instance, a study revealed a positive and high relationship between students' self-efficacy and their academic performance in financial accounting (business education)[36]. A study disclosed that self-efficacy significantly influenced the academic achievement of students in Business education in North-central Nigeria[65]. Another study revealed that there is a significant positive relationship between students' self-efficacy and higher order thinking skills in business accounting[67]. However, literature shows paucity of indigenous studies on the influence of self-efficacy on academic achievement in Business Studies which created a gap in literature that needed to be addressed.

Very few researches have shown a link between self-concept and academic achievement in Business Studies. For instance, a study found out that to a high extent, students' self-acceptance, social confidence and self-anxiety which are aspects of self-concept relate to students' academic achievement scores in Business Education in Rivers State[75]. Contrarily, another study reported that self-concept, though important, did not predict achievement behaviour of students in Business Studies[99]. However, there also seems to be a dearth of indigenous studies on self-concept and students' academic achievement in Business Studies which also created another gap in literature.

A research showed that peer group relationship has significant influence on students' academic achievement in Business Studies in Upper Basic schools in Adamawa State[48]. The findings of a study showed that there is a significant relationship between peer pressure and academic achievement[85]. However, indigenous studies on the influence of peer pressure as a motivational component on students' academic achievement in Business Studies are relatively scanty in literature. This also provided a gap that needed to be addressed. Moreover, literatures show paucity of studies on the joint contribution of self-efficacy, self-concept and peer pressure (indices of motivational components) on students' academic achievement in Business Studies. This study is therefore carried out to address this gap in literature.

Very few researches have shown a link between instructional facilities (audio-visual aids, visual aids and typing pool) and academic achievement in Business Studies. For instance, a study revealed poor influence of school facilities such as laboratories and teaching aids on students' academic performance in Basic Science and Technology in Upper Basic schools in Osun state[52]. Another study showed that educational facilities like instructional aids and workshops have impact on students' academic achievements in selected government owned secondary schools in Port Harcourt area of Rivers State[86]. Studies revealed a significant relationship between school facilities and students' academic performance in secondary schools in Lagos State[89&93]. There are however scarcity of studies on the impact of instructional facilities (audio-visual aids, visual aids and typing pool) on students' academic achievement in Business Studies. This study was therefore carried out to close the above gaps in literature.

Theoretical review consisted of 'self-efficacy theory' which renders support to the influence of self-efficacy on students' academic achievement in Business Studies; 'Shavelson's hierarchical model of self-concept' which renders support to the influence of

self-concept on students' academic achievement in Business Studies; 'Social Identity Theory' which gave support to the influence of peer pressure on students' academic achievement in Business Studies and Sociocultural Theory of Teaching, Learning, and Development which renders support to the influence of instructional facilities on students' academic achievement in Business Studies.

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Chapter Three

Methodology

This chapter describes the procedures that will be used for this study. It is discussed based on the following sub-headings:

3.1 Research Design

A descriptive survey research design will be employed to carry out this study. This design employed the use of research instrument such as questionnaire to obtain quantitative details from participants without any interference or manipulation of the variables of the study which are - motivational components, instructional facilities, gender and academic achievement.

3.2 Population of the Study

The population of the study consists of all the Public upper basic school three (JSS3) students and Business Studies teachers in all the public Upper Basic schools in Oyo State. Upper basic school three students are used for the study because they are at the final stage of the upper basic school level and preparing for external examination BECE (Basic Education Certificate Examination) and must have learnt all the concepts and syllabus in Business Studies. As at the time of the study (2022), there are still a total of six hundred and twenty five (625) Public Upper Basic schools in Oyo State spread across all three (3) senatorial districts and thirty three (33) local government areas in Oyo state. The names of senatorial districts, Local Government Areas, number of schools, teachers and students are presented in table 3.1:

Table 3.1: Population of the Study (N= 625 schools; 1,269Business Studies Teachers and 88, 059 JSS 3 students)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Business Studies Teachers			Gross Number of JSS 3 Students
				Male	Female	Total	
		Afijio	17	13	22	35	2528
		Akinyele	36	32	42	74	5318
		Egbeda	30	21	38	59	4425
		Ogo Oluwa	13	8	19	27	1923
		Surulere	23	19	28	47	3394
		Lagelu	26	21	32	53	3837
1.	Oyo Central	Oluyole	29	20	38	58	4278
		Ona Ara	33	25	42	67	4868
		Oyo East	11	7	14	21	1627
		Oyo West	11	9	15	24	1698
		Atiba	15	11	19	30	2,214
		Sub-total	**244**	**186**	**309**	**495**	**36,110**
		Saki West	22	17	27	44	3124
		Saki East	11	8	17	25	1543
		Atisbo	12	9	14	23	1633
		Irepo	6	4	9	13	743
		Olorunsogo	4	3	8	11	402
		Kajola	16	9	22	31	1978
		Iwajowa	9	7	11	18	1123
		Ogbomoso North	15	8	22	30	2043
2.	Oyo North	Ogbomoso South	16	9	23	32	2,121
		Iseyin	23	15	31	46	2987
		Oorelope	8	5	11	16	1080
		Itesiwaju	11	7	15	22	1432
		Orire	18	11	27	38	2486
		Sub total	**171**	**112**	**237**	**349**	**22,695**
		Ibadan North	42	32	56	88	6012
		Ibadan North West	13	9	17	26	1899
		Ibadan South West	30	21	40	61	4398
		Ibadan North East	34	19	49	68	4565
		Ibadan South East	36	21	51	72	4989
		Ibarapa East	11	8	14	22	1564
3.	Oyo South	Ibarapa North	8	5	11	16	1098
		Ibarapa Central	10	6	14	20	1387
		Ido	26	18	34	52	3342
		Sub total	**210**	**139**	**286**	**425**	**29254**
Grand Total			**625**	**437**	**832**	**1,269**	**88,059**

Source: Ministry of Education[1]

3.3 Sample and Sampling Procedures

A multi-stage sampling technique consisting of systematic random and Yamane sampling techniques would be used to arrive at the sample size for the study. Systematic

sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then onwards.

$$k = \frac{\text{Population size (N)}}{\text{Sample size(n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample[4]. In this study, the list of the thirty three (33) local government areas (N) is divided by a chosen sample size of eleven (11)to form an interval (k) of three (3) as shown below:

$$k = \frac{33}{11} = 3$$

So the researcher would systematically choose a sample number of eleven (11) local government areas across all three senatorial districts on the list (table 3.1) based on an interval (k) of every three (3) local government areas starting from the first local government area on the table. The selected number of local government areas along with their public schools, teachers and students are presented in table 3.2.

Table 3.2: Sample of Local Government Areas for the Study (n = 11)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Gross Number of JSS 3 Students
				Male	Female	Total	

		Afijio	17	13	22	35	2528
		Ogo Oluwa	13	8	19	27	1923
1.	**Oyo Central**	Oluyole	29	20	38	58	4278
		Oyo West	11	9	15	24	1698
		Sub-total	**70**	**50**	**94**	**144**	**10,427**
		Saki East	11	8	17	25	1543
		Olorunsogo	4	3	8	11	402
2.	**Oyo North**	Ogbomoso North	15	8	22	30	2043
		Oorelope	8	5	11	16	1080
		Sub total	**38**	**24**	**58**	**82**	**5068**
		Ibadan North	42	32	56	88	6012
3.	**Oyo South**	Ibadan North East	34	19	49	68	4565
		Ibarapa North	8	5	11	16	1098
		Sub total	**84**	**56**	**116**	**172**	**11,675**
Grand Total			**192**	**130**	**268**	**398**	**27,170**

Source: Systematic Random Sampling Technique

Table 3.2 shows that the eleven selected local government areas by systematic random sampling procedure consist of one hundred and ninety two (192) public upper basic schools, one hundred and thirty (130) male Business Studies teachers, two hundred and sixty eight female (268) Business Studies teachers all making a total of three hundred and ninety eight (398) Business Studies teachers and lastly, twenty seven thousand, one hundred and seventy upper basic school three students.

At stage two, the proportionate to size sampling technique would be used to select 30% of the one hundred and ninety- two (192) public upper basic schools to make a sample size of fifty seven (57) schools as shown in table 3.3:

Table 3.3: Sampled Number of Public upper basic schools (n = 57)

S/N	Senatorial District	Local Government Areas	Number of schools	Sample Number of schools (30%)

		Afijio	17	5
		Ogo Oluwa	13	4
1.	**Oyo Central**	Oluyole	29	9
		Oyo West	11	3
		Sub-total	**70**	**21**
		Saki East	11	3
		Olorunsogo	4	1
2.	**Oyo North**	Ogbomoso North	15	5
		Oorelope	8	2
		Sub total	**38**	**11**
		Ibadan North	42	13
3.	**Oyo South**	Ibadan North East	34	10
		Ibarapa North	8	2
		Sub total	**84**	**25**
Grand Total			**192**	**57**

Source: Proportionate to Size Sampling Technique

At stage three, the purposive sampling technique would be used to select 27% of the entire one hundred and thirty (130) male and two hundred and sixty eight (268) female public upper basic school teachers to make a sample size of thirty four (34) male and seventy five (75) female Business Studies teachers making a total of one hundred and nine (109) Business Studies teachers as shown in table 3.4:

Table 3.4: Sample Number of Male and Female Public upper basic school Business Studies teachers (n = 109)

S/N	Senatorial District	Local Government Areas	Number of Business Studies Teachers			Sampled Number of Business Studies Teachers (27%)		
			Male	Female	Total	Male	Female	Total
		Afijio	13	22	35	4	9	13
		Ogo Oluwa	8	19	27	2	5	7
1.	**Oyo Central**	Oluyole	20	38	58	5	10	15
		Oyo West	9	15	24	2	4	6
		Sub-total	**50**	**94**	**144**	**13**	**28**	**41**
		Saki East	8	17	25	2	5	7
		Olorunsogo	3	8	11	1	2	3
2.	**Oyo North**	Ogbomoso North	8	22	30	2	6	8
		Oorelope	5	11	16	1	3	4
		Sub total	**24**	**58**	**82**	**6**	**16**	**22**
		Ibadan North	32	56	88	9	15	24
3.	**Oyo South**	Ibadan North East	19	49	68	5	13	18
		Ibarapa North	5	11	16	1	3	4
		Sub total	**56**	**116**	**172**	**15**	**31**	**46**
Grand Total			**130**	**268**	**398**	**34**	**75**	**109**

Source: Purposive to Size Sampling Technique

At stage 4, Yamane sample size determination formula will be used to sample a fraction of the public junior secondary school students to make up a sample size of three thousand, five hundred and thirty- three (3,533) public junior secondary school three students. The formula is as follows:

$$n = \frac{N}{1 + N\,(e)^2} \quad \text{.....(formula 1)}$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05. According to the Yamane formula, the number of public junior secondary school students is shown in table 3.5:

Table 3.5: Sample Number of Public Junior Secondary School Students (n = 3,533)

S/N	Senatorial District	Local Government Areas	Gross Number of JSS 3 Students	Sample Number of JSS 3 Students
		Afijio	2528	344
		Ogo Oluwa	1923	330
1.	**Oyo Central**	Oluyole	4278	365
		Oyo West	1698	323
		Sub-total	**10,427**	**1,362**
		Saki East	1543	316
		Olorunsogo	402	200
2.	**Oyo North**	Ogbomoso North	2043	333
		Oorelope	1080	290
		Sub total	**5068**	**1,139**
		Ibadan North	6012	374
3.	**Oyo South**	Ibadan North East	4565	366
		Ibarapa North	1098	292
		Sub total	**11,675**	**1,032**
Grand Total			**27,170**	**3,533**

Source: Yamane Sample Size Determination Formula[2]

3.4 Description of Research Instruments

Two self-constructed questionnaires titled: "Motivational Components Questionnaire (MCQ) and "Instructional Facilities Questionnaire (IFQ)" were used to collect data for the study. A Business Studies Achievement Test (BSAT) was used to determine the students' academic achievement in Business Studies. All the instruments consistedof structured items as described below:

3.4.1 Motivational Components Questionnaire (MCQ)

This questionnaire was divided into two sections (A and B) and consisted of structured items.

Section A was designed to contain demographic variable such as gender and age of the students.

Section B was designed to examine the level of motivational components of the students using three components which are:- self-efficacy, self-concept and peer pressure. This section consisted of twenty (20) structured items of which seven (7) items each belonged to self-efficacy and self-concept while six (6) items belong to peer pressure. These

questions were all coined from self-efficacy scale, self-concept scale and peer pressure scale respectively. The rating scale was as follows: Exactly True (ET) = 4; Moderately True (MT) = 3; Hardly True (HT) = 2; Not At All True (NAAT) = 1.

3.4.2 Instructional Facilities Questionnaire (IFQ)

This questionnaire was also divided into two sections (A and B) and consisted of structured items.

Section A was designed to contain demographic variable of the teachers such as gender, age, educational qualifications and years of teaching experience.

Section B was designed to examine the level of availability of instructional facilities for the teaching of Business Studies in public Upper Basic schools. Type of instructional facilities that were used in this study include – audio-visual aids, visual aids and typing pool. This section consisted of twenty - nine (29) structured items. Six (6) items related to audio-visual aids; five (5) items related to visual aids and eighteen (18) items related to typing pool. The rating scale was as follows: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1.

3.5 Validity of the Instrument

A face and content validity evidence was ensured. This type validity was done to ensure that items evaluated on the instruments are in fact representative and adequate to measure a particular construct[3]. To ensure that the instruments elicited the required responses from the respondents, the researcher showed the instruments to experts in the field of Education at the University of Ibadan and Lead City University, Oyo state for their inputs and correction. After all the crucial corrections were made, the instruments were also shown to the researcher's supervisor to make the final corrections.

3.6 Reliability of the Instrument

The reliability of the instruments (questionnaires and achievement test) were determined using Cronbach's Alpha and Kuder Richardson – twenty (KR-20) respectively. The reliability of the instruments is done to determine the internal consistency and stability of the responses to the items on the instruments[4]. The questionnaires and achievement tests were administered to ten (10) junior secondary school three students and ten (10) teachers in Oyo state who were excluded from the final study. For the purpose of scoring, the items on the questionnaire and achievement test were entered into Statistical Package for Social Science (SPSS), IBM version 26 and their reliability were estimated. The Cronbach's Alpha gave reliability coefficients values of .787 and .816 for both questionnaires while Kuder Richardson – twenty (KR-20) gave a value of .777 for the achievement test (BSAT). The values were interpreted using psychometric test and they were all found to be reliable.

3.7 Procedure for Data Collection

The researcher administered the instruments (questionnaires and achievement test)personally and also with the help of three (3) research assistants. Permission was sought from the Vice principals/head teachers of the selected schools for their approval in the administration of the questionnaires. The teachers and upper basic school three students were given the questionnaires to complete in some minutes whichwould be collected from them after they have responded. The students were also given the Business Studies Achievement Test (BSAT) to answer within few minutes.

3.8 Method of Data Analysis

Data was analysed using descriptive and inferential statistical techniques. Demographic information of the students and teachers were analysed using descriptive statistics such as frequency and percentage. Research questions were answered using descriptive statistics such as frequency, percentage, mean and standard deviation.

Hypotheses one and two were tested using inferential statistics such as multiple regression while hypothesis three was tested using t-test all at 5% level of significance.

Endnotes

1. Ministry of Education: Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPPSTSC) Planning Research and statistics Department 2021/2022 Academic Session.

2. T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York,** (2nd ed.). ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf. 1967, 8

3. S. Shafie., F.A. Majid., S.M. Damio., & T.S. Hoon, *Evaluation on The Face and Content Validity of a Soft Skills Transfer of Training Instrument*, **International Journal of Academic Research in Business and Social Sciences**. DOI:10.6007/IJARBSS/v10-i10/8267. 10(10), 2020, 1054–1065

4. Z. Gizaw., A.W. Yalew., B.D. Bitew., J. Lee & M. Bisesi, *Development and Validation of Questionnaire to Assess Exposure of Children to Enteric Infections in the Rural Northwest Ethiopia,* **Scientifc Reports**. https://doi.org/10.1038/s41598-022-10811-x. 12(6740), 2022, 1-11.

Chapter Four

Results and Discussion of Findings

This chapter presents the findings based on the descriptive and inferential statistical analysis of the data collected during the instrument administration. This chapter consists of the instrument Response Rate and Data presentation (Demographic Data Presentation, Research Questions and Hypotheses). It also presents the discussion of findings.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

Instrument	Amount Administered	Amount Returned	Valid Amount	Percentage Rate of Response
Motivational Components Questionnaire (MCQ)	3,533	1,903	1,895	53.6%
Business Studies Achievement Test (BSAT)	3,533	1,889	1,869	52.9%
Instructional Facilities Questionnaire (IFQ)	109	109	109	100%

Source: Field Survey, 2022

Table 1 shows the instrument response rates. Two types of instruments (questionnaires and achievement test) were distributed during the course of this study to upper basic school three students and Business Studies teachers in public upper basic schools (formerly known as Junior Secondary schools) in Oyo state. The questionnaires were titled - "Motivational Components Questionnaire (MCQ)"and "Instructional Facilities Questionnaire (IFQ)". The achievement tests was titled – "Business Studies Achievement Test (BSAT)". Motivational Components Questionnaire (MCQ) was administered on three thousand, five hundred and thirty - three (3,533) public upper basic

school students which took a period of one month. However, only one thousand, nine hundred and three (1,903) were retrieved while one thousand, eight hundred and ninety - five (1,895) were valid and therefore used for the study. The valid questionnaires gave a response rate of 53.6% which was above average. Business Studies Achievement Test (BSAT) was also administered on three thousand, five hundred and thirty - three (3,533) public upper basic school three students. However, only one thousand, eight hundred and eighty - nine (1,889) were retrieved while one thousand, eight hundred and sixty - nine (1,869) were valid and therefore used for the study. The valid questionnaires gave a response rate of 52.9% which was above average. Instructional Facilities Questionnaire (IFQ) was administered on one hundred and nine (109) public upper basic school Business Studies teachers. All the one hundred and nine (109) questionnaires were retrieved and valid which gave a response rate of 100%.

4.2 Data Presentation

4.2.1 Demographic Data Presentation

Table 4.2.1.1: Frequency Distribution of Public Upper Basic School Students' Demography (n = 1895)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	901	47.5
Female	994	52.5
Total	**1895**	**100**
Age (years)		
Below 13	218	11.5
13-15	1245	65.7
Above 15	432	22.8
Total	**1895**	**100**

Source: Field Survey, 2022

Table 4.2.1.1 shows the frequency distribution of public upper basic school three students' demography as obtained from the questionnaire distributed during the field. It is revealed from the table that 901 (47.5%) of the students are males while 994 (52.5%) are

females. This result may suggest that female students are more than their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 218 (11.5%) of the students are below 13 years of age, 1245 (65.7%) are within 13-15 years of age while 432 (22.8%) are above 15 years of age. This result suggests that majority of the students are quite young.

Table 4.2.1.2: Frequency Distribution of Business Studies Teachers' Demography(n = 109)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	41	37.6
Female	68	62.4
Total	**109**	**100**
Age (years)		
Below 30	18	16.5
31-40	39	35.8
41-50	48	44.0
51-60	4	3.7
Total	**109**	**100**
Highest Educational Qualifications		
TCI/TCII/NCE	10	9.2
Bachelor's degree	63	57.8
PGDE	22	20.2
Master's degree	14	12.8
Total	**109**	**100**
Years of Educational Experience		
1-5	9	8.3
6-10	20	18.3
11-15	59	54.1
16-20	15	13.8
21-25	6	5.5
Total	**109**	**100**

Source: Field Survey, 2022

Table 4.2.1.2 shows the frequency distribution of public upper basic school Business Studies teachers' demography as obtained from the questionnaire distributed during the field. It is revealed from the table that 41 (37.6%) of the teachers are males while 68 (62.4%) are females. This result may suggest that female teachers are more than

their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 15 (16.5%) of the teachers are below 30 years of age, 39 (35.8%) are within 31-40 years of age, 48 (44.0%) are within 41-50 years of age while 4 (3.7%) are 51-60 years of age. This result suggests that majority of the teachers are in their mid-age. It is also revealed that 10 (9.2%) of the teachers have TCI/TCII/NCE as their highest educational qualifications, 63 (57.8%) have Bachelor's degree, 22 (20.2%) have PGDE while 14 (12.8%) have master's degree as their highest educational qualification. This result implies that most of the teachers are well educated. Lastly, 9 (8.3%) of the teachers have within 1-5 years of teaching experience, 20 (18.3%) have 6-10 years of teaching experience, 59 (54.1%) have 11-15 years of teaching experience, 15 (13.8%) have 16-20 years of experience while 6 (5.5%) have 21-25 years of teaching experience. This result implies that majority of the teachers have above 6 years of teaching experience which is quite good.

4.2.2 Research Questions

Research Question One: What is the level of academic achievement of students in Business Studies in public upper basic schools in Oyo State?

Table 4.2.2.1: Level of Academic Achievement of Students in Business Studies (n = 1869)

S/N	Questions from the Achievement Test	Freq. that passed it	Freq. that failed it	Mean ($\bar{x}$)	SD	Rem
1	Which of these is not a chain of distribution	987 (52.8%)	882 (47.2%)	1.528	.57	Pass
2	The means of conveying goods and people from one place to another is	1523 (81.5%)	346 (18.5%)	1.815	.60	Pass
3	Which of these is a type of motor vehicle insurance	856 (45.8%)	1013 (54.2%)	1.458	.56	Fail
4	The industry that converts raw materials into finished goods is known as	1269 (67.9%)	600 (32.1%)	1.679	.53	Pass
5	The private limited liability company has a minimum of ____ members	348 (18.6%)	1521 (81.4%)	1.186	.50	Fail
6	The person who buys goods and services by himself/herself is called	1603 (85.8%)	266 (14.2%)	1.858	.64	Pass
7	Which of the following is not a commercial bank	1598 (85.5%)	271 (14.5%)	1.855	.64	Pass
8	There are _____consonants in Shorthand	57 (3.0%)	1812 (97.0%)	1.030	.50	Fail
9	The vowels in shorthand are…. in numbers	66 (3.5%)	1803 (96.5%)	1.035	.51	Fail
10	A vowel in pitman shorthand is either long or	114 (6.1%)	1755 (93.9%)	1.061	.51	Fail
11	An outline with a first - place vowel is written	241 (12.9%)	1628 (87.1%)	1.129	.51	Fail
12	When phrasing, “L” stroke is used to represent the “word	273 (14.6%)	1596 (85.4%)	1.146	.51	Fail
13	The second group of Consonants are these	40 (2.1%)	1829 (97.9%)	1.021	.50	Fail
14	The way of joining two or more words together is called	903 (48.3%)	966 (51.7%)	1.483	.55	Fail
15	The room in an organization where clerical activities take place is known as	898 (48.0%)	971 (52.0%)	1.480	.54	Fail
16	_____ is the process of separating office letters	974 (52.1%)	895 (47.9%)	1.521	.56	Pass
17	Inward books are for recording letters	601 (32.2%)	1268 (67.8%)	1.322	.54	Fail
18	_____ is a document issued when one person sells goods to another	790 (42.3%)	1079 (57.7%)	1.423	.53	Fail
19	Mention the two main classification of an office	1549 (82.9%)	320 (17.1%)	1.829	.67	Pass
20	A document issued as an evidence of payment is called a	1306 (69.9%)	563 (30.1%)	1.699	.57	Pass

Table 4.2.2.1: Level of Academic Achievement of Students in Business Studies (n = 1869) Continued…

S/N	Questions from the Achievement Test	Freq. that passed it	Freq. that failed it	Mean ($\bar{x}$)	SD	Rem
21	The form of business unit which has a minimum of two and maximum of twenty people is	453 (24.2%)	1416 (75.8%)	1.242	.53	Fail
22	Shareholders are the owners of	488 (26.1%)	1381 (73.9%)	1.261	.54	Fail
23	The agency in charge of protecting consumers from fake and substandard goods in Nigeria is	439 (23.5%)	1430 (76.5%)	1.235	.54	Fail
24	Which of the following is not a necessity of life	1138 (60.9%)	731 (39.1%)	1.609	.60	Pass
25	One of the advantages of road transportation over air transport is that	1201 (64.3%)	668 (35.7%)	1.643	.60	Pass
26	Book of original entry are also known as	763 (40.8%)	1106 (59.2%)	1.408	.56	Fail
27	Finance means funds or money required to meet	1103 (59.0%)	766 (41.0%)	1.590	.56	Pass
28	The _____ is a list of the debit and credit balances extracted from the ledger	1165 (62.3%)	704 (37.7%)	1.623	.59	Pass
29	The goals and objectives of an organization are set by which department	1085 (58.1%)	784 (41.9%)	1.581	.58	Pass
30	Drawings and closing stock are _____ items found in the trial balance	771 (41.3%)	1098 (58.7%)	1.413	.55	Fail
31	Rent and electricity are _____ items found in the trial balance	765 (40.9%)	1104 (59.1%)	1.409	.56	Fail
32	The revenue generated by a business must be recorded on the _____ side of a trial balance	1258 (67.3%)	611 (32.7%)	1.673	.60	Pass
33	Gains or profits made by a business must be entered on the _____ side of a trial balance	1071 (57.3%)	798 (42.7%)	1.573	.58	Pass
34	The following are sources of cash inflows except	1511 (80.8%)	358 (19.2%)	1.808	.67	Pass
35	The self-discipline to live a simple life is called	995 (53.2%)	874 (46.8%)	1.532	.59	Pass
36	A financial statement which shows how an individual plans to raise money and spend it	348 (18.6%)	1521 (81.4%)	1.186	.53	Fail
37	Trading account, profit and loss account and balance sheet are classified under	997 (53.3%)	872 (46.7%)	1.533	.55	Pass
38	The main purpose of trading account is to calculate the	846 (45.3%)	1023 (54.7%)	1.453	.54	Fail
39	The methods of performing official duties is called	762 (40.8%)	1107 (59.2%)	1.408	.54	Fail
40	The incoming and outgoing mails in an organization is called	754 (40.3%)	1115 (59.7%)	1.403	.53	Fail

Criterion Mean = 1.500; Weighted Mean = 1.454(SD = 0.56); Overall Decision = Fail

KEY: Freq. = Pass (P) = 2; Fail (1); Freq. = Frequency; SD = Standard Deviation; Rem = Remark

Threshold mean value of 0.000-1.499 = Fail; 1.500-2.000 = Pass

Source: Field Survey, 2022

Table 4.2.2.1 shows the level of academic achievement of the upper basic students in Business Studies from the Business Studies Achievement Test (BSAT) which was

administered on the students. The instrument consisted of forty (40) multiple choice questions (MCQ) with options A to D. The students were allotted twenty (20) minutes to answer the questions. The criterion mean was set at 1.500. The mean range for fail was within 0.000-1.499 while that for 'pass' was within 1.500-2.000. It is revealed from the table that a major fraction of the students passed eighteen (18) out of forty of the questions while majority failed twenty- two (22) out of the forty questions in the Business Studies Achievement Test (BSAT). It can be observed that most of the students passed those questions that had to do with transportation, industry and office practices. However, they failed those questions that had to do with shorthand, accounting, administration and registered organizations in Nigeria. This shows that there is need for the students to have practical knowledge of shorthand and also know the organizations in Nigeria, what they do and how they run their affairs. The weighted mean (SD) of 1.454 (.56) shows that generally, the students failed the achievement test based on the criterion mean of 1.500. In answer to research question one, the level of academic achievement of public upper basic school students in Business Studies in Oyo state is slightly at a low level (poor) as seen from the results obtained from the Business Studies Achievement Test (BSAT). This suggests that there is dire need to look into this issue with the aim of providing lasting solutions. In answer to research question one, the level of academic achievement of public upper basic school students in Business Studies in Oyo state is low which is poor.

Research Question Two: What is the level of motivational components (self-efficacy, self-concept and peer pressure) of the students in public upper basic schools in Oyo State?

Table 4.2.2.2: Level of Self-Efficacy of the Students (n = 1895)

S/N	Items	ET	MT	HT	NAAT	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I can always manage to solve difficult problems if I try hard enough	650 (34.3%)	932 (49.2%)	215 (11.3%)	98 (5.2%)	3.126	.78	Moderate level
2	If someone opposes me, I can find the means and ways to get what I want	521 (27.5%)	702 (37.0%)	355 (18.8%)	317 (16.7%)	2.753	.70	Moderate level
3	It is easy for me to stick to my aims and accomplish my goals	369 (19.5%)	713 (37.6%)	523 (27.6%)	290 (15.3%)	2.613	.68	Moderate level
4	I am confident that I could deal efficiently with unexpected events	388 (20.5%)	602 (31.7%)	587 (40.0%)	318 (16.8%)	2.559	.66	Moderate level
5	Thanks to my resourcefulness, I know how to handle unforeseen situations	297 (15.6%)	596 (31.5%)	608 (32.1%)	394 (20.8%)	2.420	.65	Low level
6	I can solve most problems if I invest the necessary effort	521 (27.5%)	697 (36.8%)	300 (15.8%)	377 (19.9%)	2.719	.69	Moderate level
7	I can remain calm when facing difficulties because I can rely on my coping abilities	365 (19.3%)	779 (41.1%)	497 (26.2%)	254 (13.4%)	2.663	.69	Moderate level

Criterion Mean = 2.500; Weighted Mean = 2.693; SD = .69 Overall Decision = Moderate Level

Source: Field Survey, 2022

Rating Scale used: Exactly True (ET) = 4; Moderately True (MT) = 3; Hardly True (HT) = 2; Not At All True (NAAT) = 1. Std. Dev. = Standard Deviation

Mean Threshold: 0.000-1.499 = Not At All True (None); 1.500-2.499 = Hardly True (Low); 2.500-3.499 = Moderately True (Moderate) and 3.500 to 4.000 = Exactly True (High)

Table 4.2.2.2presentsthe level of self-efficacy of the public upper basic school students in Oyo State, Nigeria. Self-efficacy is the level of beliefs and confidence the students have in their abilities and capabilities to do anything. The rating scale of Not At All True (1) to Exactly True (4) was used. The criterion mean was set at 2.500. Seven (7) items were used to ascertain the students' level of self-efficacy. All the items were positive items. Six of the items were rated moderate as their means were within 2.500-

3.499. However, one of the item was rated 'low level' as the mean was within 1.500-2.499. The weighted mean (SD) of **2.693 (.69)** confirms generally that the level of students' self-efficacy in Oyo State public upper basic schools is at a moderate level.

Table 4.2.2.3: Level of Self-Concept of the Students (n = 1895)

S/N	Items	ET	MT	HT	NAAT	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I can follow the lessons easily	316 (16.7%)	685 (36.1%)	582 (30.7%)	312 (16.5%)	2.530	.65	Moderate level
2	I am able to help my classmates with their schoolwork if permitted	409 (21.6%)	708 (37.4%)	431 (22.7%)	347 (18.3%)	2.622	.67	Moderate level
3	Most of my classmates are smarter than I am	596 (31.5%)	623 (32.9%)	266 (14.0%)	410 (21.6%)	2.741	.67	Moderate level
4	I am good in most of my school subjects	444 (23.4%)	675 (35.6%)	308 (16.3%)	468 (24.7%)	2.578	.66	Moderate level
5	I always do poorly in tests	528 (27.9%)	613 (32.3%)	403 (21.3%)	351 (18.5%)	2.670	.67	Moderate level
6	I am able to do better than my friends in most subjects including Business Studies	476 (25.1%)	631 (33.3%)	481 (25.4%)	307 (16.2%)	2.673	.67	Moderate level
7	I am willing to do my best to pass all the subjects	688 (36.3%)	844 (44.5%)	227 (12.0%)	136 (7.2%)	3.010	.70	Moderate level
	Criterion Mean = 2.500; Weighted Mean = 2.689; SD = .67; Overall Decision = Moderate Level							

Source: Field Survey, 2022

Rating Scale used: Exactly True (ET) = 4; Moderately True (MT) = 3; Hardly True (HT) = 2; Not At All True (NAAT) = 1. Std. Dev. = Standard Deviation

Mean Threshold: 0.000-1.499 = Not At All True (None); 1.500-2.499 = Hardly True (Low); 2.500-3.499 = Moderately True (Moderate) and 3.500 to 4.000 = Exactly True (High)

Table 4.2.2.3presentsthe level of self-concept of the public upper basic school students in Oyo State, Nigeria. Self-concept is how the students perceive or see themselves in relation to others. It has to do with their self-perception, self-evaluation, self-esteem, and self-image of themselves. The criterion mean was set at 2.500. The rating scale of Not At All True (1) to Exactly True (4) was used. Seven (7) items were used to ascertain the students' level of self-concept. Five of the items were positive while

two of the items were negative. However, all the items were rated 'moderate level' as their means were within 2.500-3.499. The weighted mean (SD) of **2.689 (.67)** confirms generally that the level of students' self-concept in Oyo State public upper basic schools is at a moderate level.

Table 4.2.2.4: Level of Peer Pressure of the Students (n = 1895)

S/N	Items	ET	MT	HT	NAAT	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I find myself most times pleasing people	379 (20.0%)	796 (42.0%)	326 (17.2%)	394 (20.8%)	2.612	.66	Moderate level
2	I always agree with my peers	360 (19.0%)	599 (31.6%)	587 (31.0%)	349 (18.4%)	2.512	.64	Moderate level
3	I cannot break agreements with my peers in school	431 (22.7%)	524 (27.7%)	518 (27.3%)	422 (22.3%)	2.507	.64	Moderate level
4	I avoid hanging out with my friends due to their lifestyle	705 (37.2%)	363 (19.2%)	501 (26.4%)	326 (17.2%)	2.764	.68	Moderate level
5	I am okay to go out with friends and party	531 (28.0%)	236 (12.5%)	702 (37.0%)	426 (22.5%)	2.460	.61	Low level
6	I join friends to partake in group activities	400 (21.1%)	636 (33.6%)	397 (20.9%)	462 (24.4%)	2.514	.63	Moderate level

Criterion Mean = 2.500; Weighted Mean = 3.062; SD = .64; Overall Decision = Moderate Level

Source: Field Survey, 2022

Rating Scale used: Exactly True (ET) = 4; Moderately True (MT) = 3; Hardly True (HT) = 2; Not At All True (NAAT) = 1. Std. Dev. = Standard Deviation

Mean Threshold: 0.000-1.499 = Not At All True (None); 1.500-2.499 = Hardly True (Low); 2.500-3.499 = Moderately True (Moderate) and 3.500 to 4.000 = Exactly True (High)

Table 4.2.2.4presentsthe level of peer pressure of the public upper basic school students in Oyo State, Nigeria. Peer pressure is when upper basic school students feel compelled to do things that they normally would not do because of the influence in their social circle or friends. The criterion mean was set at 2.500. The rating scale of Not At All True (1) to Exactly True (4) was used. Six (6) items were used to ascertain the students' level of peer pressure. Four of the items were positive while two of the items were negative. Five out of the six items were rated 'moderate level' as their means were

within 2.500-3.499. However, one of the item was rated 'low level' as the mean was within 1.500-2.499.

The weighted mean (SD) of **3.062 (.64)** confirms generally that the level of students' peer pressure in Oyo State public upper basic schools is at a moderate level. In answer to research question two, the motivational components of the students in terms of their self-efficacy, self-concept and peer pressure is at moderate level.

Research Question Three: What is the availability level of instructional facilities (audio-visual aids, visual aids and typing pool) for teaching in Business Studies in public upper basic schools in Oyo State?

Table 4.2.2.5: Availability level of Audio-Visual Aids for teaching Business Studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Interactive boards for Business Studies instruction	2 (1.8%)	3 (2.8%)	29 (26.6%)	75 (68.8%)	1.376	.45	Not Available
2	Computer assisted instruction for teaching Business Studies	2 (1.8%)	6 (5.5%)	23 (21.1%)	78 (71.6%)	1.376	.45	Not Available
3	Tape recorder for teaching Business Studies	2(1.8%)	10 (9.2%)	24 (22.0%)	73 (67.0%)	1.459	.47	Not Available
4	Television sets for teaching students Business Studies lesson	1 (0.9%)	6 (5.5%)	23 (21.1%)	79 (72.5%)	1.349	.45	Not Available
5	Overhead projector to instruct students in Business Studies lesson	1(0.9%)	7 (6.4%)	21 (19.3%)	80 (73.4%)	1.349	.44	Not Available
6	Film projector/film strips for teaching students Business Studies lessons	1 (0.9%)	4 (3.7%)	21 (19.3%)	83 (76.1%)	1.294	.43	Not Available

Criterion Mean = 2.500; Weighted Mean = 1.367; SD = .45; Overall Decision = Not Available

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation
Mean Threshold: 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 4.2.2.5presentsthe availability level of audio-visual aids for teaching in Business Studies in public upper basic schools in Oyo State. Audio-visual aids are those

teaching aids or instructional facilities that appeal to both the sense of hearing and sight of the students during the teaching and learning process in the Business Studies classroom. Examples include – computer assisted instruction, interactive boards, tape recorders, television set, film and overhead projectors as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Six (6) items were used to ascertain the availability level of audio-visual aids for the teaching of Business Studies as perceived by the Business Studies teachers. All the six items were rated 'not available' as their means were within 0.000-1.499. The weighted mean (SD) of **1.367 (.45)** confirms generally that audio-visual aids for the teaching of Business Studies in Oyo State public upper basic schools is not available. This results suggest that instructional facilities such as audio-visual aids for the teaching of Business Studies are lacking in most public upper basic schools in Oyo state. This means that the teaching of Business Studies in the schools is only done with the traditional talk and chalk method as it is void with the use of audio-visual aids facilities to stimulate the students' interest in learning the subject.

Table 4.2.2.6: Availability level of Visual Aids for teaching Business Studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Charts and maps relating to various topics in Business Studies	10 (9.2%)	24 (22.0%)	43 (39.4%)	32 (29.4%)	2.110	.57	Rarely Available
2	Posters and cartoons relating to various topics in Business Studies	3 (2.8%)	17 (15.6%)	53 (48.6%)	36 (33.0%)	1.881	.53	Rarely Available
3	Whiteboards for clearer teaching of Business Studies	12 (11.0%)	21 (19.3%)	47 (43.1%)	29 (26.6%)	2.147	.58	Rarely Available
4	Magazines and Newspapers articles on business focus	6 (5.5%)	11 (10.1%)	61 (56.0%)	31 (28.4%)	1.927	.54	Rarely Available
5	Shorthand dictionary for reference purposes in Business Studies	14 (12.8%)	22 (20.2%)	39 (35.8%)	34 (31.2%)	2.147	.57	Rarely Available

Criterion Mean = 2.500; Weighted Mean = 2.042; SD = .56; Overall Decision = Rarely Available

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation; **Mean Threshold:** 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 4.2.2.6presentsthe availability level of visual aids for teaching in Business Studies in public upper basic schools in Oyo State. Visual aids are those teaching aids or instructional facilities that appeal to the sense of sight of the students during the teaching and learning process in the Business Studies classroom. Examples include – posters, cartoons, maps, charts, newspapers, magazines, whiteboards and shorthand dictionary as shown in the table above. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Five (5) items were used to ascertain the availability level of visual aids for the teaching of Business Studies as perceived by the Business Studies teachers. All the five items were rated 'rarely available' as their means were within 1.500-2.499. The weighted mean (SD) of **2.042 (.56)** confirms generally that visual aids for the teaching of Business Studies in Oyo State public upper basic schools is rarely available. This results suggest that instructional facilities such as visual aids for the teaching of Business Studies are rarely available in most public upper basic schools in

Oyo state. This means that the teaching of Business Studies in the schools is only done with the traditional talk and chalk method as it is void with the use of visual aids facilities to stimulate the students' interest in learning the subject.

Table 4.2.2.7: Availability level of Typing Pool for teaching Business Studies (n = 109)

S/N	Items	HA	MA	RA	NA	Mean ($\bar{x}$)	Std. Dev.	Decision
1	Manual typewriters for teaching Business Studies	8 (7.3%)	9 (8.3%)	54 (49.5%)	38 (34.9%)	1.881	.54	Rarely Available
2	Electronic typewriters for practice in Business Studies	3 (2.8%)	6 (5.5%)	69 (63.3%)	31 (28.4%)	1.826	.53	Rarely Available
3	Dictating Machines for teaching Business Studies	2 (1.8%)	3 (2.8%)	53 (48.6%)	51 (46.8%)	1.596	.48	Rarely Available
4	Teachers' Demonstration stand for teaching Business Studies	4 (3.7%)	6 (5.5%)	55 (50.5%)	44 (40.3%)	1.725	.50	Rarely Available
5	Punching machine for practice in Business Studies	5 (4.6%)	6 (5.5%)	52 (47.7%)	46 (42.2%)	1.725	.50	Rarely Available
6	File cabinet for reference purpose in Business Studies	1 (0.9%)	2 (1.8%)	67 (61.5%)	39 (35.8%)	1.679	.50	Rarely Available
7	Swivel typing chairs for learning in Business Studies	-	4 (3.7%)	58 (53.2%)	47 (43.1%)	1.606	.49	Rarely Available
8	Ink duplicating machine for practical purposes in Business Studies	1 (0.9%)	5 (4.6%)	54 (49.5%)	49 (45.0%)	1.615	.51	Rarely Available
9	Shorthand pen/notebook for learning shorthand in Business Studies	5 (4.6%)	11 (10.1%)	52 (47.7%)	41 (37.6%)	1.817	.53	Rarely Available
10	Photocopying machine for demonstration purposes in Business Studies	3 (2.8%)	7 (6.4%)	56 (51.4%)	43 (39.4%)	1.725	.51	Rarely Available
11	Perforating machine for teaching Business Studies	6 (5.5%)	12 (11.0%)	69 (63.3%)	22 (20.2%)	2.018	.57	Rarely Available
12	Guillotine for teaching Business Studies	7 (6.4%)	10 (9.2%)	51 (46.8%)	41 (37.6%)	1.844	.53	Rarely Available
13	Alarm clock/stop watch for reference purposes in Business Studies	5 (4.6%)	11 (10.1%)	65 (59.6%)	28 (25.7%)	1.936	.56	Rarely Available
14	Telephone Message pad for learning Business Studies	4 (3.7%)	7 (6.4%)	51 (46.8%)	47 (43.1%)	1.706	.53	Rarely Available
15	Single/Double hole punch for learning Business Studies	3 (2.8%)	8 (7.3%)	54 (49.5%)	44 (40.4%)	1.725	.53	Rarely Available
16	Stapling machine for demonstration purposes in Business Studies	8 (7.3%)	32 (29.4%)	48 (44.0%)	21 (19.3%)	2.248	.59	Rarely Available
17	Adding/listing machine for teaching Business Studies	-	3 (2.8%)	23 (21.1%)	83 (76.1%)	1.266	.45	Not Available
18	Calculator for teaching/learning Business Studies	13 (11.9%)	29 (26.6%)	44 (40.4%)	23 (21.1%)	2.294	.59	Rarely Available
Criterion Mean = 2.500; Weighted Mean = 1.791; SD = .52; Overall Decision = Rarely Available								

Source: Field Survey, 2022

Rating Scale used: Highly Available (HA) = 4, Moderately Available (MA) = 3, Rarely Available (RA) = 2, Not Available (NA) = 1. Std. Dev. = Standard Deviation; **Mean Threshold:** 0.000-1.499 = Not Available; 1.500-2.499 = Rarely Available (Low); 2.500-3.499 = Moderately Available (Moderate) and 3.500 to 4.000 = Highly Available (High)

Table 4.2.2.7 presents the availability level of typing pool for teaching in Business Studies in public upper basic schools in Oyo State. Typing pool functions like the Business Studies laboratory where students are able to learn the practical aspect of the subject. It consists of several equipments such as swivel typing chairs, manual and electronic typewriters, adding/listing machine, punching machine, filing cabinets, perforating machine, photocopying machine and so on and forth. The criterion mean was set at 2.500. The rating scale of Not Available (1) to Highly Available (4) was used. Eighteen (18) items were used to ascertain the availability level of typing pool for the teaching of Business Studies as perceived by the Business Studies teachers. Seventeen (17) of the items were rated 'rarely available' as their means were within 1.500-2.499. However, one of the item was rated 'not available' as the mean was within 0.000-1.499.The weighted mean (SD) of **1.791 (.52)** confirms generally that typing pool for the teaching of Business Studies in Oyo State public upper basic schools is rarely available. This results suggest that instructional facilities such as typing pool for the teaching of Business Studies are rarely available in most public upper basic schools in Oyo state. This means that the teaching of Business Studies in the schools is mostly done theoretically using the lecture method which involves talk and chalk method, however, the equipments for the practical aspect of the subject is rarely available. In answer to research question three, instructional facilities such as visual aids and typing pool for the teaching of Business Studies are rarely available while audio-visual aids are not available for the teaching of Business Studies in public upper basic schools in Oyo state.

4.2.3 Hypotheses

$H_0$1: There will be no significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State

Table4.2.3.1: Multiple Regression analysis and Model Summary for the combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State

Anova

Model		Sum of Squares	Df	Mean Square	F	Significance Value	Decision
1	Regression	29.165	3	1.979	2.905	.009	Significant
	Residual	1939.478	105	1.538			
	Total	1968.643	108				

Model Summary
R = .901
R square = .812
Adjusted R Square = .802
Standard Error of the Estimate = .00054

Source: Field Survey, 2022

Dependent Variable: Students' Academic Achievement in Business Studies

Predictors: Typing pool, Peer pressure, Visual aids, Self-Concept, Audio-visual aids, Self-efficacy

In table 4.2.3.1, the Anova results reveal a significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State ($F_{3, 105} = 2.905$; $P<0.05$). This results suggest that motivational components and instructional facilities both influence students' academic achievement in Business Studies in Oyo state upper

basic schools. The model summary shows the coefficient of determination (R) value to be .901; R^2value to be .812 and Adjusted $R^2$to be .802.The adjusted R^2 value shows that 80.2% (.802) of the variability in students' academic achievement can be explained by the predictors (motivational components and instructional facilities). The value also implies that 19.8% could be due to errors and indices that are not included in the model or considered in the study. Standard error of the estimate (.00054) shows that the model represents a good fit of the data which means it is precise since the level of error is small and could easily be ignored.

$H_0$2: There will be no significant relative influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State

Table4.2.3.2: Coefficients of Multiple Regression for the relative influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State.

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.209	1.756		12.164	.000
	Self-efficacy	.105	.046	.065	2.190	.028*
	Self-concept	.119	.052	.072	2.257	.021*
	Peer pressure	.132	.044	.090	2.799	.014*
	Audio-visual aids	.128	.049	.088	2.509	.016*
	Visual aids	.100	.043	.069	2.206	.025*
	Typing pool	.141	.045	.094	2.842	.012*

Dependent Variable: Students' Academic Achievement in Business Studies

*β coefficients significant at 0.05 level of significance (P<0.05); **Source:** Field Survey, 2022

Table 4.2.3.2 shows that all the indices have individual or significant relative influence on students' academic achievement in Business Studies, this implies that self-efficacy (β = .065; t = 2.190; P<0.05), self-concept (β = .072; t = 2.257; P<0.05), peer pressure (β = .090; t = 2.799; P<0.05), audio-visual aids (β = .088; t = 2.509; P<0.05), visual aids (β = .069; t = 2.206; P<0.05) and typing pool (β = .094; t = 2.842; P<0.05) all have significant relative influence on students' academic achievement in Business Studies. This implies that they may be the cause of the significance observed in the model. On the basis of the significant values, typing pool (sig. = .012) contributed more to students' academic achievement in Business Studies followed by peer pressure (sig. = .014), audio-visual aids (sig. = .016), self-concept (sig. = .021), visual aids (sig. = .025) and self-efficacy (sig. = .028) in that order. Lastly, the positive values of B for all the significant contributors suggests that as they decrease, the academic achievement of the students' in Business Studies also decreases and vice versa.

$H_0$3: There will be no significant gender difference in academic achievement of students in Business Studies in public upper basic schools in Oyo State

Table 4.2.3.3a: T-test (Group Statistics) for gender difference in Students' academic achievement in Business Studies in Public Upper Basic Schools in Oyo State

Group Statistics

Students' academic achievement in Business Studies	Gender of Students	N	Mean	Std. Deviation	Std. Error Mean
	Male	901	3.3198	.76971	.00533
	Female	994	3.4926	.77594	.00614

Source: Field Work, 2021

Table 4.2.3.3a shows t-test (group statistics) for gender difference in Students' academic achievement in Business Studies in public upper basic schools in Oyo State. As revealed from the table, the mean (standard deviation) for female students, 3.4926

(.77594) was found to be higher than that of the male students, 3.3198 (.76971). Furthermore, the standard error of their means was found to be very low which could mean a high precision of the mean value.

Table 4.2.3.3b: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	**P-value**	**t**	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Students' academic achievement in Business Studies	Equal variances assumed	3.509	.134	1.016	1893	.101	.15543	.00376	.21541	.06473
	Equal variances not assumed			1.019	1862.8	.101	.15543	.00379	.21552	-.06466

t-test value is not significant at 0.05 level of significance (**Source:** Field Survey, 2022)

Table 4.2.3.3b shows the independent samples test (which include the Levene's Test for Equality of variances and t-test for equality of means) to determine the significant mean difference in male and female students' academic achievement in Business Studies in Oyo State public upper basic schools. The P-value of .134 under the Levene's Test for equality of variances reveals that equal variances is assumed since the value is greater than 0.05 level of significance. Therefore, following the "equal variances assumed row", it can be observed that t-value (1.016) is not significant (.101) at 0.05 level of significance. The null hypothesis which states that "there is no significant gender difference in academic achievement of students in Business Studies in public upper basic schools in Oyo State is therefore accepted. This implies that there is no significant difference in academic achievement of male and female students in Business Studies in Oyo state public upper basic schools (t = 1.016; P> 0.05).

4.3 Discussion of Findings

This study was implemented to motivational components and instructional facilities as determinants of students' academic achievement with the moderating influence of gender in public upper basic schools in Oyo state. Six objectives consisting of 3 research questions and 3 null hypotheses were raised for the study. This section discusses the findings of the study, compares and contrasts the findings with that of previous studies.

The students' demography shows that 901 (47.5%) are males while 994 (52.5%) are females. It further reveals that 218 (11.5%) of the students are below 13 years of age, 1245 (65.7%) are within 13-15 years of age while 432 (22.8%) are above 15 years of age. This result suggests that majority of the students are quite young. This result is agreement with a previous study on "Level of academic achievement in social studies among junior secondary school students in Oyo State" which reported that most junior secondary school students in Oyo state are females and are within the ages of 12-16 years[1]. The similarities in the results could be as a result of the fact that they were both carried out in Oyo state.

The Business Studies teachers' demography shows that 41 (37.6%) are males while 68 (62.4%) are females. This result may suggest that female teachers are more than their male counterparts in the public upper basic schools in Oyo state. Furthermore, it is revealed that 15 (16.5%) of the teachers are below 30 years of age, 39 (35.8%) are within 31-40 years of age, 48 (44.0%) are within 41-50 years of age while 4 (3.7%) are 51-60 years of age. It is also revealed that 10 (9.2%) of the teachers have TCI/TCII/NCE as their highest educational qualifications, 63 (57.8%) have Bachelor's degree, 22 (20.2%) have PGDE while 14 (12.8%) have master's degree as their highest educational qualification. Lastly, 9 (8.3%) of the teachers have within 1-5 years of teaching experience, 20 (18.3%)

have 6-10 years of teaching experience, 59 (54.1%) have 11-15 years of teaching experience, 15 (13.8%) have 16-20 years of experience while 6 (5.5%) have 21-25 years of teaching experience. This result is also supported by the work on "Work Facets Predicting Overall Job Satisfaction among Teachers in Selected Secondary schools in Ibadan South-West Nigeria" which reported that teachers in Ibadan, Oyo state are mostly females, have Bachelor's degree, are within 30-50 years of age and have above 6 years of teaching experience[2]. AS study on "An Investigation on the Influence of School Environment on the Academic Achievement of Secondary School Students In Business Studies, Oyo West Local Government Area, Oyo State" also renders support to the above results as it reports that most Business Studies teachers are females, married, have within 6-20 years of teaching experience and Bachelor's degree as their level of academic qualification[3]. The similarities in the results could be as a result of the fact that they were all carried out in Oyo state and therefore do not contradict each other.

Research question one reveals that the level of academic achievement of public upper basic school students in Business Studies in Oyo state is low which is poor. A study carried out on "Assessment of adequacy Instructional Facilities on the Effectiveness Teaching of Business Studies Students in Oyo State, Nigeria" confirms the above result by revealing poor performance of the upper basic students in Business Studies in Oyo state[4].

Research question two reveals that the motivational components of the students in terms of their self-efficacy, self-concept and peer pressure is at moderate level. This result partially disagrees with the study on "Predictors of Senior Secondary Students' Achievement in English Summary Writing in Ibadan, Nigeria" which noted that the self-efficacy and self-concept of the senior secondary school students is at a high level[5]. The difference in the results could be as a result of the fact that one was carried out in junior

secondary school students in Business Studies while the other was carried out on senior secondary school students in English summary writing. A study on "Psychosocial Factors as Predictors of Academic Self-Efficacy among Secondary School Students in Oyo State, Nigeria" also reported a moderate level of peer pressure among secondary school students in Oyo state[6]. The findings could be similar because they were both carried out in secondary schools in Oyo state.

Research question three reveals that instructional facilities such as visual aids and typing pool for the teaching of Business Studies are rarely available while audio-visual aids are not available for the teaching of Business Studies in public upper basic schools in Oyo state. This finding agrees with the study on the "Influence of School Environment on the Academic Achievement of Secondary School Students in Business Studies, Oyo West Local Government Area, Oyo State" which reported a low availability of typing pool or computer laboratory for the teaching of Business Studies in Oyo state[3]. Another study carried out on "Assessment of adequacy Instructional Facilities on the Effectiveness Teaching of Business Studies Students in Oyo State, Nigeria" also revealed a poor extent of teaching aids such as audio-visual and visual aids for the teaching of Business Studies in Oyo state, Nigeria[4]. The results of these studies are similar since they were all carried out in Oyo state public secondary schools.

Hypothesis one reveals a significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State ($F_{3, 105} = 2.905$; $P<0.05$). This result corroborates the report of a study which revealed that Instructional Facilities have a joint influence on the effective Teaching of Business Studies Students and their academic performance in Oyo State, Nigeria[4]. The result is also supported by the findings of a study

on "Self-Efficacy, Self-Concept and Peer Pressure as Correlates of Academic Achievement of Secondary School Students in Transition" which reported that self-efficacy, self-concept and peer influence has a joint prediction on Mathematics academic achievement of secondary school students in transition in Bayelsa State[7]. Although both studies were carried out at different geographical areas, their findings may be similar because they both involve secondary school students who tend to have similar characteristics while in their adolescent stage of life.

Hypothesis two reveals that all the indices have individual or significant relative influence on students' academic achievement in Business Studies, this implies that self-efficacy ($\beta = .065$; $t = 2.190$; $P<0.05$), self-concept ($\beta = .072$; $t = 2.257$; $P<0.05$), peer pressure ($\beta = .090$; $t = 2.799$; $P<0.05$), audio-visual aids ($\beta = .088$; $t = 2.509$; $P<0.05$), visual aids ($\beta = .069$; $t = 2.206$; $P<0.05$) and typing pool ($\beta = .094$; $t = 2.842$; $P<0.05$) all have significant relative influence on students' academic achievement in Business Studies. This finding aligns with that of a study which reported that typing pool or computer laboratory has a significant relative prediction on the teaching of Business Studies and students' academic performance in Oyo state[3]. Furthermore, the result corroborates the report of a study which revealed that Instructional Facilities such as visual and audio-visual aids have significant individual prediction on the effectiveness of teaching Business Studies Students and their academic performance in Oyo State, Nigeria[4]. The result is also supported by the findings of a study on "Self-Efficacy, Self-Concept and Peer Pressure as Correlates of Academic Achievement of Secondary School Students in Transition" which reported that self-efficacy, self-concept and peer influence all have a significant relative prediction on Mathematics academic achievement of secondary school students in transition in Bayelsa State[7].

Hypothesis three reveals that there is no significant difference in academic achievement of male and female students in Business Studies in Oyo state public upper basic schools. This finding is in complete agreement with the research work on "Effect of Questioning Teaching Method and Gender on the Academic Achievement of Students in Business Studies in Oyo State, Nigeria" which revealed that there is no significant different between the post-test mean achievement score of male and female students taught Business Studies using questioning teaching method. This implies that gender has no significant effect on students' academic achievement in Business Studies. Therefore, null hypothesis was accepted. The findings may be similar because they were both carried out on public upper basic school students in Oyo state.

Endnotes

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusion, recommendations, contribution to knowledge and suggested areas of further research.

5.1 Summary of Findings

This study was implemented to motivational components and instructional facilities as determinants of students' academic achievement with the moderating influence of gender in public upper basic schools in Oyo state. The results revealed that 901 (47.5%) are male students while 994 (52.5%) are female students. It further reveals that 218 (11.5%) of the students are below 13 years of age, 1245 (65.7%) are within 13-15 years of age while 432 (22.8%) are above 15 years of age. The result also shows that 41 (37.6%) are male teachers while 68 (62.4%) are female teachers. Furthermore, most of the teachers, 48 (44.0%) are within 41-50 years of age. Majority of the teachers, 63 (57.8%) have Bachelor's degree. Most of them, 59 (54.1%) also have 11-15 years of teaching experience. Research questions showed low level of academic achievement of the students in Business Studies($\bar{x}$ = 1.454) and moderate level of students' motivational components in terms of self-efficacy ($\bar{x}$ = 2.693), self-concept ($\bar{x}$ = 2.689) and peer pressure ($\bar{x}$ = 3.062). Furthermore, it revealed that instructional facilities such as visual aids ($\bar{x}$ = 2.042) and typing pool ($\bar{x}$ = 1.791) are rarely available while audio-visual aids is not available ($\bar{x}$ = 1.367).

Hypotheses showed a significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State ($F_{3, 105} = 2.905$; $P<0.05$). Furthermore, self-efficacy ($\beta = .065$; $t = 2.190$; $P<0.05$), self-concept ($\beta = .072$; $t = 2.257$; $P<0.05$),

peer pressure (β = .090; t = 2.799; P<0.05), audio-visual aids (β = .088; t = 2.509; P<0.05), visual aids (β = .069; t = 2.206; P<0.05) and typing pool (β = .094; t = 2.842; P<0.05) all have significant relative influence on students' academic achievement in Business Studies. Lastly, it was revealed that there is no significant difference in academic achievement of male and female students in Business Studies in Oyo state public upper basic schools (t = 1.016; P> 0.05).

5.2 Conclusion

The findings of this study revealed a low level of academic achievement of the students in Business Studies and moderate level of students' motivational components in terms of self-efficacy, self-concept and peer pressure. Furthermore, it revealed that instructional facilities such as visual aids and typing pool are rarely available while audio-visual aids is not available. It was also revealed that there is significant combined influence of motivational components and instructional facilities on academic achievement of students in Business Studies in public upper basic schools in Oyo State. Furthermore, self-efficacy, self-concept, peer pressure, audio-visual aids, visual aids and typing pool all have significant relative influence on students' academic achievement in Business Studies. Lastly, it was revealed that there is no significant difference in academic achievement of male and female students in Business Studies in Oyo state public upper basic schools. On the basis of the above stated findings, it can therefore be concluded that the moderate level of self-efficacy, self-concept, peer pressure of the students and the rare and none availability of instructional facilities such as visual aids, typing pool and audio-visual aids could be responsible for the low (poor) level of academic achievement of the students in Public upper basic schools, Oyo state. It can further be concluded that motivational components and instructional facilities affects the

academic achievement of students in Business Studies regardless of their gender in public upper basic schools in Oyo State.

5.3 Recommendations

Recommendations were made on the basis of the findings of this study as follows:

1. All hands must be on deck to ensure that students are motivated in areas of self-efficacy and self-concept. Orientations should be carried out periodically for students with the aim of improving their self-efficacy and self-concept.
2. Parents, Teachers and School Counsellors should ensure that students have positive peer group influence that can improve their academic performance. Students should also be counseled periodically on importance and danger of positive and negative peer influence respectively.
3. Government and other educational stakeholders should ensure that the public upper basic schools are equipped with the right instructional facilities such as typing pool, visual and audio-visual aids for the effective teaching of Business Studies as they can stimulate learning and also help the students to have practical knowledge of the subject.
4. Both male and female students should be treated equally in all ramifications as their academic achievement are both affected similarly by motivational components and instructional facilities.

5.4 Contribution to Knowledge

This study has contributed to knowledge conceptually by providing better insights into useful concepts such as self-efficacy, self-concept, peer pressure, audio-visual aids, visual aids and typing pool. The study also gave application of the Theory of Self-Efficacy, Shavelson's Hierarchical Model of Self-Concept, Social Identity Theory and

Sociocultural Theory of Teaching, Learning, and Development to the research work (motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State). Lastly, it added to empirical literatures by reporting a significant combined influence of motivational components (self-efficacy, self-concept and peer pressure) and instructional facilities (audio-visual aids, visual aids and typing pool) on academic achievement of students in Business Studies in public upper basic schools in Oyo State.

5.5 Suggested Areas for Further Research

It is suggested that further studies be carried with a different research design such as correlational, expost facto and quasi-experimental designs to authenticate the results of this study. Mixed research approach (quantitative and qualitative) could be used in further studies. This would ensure that the students and teachers are also interviewed using interview guides and their responses (opinions) are stated. Since this study was carried out in Oyo state which is in the southwest, other study areas in Southwest and other geo-political zones such as South-south, Southeast and North could be used to also authenticate the results. Other demographic characteristics of the students such as age could be used as moderating variable in subsequent studies.