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**ANALYSIS OF STUDENTS' INTEREST TOWARDS QUANTITATIVE COURSES  
IN BUSINESS EDUCATION: A CASE STUDY OF N. C. E. STUDENTS AT  
ADENIRAN OGUNSANYA COLLEGE OF EDUCATION**

**BY**

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**ABSTRACT**

*This paper examined the behaviour, interest and attitude of N.C.E. students toward the quantitative course in Business Education. A questionnaire containing 12 attitudinal statements relating to mathematics, behaviour and other quantitative courses was designed and administered to the students, Likert Scale, chi-square and Pearson product moment correlation coefficient were used for the analysis. The results show that most students have favourable behaviour towards quantitative courses in Business Education, Positive relationship between the students' attitude and their performance/achievement in the quantitative courses.*

**INTRODUCTION**

Business education is one of the newly introduced courses to develop this country in terms of manpower, self-reliant individual who can do something tangible based on proficiency acquired in schools. Anao (1986) reported inter-alia that:

*Business education could simply mean an educational process or context which the primary aim of preparation of people for role in enterprises: such role could be as employee, entrepreneur/employer or simply as self employee.*

Business education in all embracing concepts is designed to train highly skilled human resources.

Dimowo (1999) argued that the vision of business education is for the creation of a pool of men and women of character and competence; people who are balanced in their physical, emotional, mental and spiritual well being. This will make them to be effective in the design and implementation of national development that reflects the principles or science of right conduct to the society. The principal role of business education in promoting additive value of

the quality and hence productivity shows business education as vital variable in the equation of sustainable economy.

From all indications, we have seen that the role of business education is to develop the economy as confirmed by Anao (1986) thus:

“The goal of business education is therefore the production of manpower who posses the requisite knowledge, skill and attitude for harnessing other resources and bring them into co-operative relationship yielding goods and services demanded by society for the satisfaction of their wants and needs of which there are many. The output of business education are managers, supervisors and entrepreneurs as well as small scale traders”.

The question now is how can one expect development in Nigeria, achievement on the part of the student even if they (student) have interest in a particular course when and where educational policy and curriculum are at best confused and retrogressive. The rate of salary increment in the last three years show that labour are not rewarded according to job done consequently educational pursuit is relegated to the background.

The dynamic nature of our environment makes it imperative to redirect the energy and spirit of the people, perform completely new tasks - quite unrelated to what went before. Business education with a vision and mission will imply looking at the level of spirit in order to fine-tune the structure in the dynamic environment and thus focus the individuals' spirit on the task or tasks of continuous growth and development. This is the key to sustainability.

It is the modern development and techniques in Business education that made it imperative for students to take a wide range of quantitative courses during their N.C.E programme.

At Adeniran Ogunsanya College of Education such courses include mathematics (BED 112 and 122) first and second semester respectively, Financial Accounts (BED 111, 121, 211, 222, 311) of both first and second semester from year one to three.

An inspection of NCCE curricula and Kudos given by the NCCE accreditation team during the 1999 accreditation exercise confirmed that Adeniran Ogunsanya College of Education ranks amongst the most qualitative College of Education in the country. The attitude of students and professional Business Educators towards quantification vary from negative to positive which depends on the mathematical background and inclination of the students.

Attention have been focused on the relationship between interest, attitude, beliefs, values and social/societal norms by the educational psychologists and sociologists. For instance, the relationship between students' attitude towards a course and their performance in that course has been reported earlier by Reader (1972) to depend upon interests, attitude, belief or disbelief of an individual or of a group and vice-versa. Interest is synonymous to personal satisfaction and this can enhance achievement and direct the behaviour of an individual either to positive negative direction.

Based on this postulation, it can be assumed that a student will perform well in the

quantitative course if such a student has a favourable interest and attitude towards the quantitative courses in Business Education and has a fairly good mathematical background. Quantitative courses in Business Education will be of great help and benefit to large percentage of students who have positive interest. But if on the other hand, the reverse is the case, then there would be need to re-orientate, re-educate and alter their attitude as quantitative courses in business education can not be avoided. Most importantly, it is required to broaden the scope to meet up with job challenge especially in the area of decision making.

## **OBJECTIVE OF THE STUDY**

Consequently, this study tends to:

- (a) analyse students' behaviour towards quantitative courses in Business Education at N. C. E. Level.
- (b) assess the relationship between the attitude and the students performance in selected quantitative courses, and
- (c) give appropriate recommendations on Business Education curricula for College of Education.

## **HYPOTHESIS**

On the basis of the foregoing, the following, hypothesis are postulated for this research report.

- H<sub>0</sub><sub>1</sub>** There no significant difference between the students attitude and achievement in the quantitative courses.
- H<sub>0</sub><sub>2</sub>** There is no significant difference between students' mathematics grade at school certificate level and their performance in the quantitative courses at N.C.E. level.

## **METHODOLOGY**

Year Three students of the department of Business Education, Adeniran Ogunsanya College of Education, Lagos constitute the investigative subjects. The questionnaire consist of 12 statements relating to students behaviour towards mathematics/quantitative courses in Business education were administered to student. 40 questionnaires distributed were recovered. Likert scale was used. Chi-square was also used to determine the significance of the difference between students' product moment correlation coefficient was used to see the relationship between the students' mathematics grade at school certificate level and their performance in the quantitative courses at N.C.E. Level.

Points are awarded to different grade levels of mathematics at school certificate (A1, A2, A3, C4, C5, C6, P7, P8, F9) (7, 6, 5, 4, 3, 2, 1, 1.5, 0) respectively. Average grade of each student in quantitative course also computed and used.

## **RELIABILITY OF THE STUDENT**

To ensure the reliability of the questionnaire, it was pre-tested on students at Adeniran Ogunsanya College of Education. The following week, the same students were used and it was discovered that 95% of the students gave the same response on both occasions.

## **VALIDITY OF THE INSTRUMENT**

The instrument assumed face validity on being vetted by the experts in the vocational and technical education departments.

## **RESULTS**

This aspect deals with data analysis and interpretation of the research findings.

**Hypothesis 1:** There is no significant difference between the student behaviour and performance in the quantitative courses.

In testing for this hypothesis, items related to the hypothesis were used. The scores derived from respondents were tabulated and used in calculating the chi-square shown below in table 1.

## **STUDENTS' BEHAVIOUR AND PERFORMANCE RESPONDENTS**

Variable	Chi-square	df	Criterion	0.5 P 0.05	Conclusion
Students' behaviour	5.6	12	21.026		Significant

Since, (the computed value  $\chi^2$  calculated 5.6 is less than the level of significance ( $\chi^2 = 21.026$ ), it can be concluded that, there is no significant difference between student behaviour and achievement. The hypothesis was therefore rejected.

**Hypothesis II:** There is no significant relationship between the student's mathematics grade at the school certificate level and their performance in quantitative courses at N.C.E. Level. In testing for this hypothesis, students' grade in mathematics at school certificate level were collected and allocated point to them before comparing it.



Points Average Allocated	Performance in quantitative courses	Points allocated	Average Performance	X <sup>2</sup>	Y <sup>2</sup>	XY	
X	Y	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY	
2	48	-1.2	-12	1.44	144	14.4	
4	51	0.8	-9	0.54	81	-72	
1	56	-2.2	-4	4.84	16	8.9	
5	61	1.8	1	3.24	1	1.8	
2	64	-1.2	3	1.44	9	-3.6	
1	68	-2.2	7	4.84	49	15.4	
4	72	0.8	12	0.64	144	9.6	
5	71	1.8	11	3.24	122	19.8	
6	60	2.8	0	7.84	0	0	
4	45	0.8	-15	0.64	225	-12	
2	48	-1.2	-12	1.44	144	14.4	
1	50	-2.2	-10	4.84	100	22	
7	55	3.8	-5	13.33	25	-19	
3	56	-0.2	-4	0.04	16	0.8	
2	65	-1.2	5	1.44	25	-6	
1	70	-2.2	10	4.84	100	22	
5	74	1.8	14	3.24	196	25.2	
4	66	0.8	6	0.64	36	4.8	
2	65	-1.2	5	1.44	25	6	
2	52	-1.2	8	1.44	64	9.6	
<b>X= 63</b>				<b>Y= 119.7</b>	<b>62.6</b>	<b>1552</b>	<b>62</b>

Mean = 3.2

60

$$r = \frac{(\sum XY)}{(\sum X^2)(\sum Y^2)}$$

With

$$r = \frac{(\sum XY)}{(\sum X^2)(\sum Y^2)}$$

$$= \frac{62}{62.6 \times 1552}$$

$$= \frac{62}{7.91 \times 39.39}$$

$$= \frac{62}{311.26}$$

$$= \frac{62}{311.3}$$

$$= 0.199$$

$$= 0.20$$

The product moment correlation between students' grade in mathematics at school certificate level and their performance in quantitative courses at N.C.E. level is approximately 0.20.

The result indicate a very low relationship:

It can be concluded that there is no relationship between students' mathematics grade at the school certificate level and their performance in quantitative courses at N.C.E. level.

The hypothesis was therefore accepted.

Among factors influencing the behaviour of students towards quantitative courses in business education as revealed are:

- (a) Fairly good mathematical background
- (b) Job prospects
- (c) Attitude and interest

The average response of student from all levels showed that most of the students are interested in the quantitative courses as they see it as a tool of economic analysis and decision making.

It also revealed that those with fairly good mathematical background tends to perform better in quantitative courses than those with poor mathematical background. Majority of the respondents agree that quantitative courses taught and learnt in the College would go a long way to benefit them as potential accountants, manager, secretaries, and entrepreneurs.

## **RECOMMENDATIONS**

The onus lies on our Business Education departments at College of Education to ensure and enforce credits in mathematics and accounts (at least in WASC and or NASTEC) for admission into the business education courses. In addition, courses like mathematics, Accounts, Statistics, costing and Taxation should remain compulsory for an Accounting specialisation. Furthermore, additional quantitative courses such as operation research, Design of Information System, National Economic Statistics can be introduced and made optional or electives so that

any student who has scored at least 40% out of any one chosen can be allowed to graduate since they are not compulsory courses; but to broaden the quantitative knowledge and mind.

The department of Business Education can rely on the staff of mathematics, computer and Economic departments to teach this new quantitative courses.

Finally, the students of secretarial option should be allowed to take statistics in final year so as to develop their analytical mind and prepare them for further studies. The need for selection examination and interview for job seekers also necessitate quantitative courses in business education. This can give them an edge over others who are mathematically inclined.

## CONCLUSION

It has been established that there is a favourable behaviour towards mathematics and other quantitative courses in Business Education by the students. The students interest, belief and opinion towards mathematics and accounts at secondary schools help to reshape their attitude towards quantification. The research revealed that the present business educators require a fairly good knowledge of quantitative methods as a useful tool for economic analysis and as interpretation of accounts for managerial purpose and decision making. A greater percentage of our respondents have a positive interest and behaviour toward the quantitative courses in Business Education.

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