### IMPACT OF TIMELY COMPUTATION AND RELEASE OF RESULTS ON ACADEMIC PERFORMANCE OF STUDENTS OF BUSINESS EDUCATION DEPARTMENT

**ABSTRACT**

This research evaluates the impact of prompt result release on the academic performance of students in business education, using Zuba College of Education in Abuja as a case study. It evaluates the characteristics of academic outcomes and establishes the significance of their prompt dissemination. It emphasises the impact on students' academic performance and serves as a means to identify and address study-related issues in advance. The research is crucial as it offers an evaluation framework for both students and teachers on the importance of promptly releasing academic results.

**TABLE OF CONTENTS**

**1.0   INTRODUCTION**

1.1        Background of the study

1.2        Statement of problem

1.3        Objective of the study

1.4        Research Hypotheses

1.5        Significance of the study

1.6        Scope and limitation of the study

1.7 Definition of terms

1.8 Organization of the study

**CHAPTER TWO**

**2.0   LITERATURE REVIEW**

**CHAPETR THREE**

3.0        Research methodology

3.1    sources of data collection

3.3        Population of the study

3.4        Sampling and sampling distribution

3.5        Validation of research instrument

3.6        Method of data analysis

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS AND INTERPRETATION**

4.1 Introductions

4.2 Data analysis

**CHAPTER FIVE**

5.1 Introduction

5.2 Summary

5.3 Conclusion

5.4 Recommendation

Appendix

**CHAPTER ONE**

**INTRODUCTION**

* 1. **BACKGROUND OF THE STUDY**

Academic results provide feedback on the evaluation of a student's performance in subject or course examinations. Constructive feedback, which includes both positive reinforcement and critical guidance, is essential for individuals to acquire knowledge and skills. Feedback that is clear, explicit, and timely serves as information regarding the outcomes of one's endeavours, and it acts as a source of motivation for pupils to enhance their performance. Grading is typically associated with evaluating assigned work or assessment activities. It involves customising tests or assignments to align with the learning objectives of the course, providing feedback to help students enhance their critical thinking and writing skills, communicating about students' progress to relevant individuals, and utilising the results to make improvements in the classroom.Assessment offers feedback to both students and educators. In contrast, the lack of timely and valuable feedback diminishes one's motivation to engage in the learning process. When teachers promptly provide students with comments on their responses and engage in discussions about wrong answers, they are employing one of the most influential indicators of favourable student results. According to Walberg's meta-analysis, which examined studies on educational interventions in K-12 classrooms, it was discovered that instructional methods that included feedback and remedial measures had a significant impact on student progress.Subsequently, higher education institutions started prioritising the provision of timely feedback as one of the "Seven principles for good practice in undergraduate education". The writers elucidate that having awareness of one's knowledge and lack thereof directs the process of acquiring knowledge. Students want suitable feedback on their performance in order to derive benefits from their courses. Recent research on the human brain indicates that we have inherent biological mechanisms that drive us to actively seek and utilise feedback.

It is crucial to emphasise that for students to derive benefits from feedback, it must be both timely and frequent, as well as effective in enhancing performance by addressing three key aspects: identifying strengths, pinpointing areas for growth, and providing guidance on how to achieve this progress. Feedback can be provided in several formats, including formative and summative assessments, individual and group evaluations, written comments, coded feedback, and charts and rubrics outlining key aspects of assignments. While providing comprehensive feedback holds significance, delivering it promptly holds even greater significance. Nevertheless, it is crucial to promote students' diligent reading and utilisation of feedback. The research aims to analyse the impact of timely release of academic results on the academic performance of students in business education.

In his publication in 2015, Samuel argued that in order to truly appreciate the thrill of success, it is necessary to encounter the disappointment of failure at least once. He further emphasised that we might gain more knowledge from our mistakes than from our achievements. However, it is important to note that this does not imply that individuals intentionally fail in order to succeed, as such behaviour is universally rejected. Conversely, it is important to see unsuccessful events in a positive light, as they can provide valuable lessons for achieving success. By leveraging failure, we can transform it from a painful memory into a circumstance that offers us lifelong advantages and experiences. Humans possess an innate desire for success and accomplishment in both their scientific and practical endeavours at all levels. However, it is important to recognise that consistent and enduring success is not always attainable due to the inherent nature of human reliance on trial and error, which inevitably leads to occasional failures. Failure should not be seen as a reason to quit, unless it is the ultimate goal in one's life. Instead, it can serve as a driving force for success and a stepping stone towards reaching the highest level of achievement and fulfilling one's goals and objectives. Indeed, failure is invariably linked to feelings of irritation and dread due to its connection with retribution from others, manifesting as contempt, criticism, and various forms of punishment, such as physical harm or emotional neglect. The dread of failure, making mistakes, a persistent sense of shame, and a lack of effort to succeed are all forms of failure in itself.

Education is a crucial endeavour for humanity. It assists in shaping and moulding individuals within a society to effectively adapt and thrive in their surroundings. Boit, Njoki, and Chang'ach (2012) argue that the primary objective of education is to empower individuals to transform their society and eradicate disparities. Specifically, secondary education has a crucial role in both the overall progress of a nation and the personal growth of individuals. It is crucial in establishing a nation's pool of skilled individuals at a level beyond primary education (Achoka, Odebero, Maiyo & Mualuko, 2007). The significant importance of secondary education may somewhat elucidate the Kenyan government's choice to implement free tuition in public secondary schools as a means to augment its desirability (Ohba, 2009). The provision of high-quality secondary education is crucial for providing the opportunities and advantages associated with social and economic development (Onsumu, Muthaka, Ngware & Kosembei, 2006). The cognitive achievement of learners is considered as one of the markers of the quality of education being offered (United Nations Educational, Scientific and Cultural Organisation, [UNESCO], 2005). Adediwura and Tayo (2007) define academic achievement as the measurement of performance through test and examination scores, as evaluated by the subject teachers. It might also be described as any term used to indicate students' academic status. According to Levin, Wasanga, and Somerset (2011), the academic performance of secondary school students is not only an indicator of school effectiveness but also a significant factor in the overall well-being of young people and the nation as a whole. According to Yusuf and Adigun (2010) and Lydiah and Nasongo (2009), the government, educators, parents, and society in general have always been particularly interested in the academic success of kids. Odhiambo (2005) argues that there is an increasing need for teacher accountability in Kenya, as demanded by the government and the public. Students' achievement data is a regularly used method to evaluate schools (Heck, 2009). Teachers are inherently connected to the schools they teach in and have a direct impact on the academic performance of those institutions. Using standardised students' evaluations outcomes as the basis for evaluating teachers' performance would be a logical approach. Teachers receive recognition and incentives when their schools and teaching disciplines achieve high rankings. In Chile, teachers receive collective rewards when they work in schools that are recognised as high-performing by the National Performance Evaluation System of Subsidised Schools (Organisation for Economic Cooperation and Development, 2005). In Kenya, exceptional teachers in their respective courses are recognised and awarded during the annual Open Education Day conducted in each district (Cherongis, 2010). While acknowledging the importance of incentivizing teachers who achieve improved outcomes, it is also important to hold instructors accountable when pupils underperform. Evidence has demonstrated that teachers exert a significant impact on the academic attainment of students. The teacher plays a vital part in educational achievement as they are ultimately responsible for implementing policy and applying practical concepts during their interactions with pupils (Afe, 2001). The study conducted by Wright, Horn, and Sanders (1997) determined that the instructor is the primary element that significantly impacts student learning. Teachers serve as the intermediary in the transfer of knowledge, values, and skills during the learning process. Insufficient academic development will be observed among students who are taught by an inefficient teacher. This holds true irrespective of the degree of similarity or dissimilarity among pupils in terms of their individual capacity for academic success. Rivkin, Hanusheck, and Kain (2005) state that there has been a lack of agreement regarding the exact instructor factors that impact students' academic performance. Researchers have investigated the impact of instructor attributes, such as gender, educational degrees, and teaching experience, on students' academic performance, with diverse results. Akiri and Ugborugbo (2008) discovered a notable correlation between the gender of teachers and the academic performance of students. This contradicts the statement made by Dee, as referenced in Akiri and Ugborugbo (2008). According to Yala and Wanjohi (2011) and Adeyemi (2010), the main factors that determine students' academic success are the teachers' level of experience and educational qualifications. Nevertheless, Ravkin et al (2005) discovered that there was no significant correlation between teachers' teaching experience and educational qualifications and students' achievement. A study conducted by Etsy (2005) in Ghana revealed that the primary teacher-related issues that had a major impact on poor academic performance were many instances of arriving late to school, frequent absences, and an inability to cover the entire syllabus. Oredein and Oloyede (2007) determined that the manner in which teachers handle homework and assignments provided to students significantly affects student progress, particularly when they are thoroughly explained, motivating, corrected, and reviewed during class time, serving as an opportunity for providing feedback to students.

* 1. **STATEMENT OF THE PROBLEM**

Timely computation and release of academic result has incessantly been an issue of concern not only to students but to the larger academic society. Delay in the release of result reduces the moral of students and overall academic performance. The problem confronting this research is to determine timely release of result and academic performance of students in business education

* 1. **OBJECTIVE OF THE STUDY**

This study was conducted with the following objectives:

1. To examine the impact of timely release of results on academic performance in business education in College of education Zuba.
2. To appraise the nature of academic results.
3. To identify the benefits obtained from timely release of academic results
	1. **RESEARCH HYPOTHESES**

**HYPOTHESES ONE**

**Ho:** academic performance of students in business education is low

**Hi:** academic performance of students in business education is high

**HYPOTHESES TWO**

**Ho:** The effect of timely release of result on the performance of students is low

**Hi:** The effect of timely release of result on the performance of students is high

* 1. **SIGNIFICANCE OF THE STUDY**

It is hoped that the finding of this project work will not only add to the vast knowledge about the research shall highlight the effect of timely release of result on the academic performance of students in business education. It’s also designed to highlight the function of the media and more importantly how social media has impacted the generality of students. It will also be useful to educators and it shall provide a source of information for students, teachers, lecturers, and academicians.

* 1. **SCOPE AND LIMITATION OF THE STUDY**

This research focuses on the appraisal of timely release of result and its effect on the performance of students in business education, in the zuba Colllege of education. The researcher encountered some constraints, which limited the scope of the study. These constraints include but are not limited to the following.

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**1.7 DEFINITION OF TERMS**

**RESULT DEFINED:** Academic result serves as feedback on the assessment of student’s performance on subject or course examination. Feedback that is both affirming and corrective is necessary for people to learn. Defined as information on the results of one's efforts, feedback that is clear, specific and timely motivates students to improve

**PERFORMANCE DEFINED:** The accomplishment of a given [task](http://www.businessdictionary.com/definition/task.html) measured against preset known standards of [accuracy](http://www.businessdictionary.com/definition/accuracy.html), completeness, [cost](http://www.businessdictionary.com/definition/cost.html), and speed.

**ACADEMIC PERFORMANCE:** this is the accomplishment of academic task against preset known standards of accuracy, completeness, cost, and speed.

 **1.8 ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows: Chapter one is concerned with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 INTRODUCTION**

This chapter reviews the literature on the timely results and academic performance of students in business education. It discusses issues arising from the topic of interest as viewed from different perspectives, with a view of giving a theoretical and empirical foundation to the study.

**2.2 LITERATURE REVIEW**

Patrick O. N. (2014) in her thesis determined the relationship between school effectiveness, timely release of results and academic performance in public secondary schools. The objectives of the study were to: establish the strategies being employed by public secondary schools to improve students’ academic performance, to determine the relationship between the academic performance improvement strategies employed and the performance of students; and identify academic performance improvement lessons that can be learnt from schools that consistently perform well at the level. The study was guided by the Effective Schools Model by Lezotte (2010), which states that an effective school is characterised by seven correlates namely: instructional leadership, focus on school mission, safety and orderliness of schools, expectations for success, home-school relations, frequent monitoring of students‟ progress, and opportunity to learn for students. The research employed a survey design targeting all secondary schools‟ principals, heads of departments, teachers, and education officers in charge of all the 873 provincial and district public secondary schools in Central region. Data was collected in provincial and district public secondary schools in two counties – Kiambu and Nyeri. Stratified sampling technique was used to select 40 schools for the study, 20 each from Kiambu and Nyeri Counties. The sampled schools were stratified according to performance, that is, those that have been consistently performing well for the last five years (2006-2010), and those that have been consistently performing poorly for the same period. All the principals of the sampled 40 schools took part in the study. Simple random sampling was used to select 360 teachers (120 HODs and 240 regular teachers). Purposive sampling was used to select all the 17 District Education Officers in Kiambu and Nyeri Counties. Of the targeted respondents, 222 teachers, 45 heads of departments 17 DEOs, and 39 principals responded, a total of 398 respondents giving a questionnaire return rate of 95.4%. Questionnaires and an interview guide were used for data collection. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments. The study gathered both qualitative and quantitative data. and six of the seven correlates, apart from frequent monitoring of students progress. Multiple regression analysis revealed that the seven correlates of effective schools explained 11.5% of the variation in academic performance among the sample schools. The study recommends that secondary schools should put emphasis on the seven correlates of effective schools that were identified to positively influence academic performance. Masten and Coatsworth (1998), indicated that success in school demands three clusters of skills; cognitive and meta cognitive skills, social skills and self-management skills. The cognitive and meta cognitive skills include skills related to goal setting, progress monitoring, and memory skills, whereas social skills refer to interpersonal skills, social problem solving, listening, and teamwork skills. In addition, the self-management skills such as managing attention, motivation, and anger are also essential in ensuring success. These three skill sets were the most powerful predictors of long-term school success and seemed to separate high achievers from low achievers. Nile (2006) pointed out that there is a weakness among the students of the main stages in language skills, and confirms the reality of this weakness of students in key stages of the delay in the mastery of reading and writing skills, as well as weaknesses in the skills of writing the alphabet and calligraphy.

Naimi (2010) carried out a study about the poor academic achievement at the United Arab Emirates schools. The results showed that the percentage of students in academic achievement is weak; ranged from 15 to 30%. Thus, this can be attributed to the educational and economical levels of the students at these areas. Barakat & Harz Allah (2010) study addressed the reasons for the low level of academic achievements in schools and these reasons are:

a. Health problems affect student achievement in Math

b. Behavioral problems affect the achievement of students in mathematics performance.

Lack of self-desire to study may lead to students' low academic achievement in mathematics level.

Lack of a sense of belonging to the school can cause a sense of unconcerned to the study. Teachers' lack the required knowledge of modern educational and psychological theories can lead to students' poor academic performance. The study recommended to give more attention to students' health so that they can focus on their studying and to provide a relaxing school environment in order to increase the motivation of students and increase the level of belonging to the school. As well as, the teachers have to use attractive techniques and educational activities to motivate students for leaning. Moreover, parents should be responsive to their children's problems and pursue their academic achievement step by step. Also it is necessary to arrange training courses and workshops for teachers, who are teaching mathematics, especially those teachers who teach mathematics from different subjects, to develop their skills in teaching mathematics. Tamimi (2012) conducted a study about weakness in students' academic performance. In this study, he pointed out this problem has become a global problem. He found that the number of pupils suffer from this problem; therefore he searched for solutions to this problem. The researcher also explained the factors that lead to poor academic achievement, such as social factors, economic factors and political conditions. The study recommended staying away from violence and inappropriate words with students who suffer from academic weakness and encourage these students by offering them some gifts and paying them more attention.

Ahmed & Wias (2012) did a study to examine the reasons for the low level of academic achievement among high school students from teachers and students perspective; the study showed these reasons, including the large number of distractions around the student like the spread of mobile phone, means fun, low motivation of students towards learning and the weakness of the attention of parents to follow up the level of their children. The study recommended minimizing the distractions of attention, to concentrate on motivation, to strengthen the work of students in science subjects by giving them more courses and to provide them with modern teaching methods that are in line with the tremendous scientific advances. Eldridge (2012) study concentrated on the reasons for educational failure and the pedagogical support techniques to face this phenomenon. The study showed that there are six key elements in the definition of academic failure these are: First, schools' Exams. It is known that the school years in all levels of education, either end with final exams, or divide a year into several semesters, each of which ends with a periodic exam (quarterly), and sometimes applying the two methods for evaluating students together. However, the educational system usually ends with General Education

Examinations (standardized tests) covering all formal and informal educational institutions in all regions. It means not achieving the required mark in that exam. that failure may be partially or completely without affecting the student's average, which usually indicated whether the student has succeeded or not. According to the planned programs, teachers should respect the quality of education and its objectives, fitting to the age of the students and their abilities in general. Third, psychological feelings the repetition of academic failure may be accompanied with psychological feelings as well as negative social attitudes. The feelings of sadness and anxiety that accompany the student failure make failure as psychosocial special case. Then, failure is often followed by social situations like sarcastic or moral punishment that may be followed by physical punishment and ignoring for the careless student. Accordingly, the consequences of academic failure have bad effects on both psychological and social aspects. academic failure and learning difficulties. The distinction should be made between academic failure and learning difficulties. Basically, the learning difficulties are a temporary situation that almost happened to most of the normal students. Therefore, learning difficulties can be categorized into three levels: simple, medium and strong according to the educational support, or what it calls therapeutic program that is dealing with members of this class, according to their level of difficulty. This study recommended the need to focus attention on the educational support activities by adopting the modern means and techniques, using the most appropriate educational procedure that are common within the scope of deepening the understanding and skills development. However, the reinforcement of students' achievement among groups at all levels of education enable them to realize the weak points, highlight their true potential, reduce the gap between them and face the difficulties and obstacles to solve them. Finally, attention should be paid much to the diagnosis because it is essential scientific practice that will set the reasons of academic failure and its quality. Almuammria (2015) performed a study about the impact of the environment in enhancing the academic achievement of the students. The researcher tried to focus on the secondary level because it is in the middle of studying years and consider the age of adolescence, associated with behaviors that some teachers may overlook; consequently, this requires the presence of a specialist or social worker. The researcher showed that there are a range of factors affecting academic achievement such as: learner factors, family factors and school factors. The study recommended the need for direct contact between the parents and the school and the participation of parents in providing feedback and support for the school. On the other hand, the role of the school is to inform the parents about their children's behavior within the school as well as the participation of parents of students in religious, national and cultural events. The study also recommended the need to consider the family and the school as one unit that is a complement for each other and this integration and cooperation help to achieve the educational and the scientific goals.

Samuel and Mohammed In 2015 researched and identified the causes and results of low academic achievement from teachers, parents and students perspective as well as providing possible solutions to this problem. With reference to the researchers' experiences as teachers at schools and later at universities and after seeing the academic results of students on various courses, they found that there are weaknesses in the students' academic achievement. In fact, academic achievement is considered very necessary for students to transfer from one studying level to another, so the researchers found that it is crucial to investigate this topic. In fact, this research presents some factors that affecting students' low academic achievement for instance, using traditional methods instead of using modern teaching methods in teaching, as well as the poor relationships between the teachers and the students that create a teaching environment lacking of respect which leads to the lack of students' acceptance of the learning process on the whole. Finally, the researchers proposed some solutions for dealing with low academic achievement such as, looking for the real reasons for failure, developing clear plans and rules to achieve success and not to ignore the learner's potentials. The researchers recommended that the parents should be aware of their children's problems and pursue their academic achievement step by step, increasing interest in the physical, mental and health of the student, providing a relaxing school environment and using attractive techniques and educational activities to motivate students for leaning

Charles and Keamo (2017) said that the nature of motivation and learning strategy use is vital to improving student learning outcomes. This study was intended to explore the motivational beliefs and learning strategy use by Liberian junior and senior high school students in connection with their academic performance. It also solicited students’ self-reports about presumed factors hindering their learning. We utilized a cross-sectional quantitative research design. Motivated Strategies for Learning Questionnaire (MSLQ) was adapted and 12 potential learning hindrances were identified and used as instruments. The results showed the motivational belief component of extrinsic goal orientation as the most preferred belief and test anxiety was the least possessed belief. Rehearsal strategies were found to be the most frequently used, while help seeking was reported to be the least strategy considered. The result also showed significant relationships between the two constructs. In addition, the study found some learning hindrances. A number of conclusions as well as some practical recommendations for action relative to the improvement of student performance have been advanced.

**2.3 TEACHERS’ MOTIVATION ON STUDENTS**

Education is a fundamental human right according to Wolfenson O, (2000) and the key to sustainable development, peace and stability within and among countries is the provision of education to the populace of such countries. The learning environment and teachers` motivation upon knowledge development relatively need attention in the field of mathematics teaching and learning. What happens in the classroom between psychological implication of teachers concerning their motivation and the student ability to study well has an impact on students’ opportunity to learn. The activities in the classroom, the repeated actions in which students and teachers engage as they learn are important because they constitute the knowledge that is produced (Cobb, P. 2008). Availability of teaching/learning resources and teachers` motivation enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. The educational effort that will be helpful in developing human resources needed is not given much attention. In particular, low quality education in mathematics is an urgent issue to be addressed. Maicibi opined that all institutions or organization are made up of human beings (workers) and other non-human resources (Maicibi N. A. 2003). He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The implication of these opinions is that well trained and motivated teachers in mathematics if well deployed to the secondary schools will bring about well-rounded students who will perform academically well in mathematics. Most teachers are trained and have clear goals to guide their teaching, but good motivations for the teachers and teaching/learning materials seem to be inadequate. As a result, there has been a public outcry about poor performance in Mathematics at secondary school level. Many teachers have left teaching in public schools for greener pastures in better paying private schools as a result of lack of motivation and incentives needed. Students in most public schools are disadvantaged in that the classes are overcrowded and they do not have adequate learning facilities. In some instances, they lack adequate textbooks and laboratory equipments. As a result, the students may lose hope in performing well in academic work. This is in sharp contrast to private schools where the numbers of students are few as there are adequate facilities and the teachers are willing to go an extra mile to ensure that the students perform well in examination but the willingness to go an extra mile to ensure good students performance may be frustrated when there is motivation and encouragement to the side of the teachers. Although, it is believed that the reward for the teachers is in heaven, but there is no doubt about the fact that if the limited or no motivation for the teachers in terms of incentives and innovation may drastically reduce their morale which may in turn have a negative impact on student performance in mathematics. The few teachers on the government payroll are poorly remunerated as a result most of them take up part time employment or private business enterprise in order to make ends means. This greatly reduces their commitment to the teaching (which demands for sacrifice). However, lack of motivations for the teachers may influence their dedication to teaching work. Poor performance of student in mathematics may also be as a result of teachers not being dedicated to their duties which may in turn have effects on student academic goal setting which apace affect individual who has set lower goals for themselves.

Individual differences play an important role in academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioral characteristics and psychological factors, namely, attitudes, self-esteem, self-efficacy and self-concept, have been used to explain academic achievement. Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement. The problem of low academic achievement is one of the biggest problems that facing the modern educational institutions, which hindered them from the implementation of their educational mission appropriately. Still, this problem may lead to the presence of a group of students who are unable to pursue their courses with their colleagues because of their weak potentials, becoming a source of annoyance, chaos and inconvenience to the teacher and the rest of the students and this in turn leads to disruption of the educational process in the classroom and in the whole school. Though, many parents complain of low academic achievement experienced by their children, unaware of the real reasons behind this weakness and ways to solve it. Some parents might use non educational and useless methods such as physical punishment to urge their children to be hardworking in their studying. Unfortunately, these coercive methods cannot lead to improved conditions of their children. On the contrary, they can provide undesirable consequences.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to a critical analysis on the timely release of results and academic performance of students in business education.

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information a critical analysis of results and academic performance of students in business education. 200 students of Zuba college of education were selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

 1+N (e) 2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The respondents were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer. The questionnaires contained structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of response to each statement in the questionnaire related to any specified question being considered. Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion. The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item

Contained in questions

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

**TEST OF HYPOTHESES**

**Ho:** academic performance of students in business education is low

**Hi:** academic performance of students in business education is high

**Table I**

|  |
| --- |
| **academic performance of students in business education is high** |
| Response  | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |
| --- |
| **Test Statistics** |
|  | **academic performance of students in business education is high** |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. |

**Decision rule:**

The researcher therefore rejects the null hypotheses which states that, academic performance of students in business education is low as the calculated value of 19.331 is greater than the critical value of 7.82 Therefore the alternate hypotheses is accepted thatacademic performance of students in business education is high.

**TEST OF HYPOTHESIS TWO**

**Ho:** The effect of timely release of result on the performance of students is low

**Hi:** The effect of timely release of result on the performance of students is high

 Table II

|  |
| --- |
| **The effect of timely release of result on the performance of students is high** |
| Response  | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |
| --- |
| **Test Statistics** |
|  | **The effect of timely release of result on the performance of students is high** |
| Chi-Square | 28.211a |
| Df | 2 |
| Asymp. Sig. |  .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. |

**Decision rule:**

The researcher therefore rejects the null hypotheses which states that, The effect of timely release of result on the performance of students is low as the calculated value of 19.331 is greater than the critical value of 7.82 Therefore the alternate hypotheses is accepted thatThe effect of timely release of result on the performance of students is high.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to ascertain a critical analysis of timely release of results and academic performance of students in business education. In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations are made, which in the opinion of the researcher will be of benefit in addressing the challenges of timely release of results and academic performance of students in business education.

**Summary**

This study aimed at having a critical analysis timely release of results and academic performance of students in business education.

The research provides an appraisal of timely release of result and its effect on academic performance of student in business education a case study of Zuba College of education, Abuja. It appraises the nature of academic result and determines the importance of its timely release. It stresses the effect on student’s academic performance and as measure for corrective and early preparation of studies. The research is particularly important as it provide an assessment guide to both students and teachers alike on the significance of timely release of academic result.

**5.3 Conclusion and Recommendation**

Based on the above findings pertaining to the objectives of the study the following conclusions are drawn:

1. That academic performance of students in business education is high.
2. That the effect of timely release of result on the performance of students is high

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }
16. Others……………………………….
17. What year are you in the college of education?
18. Year 1 { }
19. year 2 { }
20. year 3 { }
21. pre-NCE……….

SECTION B

1. academic performance of students in business education is low
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. academic performance of students in business education is high.

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. The effect of timely release of result on the performance of students is low
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. The effect of timely release of result on the performance of students is high.
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. Students benefit from timely release of academic results
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. Students do not benefit from timely release of academic results
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. Timely release of results affects students seriousness in business education in College of education Zuba
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. Timely release of results does not affect students seriousness in business education in College of education Zuba
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. Students individual commitment and capabilities affects the academic performance in business education in College of education Zuba
32. Agreed { }
33. Strongly agreed { }
34. Disagreed { }
35. Strongly disagreed { }
36. Students individual commitment and capabilities does not affect the academic performance in business education in College of education Zuba
37. Agreed { }
38. Strongly agreed { }
39. Disagreed { }
40. Strongly disagreed { }