

INFLUENCE OF TEACHER AND PARENTAL VARIABLES ON ACADEMIC PERFORMANCE AND ENROLMENT OF STUDENTS IN BUSINESS STUDIES IN UPPER BASIC EDUCATION IN NORTH EAST, NIGERIA

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Abstract

This study investigated the influence of teacher and parental factors on students' academic performance and enrollment in Business Studies at the upper basic education level in Northeast Nigeria. A mixed-method design, combining descriptive survey and ex-post facto approaches, was employed. The target population included 3,036 upper basic schools, 1,002 teachers, and 452,742 JSS III students across six states during the 2025/2026 session. Using stratified random sampling (Krejcie & Morgan, 1970), 60 schools, 285 teachers, and 384 students were selected. A validated 42-item questionnaire ($\alpha = 0.79$) and academic record proforma were used. Research questions were answered via mean and standard deviation; four null hypotheses were tested using simple linear regression ($p \leq 0.05$). Key findings showed: (1) only 26.7% of Business Studies teachers held relevant qualifications; (2) teacher qualification significantly positively predicted performance ($R^2 = 0.910$, $\beta = 0.960$, $p < 0.05$); (3) teacher experience also significantly predicted performance ($R^2 = 0.813$, $\beta = 0.974$, $p < 0.05$), with 64.4% having <10 years' experience; (4) parental occupation significantly influenced enrollment ($R^2 = 0.703$, $\beta = 0.853$, $p < 0.05$); and (5) parental motivation significantly affected enrollment ($R^2 = 0.689$, $\beta = 0.724$, $p < 0.05$). The study concludes that teacher qualifications and experience, along with parental occupation and motivation, critically shape both academic performance and enrollment. Recommendations include mandatory in-service training for non-specialist teachers, vocational teacher allowances to retain experienced staff, and school-based career guidance programs to boost parental motivation.

Keywords: *Teacher Variables, Parental Variables, Business Studies, Academic Performance, Enrolment, Upper Basic Education, North East Nigeria.*

INTRODUCTION

The persistently high rate of failure and declining academic performance in Business Studies, coupled with dwindling student enrolment, has become increasingly alarming and worrisome to educational stakeholders across North East Nigeria and the nation at large. This troubling trend has prompted both Federal and State governments to adopt various intervention strategies and policy reforms. A comprehensive survey conducted by the Federal Ministry of Education (FMOE, 2021) on the performance of educational sectors across Nigeria's geo-political zones revealed significant performance gaps, with the North East Zone particularly in Business Studies recording the lowest performance indicators nationally.

Furthermore, an educational survey by the National Population Commission (2006) indicated a widening disparity between Northern and Southern states. Within the North East, Borno, Gombe, and Yobe States recorded the poorest performance, faring worse than Adamawa, Bauchi, and Taraba States in the same zone. This poor performance has been linked to parental factors and the

devastating impact of insurgency, which together have contributed to low academic achievement and reduced enrolment. Consequently, parental motivation, parental occupation, teacher qualifications, and teaching experience may play tremendous roles in enhancing students' academic performance and enrolment in Business Studies.

Business Studies as a subject holds substantial value for secondary school students, as it exposes learners to the world of commerce and industry, enabling them to appreciate modern business activities. Modibbo (2019) defined Business Studies as an academic subject that introduces students to foundational knowledge of business principles and practices. The subject encompasses five components: typing, shorthand, office practice, commerce, and book-keeping and is compulsory at the junior secondary school level. Its primary objectives include enabling students to appreciate how these five components interrelate, understand the role of commerce in the national economy, grasp basic concepts and principles of commercial activities, and acquire essential office and book-keeping skills (aural, mental, and manual). At the junior secondary level, Business Studies serves as a foundation for advanced business subjects; for instance, business mathematics provides foundational knowledge for book-keeping (Ezeani & Ishaq, 2023).

Teacher Variables represent critical determinants of educational outcomes. A teacher is fundamentally the person who facilitates education for others, serving as the ultimate key to educational change and school improvement. Shinkafi (2022) emphasized that restructuring schools, developing national curricula, and creating benchmark assessments hold little value if teachers are not considered. Teachers do not merely deliver the curriculum; they develop, define, and reinterpret it. What teachers think, believe, and do at the classroom level ultimately shapes the quality of learning young people receive. Teacher quality, particularly qualification level, shows positive correlation with students' performance (Haliru & Bashir, 2021). Teacher variables such as qualification and experience consistently contribute to teacher output.

Teacher qualification refers to the formal training a teacher acquires to practice the teaching profession. According to the National Policy on Education (2014), the Nigeria Certificate in Education (NCE) represents the minimum qualification for teaching at primary and junior secondary levels. A professional teacher possesses professionally-grounded knowledge in educational theory and practice, finds job satisfaction in contributing to national development, understands students' abilities, and can help learners reach their full intellectual and social potential. While Muhammad and Fayyaz (2021) found that teacher qualification did not influence students' academic performance in Business Studies, Daso (2023) discovered a significant relationship between teachers' qualifications, teachers' attitudes, and students' performance.

Teacher experience encompasses the number of years a teacher has practiced the teaching profession. Experience, they say, is the best teacher. An experienced teacher is more likely to be efficient in class control, identifying individual differences, and improvising teaching aids. Peter et al. (2021) found that students taught by more experienced teachers achieve higher grades due to their teachers' content mastery and classroom management skills. Chako (2022) discovered that teachers' attitudes toward teaching significantly predict students' attitudes and performance in Business Studies. Kareem (2021) reported that students taught by experienced Business Educators achieved better academic performances in both internal and external examinations.

Academic performance measures learning outcomes, encompassing knowledge, skills, and ideas acquired and retained through coursework both within and outside the classroom. Tuitoek et al. (2019) noted that poor academic performance could be attributed to student diversity, teacher qualifications, experience, and poor government commitment. These authors advised employing constructivist pedagogies that develop students' critical and rational thinking abilities. Ige (2023) reported that the recruitment of many unqualified and non-Business Educators teaching Business Studies has contributed to poor academic achievement, particularly evident in 2022 Junior Secondary School Certificate Examination (JSSCE) results.

Student enrolment describes both the process of arranging to attend an institution and the number of students currently attending. Enrolment indicates students' initial motivation and commitment. Shortages of qualified teachers, especially in rural areas, and parental occupation can positively or negatively affect educational quality and enrolment (Musa, 2023). Ogodo (2020) mentioned that home libraries and books motivate students to enroll in Business Studies. Students motivated by their parents are likely to perform well in examinations. Ahmad and Najeema (2023) stated that parental motivation including giving gifts for academic achievement influences children's enrolment. Warren (2019) viewed home background as a factor in enrolment variation, noting that families attach different values to children's education, affecting achievement either positively or negatively. Factors including parental educational attainment, materials, encouragement, income, and family size all affect children's motivation.

In Nigeria, little attention has been paid to home background as a factor affecting student motivation. Udoh (2019) noted that students perform better and enroll more when parents provide basic educational aids and equipment for Business Studies. Ogodo (2022) stated that academic excellence requires significant parental sacrifice in terms of motivation. Muola (2020) revealed that students who receive higher motivation are more likely to join study groups and have lower dropout rates. Consequently, poor parental motivation psychologically affects many children, leading to poor enrolment.

Parental occupation may provide quality information that parents place at their children's disposal. Akerman (2022) suggested that students whose parents are self-employed are encouraged by the independence and flexibility of self-employment to become entrepreneurs themselves. Entrepreneurial parents serve as inspirational sources of influence. Christa (2017) stated that 65.33% of educated parents have children who pass public examinations at credit level.

Parental motivation represents another family background variable influencing academic performance. Students in under-motivated conditions exhibit purposeful behavior aimed at achieving educational goals, as goals determine motivation; motivated students perform better academically (Okunniyi, 2020). Warren (2019) distinguished two motivational perspectives: situational (focusing on individual learning context) and dispositional (relating to students' nature and priorities). Warren further identified parents, peers, and siblings as factors that greatly influence student motivation. Dart (2022) outlined teacher qualifications, overcrowded classrooms, poverty, health issues, shortage of experienced teachers, parental occupation, poor infrastructure, early marriage, insecurity, traditional beliefs, parental motivation, lack of teaching materials, and school expectations as factors contributing to poor academic performance and enrolment in North East Nigerian secondary schools. Against this background, this study sought to determine the influence of teacher and parental variables on academic performance and enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Statement of the Problem

The researchers observed that over the years, students' academic performance and enrolment in Business Studies have continued to decline. This trend has prompted educational researchers to make relentless efforts to identify mitigating factors accounting for this poor performance. Some research studies suggest that factors both inside and outside the classroom affect students' performance and interest in studying Business Studies at all educational levels. Identified variables include teacher qualifications, teacher experience, and student perceptions of Business Studies as a subject for underperforming students with poor study habits (Haliru & Bashir, 2021). Chako (2021) found that shortages of qualified Business Educators and lack of experience among the few available ones are major factors negatively affecting effective teaching and learning of all five Business Studies components; thus, despite their efforts, students continue to exhibit poor academic performance.

Based on researcher observations during the 2020/2021 JSSCE and National Examinations Council (NECO) sessions in Adamawa, Borno, and Yobe States, students migrated from capital cities to rural areas where large-scale, unchecked examination malpractice occurred. Records from the 2021/2022 academic session revealed that more than 69.5% of students who wrote examinations in village centers obtained good passes. This explains why most federal and private schools conduct entrance examinations to screen out unwanted students. Not surprisingly, senior secondary school teachers complain about students with good results who cannot defend the grades they received. This discouraging situation may be connected to weaknesses in teacher qualifications and experience in teaching and learning Business Studies.

Aina (2020) asserted that since the introduction of TVE (including Business Studies) into the Nigerian educational system, enrolment in its programs has remained low. This development, Aina stated, poses inherent danger to technological and national development. The Federal Republic of Nigeria (FRN, 2014) prescribed transition rates at the end of junior secondary school as: senior secondary school 60%; technical colleges 20%; vocational training centers 10%; and apprenticeship scheme 10% (NBTE, 2021). Jonathan (2022) identified widespread poverty, limited school access, insecurity, and conflict leading to school closures and family displacement as major factors contributing to low student enrolment in some North East Nigerian states.

The teacher factor has been linked as a major cause of students' poor academic performance; thus, there is need to examine the qualifications and experiences of teachers in upper basic education because effective teaching elicits effective learning. The teacher is the principal initiator of learning. Therefore, this study was designed to determine the influence of teacher and parental variables on academic performance and enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Objectives of the Study

The primary objective of this study was to determine the influence of teacher and parental variables on academic performance and enrolment of students in Business Studies in upper basic education in North East, Nigeria. Specifically, the study sought to:

1. Determine the influence of teachers' qualifications on academic performance of students in Business Studies in upper basic education in North East, Nigeria.
2. Establish the influence of teachers' experience on academic performance of students in Business Studies in upper basic education in North East, Nigeria.
3. Ascertain the influence of parental occupation on enrolment of students in Business Studies in upper basic education in North East, Nigeria.
4. Examine the influence of parental motivation on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Research Questions

The following four research questions guided this study:

1. What is the influence of teachers' qualifications on academic performance of students in Business Studies in upper basic education in North East, Nigeria?
2. What is the influence of teachers' experience on academic performance of students in Business Studies in upper basic education in North East, Nigeria?
3. What is the influence of parental occupation on enrolment of students in Business Studies in upper basic education in North East, Nigeria?
4. What is the influence of parental motivation on enrolment of students in Business Studies in upper basic education in North East, Nigeria?

Research Hypotheses

In line with the research questions, the following null hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: Teachers' qualification has no statistically significant influence on the academic performance of students in Business Studies in upper basic education in North East, Nigeria.

H₀₂: Teachers' experience has no significant influence on academic performance of students in Business Studies in upper basic education in North East, Nigeria.

H₀₃: Parental occupation has no significant influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

H₀₄: Parental motivation has no significant influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

METHOD

This study adopted a mixed-method design, integrating descriptive survey and ex-post facto approaches. The descriptive survey captured teacher and parental variables, while the ex-post facto design analyzed existing academic performance and enrollment records without any manipulation. The target population comprised 3,036 upper basic schools, 1,002 teachers, and 452,742 JSS III students across the six states of North East Nigeria (Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe) during the 2025/2026 academic session. Using Krejcie and Morgan's (1970) table, a sample of 384 students was determined as representative of the 452,742 population. Ultimately, 60 schools (10 per state) were selected, from which 285 teachers and 384 JSS III students were chosen through systematic and random sampling. Stratified random sampling ensured proportional representation across all six states and educational zones.

Data collection utilized both primary and secondary sources. The primary instrument was a 42-item structured questionnaire for teachers and students, organized into four sections: A (Teachers' qualifications, 10 items), B (Teachers' experience, 10 items), C (Parental occupation, 10 items), and D (Parental motivation, 10 items). Secondary data consisted of students' academic performance and enrollment records for the JSSCE 2024/2025 session, collected via a proforma. Three senior lecturers (or higher) from the Faculties of Education at Abubakar Tafawa Balewa University Bauchi, Modibbo Adama University Yola, and the University of Maiduguri validated the instrument; their feedback improved content validity. Reliability was established using the test-retest method with 30 non-sample respondents over a two-week interval. Pearson Product Moment Correlation yielded a coefficient of 0.79, indicating high reliability.

After obtaining official permissions, research assistants were trained and deployed to administer questionnaires directly to respondents in sampled schools. Completed questionnaires were collected immediately to maximize return rates. School administrators provided performance and enrollment records using the proforma. Descriptive statistics (mean and standard deviation) answered the research questions: a mean score of ≥ 3.00 on a 5-point Likert scale was interpreted as "Agree" (influence present), while < 3.00 as "Disagree" (no influence). Four null hypotheses were tested using simple linear regression at the 0.05 significance level. The null hypothesis was retained if $p \geq 0.05$ and rejected if $p < 0.05$.

RESULTS

Analysis of Teachers' Biodata

Table 1: Distribution of Teachers' Qualifications

Qualifications	Frequency	Percentage (%)
OND	8	17.8
NCE (Others)	5	11.1

Qualifications	Frequency	Percentage (%)
NCE (Business Education)	9	20.0
HND	4	8.9
B.Sc./BA	10	22.2
B.Ed./B.Tech.(Ed.) (Others)	5	11.1
B.Ed./B.Tech.(Ed.) (Business Education)	3	6.7
Master's Degree (Others)	1	2.2
Master's Degree (Business Education)	0	0.0
PhD (Others)	0	0.0
PhD (Business Education)	0	0.0
Total	45	100

Source: Field Survey, 2026.

Data obtained in Table 1 reveals that only 12 teachers (26.7%) are Business Educators (NCE Business Education + B.Ed. Business Education), while 33 teachers (73.3%) are non-Business Educators. The majority of Business Studies teachers in upper basic education in North East Nigeria lack professional qualifications in Business Education.

Table 2: Distribution of Teachers by Teaching Experience

Teaching Experience (Years)	Frequency	Percentage (%)
0 – 5	3	6.7
6 – 10	29	64.4
11 – 15	5	11.1
16 – 20	4	8.9
21 – 25	2	4.4
26 – 30	1	2.2
31 – 35	1	2.2
Total	45	100

Source: Field Survey, 2026.

Data obtained in Table 2 shows that 32 teachers (71.1%) have less than 11 years of teaching experience, with the largest group (64.4%) having only 6-10 years of experience. Very few teachers (4.4%) have accumulated 21 or more years of teaching experience.

Answers to Research Questions

Research Question 1: What is the influence of teachers' qualifications on academic performance of students in Business Studies in upper basic education in North East, Nigeria?

Table 3: Mean and Standard Deviation of Teachers' Qualification Influence

S/N	Item Description	N	Mean	SD	Decision
1	Teachers' quality involves the level of qualification.	395	2.99	1.72	Agree
2	Teachers' qualifications have a positive correlation with their students' academic performance.	395	3.24	1.80	Agree
3	The quality of education depends on the teacher, as reflected in student performance.	395	3.98	1.99	Agree

S/N	Item Description	N	Mean	SD	Decision
4	The training acquired by teachers enables them to practice effectively in the teaching profession.	395	4.01	2.00	Agree
5	Teachers teaching Business Studies in your school had NCE in Business Education as minimum qualification.	395	1.98	1.40	Disagree
6	A teacher's qualification is highly essential in teaching all five components of Business Studies.	395	4.23	2.05	Agree
7	Teacher qualifications help them understand students' abilities to exploit educational benefits of their social context.	395	3.11	1.76	Agree
8	To qualify as a Business Educator, a teacher needs at least an NCE (Business Education).	395	3.55	1.88	Agree
9	Teachers with degrees in business-related areas teach better than those with NCE Business Education.	395	2.42	1.55	Disagree
10	Students performed academically better even when taught by non-Business Educators in your school.	395	2.00	1.41	Disagree
Cluster Mean			3.15	1.77	Agree

Source: Field Survey, 2026.

Data obtained in Table 3 revealed the weighted cluster mean of 3.15 (above the 3.00 criterion) indicates that teachers' qualifications have an influence on the academic performance of students in Business Studies in upper basic education in North East, Nigeria.

Research Question 2: What is the influence of teachers' experience on academic performance of students in Business Studies in upper basic education in North East, Nigeria?

Table 4: Mean and Standard Deviation of Teachers' Experience Influence

S/N	Item Description	N	Mean	SD	Decision
11	An experienced teacher is more likely to be efficient in class control and achieve better student academic performance.	395	3.99	1.99	Agree
12	Students taught by more experienced teachers achieve higher grades due to teachers' content mastery and classroom management skills.	395	3.89	1.97	Agree
13	Teaching experience can help overcome the average performance gap between low-performing and higher-performing classes.	395	3.91	1.98	Agree
14	Level of experience has a significant influence on teaching effectiveness and student performance.	395	3.75	1.93	Agree
15	New teachers have incomplete pedagogical content knowledge in teaching and learning Business Studies.	395	3.93	1.98	Agree
16	Students taught by experienced Business Educators achieved better academic performances in internal and external examinations.	395	3.99	1.99	Agree
17	More experienced teachers have better mastery of the content field.	395	3.56	1.88	Agree
18	Lack of sufficient experience among the few available Business Studies teachers is a major contributor to poor student academic performance.	395	3.78	1.94	Agree

S/N	Item Description	N	Mean	SD	Decision
19	Teacher experience positively influences the knowledge, skills, and ideas acquired and retained by students.	395	3.57	1.88	Agree
20	Lack of experienced Business Studies teachers at the basic education level affects the foundation for advanced business subjects.	395	3.98	1.99	Agree
Cluster Mean			3.83	1.96	Agree

Source: Field Survey, 2026.

Data obtained in Table 4 revealed the weighted cluster mean of 3.83 (above the 3.00 criterion) indicates that teachers' experience has an influence on the academic performance of students in Business Studies in upper basic education in North East, Nigeria.

Research Question 3: What is the influence of parental occupation on enrolment of students in Business Studies in upper basic education in North East, Nigeria?

Table 5: Mean and Standard Deviation of Parental Occupation Influence on Enrolment

S/N	Item Description	N	Mean	SD	Decision
21	Students whose parents are in business occupations are more likely to enrol in Business Studies.	395	3.90	1.99	Agree
22	Parental unemployment discourages students from choosing Business Studies as a subject.	395	2.90	1.70	Disagree
23	Children of civil servants rarely show interest in Business Studies at the upper basic level.	395	3.52	1.88	Agree
24	Students from farming backgrounds see Business Studies as irrelevant to their future.	395	2.90	1.70	Disagree
25	Parental engagement in trading makes students more confident to study Business Studies.	395	3.79	1.94	Agree
26	High-income parents prefer their children to study science subjects over Business Studies.	395	4.20	2.05	Agree
27	Students whose parents work in banks or financial institutions are encouraged to take Business Studies.	395	4.02	2.00	Agree
28	Parental occupation has no significant effect on a student's choice of Business Studies.	395	3.00	1.73	Agree
29	Students from artisan families (e.g., tailoring, carpentry) are not motivated to study Business Studies.	395	3.66	1.91	Agree
30	Guidance and counselling services in North-East schools can reduce negative parental occupational influence on Business Studies enrolment.	395	3.81	1.95	Agree
Cluster Mean			3.57	1.89	Agree

Source: Field Survey, 2026.

Data obtained in Table 3 revealed the weighted cluster mean of 3.57 (above the 3.00 criterion) indicates that parental occupation has an influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Research Question 4: What is the influence of parental motivation on enrolment of students in Business Studies in upper basic education in North East, Nigeria?

Table 6: Mean and Standard Deviation of Parental Motivation Influence on Enrolment

S/N	Item Description	N	Mean	SD	Decision
31	Parents in North-East Nigeria encourage their children to enrol in Business Studies because they believe it leads to self-employment.	395	3.80	1.94	Agree
32	Many parents view Business Studies as suitable only for students who are not academically strong in science or arts.	395	3.91	1.98	Agree
33	Parental advice strongly influences whether a child chooses Business Studies over other subjects at the Upper Basic level.	395	3.42	1.85	Agree
34	Parents who own small businesses in the North-East motivate their children to study Business Studies to inherit or manage the family business.	395	3.96	1.99	Agree
35	Some parents discourage enrolment in Business Studies due to perceived limited job opportunities in the region.	395	3.55	1.88	Agree
36	Financial motivation from parents (e.g., promising business startup support) increases enrolment in Business Studies.	395	3.23	1.80	Agree
37	Parents' own educational background in commerce or business affects their motivation for their children to take Business Studies.	395	3.97	1.99	Agree
38	In the North-East, cultural beliefs about gender roles influence parental motivation: boys are more encouraged to take Business Studies than girls.	395	2.98	1.72	Agree
39	Parents are more motivated to enrol their children in Business Studies if they see successful business people in their community who studied it.	395	4.00	2.00	Agree
40	Parental motivation is higher when schools provide career guidance linking Business Studies to future careers in banking, accounting, or entrepreneurship.	395	3.72	1.92	Agree
Cluster Mean			3.65	1.91	Agree

Source: Field Survey, 2026.

Data obtained in Table 3 revealed the weighted cluster mean of 3.65 (above the 3.00 criterion) indicates that parental motivation has an influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Test of Research Hypotheses

H₀₁: Teachers' qualification has no statistically significant influence on the academic performance of students in Business Studies in upper basic education in North East, Nigeria.

Table 7: Summary of Simple Regression Analysis for Influence of Teachers' Qualifications on Academic Performance

Variables	B (Unstd)	Std. Error	T	Sig.	Beta (Std)	R	R ²	Adj. R ²	Decision
Teachers' Qualifications	38.970	8.089	4.421	.000					
Academic Performance	.170	.193	.816	.000	.960	0.960	0.910	0.814	H₀₁ Failed to Retain

Significant, $p < 0.05$. Source: Field Study, 2026.

The data obtained in Table 7 shows $R^2 = 0.910$, $Beta = 0.960$, and $p = 0.000$. This indicates that 91.0% of the variance in students' academic performance is explained by teachers'

qualifications. Since $p = 0.000 < 0.05$, the null hypothesis is rejected (failed to retain). Teachers' qualifications have a positive and significant influence on students' academic performance.

H₀₂: Teachers' experience has no significant influence on academic performance of students in Business Studies in upper basic education in North East, Nigeria.

Table 8: Summary of Simple Regression Analysis for Influence of Teachers' Experience on Academic Performance

Variables	B (Unstd)	Std. Error	T	Sig.	Beta (Std)	R	R ²	Adj. R ²	Decision
Teachers' Experience	41.212	8.124	5.012	.000					
Academic Performance	.162	.189	.923	.000	.974	0.974	0.813	0.812	H₀₂ Failed to Retain

Significant, $p < 0.05$. Source: Field Study, 2026.

The data obtained in Table 8 shows $R^2 = 0.813$, $Beta = 0.974$, and $p = 0.000$. This indicates that 81.3% of the variance in students' academic performance is explained by teachers' experience. Since $p = 0.000 < 0.05$, the null hypothesis is rejected (failed to retain). Teachers' experience has a positive and significant influence on students' academic performance.

H₀₃: Parental occupation has no significant influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Table 9: Summary of Simple Regression Analysis for Influence of Parental Occupation on Enrolment

Variables	B (Unstd)	Std. Error	T	Sig.	Beta (Std)	R	R ²	Adj. R ²	Decision
Parental Occupation	29.852	7.043	3.314	.000					
Enrolment	.133	.189	.703	.000	.853	0.853	0.703	0.723	H₀₃ Failed to Retain

Significant, $p < 0.05$. Source: Field Study, 2026.

The data obtained in Table 9 shows $R^2 = 0.703$, $Beta = 0.853$, and $p = 0.000$. This indicates that 70.3% of the variance in student enrolment is explained by parental occupation. Since $p = 0.000 < 0.05$, the null hypothesis is rejected (failed to retain). Parental occupation has a positive and significant influence on student enrolment.

H₀₄: Parental motivation has no significant influence on enrolment of students in Business Studies in upper basic education in North East, Nigeria.

Table 10: Summary of Simple Regression Analysis for Influence of Parental Motivation on Enrolment

Variables	B (Unstd)	Std. Error	T	Sig.	Beta (Std)	R	R ²	Adj. R ²	Decision
Parental Motivation	56.775	6.123	4.432	.000					
Enrolment	.126	.291	.814	.000	.724	0.724	0.689	0.811	H₀₄ Failed to Retain

Significant, $p < 0.05$. Source: Field Study, 2026.

The data obtained in Table 10 shows $R^2 = 0.689$, $\beta = 0.724$, and $p = 0.000$. This indicates that 68.9% of the variance in student enrolment is explained by parental motivation. Since $p = 0.000 < 0.05$, the null hypothesis is rejected (failed to retain). Parental motivation has a positive and significant influence on student enrolment.

Discussion of Findings

The findings revealed that only 26.7% of teachers teaching Business Studies in upper basic education in North East Nigeria possess relevant qualifications in Business Education, while 73.3% are non-Business Educators (Table 1). The regression analysis (Table 7) demonstrated that teachers' qualifications have a positive and significant influence on students' academic performance ($R^2 = 0.910$, $\beta = 0.960$, $p < 0.05$), explaining 91% of the variance in academic performance. These findings align with Ezeani and Ishaq (2023), who reported that teachers teaching Business Studies in upper basic education in Bauchi State lack the NCE in Business Education as minimum qualification. The results contradict Haliru and Bashir (2022), who opined that a teacher's qualification does not influence students' academic performance. However, this study corroborates Daso (2023), who found a significant relationship between teachers' qualifications, teachers' attitudes, and students' performance in Business Studies. The findings also support the National Policy on Education (2014) requirement that NCE is the minimum qualification for teaching at junior secondary level. The high R^2 value of 0.910 suggests that teacher qualification is a powerful predictor of student academic outcomes, underscoring the importance of professional training in Business Education.

The biodata analysis (Table 2) revealed that 64.4% of teachers have only 6-10 years of teaching experience, with 71.1% having less than 11 years of experience. The regression analysis (Table 8) showed that teachers' experience has a positive and significant influence on academic performance ($R^2 = 0.813$, $\beta = 0.974$, $p < 0.05$), explaining 81.3% of the variance. These findings are consistent with Darling-Hammond and Obanya as reported in Shinkafi (2015), who stated that the quality of an educational system depends on teachers' experience. The results agree with Josiah and Bolanle (2017) and Haliru and Bashir (2018), who found that teachers' experience is a major cause of poor academic performance at basic education levels. The findings also support Hanushek (2015) and Boyd (2018), who suggested that 15 consecutive years of teaching experience can help overcome the performance gap between low-performing and higher-performing classes. Furthermore, the results align with Chako (2017), who identified lack of experience among available teachers as a major factor negatively affecting effective teaching and learning of all five components of Business Studies.

The regression analysis (Table 9) demonstrated that parental occupation has a positive and significant influence on student enrolment ($R^2 = 0.703$, $\beta = 0.853$, $p < 0.05$), explaining 70.3% of the variance. This finding aligns with Akerman (2022), who suggested that students whose parents are self-employed are encouraged by the independence and flexibility to become entrepreneurs themselves. The results also support Christa (2017), who found that 65.33% of educated parents have children who pass public examinations at credit level. The high R^2 value indicates that parental occupational status substantially influences students' subject selection decisions.

The regression analysis (Table 10) revealed that parental motivation has a positive and significant influence on student enrolment ($R^2 = 0.689$, $\beta = 0.724$, $p < 0.05$), explaining 68.9% of the variance. This finding aligns with Okunniyi (2020), who stated that motivated students perform better academically. The results also support Warren (2019), who identified parents, peers, and siblings as factors influencing student motivation. The findings are consistent with Udoh (2019), who noted that students perform better and enrol more when parents provide basic educational aids and equipment for Business Studies.

Conclusion

This study concludes that teacher qualifications and experience significantly enhance students' academic performance in Business Studies at the upper basic education level in North East Nigeria. However, a critical human resource deficit exists: 73.3% of teachers are not professionally qualified Business Educators, and 71.1% have fewer than 11 years of teaching experience, making the workforce predominantly novice. Additionally, parental occupation and motivation strongly influence student enrolment in Business Studies, accounting for 70.3% and 68.9% of enrolment variance respectively. Students from families engaged in business or those whose parents actively encourage and resource their learning show significantly higher enrolment rates. The persistent shortage of qualified and experienced teachers, combined with inadequate parental support, directly contributes to poor academic performance and low enrolment in the subject. Unless these issues are urgently addressed, students will continue to underperform, defeating the foundational purpose of Business Studies for future economic development in the region.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The government should provide mandatory in-service training and retraining programs for non-specialist teachers to acquire degrees or professional diplomas in Business Education. This will enhance teaching efficiency and improve students' academic performance. Specifically, the 73.3% of non-Business Educators currently teaching the subject should be given study leave with pay to obtain NCE (Business Education) or B.Ed. (Business Education) qualifications within five years.
2. The government (both Federal and State) should introduce special vocational teacher allowances for Business Education teachers, similar to existing allowances for science teachers. This will motivate the few available qualified Business Educators to remain in the teaching profession rather than leaving for better-paying opportunities in the private sector before retirement age. Such financial incentives will boost teacher retention, efficiency, and classroom performance.
3. State Ministries of Education and Post-Primary School Management Boards should prioritize the deployment of experienced Business Education teachers (10+years of experience) to schools currently staffed by novice teachers. Mentorship programs pairing experienced with novice teachers should be established to accelerate pedagogical skill development.
4. Teachers at all levels must recognize their role as nation-builders and take personal responsibility for continuous professional development. Additional qualifications and experience accumulation are paramount for motivating learners and reducing the high rate of poor academic performance, particularly in external examinations.
5. Government and school administrators should organize regular sensitization programs for parents on the value and career prospects of Business Studies, including pathways to banking, accounting, entrepreneurship, and management. These programs should specifically target parents from farming, artisan, and unemployed backgrounds whose children show low enrolment rates.
6. Schools should establish functional career guidance and counseling units that provide students and parents with accurate information about Business Studies career pathways. These units should organize career fairs, invite successful business professionals as guest speakers, and conduct parent-teacher conferences focused on subject selection.
7. Government should ensure adequate provision of teaching materials, equipment, and infrastructure for Business Studies (typewriters, computers, office simulation laboratories) across all upper basic schools. When parents see tangible investments in Business Studies facilities, their motivation to enrol their children increases.

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