

## **Investigating the Factors Affecting Performance of Business Management Students in Nigerian Universities**

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**Abstract:** *This study investigated the factors affecting performance of Business Management students in Nigerian Universities. The main objective is to examine the impact of the factors on the performance of Business Management students. Survey research design was used in this study to gather the necessary data; the data were collected from primary and secondary sources. A sample of 200 students drawn from the 300 population was used in the study which was analyzed using descriptive statistics and t-test statistics. The results showed that the performance of business management students in Nigerian universities is influenced by several factors ranging from business course curriculum to the role of the department and the level of support services facilities, as well as adopted teaching methodology and quantitative courses taught in business management. The role of the department was found to exhibit the most significant impact, while support services facilities exhibit the least impact. The study however, recommended the provision of adequate learning facilities such as lecture classes/ theatres, hostel accommodation, functional computers and medical services to make the environment conducive for teaching and learning.*

**Key Words:** *Business Course Curriculum, Business Management, Nigerian Universities, Role of Department, Students Performance, Support Services Facilities*

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### **I. Introduction**

Nation building depends largely on the productive capacities of youth as an engine room for development. A literate youth is an asset of any nation as it is evident that from the available literature (Gideon, 2012 ; Manan & Mohammad, 2003), students significantly contributes to the development of nations economies through creativities and innovative breakthroughs that results in growth and development. According to Norhidayah (2009), university students are responsible for social and economic development of any country as students of business management alone has helped in developing the necessary administrative and management tools which enables individual occupy managerial positions in government and private sector establishments like banks and other financial institutions in the country (Afemikhe, 2005).

However, performance of business management students in Nigerian Universities is not only a matter of concern for educationists but also an important issue for both government and private sector organizations in the labour markets as empirical evidence show that employers in the Nigerian business sector today, emphasizes on the importance of good academic performance for various job positions. As a result of the competitive nature of the Nigerian business environment, most business organizations (public and privately owned) are becoming under intense pressure to adopt strategies that will enable them employ best graduates from the labour market to help in using their productive capacities to manage their organizations more effectively and efficiently (Akpan, 2003). This emphasizes on the need to investigate those factors affecting the academic performance of business management students in Nigerian universities.

Universities in Nigeria just like other institutions of higher learning across the country are facing problems of poor performances of students in most of the undergraduate programs which is retarding growth and development of the nation. The business management program is one of the programs confronted with such problems of poor performances which affected the quality of business graduates in the country. Therefore, this study tried to investigate the impact of some important factors which affect the performance of business management students in Nigeria. Even though Previous researches have investigated the impact of factors such as age, gender, class standing, and entry requirements on general students' performance (Arbaugh, 2000; Schwartz & Hanson, 2006). However, there are limited research studies focusing on the factors affecting the performance of business management students in Nigerian universities which this study is designed to accomplish. In addition, there is insufficient study on the factors responsible for poor performance of business management students in quantitative courses in Nigeria. The study will be of immense benefit to educationists and policy makers which will help in redefining policies and procedures for gaining better performance from business Management graduates in the country.

### **1.1 Objectives of the Study**

The main objective of the study is to investigate the impact of the factors on the performance of Business Management students in Nigerian Universities. The specific objectives are; (2) to examine the impact of Business Course Curriculum on the performance of Business Management students in Nigeria; (3) to assess the role of Department on the performance of Business Management students in Nigerian Universities; (4) to examine the impact of Support Services Facilities on the performance of Business Management students in Nigerian Universities; (5) to assess the impact of the adopted Teaching Methodology on the performance of Business Management students in Nigerian Universities; (6) to ascertain whether quantitative courses contributes to poor performance of Business Management students in Nigeria and (7) to find out which of the factors have more impact on student's performance.

### **1.2 Statement of Hypotheses**

The following Null hypotheses were formulated and shall be tested in the course of the study:

Hypothesis One ( $H_1$ ): The adopted Teaching Methodology does not have significant impact on the performance of Business Management students in Nigerian Universities.

Hypothesis Two ( $H_2$ ): Quantitative Courses undertaken by Business Management Students in Nigerian Universities does not contribute to poor performance.

## **II. Literature Review**

Academic performance has been defined as the degree to which a student is accomplishing his or her tasks and studies (Al-Jewair et al., (2010). The literature is replete with various works bordering on factors affecting student's performance. Afemikhe (2005) categorized the factors affecting student's performance into the intellectual and non-intellectual factors, emphasizing that the intellectual abilities were the best measure. He categorized causes of poor academic performance into four major classes: 1) Causes resident in society; 2) Causes resident in school; 3) Causes resident in the family; 4) Causes resident in the student. However, studies such as those of Gideon (2012); Ebrahimitouri & Mehri (2011) and Urien (2003) identify many factors affecting student's performance.

Gideon (2012) identifies the factors to include faculty member's compatibility, subject matter/Contents or curriculum and facilities or support resources within institution, while Ebrahimitouri & Mehri (2011) view the prevalence of resource and facilities in any organizations/institution as an important factor affecting student's performance. They went further to say physical environment and some other factors like heat, cold, quality of air ventilation, building design, lighting system, peaceful and comfortable environment obviously affect learning in a productive and positive manner. Besides this, role of department or faculty members, study discipline and family background have significant impact on the performance of students (Urien, 2003). Also, Weglinsky (2000) found Curriculum and syllabus related factors as important determinants of student's performance.

However, Hijazi & Naqvi (2006) discussed the factors which affect the performance of the students included their attitude towards attendance in classes, time allocation for studies, parenting style, behavior, income level and high rate of absenteeism which ultimately results in poor performance, while Aamir.S & M.S.S (2012) posited that student's performance is affected by a large number of factors such as social and economic background, family size and structure, family environment and student's personal attitude towards study. Most studies have tended to focus on investigating academic performance in general (Barnard, 2004; Roberts, 2007; Shafiq et al., 2011) thus, paying less attention to business management program.

### **2.1 Theoretical Bases for the Study**

This study is anchored on the theories of Gideon (2012); Ebrahimitouri & Mehri (2011); Urien (2003) and Weglinsky (2000) as stated in the literature review.

## **III. Research Methodology**

### **3.1 Study Approach**

A survey research design was used in this study to gather the necessary data. The data were collected from both primary and secondary sources. The primary data was gathered using questionnaires with five point likert- scale to elicit relevant information. Questionnaire method was employed because it provides an efficient way of gathering responses from a large population (Osuala, 2001). The secondary data were sourced from textbooks, journals and internet materials. Content validity and construct validity were used to validate the structured questionnaire instrument by administering 25 percent of the questionnaires to experts in the field of Business Administration & Management.

### 3.2 Population of the Study

As highlighted in Table 1, the population of the study is 300 students drawn from the 104 universities in the country (public and private) offering business management related programs, out of the 129 number of universities in the country. The study which cuts across the six geo-political zones focuses mainly on universities with business related programs such as B. Sc. Business Management (BM), B. Sc. Business Administration (BA); Human Resource Management (HRM); Entrepreneurship (E), Management Technology (MT) and Small scale Business Management (SBM) programs. As shown on the table, a sample of 200 students of the Nigerian universities, representing 67 percent of the original population was used for analysis in this study. The Table shows that 40 or 13.33% of students were targeted out of which 31 were randomly selected in the North-East political zone (Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe States) comprising of 11 universities with Business Management, Business Administration and Management Technology programs. In the North-West (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states), 38 or 12.67% of the population were drawn from Business Administration, Business Management and Entrepreneurship programs within the 10 universities in the region, while 28 students were sampled.

From the North-Central (Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States, and the Federal Capital Territory, Abuja), 49 or 16.33% of the students in 18 universities studying Business Administration, Business Management or Entrepreneurship programs were targeted with a sample of 32 in the region.

**Table 1: Population of the Study**

S/ N	Geo-political Zones	Number of Universities (Public & Private) Offering Bus. Mgt. related program	Targeted Population of Students	Percent (%)	Number of Students Sampled
1	North-East	11 (BM, BA, & MT)	40	13.33	31
2	North-West	10 (BA, BM & E)	38	12.67	28
3	North-Central	18 (BA, BM & E)	49	16.33	32
4	South-East	16 (BM, BA, E & HRM)	46	15.33	31
5	South-West	32 (HRM, E, BM, BA, MT & SBM)	77	25.67	48
6	South-South	17 (HRM, E, BM, BA, & MT)	50	16.67	30
<b>Total</b>		<b>104</b>	<b>300</b>	<b>100</b>	<b>200</b>

*Source: Survey Data, 2013*

From the 16 universities in the South-East sub-region (Abia, Anambra, Ebonyi, Enugu, and Imo), 46 or 15.33% of the students were targeted with 31 students sampled from Business Management, Business Administration, and Entrepreneurship and Human Resource Management programs. A larger percentage of the population (47%) was drawn from South-West (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo) and South-South (Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers) with targeted students population of 77 (25.67%) and 50 (16.67% and samples of 48 and 30, respectively. The population was drawn from Human Resource Management, Entrepreneurship, Business Management, Business Administration, as well as Management Technology and Small Scale Business Management programs of the 49 universities in the two regions.

## IV. Results and Discussions

Descriptive statistics mean and standard deviation were used to analyze objectives 1, 2 & 3, while T-test statistics was used to test hypotheses 1 & 2 in line with the objectives of the study. The decision criterion for the hypotheses tested was set at 0.05 percent level of significance.

### 4.1 Response Rate

Table two shows response rate. From the table, a total of 300 questionnaires were administered out of which 200 were returned constituting 67 percent which was used for the analysis in the study. Of the number of questionnaires distributed, 95 or 47.5% were administered to students of Business Management related programs in some federal universities across the country, while 60 or 30% were administered to Business Management students in state universities and 45 or 22.5% were Business Management students who completed the questionnaires in private universities across the country.

**Table 2: Response Rate**

<i>Designation of the respondents where applicable</i>					
	<b>Respondents (University Students)</b>	<b>Number of Questionnaires Administered</b>	<b>Number of Questionnaires Retrieved</b>	<b>Percent</b>	<b>Valid Percent</b>
Valid	Federal	120	95	47.5	47.5
	State	100	60	30.0	30.0
	Private	80	45	22.5	22.5
	<b>Total</b>	<b>300</b>	<b>200</b>	<b>100.0</b>	<b>100.0</b>

*Source: Survey Data, 2013*

#### 4.2 Characteristics of Respondents

In view of the relevance of the characteristics of respondents to the analysis, we therefore present the demographic data of respondents in Table 3. As shown on the table, information on five (5) different characteristics of respondents that are relevant to the study were collected and interpreted. Information on respondents' age, gender, university, department and level of respondents in the university were collected for use in the analysis. We employed the use of a 5-point likert- scale with multiple choice response ranging from strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree to measure the study variables. The analysis was conducted using SPSS (Version 20).

**Table 3: Demographic Data of Respondents**

S/N	Characteristics	Respondents' Category	Frequency	Percent
1.	Age	15 – 25 years	41	20.5
		26 – 35 years	142	71.0
		36 – 45 years	14	7.0
		46 - 56 years	3	1.5
		<b>Total</b>	<b>200</b>	<b>100.0</b>
2.	Gender	Female	112	56.0
		Male	88	44.0
		<b>Total</b>	<b>200</b>	<b>100.0</b>
3.	University of Study	Federal	95	47.5
		State	60	30.0
		Private	45	22.5
		<b>Total</b>	<b>200</b>	<b>100.0</b>
4.	Department	BM	75	37.5
		BA	55	27.5
		HRM	33	16.5
		E & SBM	22	11.0
		MT	15	7.5
		<b>Total</b>	<b>200</b>	<b>100.0</b>
5.	Level	100	56	28.0
		200	68	34.0
		300	42	21.0
		400	34	17.0
		<b>Total</b>	<b>200</b>	<b>100.0</b>

*Source: Survey Data, 2013*

Table 3 shows that a larger percentage of the students that responded (142 or 71%) are between the ages of 26 to 35 years while the smaller percentage of the respondents (3 or 1.5%) are between the ages of 46 to 56 years. The remaining 41 or 20.5% are made up of respondents between 15 and 25 years, while those that responded between the ages of 36 to 45 years are 14 which constituted 7%. This implies that most of the respondents are students with the capacity to comment on their academic performance in business related programs.

The respondents' gender as highlighted in Table 3 indicates that the females (112 or 56%) were more than the males (88 or 44%) which shows that females were more involved in the study of business management related programs in Nigerian universities than their male counterpart. On the respondents'

university of study, the table shows that out of the 200 total respondents, 95 or 47.5% percent are from federal universities, while 60 (30%) and 45 (30%) are from states and private universities, respectively. This implies that the study cuts across the federal, states and private universities in the country with majority of the respondents from federal and states universities in Nigeria.

With respect to the respondents department, 75 or 37.5% of the respondents are from the department of Business Management of the universities surveyed, while 55 or 27.5% are respondents from the department of Business Administration. The table shows that Human Resources Management department accounted for 33 constituting 16.5% of the total responses. Others include the combination of both departments of Entrepreneurship and Small Scale Business Management, as well as Management Technology which accounted for 22 (11%) and 15 (7.5%), respectively. This implies that most of the targeted respondents are virtually drawn from universities with business related programs as defined in the scope of the study.

Finally, the table shows that the respondent's cuts across the various levels with 56 or 28% in 100 level, while 68 or 34% are those students who responded in 200 level. 300 and 400 levels accounted for 42 (21%) and 34 (17%) respondents, respectively. This implies that majority of the respondents are in 100 and 200 levels of the studied universities. The result further indicates that there was representation at all the levels which are adequate to generalize the results.

### 4.3 Descriptive Statistics on Some Business Management Performance Variables

As part of the analysis, descriptive statistics on some business management performance variables were conducted. This is presented in Tables 4, 5 and 6.

**Table 4:** Descriptive statistics for Business Course Curriculum Variables

S/N	Variables Under Study	N	Minimum	Maximum	Mean	Std. Deviation	Decision
1	Whether adequate information about objectives, philosophy and requirements of the program are provided at the beginning of the session.	200	3.00	5.00	3.5300	.59233	Agreed
2	Whether grading system is conducted objectively based on actual performance of students.	200	3.00	5.00	3.5800	.61276	Agreed
3	Whether the process of performance evaluation of students is fair	200	3.00	5.00	3.5850	.61209	Agreed
4	Whether the workload is commensurate with the number of credit hours for the business courses	200	3.00	5.00	3.5750	.60515	Agreed
5	Whether the test and examination questions are subjected to internal and external moderation.	200	3.00	5.00	3.5700	.60575	Agreed
6	Whether the methods of evaluating student's performance vary from semester exam to semester exam.	200	3.00	5.00	3.5800	.61276	Agreed
7	Whether the Business courses helps in improving the practical skills of students.	200	3.00	5.00	3.5800	.60451	Agreed
8	Whether the courses helps students to communicate effectively	200	3.00	5.00	3.5750	.60515	Agreed
9	Whether the courses helps students to derive the needed expertise in problem solving approaches to address numerous managerial problems.	200	3.00	5.00	3.5850	.61209	Agreed
10	Whether quantitative courses contributes to poor performance of students.	200	3.00	5.00	3.5850	.61209	Agreed
11	Whether the adopted Teaching Methodology impact on performance	200	3.00	5.00	3.5300	.59233	Agreed
12	Whether lectures in each of the business course is conducted using practical examples.	200	3.00	5.00	3.5800	.60451	Agreed
	Valid N (listwise)	200					

*Source:* Generated using SPSS 20.0 Output

Table 4 is the descriptive statistics for Business Course Curriculum variables; it is quite obvious from the mean results (Variables 1-12) that all the students agreed that business course curriculum as approved by the National Universities Commission (NUC) has significant impact on the performance of business management students. This is in line with the research finding of Afemikhe (2005) who found that course curriculum has significant impact on the performance of students.

From the descriptive analysis, the study found that business management students have adequate information about objectives, philosophy and requirements of the program as provided in the various departmental handbooks. The study reveals that the process of student's performance evaluation was fair and the grading system conducted objectively based on actual performance of students, while examination questions and tests are subjected to internal and external moderation for optimum standard. Other findings is the discovery that the students workload is commensurate with the number of credit hours for the business courses and the course

helps students to communicate effectively, as well as helps in improving their practical skills and provide them with the needed expertise in problem solving approaches to addressing numerous managerial problems confronting Nigerian business managers.

**Table 5: Descriptive Statistics for the Role of Department Variables**

S/N	Variables Under Study	N	Minimum	Maximum	Mean	Std. Deviation	Decision
13	Whether Departments are complying with the NUC minimum benchmark.	200	3.00	5.00	3.5800	.60451	Agreed
14	Whether lecturers in the department use updated lecture materials.	200	3.00	5.00	3.5800	.61276	Agreed
15	Whether lecturers in the department use electronic enhancing facilities in their teaching methods.	200	3.00	5.00	3.5850	.61209	Agreed
16	Whether lecturers in the department are using updated research materials from reputable journal articles to improve on the quality of their lectures.	200	3.00	5.00	3.5750	.60515	Agreed
17	Whether lecturers in the department are encouraging students to seek for improved knowledge that will result in meaningful breakthroughs.	200	3.00	5.00	3.5700	.60575	Agreed
18	Whether lecturers in the department ensure compliance with ethical standards.	200	3.00	5.00	3.5800	.61276	Agreed
19	Whether lecturers in the department entertain student's questions and respond to them clearly.	200	3.00	5.00	3.5800	.60451	Agreed
20	Whether lecturers in the department show students where they are wrong and correct them when necessary to help develop their knowledge and skills.	200	3.00	5.00	3.5750	.60515	Agreed
21	Whether lecturers are punctual and committed to their lectures.	200	3.00	5.00	3.5850	.61209	Agreed
22	Whether lecturers in the department conduct their lectures within the specific periods allocated to them.	200	3.00	5.00	3.5850	.61209	Agreed
23	Whether lecturers in the department make themselves available during specific working hours to attend to students problems.	200	3.00	5.00	3.5300	.59233	Agreed
	Valid N (listwise)	200					

*Source: Generated using SPSS 20.0 Output*

Table 5 is the descriptive statistics for the Role of Department variables; from the mean results (variables 13-23), all the students agreed that the role of the department has impacted significantly on the performance of Business Management students, particularly in the area of compliance with National Universities Commission Benchmark and Minimum Academic Standards (BMASS) by most business management departments. This supports the findings of

Freddie, Laura and Alice (2013) who argues that the role of the faculty (department inclusive) have significant impact on the performance of students. The result further, reveals that students use updated lecture materials in most of the investigated departments, they also use electronic enhancing facilities in teaching and ensure compliance to ethical standards, punctuality, as well as the use of updated research materials from reputable journal articles which significantly impacted on the performance of Business Management students in Nigerian Universities.

**Table 6: Descriptive Statistics for Support Services Facilities Variables**

S/N	Variables Under Study	N	Minimum	Maximum	Mean	Std. Deviation	Decision
24	Whether Marketing and Entrepreneurship laboratories are available and functioning effectively.	200	1.00	3.00	1.5250	.54852	Agreed
25	Whether students in the department spend enough time in the library to improve on their learning skills and competencies.	200	3.00	5.00	3.5800	.61276	Agreed
26	Whether there is adequate provision for medical facilities for students.	200	1.00	3.00	1.5250	.54852	Disagreed
27	Whether there is business library stocked with updated materials in business related field.	200	3.00	5.00	3.5750	.60515	Agreed
28	Whether there are computers in the departmental workshop for student's practical.	200	1.00	3.00	1.6400	.52130	Disagreed
29	Whether there is student's cafeteria with food of nutritious value sold to students at affordable cost.	200	3.00	5.00	3.5800	.61276	Agreed
30	Whether places of worship for students have been provided.	200	3.00	5.00	3.5800	.60451	Agreed
31	Whether the department offers career counseling services to students.	200	3.00	5.00	3.5750	.60515	Agreed

32	Whether convenience for students is provided and its cleanliness ensured at all the time.	200	3.00	5.00	3.5850	.61209	Agreed
33	Whether the lecture classes/ theatres are adequate and conducive for teaching and learning.	200	1.00	3.00	1.5200	.53950	Disagreed
34	Whether there are recreational facilities.	200	3.00	5.00	3.5300	.59233	Agreed
35	Whether the hostel is conducive enough for learning.	200	1.00	3.00	1.5200	.53950	Disagreed
Valid N (listwise)		200					

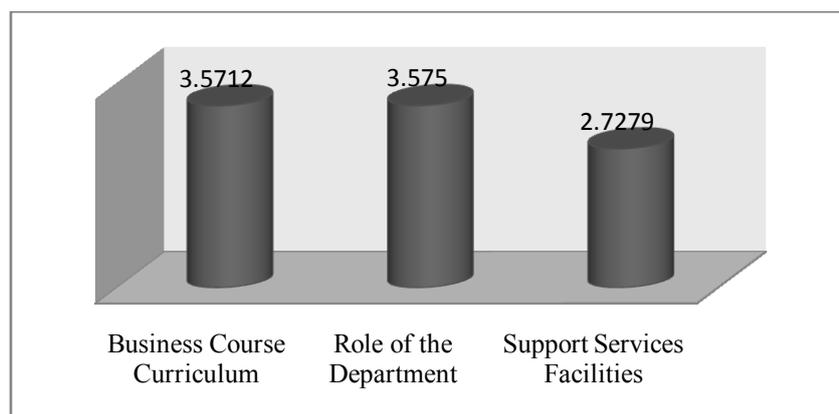
*Source: Generated using SPSS 20.0 Output*

Table 6 is the descriptive statistics for Support Services Facilities variables; from the mean results (variables 24-35), a significant number of students agreed that Support Services Facilities as provided by the management of various universities in the country has significant impact on the performance of Business Management students. This is in agreement with the findings of Agus, A. & Makhbul, Z.K. (2002) who argues that availability of infrastructure and other support services facilities makes teaching and learning conducive. Similarly, Al-Amiri *et al.*, (2012) posited that performance of students is influenced by the availability of infrastructure in the institution. Furthermore, the study show that there is availability of facilities such as marketing and entrepreneurship laboratory, Business Library stocked with updated materials in relevant fields, cafeteria with nutritious and affordable food, places of worship for students, convenience for students, recreational facilities and provision of career counseling services. Even though, there is some level of disagreement on the satisfaction level with respect to the state of some facilities such as inadequate medical facilities; inadequate lecture classes/ theatres, inadequate hostel accommodation and lack of functional computers. The study found that some of these facilities were either grossly in adequate or completely lacking which makes it un-conducive for teaching and learning.

**Table 7:** Comparison of Variables through Grand Scores

	Mean	Std. Deviation	N
Business Course Curriculum	3.5712	.62400	200
Role of the Department	3.5750	.72338	200
Support Services Facilities	2.7279	.89152	200

Comparing the various variables, it is quite obvious from Table 7 that the role of the department is a significant indicator of student’s performance as students are satisfied with their teachers. Business Course Curriculum or course contents is also having an impact on student’s performance which ranked second while Support Services Facilities factor was ranked third in view of the disagreement level.



**Fig. 1:** Comparison of variables using Bar-chart

It can be seen from Tables 4, 5, 6, 7 and Figure 1, that among all the variables, the grand scores (3.5750) for the role of the department remained highest whereas grand scores (3.5712) for Business Course Curriculum remained second while grand scores (2.7279) for Support Services Facilities remained third. This shows that the performance of business management students in Nigerian universities is greatly influenced by some factors. The major factor is the role of the lecturers in the department as most of the investigated students expressed satisfaction with the role of their course lecturers. Business management students also express similar satisfaction with the Business Course Curriculum contents designed and make available to all Nigerian Universities by the National Universities Commission (NUC) but the impact of this factor remained less than the departmental impact in contributing or enhancing student’s performance. The contribution of support services facilities in achieving better performance from students remained less and therefore, it ranked third.

#### 4.4 Test of Hypotheses

In line with the objectives of the study, hypotheses 1 & 2 are hereby tested using T-test statistics:

*Hypothesis One (H<sub>1</sub>):*

**Table 8:** One-Sample Test on whether the adopted Teaching Methodology does not have significant impact on the performance of Business Management Students

	Test Value = 0.00					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control Variables	29.925	199	.000	3.00000	2.8023	3.1977
	84.280	199	.000	3.53000	3.4474	3.6126

As shown in Table 8, we adopted one-sample t-test to ascertain whether the adopted teaching methodology does not have significant impact on the performance of Business Management Students in Nigerian Universities. From the test, the t-statistics as highlighted in Table 8 shows that the t-value (84.3) is statistically significant thus, the null hypothesis was rejected, at 0.05 percent level of significance. This means that the alternative hypothesis was accepted which states that the adopted teaching methodology has significant impact on the performance of Business Management students in Nigerian Universities. This finding is also in line with Chow, H.P. (2003) who posited that the adopted teaching methodology can impact significantly on the performance of students.

*Hypothesis Two (H<sub>2</sub>):*

**Table 9:** Perception on whether Quantitative Courses undertaken by Business Management Students in Nigerian Universities does not contributes to Poor Performance

	Test Value = 0.00					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control Variables	29.925	199	.000	3.00000	2.8023	3.1977
	82.831	199	.000	3.58500	3.4997	3.6703

As shown in Table 9, we adopted one-sample t-test to ascertain whether Quantitative Courses undertaken by Business Management Students in Nigerian Universities has no significant impact on the Performance of students. From the test, the t-statistics as highlighted in Table 9 shows that the t-value (82.8) is statistically significant thus, the null hypothesis was rejected, at 0.05 percent level of significance. This means that the alternative hypothesis was accepted which states that quantitative courses undertaken by business management students specifically, Accounting, Business Mathematics, Business Statistics and Business Finance contributes to poor performance of business management students in Nigerian universities. This supports the research finding of Nasri and Ahmed (2007) who states that subjects like Modern Mathematics, Additional Mathematics, Physics and Accounts, as well as Finance, Statistics and English results in poor performance of students.

#### 4.5 Major Findings

Finding from questionnaire response indicates that the study cuts across federal, states and private universities in the country with majority of the respondents from federal and states universities in the South-West and South-South geo-political regions which accounted for 47% of the number of universities surveyed. In line with the first objective, business course curriculum was found to have significant impact on the performance of business management students in Nigerian Universities, as the study found the process of students performance evaluation to be fair and the grading system conducted objectively based on actual performance of students, while examination questions and tests are subjected to internal and external moderation for optimum standard. The study also found that student's workload is commensurate with the number of credit hours for the business courses and the course helps students to communicate effectively, as well as improving their practical skills and expertise in problem solving approaches to addressing numerous managerial problems confronting the Nigerian business managers. The study further reveals that the role of the department has the most significant impact on the performance of business management students in Nigerian Universities, particularly in the area of compliance with National Universities Commission Benchmark and Minimum Academic Standards (BMASS) by most business management related departments. The finding shows that

students use updated lecture materials in most of the investigated departments, teachers use electronic enhancing facilities, compliance to ethical standards, punctuality and the use of updated research materials from reputable journal articles significantly impacted on the performance of Business Management students in Nigerian Universities.

The finding show that support services facilities has less impact on the performance of Business Management students in Nigerian Universities, as the study found that there is availability of facilities such as marketing and entrepreneurship laboratory, business library, cafeteria, places of worship, convenience for students, and recreational facilities, as well as provision of career counseling services. However, some students expressed dissatisfaction with the level of some facilities such as inadequate medical facilities; inadequate lecture classes/ theatres, inadequate hostel accommodation and lack of functional computers. The study found that some of these facilities were either grossly inadequate or completely lacking which makes it un-conducive for teaching and learning. Finding from the first hypothesis testing reveals that the adopted teaching methodology has significant impact on the performance of Business Management students in Nigerian Universities, while the second hypothesis indicates that quantitative courses undertaken by business management students specifically, Accounting, Business Mathematics, Business Statistics and Business Finance contributed to Poor Performance of business management students in Nigerian universities.

Finally, from the comparisons of the grand mean scores, it is quite obvious from the findings that of the entire variables, the role of the department exhibits the most significant impact on student's performance while Support Services Facilities exhibits the least impact.

## **V. Conclusion & Recommendations**

### **5.1 Conclusion**

From the above major findings, we can conclude that the performance of business management students in Nigerian universities is greatly influenced by several factors that vary significantly. The study concludes that the role of the department exhibits the most significant impact on student's performance while support services facilities exhibits the least impact. From the theoretical perspective, the key contribution this study makes, relates to the observation earlier made that there has been insufficient study on the factors affecting the performance of business management students in Nigerian universities. The limitations of the study is the fact that the extant literature is replete with studies on factors explaining performance in education generally and in courses like English, Mathematics, Physics and Chemistry amongst secondary school students rather than on performance of business management students in Nigerian universities. Secondly, the study concentrated only on the impact of Business Course Curriculum, role of the department and support services facilities on students' performance rather than focusing on other factors. Future studies should investigate the effect of other factors such as norms, income level and geo-geographic location of the university on the performance of students. Lastly, since this study focused on business management students, therefore further studies should corroborate the current study findings with experiences in other programs in Nigerian Universities.

### **5.2 Recommendations**

1. Nigerian Universities with Business Management related programs should adhere strictly to operational guidelines as contained in the National Universities Commission Benchmark and Minimum Academic Standards (BMASS).
2. Adequate learning facilities such as lecture classes/ theatres, hostel accommodation, functional computer system and medical services should be provided to make the environment conducive for teaching and learning.
3. Qualified personnel with requisite skills be engaged by universities and students should be encouraged to partake in tutorials, workshops and other problem solving approaches to help in better understanding of quantitative courses.
4. Management of Nigerian universities should be updating their course curriculum from time to time in line with changing trends and global best practices as obtainable in developed countries so as to enhance students' performance and achieve the goals of the program.
5. Foreign linkages with universities running similar programs should be encouraged to help in improving the research and development skills of both lecturers and students so as to compete favourably with their counterparts abroad.

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