

## **TREND OF STUDENTS' ENROLMENT AND PERFORMANCE IN THE SENIOR SCHOOL CERTIFICATE MARKETING EXAMINATION IN OYO STATE**

**BY**

**Eebo, Timothy Olusegun (Ph.D): Department of Business and Entrepreneurship Education, Kwara State University, Malete, Kwara State; Email: timothyebo22@gmail.com**

### **Abstract**

*The study focused on students' enrolment and performances in marketing examination in Oyo State, was an empirical effort looking into enrolment and performance of students in marketing examination. The study was motivated by the fact that the government of the day is showing a lot of interest and concern over the growing trade subjects, entrepreneurial education and needs to introduce marketing as a subject at senior secondary schools level. The study aims at finding out if there was any significant percentage change in the students offering marketing in senior secondary schools, if any percentage change exists in performance of students offering marketing in senior secondary schools at WASSCE and NECO (SSCE). The performance of students totaled 2,845 from ten (10) secondary schools in Ogbomoso zone comprising of five local government areas; Ogbomoso South, Ogbomoso North, Ogo oluwa, Oriire and Surulere from 2014-2016 was used for the study. Survey research design was adopted for the conduct of the study and analysis of the data was carried out using percentage. It was found out that the total number of students offering marketing in both WASSCE and NECO (SSCE) increases every year but the percentage enrolment in WASSCE was a bit increase while NECO(SSCE) was gradually increasing in an unpredictable manner. It was concluded that in the nearest future Nigeria will not only become self-reliance in skills acquisition and entrepreneurial oriented but could also become one of the world's wealth creation, employment generation, concepts and skills for attitudinal and behavioural change that are production oriented. It was recommended that admission into tertiary institutions should require at least pass in marketing at O level before offer admission for marketing education.*

**Keywords: Business education programme, Students' enrolment, Performance, Marketing, WAEC and NECO**

### **Introduction**

Business Education programme is an umbrella which shields all business courses, it encompasses courses like Marketing, Business Administration, Purchasing and supply, Business Studies, Secretarial Studies etc. as business Education programme in Polytechnics, while Business teacher Education is grouped into three which are Accounting Education, Marketing Education, and Office Technology and management Education in colleges of education as well as conventional universities especially universities of Education (Aliyu 2006). Okoye (2013) asserted that business education is an education program that orientates students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerks, office information system and management. Marketing has now being introduced into our secondary schools curriculum to make it rooted and prepare senior secondary students for a saleable skill to be exhibited later in life.

Marketing is a widely used term to describe the means of communication between the company and the consumer audience. Marketing is the adaptation of the commercial activities and use of institutions by the organizations with a purpose to induce behavioural change on a short-term or permanent basis. Beckman, (2013) cited the American Marketing Association that marketing is "the activity of set of institutions and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners, and society at large." From a societal point of view, marketing provides the link between a society's material requirements and its economic patterns of response. This way marketing satisfies these needs and wants through the development of exchange processes and the building of long-term relationships.

National Education Research Development Council (2012) Marketing as a specialized area in business is predicated upon exchange relationships that are mutually beneficial. It is a process through which both sellers and consumers are brought together for the exchange of goods and services. Marketing is much more than just an isolated business function; it is a philosophy and a vocation requiring specialized skills, knowledge and technical know-how to function effectively in today's competitive economy. The introduction of marketing as a trade subject in the senior secondary education category is aimed at equipping school leavers with the appropriate skills that will make them self reliant and functional in the creation of wealth and generation of employment as responsible and disciplined members of the society. The overall objectives of marketing as a trade subject in the senior secondary schools level are:

- a. to acquire the knowledge, skills and technical concepts needed to practice marketing as a profession.
- b. to inculcate the attitudinal changes and behaviour that is production-oriented such as consciousness of the world of work and dignity of labour.
- c. to enable students take advantage of the various governments economic policies on poverty eradication, wealth creation, employment generation and access to micro-finance institutions.
- d. to ensure maximally satisfactory self-employment.

It is believed that at the end of this course in Senior Secondary School 3, the students could practice the trade as successful marketers or practice other sub-summed trade such as advertising, salesmanship, purchasing and supply and transportation.

The subject aims as stated by National Examinations Council (2011) are:

- 1 equipping students' knowledge of basic marketing principles needed to practice marketing as a vocation.
- 2 students' ability to use the concepts and skills for attitudinal and behavioural changes that are production oriented.
- 3 the ability of the students to take advantage of the various government economic policies on poverty eradication, wealth creation employment generation and access to micro- finance institutions.

Hornby (2015) asserted that marketing as the activity of presenting, advertising and selling a company's products in the best possible way. The Educational Testing Service (2010) stated that marketing is the common core foundation of knowledge and cognitive skills to all marketing

teachers which includes general business, management, entrepreneurship, and economic programme development. Marketing gives its recipient a unique opportunity to become competitive, innovative, earn profit, gain technologically in a changing world and improve quality or standard of living. Mshelia (2015) defined marketing as one which addresses itself to the foundation problem of economy, what to produce, what quality and quantity to produce, for whom to produce, how to produce, reason for production and when to produce. With the above definition it can be deduced that marketing is a creative employer because all the numerous activities performed therein are possible employment avenues.

The West Africa Examinations Council (WAEC) is one the oldest examinations body in West Africa countries that has being in operation over 60 years ago in which Nigeria is a member. The body examines senior secondary school students in its West African Senior School Certificate Examination (WASSCE) Programme. National Examinations Council (NECO) is the only Nigerian examination body that sees to cumulative and summative evaluation of senior secondary school students through examinations and certified them based on the subjects offered at the end of their Senior School Certificate Examination (SSCE) which is one of their programmes. Yusuf, (2013) cited Kolawole (1994) that factors such as the age of students, parental occupation, marital status, entry qualification, interest of the schools' principals, availability of qualified teachers, exercise some positive relationship with students' enrolment in various subjects at the secondary schools levels. While some other groups of people are of the opinion that factors such as non-challant attitude of students to schools' work, students' lack of understanding of the subject's basic concepts and principles, high student-teacher ratio, teachers' competence, past performance of students in schools certificate examination, among others influence students' performance.

Marketing was once a tertiary institutions' course and not meant for secondary schools and now that it has been introduced, its enrolment and performance have not being empirically studied. This study therefore, aims to analyze the enrollment and performance of students offering marketing since its inception in 2014 to 2016 both in West African Senior School Certificate Examination (WASSCE) and National Examinations Council (NECO) Senior School Certificate Examination (SSCE) in five local government areas in Ogbomoso (Ogbomoso South, Ogbomoso North, Ogo-oluwa, Orire, Surulere) of Oyo state.

### **Research Objectives**

The objectives of the study were to;

1. determine the percentage changes in the enrolment of students offering marketing in secondary schools within the years 2014, 2015 and 2016
2. examine the percentage changes in NECO(SSCE) and WASSCE performances of students offering marketing in secondary schools between the years 2014 and 2015.

### **Research Questions**

The study was guided with the following research questions;

1. What are the percentage changes in the enrolment of students offering marketing in secondary schools within the years 2014, 2015 and 2016?
2. What are the percentage changes in NECO (SSCE) and WASSCE performances of students offering marketing in secondary schools between the years 2014 and 2015?

## Methodology

The population of the study consisted of two thousand eight hundred and forty five (2,845) senior secondary schools students in ten (10) schools offering marketing from five local government areas in Ogbomoso zone of Oyo state. The criterion for selection was based on presentation of students for NECO (SSCE) and WASSCE in the last two years. The data collected were drawn mainly from 2014, 2015 and 2016 registration entry schedule and 2014 and 2015 result sheets from NECO and WAEC respectively in the ten (10) senior secondary schools selected. The researcher visited each of the selected schools and requested for all information needed from the appropriate offices (Principal /Vice principal academic). Survey research design was adopted for the conduct of the study because the research study was about students' enrolment and performance in marketing at senior secondary schools level. The data obtained was analyzed using percentages.

## Results

**Table 1 Research Question One:** What are the percentage changes in the enrolment of students offering marketing in secondary schools between the years 2014, 2015 and 2016?

**Percentage changes in the enrolment of students offering marketing in secondary schools between the years 2014, 2015 and 2016**

Year	Enrolment		Offered Marketing		Percentage	
	WASSCE	NECO(SSCE)	WASSCE	NECO(SSCE)	WASSCE	NECO(SSCE)
			480	500	%	%
2014	1400	1680			34.28	29.76
2015	1600	1800	558	680	34.88	37.78
2016	1878	1948	635	772	33.81	39.63

**Source:** 2014, 2015 and 2016 NECO and WAEC entry schedule

Table 1 shows the distribution of percentage enrolments for the period under review. In 2014 the total enrolment of students offering marketing was 480 (34.28%) in WASSCE and it was 500(29.76%) in NECO (SSCE), In 2015, it was observed that the total enrolment of students offering marketing was 558 (34.88%) in WASSCE and it was 680(37.78%) in NECO (SSCE), while 2016 gave the total enrolment of students offering marketing as 635 (33.81%) WASSCE and it was 772 (39.63%) NECO (SSCE). The table shows that the total number of students offering marketing in both WASSCE and NECO (SSCE) increasing every year but the percentage enrolment in WASSCE was a bit increased while NECO (SSCE) was gradually increasing in an unpredictable manner.

**Research Question Two:** What are the percentage changes in NECO (SSCE) and WASSCE performances of students offering marketing in secondary schools between the years 2014 and 2015?

**Table 2**  
**Percentage changes in NECO (SSCE) and WASSCE performances of students offering marketing in secondary schools between the years 2014 and 2015**

Year	Credit		Pass		Failure	
	WASSCE %	NECO(SSCE) %	WASSCE %	NECO(SSCE) %	WASSCE %	NECO(SSCE) %
2014	43.8	60.0	45.8	36.0	10.4	4.0
2015	52.0	61.0	39.0	35.3	9.0	3.7

**Source:** 2014 and 2015 NECO and WAEC result sheets.

Table 2 indicates the percentage distribution of student's performances over the years under review. It shows percentage of credit and above, maintaining higher level. With the higher percentage of 52% in WASSCE 2015 and 61% in NECO (SSCE) 2015 and the lowest percentage of 43.8 % in WASSCE 2014, it was observed that performance of students in NECO (SSCE) for both years was above average. The table also shown that both percentage with ordinary pass and failure are below average and maintained a low level through the period under review with the percentage pass ranging between 45.8 % and 39.0 % in WASSCE and 36.0 % to 35.3 % in NECO (SSCE) while percentage failure range between 10.4% and 9.0 % in WASSCE and 7.0% to 4.0 % in NECO (SSCE) in 2014/2015 respectively.

### Discussion of Findings

Uzodima (2014) asserted that the average of percentage enrolment in Commerce and Financial Accounting between 2013 and 2014 was over 75 percentages while distribution of percentage enrolment in marketing as shown in Table 1 stands below 50 % in both WASSCE and NECO (SSCE) in 2014 to 2016. From the analysis of the available data, it is obvious that the percentage enrolment in marketing is low for the period under review. It is low when compared to Commerce and Financial Accounting which are pre-requisite subjects for further study in marketing or Business education at large because of the type of awareness giving to Marketing. The reason for this finding, though outside the scope of this study, may include parental, occupation, interest of the students in WASSCE and NECO (SSCE), interest of the schools' principal among others as revealed in the literature or that the subject is very new at this stage of education.

Closely related to the enrolment is the performance which was analyzed in terms of percentage credit, pass, and failure as shown in Table 2. The analysis revealed that there is a clear upward trend in percentage credit while percentage of pass and failure shows a downward trend in WASSCE and NECO (SSCE). The fact that the percentage of credit is encouragingly high shows

that the students are serious and may likely continue with the subject at a higher level of their education. The finding in relation to the percentage enrolment in marketing in WASSCE and NECO (SSCE) shows a meaningful difference. The findings thus, implies that students prefer setting for NECO (SSCE) than choosing marketing as a subject in WASSCE because while a clear upward trend in NECO (SSCE) it seems there was not such increase in WASSCE. It may be due to the newness of the subject at this level it should be encourage among the commercial students to offer the subject so as to inculcate skills and technical concepts needed for this subject at higher levels and professional stage of life.

### **Conclusion**

Many studies since 2005 have demonstrated that Nigerian students or youths have being persistently advocating for skills acquisition and entrepreneurial skills which are made possible in trade subjects and the performance of students offering marketing at senior secondary schools to combat unemployment and poverty eradication in government economic policies and the country at large. Since its inception in 2011 and first examinations 2014 in WASSCE and NECO (SSCE) as in Table 2, from the finding one can conclude that students of marketing at senior secondary schools though few, have serious interest in the subject. The implication is that in the nearest future Nigeria will not only become self-reliance in skills acquisition and entrepreneurial oriented but could also become one of the world's wealth creation, employment generation, concepts and skills for attitudinal and behavioural change that are production oriented.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The study recommends that policy makers on education in Nigeria should have a clear statement on marketing curriculum as a trade subject.
2. Admission into tertiary institutions should require at least pass in marketing at O' level before offering admission for marketing and distributive education.

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