

Brainstorming, Field Trip and Gender Effects On Junior Secondary School Students' Attitude to Business Studies in Rivers State, Nigeria

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ABSTRACT: *The study investigated the effects of brainstorming, field trip and gender on students' attitude in Business Studies. The framework for the study was based on Bandura's social learning theory and Vygotsky's constructivism theory of learning. All the JSS 2 students (467) in the selected schools participated in the study. Both the experimental and control groups were given students. Seven weeks were spent on the treatment. The Attitude to Business Studies Scale (=0.72) was the measure that was utilized. Analysis of Covariance (ANCOVA) was used to analyze the data at the 0.05 level of significance. There was significant effect of treatment on students' attitude to Business studies, [$F_{(2,131)}=27.70$, partial $\eta^2=0.29$] with FTTM ($\bar{x}=94.94$), BTM ($\bar{x}=88.00$), and CM ($\bar{x}=84.90$). Gender had no discernible main impact on students' attitudes toward business studies. The impact of treatment and gender on students' attitudes toward business studies was nonexistent. Students' business studies learning outcomes in Rivers State were influenced by both brainstorming and field trips, but the field trip strategy was superior. Teachers should be encouraged to use both methods to motivate students' attitude to Business studies.*

KEYWORDS: brainstorming, gender, field trip, attitude, business studies.

INTRODUCTION

Business Studies is an old secondary school subject in Nigeria. At its advent, it was learnt as Book-keeping. It was among the first set of subjects that included skill acquisition in their curricula. Prior to 1977, no subject was called Business Studies in the Nigerian education system. It was created as a result of the Junior Secondary School (J.S.S.) being added to the 6-3-3-4 educational system in 1981. It has five specific subject areas: office practice, bookkeeping/accounting, typewriting, shorthand and commerce. Due to the need to attune the secondary school system to national and global demands, the Federal Republic of Nigeria (FRN) through Nigerian Education Research

Development Council (NERDC) made typewriting an elective subject while insurance and store management were added to business studies in 2008 (Okolocha and Onyeneke, 2013).

Business studies is important because business skills acquired at the secondary school level enable individuals to make useful living as well as prepare students for higher education. The right emphasis placed on the study of Business Studies is strengthened by the Nigeria's decision to have a paradigm shift from white collar jobs to creation of self-employment. The much needed entrepreneurship skills to help realize this can only be inculcated into individuals early enough through the agency of Business Studies. Entrepreneurs, bankers, accountants, economist, etc, all have the cradle of their profession built into Business Studies. This makes the study of the subject strategic for any country that desires to take the well-being of her citizens and the economy seriously. According to National Policy on Education (NPE), Federal Republic of Nigeria (FRN, 2014). Business Studies forms a means of laying a foundation for national technological, economical advancement and for higher education. Ehisiemen (2005) and Aliju (2006) see Business Studies as a comprehensive, practical and skill oriented subject that will help learners to find job after schooling or create their own employment. Business Studies is a subject that is expected to be taught in a practical way thereby making the teaching and learning situation as real as possible but many schools are lacking the resources to implement this in a practical manner.

The poor academic achievement of students in Business Studies has been attributed to so many factors. Some are teacher related while others are learner based. One of the learner based is the attitude put up by students. Attitude is the feeling, emotions, and behaviour one has towards something or someone. According to Adesina and Akinbobola (2005), attitude is a state of preparedness and a tendency for people to act in particular ways. Negative attitudes about a certain subject cause disinterest and avoidance, claim Nurlazam, Rohandi, and Jusoh (2010). 19 A student's success in the topic will increase if they have a positive attitude toward business studies and a positive commitment to the subject. In contrast to the (few) male students in the school of languages,

Buwa-Sado (2002) found that female students show a more favorable attitude toward language study. A study by Kariuki, Patrick, Wilson, and Lisa in 2003, referenced in Oyelekan (2014), looked at how middle school students' attitudes about social studies were impacted by their gender.

From each of grades 5, 6, 7, and 8, fifteen females and fifteen males, chosen at random, made up the sample. Only the fifth-grade group showed a significant attitude difference in the results. In their study, Akinbobola and Akinyemi (2009) found no gender differences in students' attitudes toward physics when the subject was taught using cooperative, competitive, and individualistic learning styles. There was no discernible difference in the study habits of male and female physics students, according to Akinbobola and Ikitde's (2008) findings. An effective teaching method not only improves student's achievement, but changes learners' attitude towards a subject.

Brainstorming and Field trip are two teaching methods that can enhance students' attitude towards the subject. Though both are student-centered, they have some marked differences. While brainstorming takes place within the confines of a classroom, field-trip occurs outside the classroom. The degree of involvement of students in the teaching-learning process is higher in brainstorming than in field-trip. Also, preparation for field trip is far more elaborate than brainstorming and teacher involvement in the teaching-learning process is higher in field-trip than in brainstorming. Both methods lead to increased independence on the part of students. They are more engaging and delightful ways of learning. According to Okwuanaso and Nwazor (2000) the main objectives of Business Studies and other related subjects is to instill in the students a pattern of thinking in students and develop certain entrepreneurial attitudes on them early in life. Business Studies teachers are expected to secure an appropriate balance between theory and practice by using entrepreneurial pedagogies that ensure any learning that takes place is a combination of theory and experience (Heinonen and Poikkijoki, 2006). The teaching of topics such as the keyboard used in typewriting and computerized accounting requires the use of typewriters and computers. For topics such as warehousing and office procedures, visits to real life offices or settings is inevitable if relatively permanent change in behaviour of learners' place is to be realized. This will enable students to understand the relevance of business studies to real life.

So, there is a need for Business Studies teachers to have a change of teaching method in order to see how it can influence learning outcome. In the present study, the researcher investigated the effects of brainstorming, field trip and conventional teaching methods on students' attitude in business studies. The teaching methods that encourage pupils centre activities for developing reasoning skills and processes, through scientific approach, are conspicuously lacking. Brainstorming teaching method involves oral and writing aspects. The writing exercises help learners to gain knowledge and skill. The writing exercise involves the learner jotting down the important points about what he or she understands. The learner uses experience, given information, and guiding questions to verbally express his understanding and reaction to the content of learning.

Brainstorming, according to Okwilagwe (2011), is allowing a group of students to think about a problem at the same time with a view to having a better idea of the problem. Brainstorming technique, according to Adeyemi (2005), is developed in the belief that the knowledge and ideas of several people pooled together have a greater advantage than those of a single person. In using this technique, the leader, who may be the teacher or a competent member of the class, is responsible for directing the activities of the discussion group(s) in the class. The leader must make sure that every member participates fully in the discussion. Akinboye (2003) defines brainstorming as a group creativity forum for general ideas. Brainstorming is an innovative approach meant with special nature in order to produce a list of ideas that can be used as clues leading students to a better understanding of the problem while giving each student the chance to express that ideas, share them with others and evolve new ideas, (Al-blwi, 2009).

The major purpose of brainstorming as a teaching method is to foster and enhance communication skill, promote thinking and decision-making skills as well as foster different viewpoints and opinions. It may equally be used in all key areas of learning. Even though there are wide varieties of instructional techniques available to teachers within the confines of a classroom, outside the classroom field trip could perhaps be the most useful and valuable teaching tool. A field trip refers to activities carried out during the course of instruction by the teachers and students outside the four walls of the classroom. Such works are carried out in a real, natural environment rather than in a theoretical way or in controlled conditions (Wosu, 2016). This gives the learners first-hand information on the topic because learners are given the opportunity of observing the phenomena happening in real life situation. Field trip, as the name implies, could be regarded as an educational visit to a place of interest which has bearing with the subject matter that needs clarification and authentication. It is a visit to places like museums, factories, libraries, farms, government establishments, zoos and warehouse. Field trips are not embarked upon for the fun but to make connections between reality and hands-on theory. Since field trips touch all five senses of sight, touch, smell, taste, and hearing, it then means that it provides an authentic learning experience. Field trips can be used as an introduction or conclusion to a unit of instruction or a culminating activity.

There is a need for Business Studies teachers to find effective ways of using field trip teaching method in teaching to promote learners' understanding and help in realizing the goal of making Junior Secondary School Graduates Business Studies, to acquire practical and entrepreneurial skills and attitudes necessary them for self-employment. To equip learners with these skills, teachers should make use of teaching methods that are learner centered such as educational field trips, brainstorming, project work, group discussion, case studies. The teaching of Business Skills requires the use of learning by doing and experiential pedagogical approaches (Borrington, 2004). When fieldtrip method is used in teaching, individual differences in learning among the students will be addressed since they have opportunity to see, smell, feel, and touch object and even take part in practicing what they are taught. In spite of the importance of using field trip teaching method, it has been observed that teachers of Business Studies do not take students on field trips. Some of their reasons are that, it is expensive, risky and time consuming. Unfortunately, many principals share the view.

Bonderup and Dohn (2011) said it can also result in affective gains such as more positive feelings toward a topic. McBer (2000) opines that teaching is not only a career but that whosoever is involved should be able to exhibit nine discrete teaching skills for effective teaching. Such skills include; planning, methods and strategies, student management, time and resources management, time on task, lesson flow, assessment, setting appropriate and challenging homework. Even though, studies, write ups and observations from experts attest to the fact that the methods are either being consciously or unconsciously used in classroom setting, they need to be empirically

tested to prove their validity, reliability and effectiveness. Since male and female students are involved in field trip, the researcher investigated the effect of fieldtrip on gender.

Gender is a moderating variable in this study. The gender of students may be a factor to determine student's performance in business studies. A much debated question is whether boys or girls have higher academic achievement in school subjects. The issue of gender differences in school, especially in subjects like Business Studies has implications for their future careers and has been a source of concern for educators everywhere the subject is offered. There are different views and reports to the comparative ability of male and female in human endeavours, especially in education. Fabunmi (2004) came to the conclusion that gender composition had a substantial impact on students' academic performance in his study, "The role of gender on secondary school students' academic performance in Edo State, Nigeria." Over the past ten years, a number of studies have provided evidence for the unintentional influence of attitudes on behavior and relationships in research on occupational decisions (Mennino and Brayfield, 2002). Since the majority of people in our corporate world appear to be men, this study also sought to determine whether male students' learning outcomes in business studies are superior to those of their female counterparts. Students' gender could be a major factor influencing career choice in school. According to Umoh (2003), home economics, nursing, secretary-ship and other feminine related careers have been traditionally regarded as aspects of the school curriculum reserved for females.

In the field of Business Studies, teaching methods such as Fieldtrip and Brainstorming which make learning not only meaningful but interesting are not known to be widely in use. This present study aimed at finding out what effects teaching methods such as Brainstorming, Fieldtrip and Learners' Characteristics would have on students' learning outcome and attitude in Business Studies in Junior Secondary Schools.

Hypotheses

The following hypotheses were formulated for the study:

H₀₁ There is no significant main effect of treatments on students'

(i) Attitude to Business Studies.

H₀₂ There is no significant main effect of gender on students'

(i) Attitude to Business Studies.

H₀₃ There is no significant interaction effect of treatments and gender on students'

(i) Attitude to Business Studies.

METHODOLOGY

This study employed a non-randomized pre-test, post-test, control group in a quasi-experimental design.

Variables in the Study

The following variables were used in this study. These include:

Independent Variables: The independent variables are teaching methods. This was treated at three levels:

- Brainstorming Teaching Method
- Field Trip Teaching Method
- Conventional Teaching Method (control)

Moderator Variables: These are:

- Gender - Male/Female

Dependent Variable:

Students' Attitude towards Business Studies

Sampling Techniques and Sample

The sample for the study was selected using the purposive sampling technique because the data showed to the researcher from the Rivers State Ministry of Education revealed that students from Emohua Local Government had the least performance in Business Studies in Rivers State. The researcher visited schools to ascertain those schools that were more affected in Emohua Local Government to get data on student's performance in each school. Based on the outcome, six (6) schools that had the least performance in business studies in the schools visited were purposively selected. To be selected to participate in the study, the schools must be distant from one another to avoid infiltration. A total of 144 students participated in the study. The classes selected were randomly distributed to treatment and control groups. The teachers of the students selected served as research assistants. In all, the study made use of six schools, four experimental groups (two for brainstorming teaching method, two for field trips teaching method) two control groups, six teachers and 144 students.

Instrumentation

Two instruments were used for data collection. These are:

1. Business Studies Attitude Questionnaire (BSAQ)

Instructional Packages (Stimulus Instruments)

Three stimulus instruments were used. These are:

1. Brainstorming Instructional Teaching Method Guide for Business Studies
2. Field Trip Instructional Teaching Method Guide for Business Studies
3. Conventional Instructional Teaching Method for Business Studies

The Business Studies Attitude Questionnaire (BSAQ) was developed by the researcher. It was subjected to face and content validity by experts in the field of business studies as well as International Centre for Educational Evaluation. The BSAQ was trial tested using a hundred J.S.S.2 students who did not take part in the study. The result of item analysis helped to reduce the items to thirty. The reliability of the instrument was determined by using Cronbach Alpha which gave a value of 0.72. This showed that the items were reliable. Each of the positive items was scored as follows: 4, 3, 2, and 1 for Strongly Agree, Agree, Disagree and Strongly Disagree. Negative items were reversed in the opposite way.

Method of Data Analysis

The data collected for the study were classified into pre-test and post-test scores for both experimental and control groups. Descriptive statistics was used to get the group mean scores and the standard deviation of students' performance in Business Studies Attitude Questionnaire (BSAQ). Analysis of Covariance (ANCOVA) was used to correct the initial differences in the dependent variables and other extraneous factors, using the pre-test scores as covariates. In addition, Scheffe Post Hoc analysis was used to show how the groups performed and also the difference among the groups if the main effects are significant. It also explained the source of significant difference among the groups where they exist. All hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Testing of Hypotheses

Hypothesis 1: There is no significant main effect of (i) treatment (BTM and FTM) on Junior Secondary 2 students' attitude (pre-test and post-test scores) to business studies. The result of this hypothesis is presented in Table 1.

Table 1.1: ANCOVA table showing the significant main and interaction effects of Treatment, Gender, and Personality Trait on Attitude to Business Studies

Source	Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta ²
Corrected Model	4076.008	12	339.667	8.074	.000	.425
Pretest Attitude	1062.104	1	1062.104	25.247	.000	.162
Main Effect:						
Treatment Group	2330.276	2	1165.138	27.697	.000	.297
Gender	43.145	1	43.145	1.026	.313	.008
2-way Interaction:						

Treatment x Gender	9.214	2	4.607	.110	.896	.002
Error	5510.880	131	42.068			
Total	9586.889	143				

Table 1.1 shows a summary result of effect of treatment and gender on JSS2 students' (pre-test and post-test) attitude to business studies. It reveals that, after adjustment for the covariate, business studies pre-test scores, there is significant main effect of brainstorming, field trip and conventional teaching methods on students' attitude to business studies. [$F(2,131) = 27.697$, $P < .05$, $\eta^2 = .29$]. Since the critical value of the F- ratio is significant, it follows that hypothesis 1b which tested for the main effect of treatment on students' attitude to business studies was rejected. The partial Eta squared estimate was .297. This implies that the treatment accounted for 29% of variance observed in the post-test scores of students' attitude to business studies.

Tables 1.2 and 1.3 show the scheffe multiple comparison and homogenous subsets respectively. In order to trace the sources of the significant difference among the treatment levels of students' attitude to business studies, Tables 1.2 and 1.3 are presented below:

Table 1.2: Scheffe Post Hoc Multiple Comparison of Students' Attitude to Business Studies by Treatment

(1)Treatment	(J) Treatment	Mean Difference (1-J)	Sig.
BTM	FTTM	6.9375*	.000
	Control	10.0417*	.000
FTTM	BTM	-6.9375*	.000
	Control	3.1042	.103
Control	BTM	-10.0417*	.000
	FTTM	-3.1042	.103

*The mean difference is significant at the $P < .05$

Table 1.3: Scheffe Post Hoc Means for Groups in Homogenous Subsets by Treatment

Treatment Groups	N	Subset	
		1	2
Control	48	84.8958	
BTM	48	88.0000	
FTTM	48		94.9375
Sig.		.103	1.000

Means for groups in homogeneous subset are displayed

- a. Uses Harmonic Mean Sample Size =48.
- b. The groups sizes are equal.

The results presented in Tables 1.2 and 1.3 indicate that there was a significant difference in attitude scores in business studies among the students' in FTTM ($\bar{X}=94.9375$), BTM ($\bar{X}=88.0000$) and Control ($\bar{X}=84.8958$). FTTM has the greatest score of ($\bar{X}=94.9375$), followed by BTM ($\bar{X}=88.0000$) and Control with the least score of ($\bar{X}=84.8958$).

Hypothesis 2: There is no significant main effect of gender on JSS2 students' attitude (pre-test and post-test) in business studies.

Considering the adjustment for covariate, Table 1.1 shows that there is no significant main effect of gender on JSS2 students' attitude to business studies [$F_{(1,131)}=1.026$, $P=.313$]. The hypothesis was therefore not rejected. The result also indicated that the partial squared estimated was .008. This implies that gender accounted for 8% of variance in the observed scores of students' attitude to business studies.

Hypothesis 3: There is no significant interaction effect of treatment (BTM, FTTM and CM) and gender on JSS2 students' attitude (pre-test and post-test) to business studies. Table 1.1 further shows the interaction effect of treatment (BTM and FTTM) and gender on JSS2 students' attitude (pre-test and post-test scores) to business studies was $F_{(2,131)}=110$, $P=.896$. Since $P(.896)$ greater than 0.05 alpha level, there is no significant interaction effect of treatment and gender on students' attitude to business studies. This implies that the effect of treatment on students' attitude to business studies is not sensitive to gender. As a result of this finding, hypothesis 3 was not rejected.

DISCUSSION

The study reveals that, there was significant main effect of teaching method (brainstorming, field trip and conventional methods) on students' attitude to business studies.

Looking at the treatment, the significant differences were in favour of field trip teaching method (FTTM) and brainstorming teaching method (BTM) over the conventional method. This is in agreement with the finding of Zoldosova and Prokop (2006) that field trips go beyond the learning of content by improving students' attitudes and perceptions towards science. In a study conducted by Ajaja (2010), on effects of field studies on learning outcomes in Biology. The findings of the study showed a significant difference in the process of science test scores between students exposed to field experiences and those who were not exposed. A significant difference was also observed in biology achievement test scores between students exposed to field trip experiences and those who were not. A strong correlation existed between process of science scores and biology achievement scores. It was concluded that field experiences enhance students' understanding of process of science, improved students' attitude towards biology and significantly influenced their achievements.

In a similar vein, this study revealed that brainstorming teaching method (BTM) has been found to be effective in teaching students. This is in line with the findings of Rao (2007) that students who have been trained in brainstorming techniques and who used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of brainstorming techniques. Also the study of Al-maghawry (2012), aimed at identifying the effectiveness of using brainstorming techniques to learn some basic skills for beginners in the sport of volleyball. The study was conducted on a sample of fifty first year students of Faculty of Physical Education, Benha University. The result of the study showed that the method of brainstorming had a positive effect on learning the skills of passing, serving and smashing strokes for the experimental group.

Considering the main effect of gender on JSS 2 students' attitude to business studies, the result of this study is in agreement with the finding of Kan and Akba (2006) who determined students' level of attitude and self-efficacy towards chemistry among male and female students. The study found that there were no significant differences between the mean of attitude score according to gender. This is also in agreement with Akinbobola and Akinyemi (2009) who reported an insignificant gender difference in the attitude of students towards physics when taught with cooperative; competitive and individualistic learning strategies. Further, Akinbobola and Ikitde (2008) showed that there is no significant difference in the attitude of male and female physics students in their study.

The finding of this study is in contrast with that of Oyelekan (2014). The researcher examined the effects of middle school students' gender on their attitude towards social studies and the result indicated a significant difference in attitude, but only in the fifth grade group. Ismail and Othman (2006) carried out a study on the effect of students' gender and past performance on their performance during their first year in the University. The results showed that female students had better results than their male counterparts and that gender played an important role, influencing success in the university. This finding disagrees with the finding of Buwa-Sado (2002) who observed that female students have more positive attitude to language studies than the (few) males in the school of languages. Also, Breakwell (2012) studied how gender, parental and peer influences affected science attitudes and activities in the UK and reported that boys had more positive attitudes to science and greater participation in science extra-curricular activities.

The result further revealed that there was no significant main effect of students' JSS 2 personality trait of students' attitude to business studies. This finding contradicts the finding of Chih-Ching (2008) who carried out a study on effects of personality traits and attitudes on student's uptake in hospitality employment, and found personality trait of extroversion as a significant predictor of students' attitude towards aspirations regarding hospitality jobs. Forrester and Tashchian (2010) carried out a study on effects of personality trait on attitude towards academic group work and found that extroversion was the best predictor of respondent's attitude towards academic group work. Individuals with high extroversion scores had positive attitude towards academic group work. The result of the finding shows that there is no significant interaction effect of treatment (BTM and FTTM) and gender on students' attitude to business studies. The finding of this study shows that the interaction effect of treatment and gender on JSS 2 students' attitude to business studies is not significant. This result probably may be as a result of the orientation given to students before the commencement of the treatment. They were asked to develop positive attitudes towards business studies irrespective of their gender. Regarding gender differences, the findings of this study is in line with the findings of Breakwell (2012) who, in their study revealed no significant difference in the attitude of male and female students towards physics in each of the experimental groups before and after the treatment. In other words, students' gender had no effect on the method of instruction applied. This finding contrasts with the findings of Fabunmi (2004) that gender composition has a significant relation with students' academic performance.

CONCLUSION

The result of this study provides empirical evidence that there is a significant main effect of the teaching method on students' attitude to business studies. This is an indication that students develop positive attitude when the appropriate teaching method is used to teach. The primary aim of providing appropriate teaching method is for learners to be successful, to develop positive attitude towards the subject, and to effect behavioural changes. This is an evidence that the teaching method adopted by the teacher influenced the students' attitude positively.

In the same vein the study revealed that field trip teaching method is about activities carried out outside the four walls of the classroom in a real natural environment. It gives learners firsthand information on the topic being discussed and it promotes better performance than the conventional teaching method thereby developing in them positive attitude towards the subject. In all, the result revealed that brainstorming and field trip were found to be more effective than the conventional method. The result showed that those who were exposed to conventional teaching method had a lower mean score in attitudinal disposition.

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