

PERCEIVED INFLUENCE OF LECTURE PERIODS ON ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN KWARA STATE COLLEGE OF EDUCATION TECHNICAL, LAFIAGI

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Abstract

The study examined the perceived influence of lecture periods on the academic performance of Business Education Students in Kwara State College of Education, Technical Lafiagi, Nigeria. Three research questions were raised and answered, while three null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a descriptive survey design. The study population consisted of 788 students from the Business Education department. A sample of 265 students was drawn using purposive sampling. A 30-item structured questionnaire titled: “Perceived Influence of Lecture Periods on Academic Performance of Business Education Students in Colleges of Education Students Questionnaire (PILPAPBESCESQ)” was developed by the researcher and used to gather data from the respondents. The questionnaire was constructed on a four-point rating scale. The result yielded a reliability coefficient of 0.89. Research questions were answered using means and standard deviations. At the same time, the null hypotheses were tested at the 0.05 level of significance using independent-samples t-tests and one-way Analysis of Variance (ANOVA). The results of the findings revealed that lecture periods have a positive influence on teaching and learning business Education courses in the College of Education in Kwara State. The study concluded that students learning business Education courses should be taught better in the morning than at other lecture times of the day. It was recommended that educators and the Directorate of Examination and Timetable Committee should encourage the use of morning lecture hours for teaching and learning business courses, among others.

Keywords: Lecture Period, Lecture Time, Morning Lecture, Afternoon Lecture, Academic Performance

Introduction

Public Colleges of Education are currently facing a serious challenge in determining how to deliver quality instruction amid severe fiscal constraints and a conducive environment for effective teaching and learning. With recent economic crises that have led to increases in unemployment and insecurity, courses like business Education that train students to be self-employed and become employers of labor need greater attention from students. Business Education, according to Onokpaunu (2016), is that aspect of general Education that prepares students for employment and advancement in a broad range of office occupations, accounting professions, marketing occupations, teaching professions, and entrepreneurship ventures. It is that type of Education that would inculcate in its recipients the knowledge, values, attitudes, and skills required in the business world. It is a means of producing a healthy, literate, and self-reliant citizen who would create wealth for human development, thereby resulting in sustainable national development. Business Education is primarily an integral part of vocational and technical Education. It is a training system that encourages the beneficiary to acquire

skills to fit into the world of work. Business Education is Education for and about business or training in business skills (Essene, 2012).

Business Education, according to Okoli (2012), is the aspect of the total Educational programme that provides the knowledge, skills, understanding, and attitudes needed to perform effectively in the business world as a producer or consumer of the goods and services it offers. Business Education is an important part of general Education, emphasizing skills for office use. It is a programme of vocational Education for office careers and general business Education. Increasing productivity and efficiency in the Educational system requires targeted resource allocation and a better understanding of time-of-day effects on the learning process. A large body of research on Educational production functions considers how Educational resources, including both school and non-school inputs, are transformed into academic outcomes. An important simplifying assumption is that there is no heterogeneity in the effects of school inputs for an individual student. Emerging evidence from new studies demonstrates that heterogeneous responses to school inputs complicate the identification of these effects. In the context of time-of-day effects, students may not be able to maximize their learning opportunities and may absorb the same Educational inputs differently, depending on varying productivity for academic tasks throughout the day and the constraints the school schedule imposes on them.

According to Millar (2016), a lecture (from the French *lecture*, meaning 'reading') is an oral presentation intended to convey information or teach people about a particular subject, for example, by a university or College teacher. Lectures are used to convey critical information, history, background, theories, and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may resemble a lecture in form. Usually, the lecturer stands at the front of the room and recites information relevant to the lecture's content. Though lectures are widely criticized as a teaching method, institutions have not yet found practical alternatives for the vast majority of their courses. Critics point out that lecturing is mainly a one-way mode of communication that does not involve significant audience participation and relies on passive learning (Akwaowo, 2013). Akwaowo further observed that lecturing is often contrasted with active learning. Lectures delivered by talented speakers can be highly stimulating; at the very least, they have survived in academia as a quick, cheap, and efficient way to introduce large numbers of students to a particular field of study. Lectures represent a continuation of oral tradition in contrast to textual communication in books and other media. Lectures may be considered a type of grey literature.

Lecture time refers to the actual time or period during which the lecture will take place. According to McKeachie and Svinicki (2014), it can also be best described as a lecture period or a time of day when instruction can take place, and it may impact student academic achievement, with schools contributing to students' low academic performance. The time of day when academic subjects are taught could affect students' performance. Shouppe (2013) explained that the time spent on instruction in the principles of marketing largely determines whether students will learn. It means that if an appropriate learning situation is not considered, learning will not take place, and the student's academic performance will be poor. This is because Principles of Marketing is not one of the subjects that can be mastered by mere memorization of the basic rules; it requires total determination, sound theoretical knowledge, and intensive practice in application.

Wendy (2016) postulated that to understand how the brain's memory functions vary across the day, it is essential to know how the brain processes and stores data. The brain has different memory types, including short-term and long-term memory. Short-term memory is broken down into immediate memory and working memory. Immediate memory holds data for a short time and then drops it if

the brain determines it is unimportant. Working memory is the conscious memory. Pre-adolescents can have an average of five items in working memory for a limited time before fatigue sets in. For the brain to continue processing this information in working memory, it must be handled in a new or different way. Information taken in during the day will be encoded in the brain during deep sleep. If information is not put into long-term storage, it will be lost within the next 24 hours. Therefore, testing to see if information is in long-term storage is effective after 24 hours, or then there is a need to investigate which time of day marketing lectures have to take place in Colleges of Education, either morning lecture, afternoon lecture, or evening lecture. In Oyewole's (2016) view, learning is the process by which we acquire new knowledge and skills. Memory is the process by which we retain knowledge and skills for the future. Sometimes teachers focus on teaching, but without retention, the learning is lost. A goal of effective teaching is for students to retain the things they are learning. Getting a student to learn more is not as simple as teaching more. The brain needs time to process the new information. New information is processed and reprocessed through rehearsal. Rehearsal is necessary to transfer information from working memory into long-term storage.

Students learn best what information they hear during the first part of a lesson, and second best what they hear during the last part of a lesson. The information in the middle is often influenced by the time of day on their academic performance. People give their focus and attention in varying amounts depending on how they perceive a stimulus. A stimulus affecting survival receives immediate, undivided attention. Next in the hierarchy is the stimulus that generates an emotional response (Essene, 2012). From this, it is easy to see that students must feel safe and secure in the classroom before they can attend to learning, and that novel learning gets more attention than mundane learning. Moreover, unlike memory functions, teachers may have some control over student attention (Nafees & Masquid, 2010). Business Education courses are broad in content, and to learn the skills embedded in them, an expert is needed to determine the time or periods suitable for teaching and learning. To identify the best periods for learning the courses, research like this may be required to determine whether morning, afternoon, and evening lecture periods influence students' academic performance, and suitable recommendations from such research should be adhered to while allocating time to courses on the lecture timetable to improve students' academic performance (Sjosten-Bell, 2015).

Business Education is an Educational program that equips the recipient with skills, knowledge, and competencies to become proficient in business. Okoye (2016) viewed business Education as a conglomerate of courses concerned with the acquisition, development, and inculcation of proper values for the survival of the individual and society. Thus, business Education helps individuals to acquire saleable skills that will enable them to fit into various business organizations or be self-employed in the absence of paid employment. Amoor (2012) maintained that the goal of business Education is primarily to produce competent, skillful, and dynamic business teachers, office administrators, and businessmen and women who will effectively compete in the world of work. Its primary aim is to prepare people for roles in enterprises, such as employees, entrepreneurs, employers, or simply self-employed. Amahi and Ogben (2014) categorized business Education into two major components called "Education for business" and "Education about business" Education for business refers to vocational Education that is an Educational training programme through which recipients could fit into or be employed in four major occupational areas such as book-keeping and accounting jobs, clerical and general office jobs, stenographic and secretarial jobs and distributive and marketing jobs. It could also mean preparing individuals for a business career. On the other hand, business Education is any program of studies that provides information to consumers and thereby guides, advises, or educates them about business. It could also mean preparing individuals to consume economic goods and services effectively and intelligently. Although business Education is often described as "Education FOR and ABOUT business", its primary purpose is to prepare individuals

for gainful employment in business occupations. Whether in paid employment or self-employment, the emphasis is on exposure to and the acquisition of knowledge, skills, and attitudes relevant and adequate to specific business occupations. Therefore, the value of any business Education could be determined by its ability to adequately prepare and equip appropriate individuals so they can fit into specific jobs or establish their own businesses upon graduation. It is, therefore, skill-oriented and employment motivated.

Business Education as a program offered at different levels of the educational system (such as the primary, junior, and senior secondary schools, three-year Colleges of Education, two-year national diploma and higher national diploma in Colleges of technology and polytechnics, and in the four-year undergraduate programs of universities), is spiced with a lot of lofty objectives, among which are to:

1. Stimulate the interest of pupils by getting them acquainted with business ideas.
2. Inculcate the vocational aspect of business desired right from the primary and secondary schools.
3. Develop interpersonal relationships and human relations skills.
4. Provide students with the orientation and basic skills with which to start a life of work for those who may not undergo further training.
5. Impart to the students the basic knowledge of the concepts, theories, principles, and practice of accounting, marketing/distributive and office technology, and management/secretarial Education (Ezeani & Ogundola, 2016)

The general trend is for each option of business Education to produce capable and intelligent graduates who possess knowledge, skills, values, and attitudes in the area of business. Therefore, Education for business must be directed at the entire range of activities associated with the business world of work. However, to Emeasoba and Igwe (2016), business Education enjoys public recognition as a profession that holds the key to poverty alleviation. It is, however, apparent that business has developed from the historical account of casting, shorthand, and typewriting, and sometimes as a single subject, to a discipline with many components, from the apprenticeship system with an organization of content to organized content delivered using modern approaches. Business Education (Marketing courses) is broad in content, and learning the skills embedded in it requires an expert to determine the appropriate time or period for teaching and learning these courses. To identify the best periods for learning the courses, research like this is needed to determine whether morning, afternoon, and evening lecture periods affect students' performance.

Academic performance is the extent to which a student, teacher, or institution has attained their short or long-term Educational goals. Completion of Educational benchmarks such as secondary school, a diploma, and a bachelor's degree represents academic achievement. Academic performance is commonly measured through examinations or continuous assessments, but there is no consensus on how it should be evaluated or which aspects are most important. Performance is also defined as accomplishing whatever goals one has set for oneself or doing what one wants within the limits of the law. It is recognition of what makes one different and what one has to offer others. It is the realization, the substance, and tangibility of a dream fulfilled (Maida, 2012). Performance can therefore be viewed to mean the result of one's previous effort put towards a particular goal. Achievement in a classroom setting is measured through the conduct of a test or examination, either in objective, essay, or oral form. The test instrument is based on what the students have been exposed to so far in the teaching and learning process.

Students' academic performance can be poor, low, medium, or high. Poor or low performance is often associated with failures, low scores or grades, and a lack of promotion to the next grade or class.

This, however, is undesirable to governments, parents, or guardians. Much literature asserts that students' academic performance is influenced by several factors, including external, internal, and other related factors. According to Labey (2013) and Omotayo (2014), the external factors include change of school, family breakup, teachers' absence, parent illness, and death of a family member, while internal factors include students' illness, learning environment, duration of the class, and students' attitude towards learning. Other related factors, as opined by Omiko (2017), included a shortage of well-trained teachers, inadequate teaching facilities, a lack of funds to purchase necessary equipment, poor-quality textbooks, and large classes.

Every day, the human body produces a chemical messenger called melatonin in the brain. It tells the body when it is time to go to bed. Melatonin rises at night, peaks during sleep, and declines in the morning. Melatonin levels remain low throughout the afternoon and begin to rise again in the evening. Your brain also cools down as you fall asleep, warms up during the day, and then cools off again before bedtime. You are always going to be more alert in the mid-morning or afternoon, whether you are an early bird or a night owl. Klein (2012) observes that there are no clear systematic differences in the time-of-day effect between boys and girls, older and younger students, students with high- and low-educated parents, or low- and high-performing students. The time-of-day effect may be caused by changes in teachers' teaching quality, changes in students' learning ability, or differential student attendance. The finding that productivity is higher in the morning than in the afternoon allows for efficiency gains. There are two dimensions in which students and schools can move to create efficiency gains. The first is to move tasks and classes that are more affected by the time of day to the morning, and move the others to the afternoon. Taking courses in the early morning can be extremely challenging, reflecting the difficulty of balancing academics, social life, and sleep. One popular myth is that you can pick only two among academics, social life, and good sleep.

Early morning classes can shorten your sleep time, but they can also provide a better academic experience. Also, if you keep going to bed early to better prepare for early morning classes, it's likely you'll miss late-night social life. It is more complicated when you need to consider additional academic costs associated with taking early morning courses. Therefore, if you are giving up late-night group meetings for early-morning courses, you should also consider the academic cost. Also, some classes, like the lab portion of some Astronomy courses, can only be scheduled at night. If you are taking Astronomy as well as some other early morning courses, then you'll find such a schedule especially challenging. You need to compare the advantages and disadvantages of different strategies and make reasoned decisions. Morning lecture time refers to the actual time or period during which the lecture will take place. It can also be best described as a lecture period or a time of day when instruction can take place, and it can affect student academic achievement, usually from 8:00am to 11:59 am. The time-of-day effect may be interpreted as differential productivity during different parts of the day due to the circadian rhythm; stamina effects, with decreasing productivity the longer a student is at school; or school structure effects, such as lower productivity after a lunch break (Bigger, 2017).

Lusher (2016) affirmed that time-of-day effects have been studied in psychology and neuroscience: to determine how human physiological and cognitive performance varies across the day and how it depends on the circadian rhythm, a person's chronobiology, and the effects of the light-dark cycle. It has been widely accepted now that sleep deprivation can significantly impair memory and the acquisition of skills. More recent studies have exploited randomized assignment of students to courses and instructors to show that a later school start or an afternoon class has a significant positive effect on student achievement. These findings have led to wider adoption of later school start times (Edwards, 2012). Using variation across different school start times and double-shift schooling,

recent studies argue for a detrimental effect of studying in the afternoon, with stronger evidence for students' scores. Having a class in the first period, however, can be associated with lower grades in that subject (Cortes, 2012).

While Bray (2014) argued that the supply of school places can be increased by alternating school shifts, thus making better use of school resources, the time-of-day effects remain understudied. There may be effects working in opposite directions: while afternoon classes may allow adolescent students to get sufficient sleep according to their phenotype preferences, a lunchtime productivity dip and afternoon fatigue may eliminate any benefits. School subjects may require different cognitive tasks, and therefore, the afternoon classes may have differential consequences. While chronobiology and time-of-day effects on productivity can be the main channels for the impact of afternoon classes, other factors may also affect cognitive performance. Variation in schedules also imposed restrictions on social interactions, as social organization is based on a common understanding of time; activities have to synchronize with other parties.

Doleac & Sanders (2015) affirmed that time plays a major role in social interactions and external cues can alter the requirements on one's schedule. The schedules themselves impose restrictions on how students manage the rest of their day: block schedules may have advantages over the school day by scheduling instruction later in the day. Attending classes in the afternoon can also reduce pupils' opportunities to participate in extracurricular activities and interfere with homework and free-time activities, which may introduce another channel for impacting test scores (Gentzkow & Shapiro, 2010). Furthermore, most homework is due in class, and an early-morning class means you have to finish all the homework the previous day. If you can't finish your homework before your late-night party, then catching the deadline after the party will be painful for you. Afternoon lecture time refers to the actual time or period during which the lecture will take place. It can also be best described as a lecture period or a time of day when instruction can take place, and it can have an impact on student academic achievement, usually from 12:01 pm to 3:59 am.

With evening classes, you can keep your current job, deciding to go to school much easier. If you are the primary caretaker in your home, especially for young children, then an evening class may be perfect for you. Put the baby to bed for the evening, and a spouse, family member, or friend has an easy babysitting job while you head off to class. Hartley & Nicholls (2018) reveal that one of the most important sources of learning in a classroom is the social experience with your fellow students. For adults taking evening classes, this is even more important. Taking evening classes with other adult students who have work experience can be tremendously beneficial. Nicholas (2016) observes that Education is valuable for its own sake, but is particularly valuable when you have a clear answer to the question, "How can I use this knowledge in my everyday life?" Your fellow students in your evening classes may have life experiences that are different from but relevant to your own, and you can benefit from their insight into the lessons your teacher is sharing during class time. For most College students, day classes mean pulling several all-nighters throughout the semester as they try to keep up with loads of assignments and tests. Most barely make it to morning classes and end up relying on unhealthy amounts of caffeine to stay alert throughout the day. Many resort to unhealthy means to get through their workload. With evening classes, you have many hours during the day to prepare for your classes and complete your workload. There's no need to turn to unhealthy habits that affect the quality of your class work, sleep, and overall health. In the best of all possible worlds, each school district would have three parallel systems. The principal school for most students would hold classes from late morning through the afternoon. Two smaller schools, one open earlier in the morning and the other in the evening, would cater to the remaining students. Classes would begin just as students were approaching their peak efficiency and understanding. Subsequent research has

confirmed that some people reach their temperature peak before noon, some in the afternoon, and some in the evening. Hence, a picture emerges of the "morning person," "afternoon person," and "evening person." If you think about your own preferences, you may be able to diagnose your pattern. When do you think most clearly? When do your problems seem easiest to solve? Whatever time that is, it is almost certainly your quality time of day. Understanding how the time of day affects students enables schools to adjust policies to improve academic outcomes. Evening lecture time refers to the actual time or period during which the lecture will take place. It can also be best described as a lecture period or time of day when instruction can take place and has a possible impact on student academic achievement; this is usually from 4:00pm to 6:00 pm (Nicholas, 2016).

Business Education provides recipients with the competencies and skills needed to manage personal business affairs and use the services of the business world (Ezenwafor, 2012). An individual who receives training in business Education can easily develop the potential for entrepreneurship, especially in this era of economic meltdown and unemployment (Ikegwuani, 2013). Business Education, offered in universities and Colleges of Education, is primarily concerned with developing relevant and marketable skills and knowledge that enable individuals to function effectively in the world of work (Onojetah, 2014). Among the skills acquired in business Education are marketing skills.

Just as time is a fundamental element of existence, it has also been a fundamental element in teaching and learning for almost as long as lecturing has existed. Lectures are particularly good for presenting up-to-date information, summarizing material, adapting material to the background and interests of a particular group of students, and focusing on key concepts, principles, or ideas (McKeachie & Svinicki, 2014). Lecture time, or the time devoted to instruction in business Education, largely determines whether students learn. It means that if an appropriate learning situation is not considered, learning would not take place, and students' academic performance could be poor. This is because different individuals function more efficiently at different times in a day. The time of day when academic subjects are taught could affect students' achievements. Shouppe (2013) claimed that morning learning is associated with superior immediate recall when compared to learning in the afternoon or evening. Most students perform better in reading in the afternoon and in marketing, accounting, and business mathematics in the morning; class schedules should be adjusted to better meet the learning needs of more students. The National Commission for Colleges of Education (2012) observed that courses taught in Colleges of Education as a subject under the business Education programme, and all remain among the subjects that carry more credit units required for graduation. Moreover, this form of Education provides comprehensive knowledge of cost calculation and control, as well as tools for analyzing financial statements in accounting courses. It is very helpful for making business planning.

Students' academic gains and learning performance are affected by numerous factors, including gender, age, teaching faculty, students' schooling, father/guardian's socioeconomic status, students' residential area, medium of instruction in schools, tuition trends, daily study hours, and accommodation as hostellaries or day scholars. Academic performance is the extent to which a teacher or an institution achieves their Educational goals. Academic performance is commonly measured by examination, continuous assessment, or Cumulative Grade Point Average (CGPA) of students. Academic performance also refers to what students achieve in their studies and how they cope with or accomplish the different learning experiences provided by their teachers. Ibrahim (2011) reported that in Educational institutions, success is measured by academic performance, or how well students meet the standards set by the institution.

Academic performance is the outcome of Education. It is the extent to which a student, teacher, or institution has achieved their Educational goals. Thus, performance is characterized by performance on tests associated with coursework and by students' performance in other types of examinations. Various studies have examined the factors that affect students' academic performance and achievement in schools, Colleges, and universities. Some of the factors identified and reported to have affected the academic performance of students in these different settings are: student effort, previous or prior Educational performance, self-motivation, the social-economic status of the students' parents, the students' age, number of hours of study per day, admission points, different entry qualifications, tuition trends and the lecture period (Farooq, 2011). All the variables prompted the researcher to conduct the study on the perceived influence of lecture period on the academic performance of marketing students in Colleges of Education in Kwara State, Nigeria.

The poor performance of students in business Education in the College of Education in Kwara State has been of great concern to the government, parents, guardians, teachers, policy-makers, and well-meaning citizens. This is because the information collected by the researchers from some business Education course lecturers indicates that business Education students' performance in all courses at Kwara State College of Education (Technical), Lafiagi, for the period of four (4) years, 2021-2022, was poor. For instance, in the 2021/2022 session, 61% of students did not earn a credit grade or higher in business Education courses. Moreover, the 2022/2023 session results showed that 69.1% of the students failed to obtain a credit grade in Marketing, Accounting, and other related courses. Additionally, in the 2023/2024 session, the results indicated that 60.8% did not achieve a credit grade. Lastly, in 2024/2025, 48.7% of the students passed with credit or above at Kwara State College of Education (Technical), Lafiagi. This is why Drennan and Rhode (2012) observed that, in the same situation, students' performance in business Education courses has not been encouraging in higher institutions in Nigeria. As a result, the researchers interacted with students of business Education at the College of Education (Technical), Lafiagi, Kwara State, Nigeria. From the researcher's interactions with the students, some of the reasons put forward included the inappropriate timing of instruction employed by their lecturers. To verify the students' claims, the researcher visited and assessed the business Education department's timetable at the College. The researchers found that the time allocated for courses like accounting, economics, marketing courses lectures varies from one academic time tables to another for example, the first semester 2021/2022 time-table for marketing course lectures of the College visited by the researchers were as follows: Kwara State College of Education (Technical), Lafiagi the Marketing lecture is between 11am and 1pm while accounting lectures held between 4pm and 6pm in the evening for various years of academic calendar, in another year Economics lectures was also held between 3pm and 5pm in the evening at the College.

Based on these observations, it could be said that there is no specific time for marketing, accounting and economics lectures on the time tables in College of Education Technical, Lafiagi, Kwara State, Nigeria. On the basis of this situation, the researchers became interested to finding out how lecture time influenced academic performance of business Education students in College of Education (Technical), Lafiagi.

Purpose of the Study

The main purpose of this study was to examine the perceived influence of lecture periods on academic performance of business Education students in Kwara State College of Education (T), Lafiagi. Specifically, the study assessed:

1. The perceived influence of morning lecture periods on academic performance of business Education students in College of Education (Technical), Lafiagi

2. The perceived influence of afternoon lecture periods on academic performance of business Education students in College of Education (Technical), Lafiagi.
3. The perceived influence of evening lecture periods on academic performance of business Education students in the College of Education (Technical), Lafiagi

Research Questions

In line with the specific purposes, the following research questions guided the study:

1. What is the perceived influence of morning lecture periods on marketing, accounting, and economics students' academic performance in the College of Education (Technical), Lafiagi?
2. What is the perceived influence of afternoon lecture periods on office practice, business mathematics, and business mathematics students' academic performance in the College of Education (Technical), Lafiagi?
3. What is the perceived influence of evening lecture period on marketing, business law and keyboarding students' academic performance in College of Education (Technical), Lafiagi?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

H_01 : There is no significant difference in the mean perceptions of male and female respondents regarding the influence of morning lecture time on marketing, accounting, and economics students' academic performance in the College of Education technical Lafiagi.

H_02 : There is no significant difference in the mean perceptions of female and male respondents regarding the influence of afternoon lecture time on marketing, accounting, and economics students' academic performance in the College of Education technical, Lafiagi.

H_03 : There is no significant difference in the mean perceptions of male and female students regarding the influence of evening lecture time on marketing, accounting, and economics students' academic performance among the levels of students in the College of Education technical Lafiagi.

Methodology

A descriptive survey design was used in conducting the study. The design involved collecting and analyzing data gathered. The choice of design was based on the opinion of Bees (2012), who viewed the descriptive survey research design as the collection of information from a sample of individuals through their responses to questions. A survey design is the process of conducting research, while a questionnaire is the instrument used to collect data from a sample of respondents. The design is suitable for this study because it generalizes across people's opinions on the topic under investigation. The population of the study comprised all 788 NCE I, II, and III students of the 2024/2025 academic session of the Business Education Departments in Kwara State College of Education. A sample of 265 students drawn from NCE I, II, III of business Education students in Kwara State College of Education technical, Lafiagi was arrived at. This represented the total population. The researcher used a purposive sampling technique to draw up the population of the students in the College, while 107 from NCE I, 107 from NCE II, and 51 from NCE III, respectively. The sampling was based on how many students from various levels of study. The instrument used in gathering data for this study was a structured questionnaire. The ratings are weighted as: strongly agree (SA - 4 points), agree (A - 3 points), disagree (D- 2 points), and strongly disagree (SD - 1 point). The Cronbach Alpha method was used to determine the internal consistency of the instrument. The questionnaire was retrieved and subjected to Cronbach's Alpha reliability test. The result gave a reliability coefficient of 0.89. Thus, the instrument was considered reliable. This was in line with Abdulkadir (2017), who stated that a reliability estimate of 0.70 and above was high, and the instrument for which it is calculated is reliable and stable. The research questions were analyzed using mean and standard deviation, while

inferential statistics of the t-test were employed to test the hypotheses. The entire null hypotheses were tested at 0.05 level of significance. The decision on the rating, which answered the research questions were determined using the boundary limit: 1.00-1.49 = Strongly Disagree, 1.50-2.49 = Disagree, 2.50-3.4 = Agree, and 3.50-4.00 = Strongly Agree. The decision rule in relation to the null hypotheses was that a null hypothesis was retained when the p-value was greater than or equal to 0.05 level of significance. Where the p-value is less than 0.05 level of significance, the null hypothesis was rejected.

Results

Research Question 1: What is the perceived influence of morning lecture periods on business Education students' academic performance in the College of Education (Technical), Lafiagi?

Table 1: Mean and standard deviation of responses on the influence of morning lecture periods on business Education students' academic performance in the College of Education, Lafiagi

S/N	Item Statements	\bar{X}	SD	Remark
1.	Students' academic performance is influenced by the time or periods of the lecture	3.55	0.74	Strongly Agree
2.	Learning principles of marketing and accounting in the morning hours influences students to pass with higher grades in their exams	3.36	0.74	Agree
3.	Morning lecture periods generally influence students' understanding of business Education courses and enable them to perform well in their exams	3.31	0.85	Agree
4.	Every period of morning hours influence academic performance of business Education students and their performance in their exam	3.32	0.82	Agree
5.	Morning hours are the best time for learning business Education courses, and it influences students to do well in their academic performance	3.34	0.79	Agree
6.	The temperature of morning hours influence learning of business Education courses and students' academic performance in tests and examinations	3.18	0.91	Agree
7.	Attending classes with or without breakfast during morning hours influences students' academic performance in business Education courses	3.09	0.97	Agree
8.	Lecturers' teaching methodology during morning hours influence academic performance of marketing and accounting students	3.17	0.87	Agree
9.	Morning hours influence students memories in learning economics and academic performance in exams	3.16	0.95	Agree
10.	Lack of stress as a result of morning hours influences students' academic performance in economics	2.96	1.03	Agree
Weighted average		3.24	0.87	Agree

Source: Field Survey, 2025

Table 1 shows a grand-calculated weighted average mean and standard deviation of 3.24 and 0.87, indicating that all the constructs positively influence the academic performance of marketing students to a great extent. This implies that students perceive that morning lecture periods positively influence the academic performance of marketing students to a great extent in Colleges of Education (mean = 3.24, SD = 0.87).

Research Question 2: What is the perceived influence of afternoon lecture periods on the academic performance of Business Education students in the College of Education technical, Lafiagi?

Table 2: Mean and standard deviation of responses on the influence of afternoon lecture periods on the academic performance of business Education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Students' academic performance is influenced by the time or periods of the lecture in the afternoon hours	3.04	0.94	Agree
2.	Students' poor academic performance in the business mathematics course is influenced by the periods of afternoon lecture hours	3.37	0.81	Agree
3.	Afternoon lecture periods influence students' poor understanding of business Education courses and prevent them from performing well in their exams	2.98	0.91	Agree
4.	Every periods of afternoon hours influence poor academic performance of business law, office practice students, and their performance in their exam	3.16	0.89	Agree
5.	Afternoon hours are not the best time for learning principles of marketing, which influences poor students' academic performance	3.01	0.92	Agree
6.	The hot temperature of the afternoon hours influence learning of business Education courses and poor students' academic performance in tests and examinations	3.06	0.94	Agree
7.	Attending classes with or without lunch during afternoon hours influences students' poor academic performance in business Education courses	2.98	0.95	Agree
8.	Lecturers' teaching methodology during afternoon hours influence poor academic performance of marketing students	3.07	0.88	Agree
9.	Afternoon hours influence poor students memories in learning business Education courses and academic performance in exams	3.07	0.94	Agree
10.	Stress as a result of afternoon hours influences poor students' academic performance in principles of marketing, accounting, economics, and keyboarding	3.09	0.95	Agree
Weighted average		3.08	0.91	Agree

Source: Field Survey, 2025

Table 2 shows a grand-calculated weighted average mean and standard deviation of 3.08 and 0.91, indicating that all the constructs negatively influence the academic performance of business education students to a great extent. This implied that students perceived that afternoon lecture periods negatively influence the academic performance of marketing students to a great extent in Colleges of Education (mean = 3.08, SD = 0.91).

Research Question 3: What is the perceived influence of evening lecture period on academic performance of business Education student's courses in College of Education (Technical), Lafiagi?

Table 3: Mean and standard deviation of responses on the influence of evening lecture periods on business Education students' academic performance.

S/N	Item Statements	\bar{X}	SD	Remark
1.	Students' academic performance is influence by the time or periods of the lecture of evening hours	3.10	.86	Agree
2.	Students poor academic performance in business Education courses is influence by the periods of evening lecture hours	3.02	.89	Agree
3.	Evening lecture periods influence students poor understanding of marketing, accounting, economics courses and make them not to perform well in their exam	3.08	.89	Agree
4.	Every periods of evening hours influence poor academic performance of business Education students and their performance in their exam	3.09	.84	Agree
5.	Evening hours is not the best time for learning principles of marketing, office practice and it influence poor students' academic performance	3.02	.98	Agree
6.	The temperature of evening hours influence learning of keyboarding, marketing and poor students' academic performance in test and examinations	2.97	.95	Agree
7.	Attending classes with or without lunch during evening hours influence students poor academic performance of students in business Education courses	3.00	.94	Agree
8.	Lecturers teaching methodology during evening hours influence poor academic performance of marketing students	2.98	.92	Agree
9.	Evening hours influence poor students memories in learning principles of marketing and academic performance in exams	2.88	1.00	Agree
10.	Stress as a result of evening hours influence poor students' academic performance in business Education courses	2.88	1.08	Agree
Weighted average		3.00	0.94	Agree

Source: Field Survey, 2025

Table 3 shows a grand-calculated weighted average mean and standard deviation of 3.00 and 0.94, indicating that all the constructs negatively influence the academic performance of marketing students to a great extent. This implied that students perceived that evening lecture periods negatively influence the academic performance of marketing students to a great extent in Colleges of Education (mean = 3.00, SD = 0.94).

Test of Hypotheses

The three null hypotheses of the study were tested using an independent samples t-test. The null hypotheses were tested at the 0.05 level of significance. The summary of the test of hypotheses is presented in Tables 1 to 3 as follows:

H_{01} : There is no significant difference between the mean perception of male and female respondents regarding the influence of morning lecture time on marketing students' academic performance in Colleges of Education.

Table 4: Summary of t-test of the difference between the mean responses of male and female respondents regarding the influence of morning lecture time on the academic performance of marketing students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	117	3.23	0.86	0.362	248	0.717	H_01 Not rejected
Female	133	3.27	0.77				$P>0.05$

Source: Field survey, 2025

Table 4 reveals that there are 117 male students and 133 female students. The responses of male and female students indicate that students perceive that morning lecture periods positively influence marketing students' academic performance in Colleges of Education ($\bar{x} = 3.23$; $SD = 0.86$) and ($\bar{x} = 3.27$; $SD = 0.77$). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there is no significant difference between the mean perception of male and female respondents regarding the influence of morning lecture time on marketing students' academic performance in Colleges of Education ($t_{248} = 0.362$, $P>0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean perception of male and female respondents regarding the influence of morning lecture time on the academic performance of marketing students in Colleges of Education is not rejected. This implies that male and female students do not differ in their responses regarding the influence of morning lecture time on business Education students' academic performance in the College of Education (Technical), Lafiagi.

H_02 : There is no significant difference between the mean perception of female and male respondents regarding the influence of afternoon lecture time on business Education students' academic performance in Colleges of Education (Technical), Lafiagi.

Table 5: Summary of t-test of the difference between the mean responses of male and female respondents regarding the influence of afternoon lecture time on the academic performance of business Education students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	117	3.23	0.83	2.454	248	0.015	Rejected
Female	133	2.96	0.87				$P<0.05$

Source: Field survey, 2025

Table 5 reveals that there are 117 male students and 133 female students. The responses of male and female students indicate that students perceived that afternoon lecture periods negatively influence the academic performance of marketing students to a high extent in Colleges of Education ($= 3.23$; $SD = 0.83$) and ($= 2.96$; $SD = 0.87$). Their responses are close to the mean, as the standard deviations are very low. The Table reveals a significant difference in the mean perceptions of male and female respondents regarding the influence of afternoon lecture time on the academic performance of marketing students in Colleges of Education ($t_{248} = 2.454$, $P<0.05$). Therefore, the null hypothesis that there is no significant difference in the mean perceptions of male and female respondents regarding the influence of afternoon lecture time on the academic performance of marketing students in Colleges of Education is rejected. This implies that male and female students differ in their responses regarding the influence of afternoon lecture time on the academic performance of marketing students. Their responses showed that male students rated the influence of afternoon lecture time on the academic performance of marketing students higher than the female students did (mean difference = 0.27).

H_{03} : There is no significant difference between the mean perception of respondents from Colleges of Education, Ilorin, Oro, and Lafiagi, regarding the influence of evening lecture time on the academic performance of marketing students in Colleges of Education.

Table 6: One-way Analysis of Variance Result of the difference in perception of respondents from NCE I, II, and III of the College of Education, Lafiagi, regarding the influence of evening lecture time on academic performance of Business Education students

Group	N	Mean	SD	F-cal	Df	p-value	Decision
NCE I	103	3.02	0.86				
NCE II	96	3.03	0.94	0.192	2,247	0.826	H_{03} Rejected
NCE III	51	2.95	0.76				Not Rejected

Source: Field Survey, 2025

Table 6 presents the analysis of variance in, which reveals that the calculated F value was 0.192 ($F_{2,247} = 0.192$) and the observed probability value was 0.826, which is greater than the fixed probability value of 0.05 ($P > 0.05$). This indicates that the null hypothesis that states that there is no significant difference in the mean perception of respondents from College of Education NCE 1, 11, and 111 of College of Education (Technical), Lafiagi, regarding the influence of evening lecture time on the academic performance of business Education students in Colleges of Education is not rejected. This implies that students across the three levels of the College of Education (Technical), Lafiagi, do not differ significantly in their perceptions of the influence of evening lecture time on the academic performance of marketing students in Colleges of Education. The following is a summary of the findings of the study:

Conclusion

Based on the study's findings, the lecture period significantly influences the academic performance of business Education students at the College of Education, Technical, Lafiagi, Kwara State. The fact that the respondents understand the influence of the lecture period suggests that intelligence is not the only determinant of students' academic performance. This ascertains the belief that the academic performance of students is always associated with so many components of the learning environment and "time of day" when lessons are delivered. The significant inferences from this study are that the time of day for academic instruction influences students' performance. Furthermore, the time of day has been found to influence learning. This is one of the areas over which educators can exert a great deal of planning and individualization. This implies that teachers are responsible for all students, and the best possible lesson includes time of day as a factor in the learning process.

However, lectures during afternoon and evening periods cannot be taken away from the daily lecture timetable of Colleges of Education. As a result, the implication of this study is to provide solutions that will boost students' academic performance by minimizing stress and other negative factors associated with afternoon or evening classes.

Recommendations

Based on the findings and the conclusion of the study which was drawn, the following recommendations are made:

1. Educators and directorate of Examinations and timetable committee should encourage the use of morning lecture hours in teaching and learning marketing courses, to enhance students' learning ability and improve the students' academic performance.

2. Management of Colleges of Education to ensure lectures during afternoon periods are taught in a conducive learning environment where the needs of students are met by providing a stable power supply to fan the students with an air conditioner, provision of functional toilets for students close to lecture rooms, and portable water for students' accessibility.
3. Management of Colleges of Education to also ensure lectures during evening periods should be taught in a conducive learning environment where the needs of students are met and lecturers to utilize different teaching methods such as discussion and demonstration methods among others that will aid students participation as these will improve academic performance of students in Colleges of Education and this may not be limited to business Education courses alone as it can also apply to other various fields of learning.

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