

PERCEPTION OF STUDENTS ON THE TEACHING OF GENERAL AND ENTREPRENEURIAL STUDIES IN OLABISI ONABANJO UNIVERSITY, OGUN STATE

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Abstract

This study x-rayed the perception of students on the teaching of GNS courses in Olabisi Onabanjo University, Ogun State. The objectives of the paper were to examine the attitudes of lecturers' on teaching and students' performance in O.O.U, examine the quality of lecture delivery on teaching and performance of students, examine the effects environmental ambience and conduciveness of halls on teaching and performance of students, examine the availability of teaching materials e.g public address system, constant power supply on students' performance and assess the utilisation of the GNS study packs in teaching and students' performance. Five hypotheses were formulated to guide the study. The study adopted the non-probabilistic sampling technique and the convenience technique was used in selecting respondents for the study. This technique was used for the sake of convenience and also to ensure that the selected students were not under any undue influence, and lastly, to enable objectivity in the study.

Data was collected from five hundred (500) randomly selected students from the eleven (11) Colleges and Faculties which make up Olabisi Onabanjo University through the quantitative instrument (questionnaire). Data gathered were analysed using percentage and frequency tables and the formulated hypotheses were tested using the correlation technique to affirm if there is any relationship between the teaching of GNS courses and students' performance using variables which served as parameters for the Independent and dependent variables.

The finding reveals that there is significant relationship between Environmental Ambience and Students' Performance ($r=0.943$, $p>0.05$), also, there is a significant relationship between Conduciveness of Halls and Students' Performance ($r=0.743$, $p>0.05$), also, there is a significant relationship between Lectures' content Delivery during Teachings and Students' Performance, ($r=0.933>0.05$), again, finding evinced that there is significant relationship between Availability of teaching materials e.g public address system, constant power supply and students' performance ($r=0.857$, $p>0.05$), and lastly, finding reflects that Utilisation of GNS study packs for teaching has significant relationship with students' performance ($r=0.972$, $p>0.05$).

Based on the responses gathered, the study concluded that teaching of GNS courses in Olabisi Onabanjo University has been very efficient and effective as it has adequately equipped the students in coping with uncertainties as well as creating for them an avenue to explore by keeping them in form through their wide range and variety of courses. It can be said that the General and Entrepreneurial Studies Unit of Olabisi Onabanjo University has not failed in its responsibility as their rigorous works were

positively attested to via the students' performances. The study recommended that the Unit should continue to maintain this pace but a more demystified version of GNS 103 and 203 study packs should be made available in order to enhance greater student performance as these were grey areas identified by students in terms of difficulties.

Keywords: Attitude, Teaching, Lecturers, Students, Study packs, Performance, GES, O.O.U

Introduction

Lecturers are regarded as the most imperative school-based factor that influences students' performance. Poor academic performance by numerous students has gained significant attention by most researchers in various fields. Previous studies on the subject on students' academic performance by AL-Mutairi (2011) and Kang'ahi et al (2012) indicate although there exist several factors that influence students' performances, but lecturer competence remains one of the major determinants of students' performance. According to Adunola (2011) and Ganyaupfu (2013), teaching is a collaborative process which encompasses interaction by both students' and the lecturers'. Following Akiri & Ugborugbo (2009), lecturers' competence in teaching process is a multidimensional concept that measures numerous interrelated aspects of sharing knowledge with students which include communication skills, subject matter expertise (content delivery), lecturer attendance (punctuality), teaching skills and lecturers' attitude.

Therefore, consistent evaluation of the aforementioned distinct factors makes lecturer competence more imperative since in practice, the competence of a lecturer is directly measured by students' academic performance (Schacter & Thum, 2004; Adediwura & Tayo, 2007; and Adu & Olatundun, 2007).

For instance, Adunola (2011) accentuated that the teaching methods adopted by lecturers should be aligned to the subject content and specific outcomes in order to effectively enhance transmission of knowledge and information from the lecturer to the students. According to Chang (2010), each individual student interprets and responds to questions in a unique way (Chang, 2010), it is therefore crucial for lecturers to regularly review their teaching competences in respect of subject knowledge, lecturer attendance, teaching skills and lecturer attitude.

Based on the above premise, this study examined the perception of students on the teaching of GNS courses in Olabisi Onabanjo University, Ogun state

Statement of the Problem

The General and Entrepreneurial Studies Unit as an organisation is saddled with myriads of responsibilities, therefore, its activities require a strict, proper and appropriate coordination for the realisation of its goals. In furtherance of the above, organisations are said to exist in a Volatile, Uncertain, Complex and Ambiguous (VUCA) environment, as an inference from this fact, there is a need for effective and

efficient planning in day to day running of the unit. The General and Entrepreneurial Studies can also be regarded as a rationally contrived entity which integrates people together to achieve a set objective. One of these objectives is to teach various GNS courses to both 100 level and 200 level in order to acquaint students with necessary entrepreneurial studies & skills to prepare them for the rainy days (uncertainty) but overtime, students have been seen and heard complaining of not excelling too well in some of these GNS courses being taught by the lecturers from different department of the university and so many factors have been identified as causals of this phenomenon. The GNS courses being taught are listed in the below table:

Table 1.1: List of GNS Courses in Olabisi Onabanjo University, Ogun State

S/N	COURSE CODE	COURSE TITLE	UNITS	SEMESTER
1.	GNS 101	COMMUNICATION IN ENGLISH	2	HARMATTAN
2.	GNS 102	STUDY SKILLS & TECHNIQUE AND INFORMATION AND COMMUNICATION TECHNOLOGY	2	RAIN
3.	GNS 103	HISTORY AND PHILOSOPHY OF SCIENCE	2	HARMATTAN
4.	GNS 104	PHILOSOPHY AND CRITICAL THINKING	2	RAIN
5.	GNS 105	AGRICULTURE AND RURAL DEVELOPMENT	2	HARMATTAN
6	GNS 201	CULTURE AND EDUCATION OF NIGERIAN CITIZENSHIP	2	HARMATTAN
7.	GNS 202	PEACE STUDIES AND CONFLICT RESOLUTION	2	RAIN
8.	GNS 203	ESSENTIALS OF FRENCH LANGUAGE	2	HARMATTAN
9.	GNS 204	ENTREPRENEURIAL SKILLS	2	RAIN
10.	GNS 205	ENTREPRENERIAL STUDIES	2	HARMATTAN

Source: General and Entrepreneurial Studies Unit, O.O.U, 2022

Objectives of the Study

The general objective of this study was to examine the perception of students on the performance and teaching of GNS courses in Olabisi Onabanjo University, Ogun state. The specific objectives are to:

- i. Examine the attitudes of lecturers' on teaching and students' performance in O.O.U
 - ii. Examine the quality of lecture delivery on teaching and performance of students
 - iii. Examine the effects environmental ambience and conduciveness of halls on teaching and performance of students
 - iv. Examine the availability of teaching materials e.g public address system, constant power supply on students' performance
 - v. Assess the utilisation of the GNS study packs in teaching and students' performance
- To realising the above objectives, the following parameters were used as yardsticks for measurement in the study. These parameters were:
- a. Environmental Ambience
 - b. Conduciveness of halls
 - c. Availability of teaching materials e.g public address system, constant power supply

- d. Lecturers' punctuality rate/level
- e. Lecturers' content delivery
- f. Mode and method of teaching; and
- g. Utilisation of GNS study packs for teaching

Research Questions

The following questions were formulated to guide this study

- i. Does attitudes of lecturers' in teaching of GNS courses in influence students; performance?
- ii. Does quality of lecture delivery on affects teaching and performance of students?
- iii. Is there any relationship between environmental ambience, conduciveness of halls and performance of students in GNS courses?
- iv. Is there any relationship between availability of teaching materials e.g public address system, constant power supply and students' performance?
- v. Is there any relationship between the utilisation of GNS study packs in teaching and students' performance?

Research Hypotheses

- HO₁:** Environmental Ambience has no significant relationship with students' performance in GNS courses in O.O.U
- HO₂:** Quality of lecture delivery and teaching has no significant relationship with performance of students
- HO₃:** Conduciveness of halls has no significant relationship with students' performance in GNS courses in O.O.U
- HO₄:** Availability of teaching materials e.g public address system, constant power supply has no significant relationship with students' performance in GNS courses in O.O.U
- HO₅:** Utilisation of GNS study packs for teaching has no significant relationship with students' performance in GNS courses in O.O.U

Methodology

This was a cross sectional survey research design because data was collected from respondents at their various Colleges and Faculties among respondents with different socio-demographic characteristics. It is a descriptive study because it gives a description and explanation of the findings. The study included all the eleven Colleges and Faculties in Olabisi Onabanjo University, (O.O.U), Ogun state, the Gateway state as fondly and the Colleges and Faculties reviewed were:

1. College of Agricultural Sciences, Ayetoro
2. College of Engineering and Architectural Sciences, Ibogun
3. Faculty of Administration and Management Sciences
4. Faculty of Arts
5. Faculty of Basic Medical Sciences, Sagamu
6. Faculty of Clinical Sciences, Sagamu
7. Faculty of Education
8. Faculty of Law
9. Faculty of Pharmacy, Sagamu
10. Faculty of Science; and
11. Faculty of the Social Sciences

From the above Colleges and Faculties, Five Hundred (500) students were selected each using the number of departments in these Colleges and Faculties. The rationale behind the selection of these Faculties was because, GNS courses are university based courses which must be offered at the first (100 level) and second year (200 level) of every students, so administering the research instrument to them was without hassles since the course cuts across the two levels in all the Colleges and Faculties.

S/N	Colleges and Faculties	Population	Sample size
1.	College of Agricultural Sciences, Ayetoro	471	45
2.	College of Engineering and Architectural Sciences, Ibogun	424	40
3.	Faculty of Administration and Management Sciences	837	50
4.	Faculty of Arts, Ago-Iwoye	442	50
5.	Faculty of Basic Medical Sciences, Sagamu	467	50
6.	Faculty of Clinical Sciences, Sagamu	67	40
7.	Faculty of Education, Ago-Iwoye	1092	50
8.	Faculty of Law, Ago-Iwoye	209	35
9.	Faculty of Pharmacy, Sagamu	89	40
10.	Faculty of Science, Ago-Iwoye	1129	50
11.	Faculty of the Social Sciences, Ago-Iwoye	558	50
	TOTAL	5,788	500

Source: ICT Unit, OOU

The sampling techniques employed for this study was the purposive sampling technique and this gives every element in the study population an equal chance of being selected. This was chosen for the sake of convenience in administering the questionnaire. The study population consisted both male and female students of the Colleges and Faculties in Olabisi Onabanjo University, (O.O.U). The research instrument was a formulated questionnaire which cut across all Departments in the Colleges and Faculties. Data was obtained from respondents via questionnaire instrument and Correlation Technique was used in testing the stated hypotheses at 0.5 level of significance using Statistical package for Social sciences SPSS 20.0.

Results and Discussion

Table 2.1: Socio-Demographic Characteristics of Respondents

Questions	Options	Frequency	Percentage (%)
Sex	Male	244	48.8%
	Female	255	51.2%
Total		500	100%
Age	15-18 years	166	33.2%
	19-22 years	103	20.6%
	23-25 years	130	26.2%
	26 years and above	100	20.0%
Total		500	100%
Level	100	250	50.0%
	200	250	50.0%
Total		500	100%
Religion	Christianity	221	40.2%
	Islam	167	33.9%
	Others	111	26.0%
	Total	500	100%
Colleges and Faculties	College of Agricultural Sciences, Ayetoro	45	9.0%
	College of Engineering and Architectural Sciences, Ibogun	40	8.0%
	Faculty of Administration and Management Sciences,	50	10.0%
	Faculty of Arts, Ago-Iwoye	50	10.0%
	Faculty of Basic Medical Sciences, Sagamu	40	8.0%
	Faculty of Clinical Sciences, Sagamu	50	10.0%
	Faculty of Education, Ago-Iwoye	35	7.0%
	Faculty of Law, Ago-Iwoye	40	8.0%
	Faculty of Pharmacy, Sagamu	50	10.0%
	Faculty of Science, Ago-Iwoye	50	10.0%
	Total	500	100%
		Faculty of the Social Sciences, Ago-Iwoye	

Source: Research Survey, 2022

Analysis of socio demographic variable revealed that according to sex, 244 (48.8%) of the respondents were male while 255 (51.2%) were female, the study revealed that majority of the respondents were female with 255 (51.2%). The reason for too much female could be as a result of wanting to set the pace to creating an egalitarian society, as females are coming out in large amount to challenge the male status quo of dominating the society. Also, female is known to be more committed to academics and this result has proven that again.

Analysis according to age reflects that 166 (33.2%) of the respondents were between 15- 18 years of age, 103 (20.6%) were between 19-22 years of age, 130 (26.2%) of the respondents were between 23-25 years of age and 100 (20.0%) of the respondents were 26 years and above. The study reveal that majority of the respondents were between 16–18 years of age with 166 (33.2%). The reason for this result is that this age

group in the Nigerian context is known as the “an adolescent stage” and this age, these set of students are in the process of developing from a child into adults. Therefore, taking GNS courses at such stage would help boost their entrepreneurial strength and allow them think outside the box in proffering solution to societal problems.

Analysis of socio demographic variable by level illuminates that, 250 (50.0%) of the respondents were selected from 100 and 200 level respectively from the Colleges and Faculties that make up Olabisi Onabanjo University. This was done to ensure even degree of participation. Analysis by religion displays that, 221 (40.2%) of the respondents were Christians, 167 (33.9%) were Muslims and 111 (26.0%) were worshippers of other religion.

Analysis by Colleges and Faculties illustrates that 45 (9.0%) of the respondents were from were from College of Agricultural Sciences, Aiyetoro, 40 (8.0%) of the respondents were from College of Engineering and Architectural Sciences, Ibogun, 50 (10.0%) of the respondents were from the Faculty of Administration and Management Sciences, Ago-Iwoye, 50 (10.0%) of the respondents were from the Faculty of Arts, Ago-Iwoye, 50 (10.0%) of the respondents were from the Faculty of Basic Medical Sciences, Sagamu, 35 (7.05) of the respondents were from Faculty of Law, Ago-Iwoye, 50 (8.0%) of the respondents were from Faculty of Pharmacy, Sagamu, 50 (10.0%) of the respondents were from Faculty of Science, Ago-Iwoye and 50 (10.0%) of the respondents were from Faculty of the Social sciences, Ago-Iwoye.

Research Question 1: Does attitudes of lecturers’ in teaching of GNS courses in influence students; performance?

S/N	Parameters	Responses	Frequency	Percentage
Table 1	Did you attend classes for GNS in the Harmattan semester	Yes	370	51.9%
		No	110	22.0%
		No Response	20	4.0%
		Total	500	100%
Table 2	How was your Performance?	Excellent	216	43.2%
		Very Good	176	35.2%
		Good	113	21.6%
		Total	500	100%
Table 3	How will you rate lecturers’ punctuality?	Good	391	78.2%
		Fair	72	14.4%
		Poor	36	7.4%
		Total	500	100%
Table 4	How will you rate Lecturers’ attitude to teaching?	Excellent	372	65.4%
		Very Good	91	18.2%
		Good	48	9.8%
		Poor	33	6.6%
		Total	500	100%
Table 5	Does Lecturers’ attitude influence your performance as a student?	Yes	406	81.2%
		No	75	15.0%
		No Response	19	3.8%
		Total	500	100%

Interpretation

Table 1 above testified that 370 (51.9%) of the respondents claimed they attended classes for GNS in the Harmattan semester, 110 (22.0%) of the respondents claimed otherwise and 20 (4.0%) of the respondents gave no response. Finding presents that majority of the respondents attended classes. This shows how pertinent the GNS courses are to the university's curriculum.

Table 2 above illustrated that 216 (43.2%) of the respondents claimed their performance in the Harmattan GNS examination was "Excellent", 176 (35.2%) of the respondents claimed that their performance was "Very Good" and 113 (21.6%) of the respondents opined that their performance was "Good". Finding reveals that majority of the respondents' performance was excellent and this shows a positive result of effective teaching by the lecturers.

Table 3 above portrayed that 391 (78.2%) of the respondents claimed that the punctuality rate of the lecturers' was "Good", 72 (14.4%) of the respondents claimed that lecturers' punctuality rate was "Fair" and 36 (7.4%) of the respondents claimed that punctuality rate of lecturers' was "poor". Finding presents that majority of the respondents were of the opinion that lecturers' punctuality rate was good and this gives a satisfactory and outstanding remark to the lecturers.

Table 4 above attests that 372 (65.4%) of the respondents claimed they that lecturers' attitude to teaching was "Excellent", 91 (18.2%) of the respondents claimed that lecturers attitude to teaching was "Very Good", 48 (9.8%) of the respondents were of the view that lecturers' attitude was "Good", and 33 (6.6%) of the respondents claimed that lecturers attitude was "Poor". Finding presents that majority of the respondents were of the view that lecturers' attitude to teaching was Excellent and this scores the lecturers and the GNS another point.

Table 5 above testified that 406 (81.2%) of the respondents claimed Yes, that is attitude of the lecturers' influences their performance, 75 (15.0%) of the respondents claimed otherwise and 19 (4.0%) of the respondents gave no response. Finding presents that majority of the respondents attested that lecturers attitude to teaching is a strong factor which can either boost or reduce performance. Also, attitude is Affective, Behavioural and Cognitive and these have strong connection with performance.

Research Question 2: Does quality of lecture delivery on affects teaching and performance of students?

S/N	Parameters	Responses	Frequency	Percentage
Table 1	How will you rate Lecturers' content delivery during teachings?	Standard	215	43.0%
		Non-Standard	49	9.8%
		Good	159	31.8%
		Fair	27	5.4%
		Poor	50	10.0%
		Total	500	100%
Table 2	Which of the GNS courses do you have difficulty with in the Harmattan Semester?	GNS 101	69	13.3%
		GNS103	114	22.8%
		GNS 105	74	14.8%
		GNS 201	53	10.6%
		GNS 203	127	25.4%
		GNS 205	36	8.5%
		Total	500	100%
Table 3	Which of the GNS courses are you currently having difficulties with?	GNS 102	21	4.2%
		GNS 104	29	5.8%
		GNS 202	16	3.2%
		GNS 204	19	3.8%
		NONE	415	83.0%
		Total	500	100%
Table 4	Are the teaching mechanism adopted by lecturers' effective enough to enhance students' performance?	Yes	371	74.2%
		No	99	19.8%
		No Response	29	6.0%
		Total	500	100%

Interpretation

Table 1 above reflects that 215 (43.0%) of the respondents claimed that the rate of Lecturers' content delivery during teachings was "Standard" 49 (9.8%) of the respondents were of the view that rate was "not standard" 159 (31.8%) claimed that the rate of Lecturers' content delivery during teachings was "Good" 27 (5.4%) of the respondents claimed that the rate of Lecturers' content delivery during teachings was "Fair" and 50 (10.0%) of the respondents were that the rate of Lecturers' content delivery during teachings was "Poor". Finding reveals that majority claimed that the rate of Lecturers' content delivery during teachings was standard.

Table 2 above bares that 69 (13.3%) of the respondents claimed that they had challenges with GNS 101 during the Harmattan semester, 114 (22.8%) of the respondents claimed that they had challenges with GNS 103, 74 (14.8%) of the respondents claimed that they had challenges with GNS 105, 53 (10.6%) of the respondents claimed that they had challenges with GNS 201, 127 (25.4%) of the

respondents claimed that they had challenges with GNS 203 and 36 (8.5%) of the respondents claimed that they had challenges with GNS 205 during the Harmattan semester. Finding reveals that majority of respondents had difficulty with GNS 103 and 203 respectively.

Table 3 above reflects that 21 (4.2%) of the respondents claimed that they had challenges with GNS 102 during the Rain semester, 29 (5.8%) of the respondents claimed that they had challenges with GNS 104, 16 (3.2%) of the respondents claimed that they had challenges with GNS 202, 19 (3.8%) of the respondents claimed that they had challenges with GNS 204 and 415 (83.0%) of the respondents claimed that they had challenges with None of the GNS courses. Findings reveal that majority claimed teaching of GNS in the Rain semester was satisfactory.

Table 4 above proclaims that 371 (74.2%) of the respondents claimed “Yes” that is, the teaching mechanisms adopted by the lecturers enhanced their performance, 99 (19.8%) of the respondents were of a contrary view and 29 (6.0%) of the respondents gave no response.

Research Question 3: Is there any relationship between environmental ambience, conduciveness of halls and performance of students in GNS courses?

S/N	Variables	Responses	Frequency	Percentage
Table: 1	How do you view the conduciveness of the lecture halls?	Conducive	401	80.2%
		Fairly conducive	88	17.4%
		Manageable	10	2.4%
		Total	500	100%
Table: 2	Is the environmental ambience suitable enough for learning?	Yes	434	86.8%
		No	46	9.2%
		No Response	19	4.0%
		Total	500	100%

Interpretation

Table 1 401 above proclaims that 371 (74.2%) of the respondents claimed that the halls were “Conducive” enough for learning, 88 (17.4%) of the respondents it was “Fairly Conducive” and the 10 (2.4%) of the respondents claimed it was “Manageable”. Findings shows that majority of respondents were of the view that lecture halls were conducive enough for learning.

Table 2 above established that 434 (86.8%) of the respondents claimed “Yes” that is, the environmental ambience is suitable enough for learning, 99 (19.8%) of the respondents were of a contrary view and 29 (6.0%) of the respondents gave no response.

Research Question 4: Is there any relationship between availability of teaching materials e.g public address system, constant power supply and students' performance?

S/N	Variables	Responses	Frequency	Percentage
Table: 1	Are there adequate provision of teaching materials such as public address system and electricity?	Yes	463	92.6%
		No	34	7.0%
		No Response	2	.4
		Total	500	100%
Table: 2	Which of the above facility do you use regularly during GNS lectures	Electricity	209	41.8%
		Public Address System	290	58.2%
		Total	500	100%
Table: 3	How do you think the teaching of GNS can be improved	Continuous availability of study packs	377	75.4%
		Availability of P.A.S to aid effective teaching	123	24.6%
		Total	500	100%

Interpretation

Table 1 above reflects that 463 (92.6%) of the respondents claimed "Yes", that is, there were adequate provision of teaching materials such as public address system and electricity, 123 (24.6%) of the respondents claimed that "Availability of public address system" will improve the teaching of GNS courses. Findings reveal that majority of respondents opined that availability of study packs would help enhance the teaching of GNS courses.

Table 2 above reflects that 209 (41.8%) of the respondents claimed they used "electricity" in the course taking GNS lectures and 290 (58.2%) of the respondents claimed that they made use of the Public Address System during GNS lectures. Findings reveal that majority of respondents opined that they made use of the P.A.S during GNS classes.

Table 3 above reflects that 377 (39.3%) of the respondents claimed that continuous availability of study packs would help enhance the teaching of GNS courses" and 123 (24.6%) of the respondents claimed that "Availability of public address system" will improve the teaching of GNS courses. Findings reveal that majority of respondents opined that availability of study packs will help enhance the teaching of GNS courses.

Research Question 5: Is there any relationship between the utilisation of GNS study packs in teaching and students' performance?

S/N	Variables	Responses	Frequency	Percentage
Table: 1	How significance is the utilization of GNS study packs in teaching to the performance of Students?	Excellent	213	42.6%
		Very Good	164	32.8%
		Good	122	24.6%
		Total	500	100%

Interpretation

Table 1 above reflects that 213 (42.6%) of the respondents claimed that the utilisation of GNS study packs have excellent result on their performance, 164 (32.8%) of the respondents corroborated this saying that the utilization of GNS study packs yielded positive result and gave a “Very Good” performance and 122 (24.6%) posited that utilization of GNS study packs was “Good’ and their performances were good as well.

Hypotheses testing using Correlation Analysis

Hypothesis One

H₀: Environmental Ambience has no significant relationship with students’ performance in GNS courses in O.O.U

Correlations

		IS THE ENVIRONMENTAL AMBIENCE SUITABLE ENOUGH FOR LEARNING	HOW WAS YOUR PERFORMANCE IN GNS COURSES
IS THE ENVIRONMENTAL AMBIENCE SUITABLE ENOUGH FOR LEARNING	Pearson Correlation	1	.943**
	Sig. (2-tailed)		.000
	N	500	500
HOW WAS YOUR PERFORMANCE IN GNS COURSES	Pearson Correlation	.943**	1
	Sig. (2-tailed)	.000	
	N	500	500

From the correlation table above, it can be observed that Pearson Correlation method was adopted. This table shows the correlation result of the hypothesis. The Pearson value of $0.943 > 0.5$ depicts that there is a strong relationship between Environmental Ambience and Students’ Performance. This implies that there exists a significant relationship hence the null hypothesis was rejected while the alternative hypothesis stating that there is a significant relationship between Environmental Ambience and students’ performance in GNS courses in O.O.U was accepted.

Thus, there is a significant relationship between Environmental Ambience and students’ performance in GNS courses in O.O.U.

Hypothesis Two

H₀: Quality of lecture delivery and teaching has no significant relationship with performance of students.

Correlations

		HOW WILL YOU RATE LECTURES'CONTENT DELIVERY DURING TEACHINGS	HOW WAS YOUR PERFORMANCE IN GNS COURSES
HOW WILL YOU RATE LECTURES'CONTENT DELIVERY DURING TEACHINGS	Pearson Correlation Sig. (2-tailed) N	1 500	.933** 500
HOW WAS YOUR PERFORMANCE IN GNS COURSES	Pearson Correlation Sig. (2-tailed) N	.933** .000 500	1 500

From the correlation table above, it can be observed that Pearson Correlation method was adopted. This table shows the correlation result of the hypothesis. The Pearson value of $0.933 > 0.5$ depicts that there is a strong relationship between Lectures' content Delivery during Teachings and Students' Performance. This implies that there exists a strong significant relationship hence the null hypothesis was rejected while the alternative hypothesis stating that there is a significant relationship between Lectures' content Delivery during Teachings and Students' Performance was accepted. Thus, there is a significant relationship between Lectures' content Delivery during Teachings and Students' Performance.

Hypothesis Three

H₀: Conduciveness of halls has no significant relationship with students' performance in GNS courses in O.O.U

Correlations

		HOW DO YOU VIEW THE CONDUCTIVENESS OF THE LECTURE HALLS	HOW WAS YOUR PERFORMANCE IN GNS COURSES
HOW DO YOU VIEW THE CONDUCTIVENESS OF THE LECTURE HALLS	Pearson Correlation Sig. (2-tailed) N	1 500	.743** 500
HOW WAS YOUR PERFORMANCE IN GNS COURSES	Pearson Correlation Sig. (2-tailed) N	.743** .000 500	1 500

From the correlation table above, it can be observed that Pearson Correlation method was adopted. This table shows the correlation result of the hypothesis. The Pearson value of $0.943 > 0.5$ depicts that there is a strong relationship between Conduciveness

of halls and Students Performance. This implies that there exists a significant relationship hence the null hypothesis was rejected while the alternative hypothesis stating that there is a significant relationship between Conduciveness of halls and Students Performance was accepted.

Thus, there is a significant relationship between Conduciveness of halls and Students Performance in O.O.U.

Hypothesis Four

H₀: Availability of teaching materials e.g public address system, constant power supply has no significant relationship with students’ performance in GNS courses in O.O.U.

Correlations

		WHICH OF THE ABOVE FACILITY DO YOU USE REGULARLY DURING GNS LECTURES	HOW WAS YOUR PERFORMANCE IN GNS COURSES
WHICH OF THE ABOVE FACILITY DO YOU USE REGULARLY DURING GNS LECTURES	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	N	500	500
HOW WAS YOUR PERFORMANCE IN GNS COURSES	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	N	500	500

From the correlation table above, it can be observed that Pearson Correlation method was adopted. This table shows the correlation result of the hypothesis. The Pearson value of 0.857 > 0.5 depicts that there is a strong relationship between Availability of Teaching Materials e.g Public Address System, constant power supply and Students’ Performance. This implies that there exists a significant relationship hence the null hypothesis was rejected while the alternative hypothesis stating that there is a significant relationship between Availability of Teaching Materials e.g Public Address System, constant power supply and Students’ Performance was accepted.

Thus, there is a significant relationship between Availability of Teaching Materials e.g Public Address System, constant power supply and Students’ Performance in O.O.U.



Hypothesis Five

H₀: Utilisation of GNS study packs for teaching has no significant relationship with students' performance in GNS courses in O.O.U

Correlations

		HOW SIGNIFICANT IS THE UTILIZATION OF GNS STUDY PACKS IN TEACHING TO THE PERFORMANCE OF STUDENT	HOW WAS YOUR PERFORMANCE IN GNS COURSES
HOW SIGNIFICANT IS THE UTILIZATION OF GNS STUDY PACKS IN TEACHING TO THE PERFORMANCE OF STUDENT	Pearson Correlation Sig. (2-tailed) N	1 500	.972** .000 500
HOW WAS YOUR PERFORMANCE IN GNS COURSES	Pearson Correlation Sig. (2-tailed) N	.972** .000 500	1 .000 500

From the correlation table above, it can be observed that Pearson Correlation method was adopted. This table shows the correlation result of the hypothesis. The Pearson value of $0.972 > 0.5$ depicts that there is a strong relationship between Utilisation of GNS study packs for teaching and Students' Performance. This implies that there exists a significant relationship hence the null hypothesis is rejected while the alternative hypothesis stating that there was a significant relationship between Utilisation of GNS study packs for teaching and Students' Performance was accepted. Thus, there is a significant relationship between Utilisation of GNS study packs for teaching and Students' Performance.

Summary of Findings

The study found out that:

- There was a significant relationship between Environmental Ambience and students' performance in GNS courses in O.O.U.
- There was a significant relationship between Lectures' content Delivery during Teachings and Students' Performance.
- There was a significant relationship between Conduciveness of halls and Students Performance in O.O.U.
- There was a significant relationship between Availability of Teaching Materials e.g Public Address System, constant power supply and Students' Performance in O.O.U.
- There was significant relationship between the utilisation of GNS study packs for teaching significant and students' performance in GNS courses in O.O.U.

Discussion of Findings

The findings are discussed in line with the objectives that were formulated to guide the study as follows:

Objective One: Attitudes of lecturers' on teaching and students' performance in O.O.U

It was discovered that lecturers' attitude in the course of teaching GNS was positive and this paved way for outstanding performance from the students.

Objective Two: Quality of lecture delivery on teaching and performance of students

In the course of the investigation, students bare their minds and gave a positive recommendation of the lecturers in terms of content delivery. Thus, content delivery plays a very significant role on the performance of the students. This finding in tandem with previous studies by Eggen & Kauchak (2001), Schacter & Thum (2004) and Starr (2002) who found high positive correlations between teacher's competence (content delivery) and students' academic achievements (performance).

Objective Three: Effects environmental ambience and conduciveness of halls on teaching and performance of students

Environmental ambience and conduciveness of halls also had very positive effects on the performance of the students as observed in the study. Majority of the respondents were of the view that the halls were big and spacious and there were cross ventilations which aided their mode of learning.

Objective Four: Availability of teaching materials e.g public address system, constant power supply on students' performance

The respondents as well acknowledged the presence of the public address system in their course of learning GNS courses and this allowed them have a clearer view of what the courses were all about due to the availability of megaphone (public address system).

Objective Five: Utilisation of the GNS study packs in teaching and students' performance

GNS study packs remains a repository of knowledge to the students as they claimed that its availability allows for a balance between their reading and class attendance. That is, while the lecturer teaches, they made use of these study packs for illustration which helps to facilitate a lucid understanding of the course for the students.

Conclusion

The study was undertaken to examine the perception of students on the teaching of GNS courses in Olabisi Onabanjo University, Ogun state. Influence of environmental ambience, conduciveness of halls, availability of teaching materials (e.g public address system, constant power supply), Lecturers' punctuality rate/level, Lecturers' content delivery, Mode and Method of teaching and Utilisation of GNS study packs for teaching on students' performance.

The study found that these factors have positive significant relationship with students' performances. The findings are consistent with the previous studies by Eggen & Kauchak (2001), Schacter & Thum (2004) and Starr (2002) who found high positive correlations between teacher's competence and students' academic achievements. In this respect, it can be deduced that having a mastery of the subject of discourse by lecturers can effectively improve quality of teaching-learning towards attainment of high students' performance.

The findings of this study have implications for students of Olabisi Onabanjo University, the General and Entrepreneurial Studies Unit and the Management. It has been established that entrepreneurship is an indispensable tool for promoting the employability of graduates and helping them to achieve self-reliance. The strength of entrepreneurship is anchored on the acquisition of appropriate competency and knowledge, development of entrepreneurship culture and mindset and the provision of adequate teachings and support to students via variety of courses to enable them prepare for the rainy days. This has been achieved by the GNS Unit of O.O.U as investigated in this study. All the unit need is to maintain and sustain the pace, so as to make the students a problem solver, that is a solution to the wide spread of poverty in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were put forward.

- i. The General and Entrepreneurial Studies Unit should put in place a more demystified version of GNS 103 (History and Philosophy of Science) and GNS 203 (Essentials of French Language).
- ii. The Unit should also provide study packs for the GNS 202 (Peace Studies and Conflict resolution) as students would need it to enrich their knowledge.
- iii. The Unit should make practical more serious with stringent conditions to enable student to be more committed and prepare for the future.
- iv. Also, venues for lectures should be well structured during the process of time table formulation to avoid overcrowding.
- v. Finally, a platform should be created like a whatsapp application or group so as to disseminate information and get feedbacks through the various class representatives.

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