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Skills Acquired in Business Education Programme on Business Studies Teachers' Performance in the Secondary Schools in Ogun State, Nigeria

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ABSTRACT

The Business Education programme is expected to provide students with the entrepreneurial skills needed to thrive in the teaching industry. The Business Studies teachers seem not to have acquired adequate skills to be gainfully employed. This study assesses the impacts of Business Education programme skills on the performances of business studies teachers in Ogun state. The evaluation model of Context, Input, Process and Product by Stufflebeam crystallized the study. Two research questions and one hypothesis were tested. A survey research design was employed for this study. The population of the study comprised all public secondary school business studies teachers in Ogun Central Senatorial district A sample of 30 schools and 50 teachers were randomly selected. Two research instruments Questionnaires and Appraisal Scale were used in data sourcing. Analysis of data involved Mean, Standard Deviation, and independent T-test. This study identified some skills teachers were taught like teaching skills, office skills and accounting skills among others. The findings of the study revealed that the business studies teachers' performances in the schools remain unattainable due to inadequate skill acquisition. Some recommendations were made among which are that Colleges of Education should liaise with the employers of labour to receive feedback on teachers' performances in the teaching industry and that more qualified business educators should be employed to meet up with minimum standards of the NCCE.

Keywords
Business Education

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Impacts
Performances
Skills
Teachers



Introduction

Business Education is one of the most significant components of human resources development with great potential to equip students with profitable skills for industries. It is a branch of vocational education which prepares students for the world of work. As a vocational education, the Business Education curriculum at the Colleges of Education focuses on the capacity building of students through entrepreneurial and educational content and pedagogies [1]. Business Education is a programme of study concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into the business world as an employer, employee or self-employed and effective preparation in the educational industry as a career professional business teacher.

College of Education is one of the post-secondary education institutions in Nigeria, designed specifically to provide exposure and learning for prospective teachers in instructional methodology/pedagogy and theories of instruction and curriculum in the various disciplines. The colleges, under the supervision of the National Commission for Colleges of Education (NCCE), offer Pre-NCE and NCE programmes for a duration of four or three years. The National Policy on Education stipulates that the minimum entry qualification into the teaching profession shall be the NCE [2]. The tertiary institutions that offer teacher education programmes in Nigeria are the Colleges of Education, and the National Teachers Institute; some polytechnics in the country offer NCE programmes and government-owned universities offer programmes leading to the award of Bachelor of Education degrees in different teaching subjects (including Business Education) [3]. Teacher Education in Nigeria has given appreciable attention to the training of business educators through various courses of study offered in tertiary institutions leading to various areas of specialization such as Entrepreneurship, Marketing, Accounting, Office Technology and Management. The role of Business Education in nation-building makes it imperative that the recipients be self-employed, create jobs for others and as well reduce the unemployment rate in the country through the entrepreneurship course embedded in the discipline.

The major objective of the Business Education programme is to produce well-qualified and competent business subject teachers for secondary schools [4]. This can only be achieved when the curriculum contents of the programme are tailored towards the acquisition of skills. Ref. [5] noted that skills required for the effective preparation of Business studies teachers were not properly taught and this resulted in half-baked teachers in the schools. The lack of

students' exposure to adequate skills will make them irrelevant to today's teaching industry [6].

Ref. [7] posits that entrepreneurship embedded in business education programmes has enhanced skill acquisition among Business studies teachers. However, Ref. [8] reported that Business studies teachers' knowledge and training were adequate but their job performance was low. Ref. [9] stated that Business Education graduates slightly possess the skills in creative thinking necessary for self-employment. Against this background, it is, therefore, necessary to assess the impacts of skills taught in business education programmes on the job performances of business studies teachers in secondary schools.

A. Statement of the Problem

Government investment in Colleges of Education offering Business Education in Nigeria has continued to experience a relative decline in quality over the last two decades or so. This is evidenced by the fact that graduates produced from the system lack the necessary skills required to adequately adapt to the public and private sectors of the economy. Thus, it appears that even with a large number of graduate teachers in the country, employers of labour still find it difficult to fill the existing few vacancies that crop up from time to time in the teaching industry [10]. This could be a result of poorly taught skills during their programme of study or poor exposure to modern teaching aids for effective teaching. As a result of these, employers of labour need to spend more money to further train a few of these graduates that are employed to fit properly into their organizations. The researcher deemed it important to assess the impacts of skills acquired in the Business Education programme on the performances of business studies teachers in secondary schools.

B. Purpose of the Study

This study aims to assess the impacts of skills acquired in business education programmes on the performances of Business studies teachers in secondary schools. Specifically, it sought to:

1. examine the skills taught in the Business Education programme, in the colleges.
2. assess the performances of Business studies teachers in the secondary schools in Ogun state.

C. Research Questions and Hypotheses

The study will provide answers to the following questions:

1. What are the skills taught in the Business Education programme in the Colleges of Education?
2. How are the Business studies teachers performing on their teaching job?

This hypothesis will guide the study: **H_o1** (There is no significant difference between the performances of Business studies teachers from different Colleges of Education as reported by the employers).

Material and Methods

The study adopted a descriptive survey design. The population for this study consists of all the secondary schools and Business studies teachers in the six local governments that make up the district. A cluster sampling technique was used to select Ogun Central out of the three Senatorial districts. This is because the seat of power of the state is located in a local government under this district. Three local governments (Abeokuta South, Abeokuta North and Obafemi Owode) were selected through a purposive sampling technique out of six. This was done as a result of similar environmental conditions. A simple random sample technique was used to select the secondary schools where the instruments were administered. The research instruments used for this study were Business Studies Teachers' Questionnaires (BSTQ) and Business Studies Teachers' Appraisal Scale (BSTAS). The questionnaire contained closed-ended questions and specific questions related to the objectives, the research questions and the hypothesis. The questionnaire was used because of the speed at which data will be collected, ease of retrieval, and to ensure the validity of their responses. The instrument's reliability was pilot tested; this was done by administering the instrument to 20 business studies teachers in Odeda local government, which was not of the respondents. The pilot study data were analyzed to ensure that the instruments, and procedures developed for the study could generate the information required to achieve the study's purpose. The collected data were analyzed using the Cronbach alpha coefficient to determine the degree of reliability of the instrument. The Cronbach alpha coefficient yielded a result of 0.90, considered valid and reliable enough for the study. Descriptive statistics (frequency counts, percentage, mean score and standard deviation) were used to analyze the data obtained from the questionnaire. Inferential statistics (Independent sample T-test) was used to test the null hypothesis. All hypotheses were tested at 0.05 levels of significance. The analysis was done through Statistical Package for Social Sciences (SPSS) 21.0.

Results

A. Research Question One: What are the skills taught in the Business Education programme in the Colleges of Education?

Table 1 shows the mean rating and standard deviation of respondents' responses on the skills taught.

Table 1. The mean rating and standard deviation of respondents' responses on the skills taught

S/N	Items	SA	A	SD	D	Mean	Std	Remark
1	Students developed public speaking skills through their exposure to business communication courses.	200 (47.2)	164 (38.7)	14 (3.3)	46 (10.8)	3.30	.791	Agree
2	Skills acquired during the teaching practice help students to be better Business studies teachers.	192 (45.3)	176 (41.5)	12 (2.8)	44 (10.4)	3.29	.765	Agree
3	Marketing skills for self-reliance are taught in the classroom.	185 (43.6)	184 (43.4)	18 (4.2)	37 (8.7)	3.26	.791	Agree
4	Business Education prepares students to become self-employed based on the entrepreneurial skill content.	176 (41.5)	198 (46.7)	5 (1.2)	45 (10.6)	3.29	.699	Agree
5	The Business Education students were taught word-processing skills during their practical classes.	188 (44.3)	170 (40.1)	20 (4.7)	46 (10.8)	3.24	.827	Agree
6	Financial management skills are acquired by students during their SIWES.	170 (40.1)	179 (42.2)	24 (5.7)	51 (12.0)	3.17	.849	Agree
7	Business Education students can make use of ICT skills to transact business online.	158 (37.3)	191 (45.0)	24 (5.7)	51 (12.0)	3.14	.838	Agree
8	The Business Education programme instils in students viable business skills for self-reliance.	162 (38.2)	173 (40.8)	29 (6.8)	60 (14.2)	3.10	.888	Agree
9	Only students who are interested in acquiring Business Education skills should be admitted into the programme.	161 (38.0)	176 (41.5)	24 (5.7)	63 (14.9)	3.12	.862	Agree
10	The Business Education programme prepares students for and about business.	195 (46.0)	177 (41.7)	15 (3.5)	37 (8.7)	3.30	.774	Agree
11	The skills acquired in the Business Education programme can help to reduce the gap of unemployment in the country.	194 (45.8)	161 (38.0)	20 (4.7)	49 (11.6)	3.25	.838	Agree
	The Average Mean					**3.22**		Agree

Criteria: Strongly Agree (SA) = 3.5 to 4.0; Agree (A) = 2.50 to 3.49; Disagree (D) = 1.50 to 2.49 and Strongly Disagree (SD) = below 1.5

The results in Table 1 reveal that most of the respondents concurred that the following skills are taught in the Business Education programme as Teaching Practice skills help students to be better teachers (Item 2: N=368, 86.8%, Mean=3.29); that marketing skills for self-reliance (Item 3: N= 369, 87%, Mean=3.26); Entrepreneurial skills content (Item 4: N= 374, 88.2%, Mean=3.29); business skills for self-reliance (Item 8: N= 335, 79%, Mean=3.10) and the skills acquired in the Business Education programme can help fill part of the unemployment gap in the country (Item 11, N=355, 83.8%, Mean 3.25).

Furthermore, the average mean score of the skills taught in the Business Education programme questionnaire is 3.22 out of possible 4.0, which translates to 81% Hence, 81% of the respondents (N= 343) indicated that skills such as teaching, marketing, entrepreneurial, business, financial management and ICT skills are taught in Business Education programme.

B. Research Question 2: How are the Business studies teachers performing on their teaching job?

Table 2 results show that the majority of the employers (Item 1: N= 47, 94%, Mean=3.26) indicated that business studies teachers are always willing to assume new responsibilities; and that graduates of Business Education have pleasing personalities (Item 2: N= 46, 92%, Mean=3.38); that of the employers accepted that these teachers seek opportunities for professional development (Item 3: N= 45, 90%, Mean=3.20).

Table 2. The mean rating and standard deviation of respondents' responses on the teachers' attitude to work

S/N	Items	SA	A	SD	D	Mean	Std.	Remark
1	They are always willing to assume new responsibilities.	18 (36.0)	29 (58.0)	2 (4.0)	1 (2.0)	3.26	.694	Agree
2	They have a pleasing personality.	24 (48.0)	22 (44.0)	1 (2.0)	3 (6.0)	3.38	.697	Agree
3	They seek opportunities for professional development.	16 (32.0)	29 (58.0)	1 (2.0)	4 (8.0)	3.20	.670	Agree
4	They are always considerate.	18 (36.0)	29 (58.0)	3 (6.0)	0 (0.0)	3.24	.744	Agree
5	They have no resentment for instructions from the school authority.	8 (16.0)	31 (62.0)	5 (10.0)	6 (12.0)	2.84	.817	Agree
6	They show dedication to their work.	23 (46.0)	21 (42.0)	2 (4.0)	4 (8.0)	3.30	.789	Agree
7	They are more committed to school programmes.	11 (22.0)	33 (66.0)	4 (8.0)	2 (4.0)	3.02	.769	Agree
	The Average Mean					**3.10**		**Agree**

Criteria: Strongly Agree (SA) = 3.5 to 4.0; Agree (A) = 2.50 to 3.49; Disagree (D) = 1.50 to 2.49 and Strongly Disagree (SD) = below 1.5

Also, they are more dedicated to work (Item 6: N= 44, 88%, Mean=3.30); they are committed to school programmes (Item 7: N= 44, 88%, Mean=3.02) among others. Moreover, the average mean score of the teacher's attitude to work questionnaire is 3.10 out of possible 4.0 which translates to 78%. Hence, 78% of the employers (N= 39) indicated that they had a positive attitude to work.

Table 3 shows the total number of employers with the means and standard deviations of all items on the Business studies teachers' training/Knowledge items.

Table 3. The mean rating and standard deviation of respondents' responses on the training received by teachers

S/N	Items	VA	A	SA	NA	Mean	Std.	Remark
1	They are more knowledgeable in academic activities.	24 (48.0)	20 (40.0)	4 (8.0)	2 (4.0)	3.32	.79	Adequate
2	He/she is responsible for assigning duties.	19 (38.0)	25 (50.0)	5 (10.0)	1 (2.0)	3.24	.72	Adequate
3	They have improved their teaching skills.	25 (50.0)	20 (40.0)	4 (8.0)	1 (2.0)	3.38	.73	Adequate
4	They have improved knowledge of the subject matter.	21 (42.0)	27 (54.0)	1 (2.0)	1 (2.0)	3.36	.63	Adequate
5	They make use of a variety of management strategies to deal with disruptive behaviours in the classroom.	19 (38.0)	23 (46.0)	5 (10.0)	3 (6.0)	3.16	.84	Adequate
6	They can communicate effectively with the education stakeholders.	15 (30.0)	27 (54.0)	7 (14.0)	1 (2.0)	3.12	.72	Adequate
7	They have improved knowledge of Keyboarding.	13 (26.0)	20 (40.0)	10 (20.0)	7 (14.0)	2.78	.10	Slightly Adequate
8	They have improved their knowledge of Shorthand.	13 (26.0)	22 (44.0)	10 (20.0)	5 (10.0)	2.86	.93	Slightly Adequate
9	They have improved knowledge of Office practices.	18 (36.0)	25 (50.0)	2 (4.0)	5 (10.0)	3.12	.90	Adequate
10	They have improved knowledge of Bookkeeping.	28 (56.0)	15 (30.0)	1 (2.0)	6 (12.0)	3.30	.10	Adequate
	The Average Mean					**3.16**		**Adequate**

Criteria: Very Adequate (VA)= 3.5 to 4.0; Adequate (A) = 3.0 to 3.49; Slightly Adequate (SA) = 2.0 to 2.99; and Not Adequate (NA)=1.0 to 1.99

The employers agreed that the teachers teaching Business studies are knowledgeable in academic activities (Item 1; Mean=3.32, STD=.79); that they have improved teaching skills (Item 3: Mean=3.38, STD=.73); that they have improved knowledge of the subject matter (Item 4: Mean=3.36; STD=.63); and that they made use of varieties management strategies to deal with disruptive behaviour in the classroom (Item 5: Mean=3.16, STD=.84). Their standard deviations of 0.79, 0.73, 0.63, and 0.84, showed that responses are clustered together across the range of possible responses. However, two items (items 7 and 8) with mean scores of 2.78 and 2.86 and standard deviations of 0.10 and 0.93 are said to be slightly adequate. The average mean score of the questionnaire is 3.16 out of a possible 4.0. Thus, in the overall, the Business studies teachers Training/Knowledge were adequate.

Table 4 shows the responses of the employers on the Business Education graduate work performance items. The employers agreed that the graduates of Business Education are effective in teaching procedures (Item 1: Mean=3.34, STD=.89); they use a variety of teaching techniques to meet the academic needs of different learners.

Table 4. Business studies teachers' work performance

S/N	ITEM	EWP	AWP	LWP	UWP	Mean	Std.	Remark
1	They are effective in teaching procedures.	27 (54.0)	15 (30.0)	6 (12.0)	2 (4.0)	3.34	.89	AWP
2	They deliver lesson content thoroughly in the classrooms.	28 (56.0)	14 (28.0)	6 (12.0)	2 (4.0)	3.36	.85	AWP
3	They effectively arrange physical environments to promote instruction.	20 (40.0)	19 (38.0)	10 (20.0)	1 (2.0)	3.16	.82	AWP
4	They use a variety of teaching techniques to meet the academic needs of different learners.	26 (52.0)	19 (38.0)	4 (8.0)	1 (2.0)	3.40	.73	AWP
5	They produce consistently good academic standards.	24 (48.0)	19 (38.0)	5 (10.0)	2 (4.0)	3.30	.81	AWP
6	They are committed to the teaching activities.	27 (54.0)	17 (34.0)	4 (8.0)	2 (4.0)	3.38	.81	AWP
7	Their lesson plans are prepared adequately.	31 (62.0)	13 (26.0)	5 (10.0)	1 (2.0)	3.48	.76	AWP
8	They timely use appropriate instructional materials in the class.	26 (52.0)	18 (36.0)	5 (10.0)	1 (2.0)	3.38	.75	AWP
9	They effectively evaluate students' academic performance.	23 (46.0)	20 (40.0)	4 (8.0)	3 (6.0)	3.26	.85	AWP
10	They use instructional strategies (teaching methods) proficiently.	25 (50.0)	18 (36.0)	5 (10.0)	2 (4.0)	3.32	.82	AWP
	The Average Mean					**3.34**		Average

Criteria: EWP – 3.5 to 4.0; AWP -- 3.0 to 3.49; LWP – 2.0 to 2.99; UWP – 1.0 to 1.99

(Item 4: Mean=3.40, STD=0.73); that they produce consistently good academic standards (Item 5: Mean=3.30, STD=.081); that they prepare lesson plans adequately (Item 7: Mean=3.48, STD=0.76) and that they can effectively evaluate students' academic performance (Item 9: Mean=3.26, STD=0.85). Their standard deviations of 0.89, 0.73, 0.81, 0.76 and 0.85 showed that responses are clustered together across the range of possible responses. The average mean score of the questionnaire is 3.34 out of a possible 4.0. Thus overall, the Business studies teachers' work performance is average.

C. Research Hypothesis

$H_0$1: There is no significant difference between the performances of Business studies teachers from different Colleges of Education as reported by the employers.

Table 5 shows a significant difference between the performances of Business studies teachers from different Colleges of Education.

Table 5. Independent Sample t-Test

Status	N	Mean	SD	Df	T	p-val.	Remark	Decision
Federal	50	2.32	.242				Not	Accepted
State	50	2.54	.412	98	-1.324	.104	Significant	

Significant at .05 level

An independent samples t-test analysis was conducted to determine if any difference existed in the mean scores of the performances of Business studies teachers from different Colleges of Education as reported by their employers. Table 5, based on the participants' responses to the administered questionnaire, showed a statistically insignificant difference between the performance of business educators from the Federal Colleges of Education (N=50, Mean=2.32, SD=.242; Df =98) and the perceptions of those from the State Colleges of Education (N=50, Mean=2.54, SD=.412; Df =98). Since the p-value (p=.104) is greater than the chosen significance level α=.05, the null hypothesis was accepted. It shows the insignificant difference in the mean scores of the performances of Business studies teachers from the government-owned Colleges as reported by their employers. Hence, the null hypothesis was accepted.

Discussion

It was found out from the study that Accounting skills, Public Speaking skills, teaching skills, marketing skills, Entrepreneurial skills, Financial Management skills and ICT skills are taught in the Business Education programme. This is possible because the programme is Vocational Education which inculcates in the students skills to create (self-employment) or acquire a job (to be an employee). This finding supported the findings of Ref. [7] which said that SIWES, Entrepreneurship education and ICT enhance skill acquisition in Business Education. However, this finding contradicted the findings of Ref. [9]. They discovered that Business Education students slightly possess creative skills, ICT skills, marketing skills and accounting skills for self-employment and sustainable development. The researcher's stand is that the Business Education programme should not focus only on equipping the students with specific skills stated in the NCCE minimum standards so that they could find employment, but also to teach transferable skills such as independence, creativity, flexibility, problem-solving skills, business skills and critical thinking so that they can be viable entrepreneurs now and in the future.

The study also discovered from the rating of the sampled employers of Business studies that teachers have positive attitudes to work; that their training/knowledge is adequate and that their work performance was average. The finding was consistent with Red. [11], that the Business Education graduates from the Nigerian Universities are performing to a large extent in various fields of Business Education. This study also supported the work of Ref. [12]. They found out that the student teachers in the Business and Computing Studies programme performed better in all four domains, namely, lesson preparation, lesson delivery, professionalism and classroom management, and communication skills. However, Ref. [8] found out that, the graduates of Business Education had good attitudes towards their jobs but lacked adequate knowledge of the subject matter and their work performance was still low. The researcher agrees with Ref. [8] regarding the average work performance of Business

Education graduates in schools and industries. Many of these teachers don't want to teach subjects like Accounting, Shorthand and Typewriting in schools.

The hypothesis tested the significant difference between the performances of teachers from Federal and State Colleges of Education. The p-value (P=.104) was greater than the chosen significance level α=.05, the null hypothesis was accepted. Hence, there was no significant difference in the performance of the business studies teachers.

Conclusion

From this study, it is evident that much still has to be done on the programme. This is because many of the facilities and equipment used for the program are either inadequate or not functional. Lecturers**:** Students' ratio was found to be below the NCCE minimum standards. Business Education programme as a part of vocational education involves skills like accounting, entrepreneurship, marketing, office management and teaching skills which will help students to create or acquire jobs. However, with the skills acquired by the graduates of the programme, some of these teachers still performed averagely in the field of work. This study believes that the Business Education programme needs to be refocused to meet the employers' requirements for employment.

Conflict of Interest

The authors declare that there is no conflict of interest.

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