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Abstract

Business Education is a specialised area of study which prepares an individual for a vocation. The method of transmitting this knowledge requires skillful handling of students with a combination of demonstration and theoretical skills. The teacher uses one method in building basic skills and quite another method is needed in the teaching to apply those basics in solving problems. With increase in admission and fewer instructional materials, most schools tend to ignore the ratio of students to instructional materials in Business Education and consequently abandon demonstration of skills and concentrate on theoretical method. The paper revealed that the end result for such methods is time wasted and the pass over of the unbaked students to tertiary institutions. This research involved 80 students - 40 of whom have practical typewriting skill and 40 without practical skill in pre-NCE and NCE 1.

Those without the skill needed doubled effort and have low grades. However, results obtained using X2 showed no significant difference between the two groups though grades passed differ.

Introduction

Business Education is a vocational area that provides basic and specialised skills and competencies necessary for efficient performance in a business environment. Ehiametalor (1990) asserts that vocational Business Education include the formation and development of special skills to enable an individual to be better adaptable to an occupation. Nanassy (1979) sees Business Education as "that aspect of the total educational programme that provides knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers".

A research was conducted among Pre-NCE and NCE 1 students of Business Education, Federal College of Education, Kano. The preliminary NCE Business Education programme include preparing holders of Senior Secondary School and holders of Grade Two teacher certificates or its equivalent who already eligible for admission into other courses for the NCE programme but lack the pre-requisite qualification to direct admission into NCE Business Education. Candidates must possess Senior Secondary Certificate or G.C.E. "O" level with three credits and 3 passes at two sittings or 3 credits and one pass at one sitting. The subjects must be relevant to Business Education. The research was to assess the performance of students who have been taught skill typewriting and those who merely passed through the theory before being admitted into pre-NCE or NCE 1 thorough direct entry. The students in each class were divided into two groups - those who have had skill knowledge and those with theoretical knowledge at their secondary levels.

The Business teacher should realize that there are various types of subject matter and different ways of presenting it effectively. The teacher, will use one method in building basic skills in typewriting and shorthand and use quite another method in teaching students how to apply those basic skills in solving problems. He will use yet another method to teach basic facts. After the facts have been mastered, he will use another method, a much more sophisticated one in helping students use these facts in developing understanding and concepts.

In teaching the various business subjects Tonne et al (1965) stated that the teacher is concerned with four types of methodology:

1. Teaching basic skills.
2. Teaching facts.
3. Teaching for understanding application and competency - problem solving .
4. Teaching attitudes and ideals.

Skill development is something closely related to fact learning: that precede problem solving. It is the teacher's responsibility to select the proper form of learning in terms of amount of time available, the types of students he has and his own competency as a teacher. (Tonne, 1964).

By this approach a prospective teacher finds his job simplified. He can analyse the subject matter in any course and appropriate methodology. He can develop basic skills in typewriting by the same methods he used in building skills in shorthand. He will teach essential facts in bookkeeping using the same method he teaches basic facts in business law.

Understanding the various types of methodology to be followed will help the business teacher in selecting materials suitable to the situations.

Population and Sample

There are one hundred and sixty (160) students in Pre-NCE Business Education and 140 students in NCE 100 level Business Education. For the purpose of this research a random selection of forty (40) students with previous knowledge and those without in each level was made to perform the research test.

Methods and Materials

A one hour test was administered to each group of students. The test comprised of Speed and Accuracy test of 35 WPM for ten minutes, keyboard drill which comprise of a quarto size paper each of a clean manuscript, letter, and a theoretical question of knowledge of parts of a typewriter was administered.

Result Of The Findings

Comparison of Students' Performance in Typewriting Between Students That Have Previous Knowledge and Those Without

Table 1: PRE-NCE (Business Education).

Areas test was administered	Students with previous skill			Students without previous skill		
	GRADES			GRADES		
	A-C	D-E	F	A-C	D-E	F
Speed and Accuracy	15	5	-	-	5	15
Keyboard Drill	20	-	-	5	5	10
Knowledge of parts of typewriters	19	1	-	05	10	5

Table 1 1: NCE 1 Business Education

Areas test was administered	Students with previous skill			Students without previous skill		
	GRADES			GRADES		
	A-C	D-E	F	A-C	D-E	F
Speed and Accuracy	15	5	-	-	15	5
Keyboard Drill	20	-	-	-	15	5
Knowledge of parts of Typewriters	18	2	-	-	10	10

At the Pre-NCE level all the 20 students or 100% with previous practical skill passed with no failure but at different grades while in the same class 5 or 25% without previous knowledge passed at grade D-E while 15 or 75% failed the speed and accuracy test. On keyboard drill, those

with previous skills i. e. 20 or 100% passed while 10 or 50% of those without passed. 5% of those that failed are those who attended Grade 11 college where typewriting is not taught as a course. This research was conducted at the middle of the semester after they must have had lectures on the subject matter. Those with previous skill had the knowledge from the secondary school level. Those without previous knowledge stated that there were no typewriters or very few typewriters that were not enough to practice in their school.

At the NCE 100 level, all the 20 or 100% of the students with previous knowledge passed speed test at various grades. Fifteen (15) or 75% of those without previous knowledge at the secondary level but went through the Pre-NCE passed only at grade D-E while 5 or 25% failed. A great number performed better at the keyboard drill. 20 or 100%, with previous knowledge passed. While 15 or 75% of those without passed at grade D-E and 5 or 25% failed. The test on the knowledge of parts of typewriters showed that all those with previous knowledge passed and 10 or 50% of those without passed also while 50% failed. Students with previous knowledge went through the pre-NCE or at the SSS level. Those without came direct into NCE 100 level through JAMB (College of Education JAMB). Student that passed the test but without previous knowledge achieved their skill largely through extra hard work and the availability of all facilities to match the ratio of materials to students in the department.

The result show that student with previous skill scored higher grades A-C while those without previous skills scored lower grades (D - E). Those without previous skills need extra time to meet the standard required.

While employing the non-parametric test of X^2 as the inferential statistics to test the hypothesis that no significant difference exist between students who had previous skill and those who had none in typewriting among Pre-NCE and NCE1 students of Business Education department the following results were obtained.

PRE-NCE

Skills	Student with previous skills (Grade A-E)	Students without Previous skills Grade A-E	Total
Speed and Accuracy	E= 16.67 0 = 20	E = 8.33 0 = 10	25
Keyboard Drill	E = 20 0 = 20	E= 10 0 = 10	30
Knowledge of parts of Typewriter	E = 23.33 0 = 20	E = 11.67 0 = 15	35
Total	60	30	90

Where 0 = observed cases: E = Expected outcomes

df on 3 x 2 contingency table = (3 - 1) (2 - 1) = df = 2 .

X^2 critical = 5.99 at 0.05 > X^2 obtained = 4.59

Result of the obtained X^2 (4.59) is less than critical value 5.99 at alpha 0.05 level of significance. This means there is no significant difference in the performance of the two categories of students and the stated hypothesis is hereby accepted. The reason behind this may be attributed to the fact that their performance was not too woeful inspite of their lack of exposure. Thus, if given the necessary exposure, they too would have excelled in the test of skills given them. The conclusion

is that necessary motivation, teachers' adequate attention to class teaching and practice in carrying all the students along, the handicapped group are likely to catch up.

NCE 100 LEVEL

Skill	Students with previous skills (Grade A-E)	Student without previous skill Grade A-E	Total
Speed and Accuracy	E = 21 O = 20	E = 14 O = 15	35
Keyboard Drill	E = 21 O = 20	E = 14 O = 15	35
Knowledge of parts of typewriter	E = 81 O = 20	E = 11.67 O = 10	30
Total	60	40	100

Where O = Observed cases; E = Expected outcomes

DF = 2 χ^2 critical = 5.99 at 0.05

Result obtained showed that χ^2 of 0.79 is less than critical value of 5.99 which shows no significant difference exists between students without previous skill and those with previous Typewriting skills. Thus, the earlier stated null hypothesis that no significant difference exist is thus accepted.

The implication of this result rests on the fact that what has not been taught can not be recalled; and the students exposed to the skills earlier did not fully master them hence the no significance difference. However, there is hope for improved performance if the teachers are effective in their methods of teaching, if no bias is introduced into all forms of assessment and if there is improved learning conditions.

Discussion

The Responsibilities of the Business Teacher

The business teacher must recognise that he is another link in the execution of the curriculum. The philosophy emphasises individualised instruction and individualised progress. The implications of the philosophy is that the business teacher must expect diverse ability and must plan to go down to the level of the students wherever that might be. He must provide sufficiently varied materials to assist them to build upward from the entry level of students' competency.

Bekaiye, (1979) suggested that the Business teacher should offer varied presentation. Instead of placing reliance on stock, habitual method of presentation, the business educator must realise that the psychological implication of individual differences extend also to individual reactions to methods of presentation. Varied learning experiences are the answer. The business subjects lend themselves to varied approaches.

Applying Skills in Teaching Business Subjects

Tonne et al (1965) stated that skill is the ability to use one's knowledge effectively and readily in execution of prospective technical expertness; a power or habit of doing any particular thing competently.

In teaching basic skills, the teacher gets the materials that will do away with all non-essentials and enables him to intensify his teaching. In vocational business classes students bring their experiences to a skill level. For example they take dictation at a certain rate and transcribe according to a predetermined standard. In the non-vocational business classes, student also bring their abilities to a skill level-although usually not to as high a level as is expected of the vocational students.

Three phases are involved in teaching a skill:

1. The teacher must develop the basic skill at the introductory and improvement stages.
2. Then the basic skill is further developed during the application state.
3. Finally, the skill is integrated with other skills, knowledge and attitudes: one then has its user reached the level of competency.

In teaching skills the business teacher employs appropriate techniques to ease learning. It is expected that one main method of skill teaching in business subjects is through demonstration of the techniques which require students practice and pattern development for mastery. The business teacher must be skillful in the handling of the equipment.

Teaching for mastery

The use of master formula is fundamental to the skill teacher. Much of such skills teaching is done through demonstration of techniques involves. The teacher shows rather than tells; then the students practice the demonstrated technique. After they have practiced the teacher tests the effectiveness of learning.

Before skills are efficiently automatised or internalised, they are retaught several times. Ulinful (1978) observes their weaknesses and re-demonstrate appropriately the basic technique (eg in typewriting) as capitalisation to improve their resources until mastery is attained. Mostly teachers place emphasis on order of grading. That is to say they concentrate on accuracy first, then speed and techniques. However, the order of emphasis should be reversed so that technique is developed since speed and accuracy are natural concomitants. Hence the order of technique speed and accuracy should be emphasised. This makes it inevitable for the teacher to show a technique practically over and over for gradual assimilation.

In skill courses e.g. shorthand, the learner must know the correct gate of an expert shorthand writer; how he holds his pen, how he turns the page; Most often, students are given shorthand and dictation and required to transcribe without any demonstration in its complete process, as reading done in groups. However, there is the need in demonstrating the correct transcription technique to show the action pattern of the expert.

In vocational book-keeping, largely a skill subject, it is necessary for the teacher to analyse the action pattern of the expert. How can the learner journalist, post routine entries and strike a trail balance. There is need for the teacher to demonstrate the techniques involved in developing speed.

Significance of Technique Demonstration

It is generally believed that knowledge and skill are most retained when students see how, than tell how of an activity. The Chinese philosophy of what I see I remember; what I hear I forget best explains the significance of demonstration in learning.

The teacher should be able to demonstrate the pattern that the learner is trying to attain, teacher's demonstration is the most economical method of presenting a skill subject. A good skill teacher is characterised by the talking he does not do. Too much talk by the teacher is possibly the greatest hindrance to successful teaching of skills.

If a follow-up on these two sets of students' performance is made, the result might review the reason why students in Business Education drop secretarial option after NCE 200 level and pursue account option at a ratio of 80% to 20% every year in Federal College of Education, Kano for the past eight years of the researcher's observation. The lack of initial practical demonstration acts as a constraint for their inability to meet up with their colleagues in the same class thereby choosing an option without practical skill demonstration which require acquiring the skill in a pool at certain hours of the day. It is the same class of students who are calling for cancellation of shorthand as a course giving reason that technology has overtaken shorthand.

It should be noted that times are saved by demonstration for its quicker and clearer to show how than tell how. The use of motion picture telling how of a technique more than' showing how of the technique. The typewriting teachers should be able to type above the levels that he demands of his students. The shorthand teacher should be should be able to write correct and fluent chalkboard outlines and take dictations with the classes. The transcription teacher should be able to demonstrate correct transcription techniques before the group; the office machine teacher should display occupational competency in the operation of the dictation machine or the calculator.

The teacher should bear in mind that real learning process involves student activity and his demonstration which is for the purpose of showing how and not demonstration that do not contribute to students' practice.

In the early stage of any course more personal demonstration is required to be done by the teacher. However as the course progresses the teacher may decide to demonstrate less and assume the passive role as he points out either basic or supplementary rules to students techniques that require correction.

To present the subject matter, the teacher is required to appeal to as many senses as possible. Psychologically students do not learn in the same way. It is important that the teacher observes or notes students' responses through eye contact, movements, emotion, etc. for the teacher should teach through the use of many senses. For example in shorthand, the students hear a word, then watch the action of the teacher in writing it. He observes the written word and sometimes traces the word as he spells it out. In typewriting, the student learns correct stroking by seeing the demonstration's hand and arm position, by hearing a clean-cut stroke, by looking at the keyboard and getting the feel of the keyboard before he attempts touch typing. Most of the technique procedure may not be well accomplished through motion picture. Motion pictures usually tend to be articulate to students so that (students) they can understand what they are trying to do.

Motion picture may not be good for teaching of skills at the initial stage. However for revision purpose, or at advanced stage it could be used for supplementary or correction purpose.

Recommendations

1. The number of students per teacher should be considered. The number of Business teachers in a particular school should be based on
 - (a) The projected school population,
 - (b) The student /teacher ratio,
 - (c) The number of periods per week per subject,
 - (d) The number of teaching periods per teacher per week, and
 - (e) The attrition rate of teachers.

This will make Business teachers to be productive in the classroom.

2. The country should spend more money on Business Education programmes. Build more classrooms, to adequately house business programmes. This is because Business Education needs the complete attention of both cognitive, effective, and psychomotor. This will motivate the students to attain the expected standard.
3. Business teachers should spend more time in teaching people skills and preparing them for life outside the education system; by that the country will benefit significantly in economic terms from this re-balancing towards education for capacity. Business teachers should have kind interest on their jobs and the type of products they produce. That is, they should teach not only for passing the examination but also to enable the students fit into industries.
4. Admission requirements should be strictly adhered to as students who do not have the minimum business subjects but will like to study Business Education are the bulk of the problems in the Department.
5. The government should provide the resources to acquire more equipment. The number of students in each class should match the number of typewriters. Accounting machines should be part of the school training for the students. Dictating machines should be available for students.
6. Instructions must be carried out to achieve the aims, with clarity and great simplicity from the very first day. This is evidenced by the success obtained by those who faithfully teach typewriting with the typewriter rather than on the blackboard without typewriters, only to explain the machine from the manual. Explaining the subject from a manual is obviously self-defeating. The gain by such teaching is actually time lost.
7. There should be adequate academic opportunities for business teachers in Nigeria higher institutions of learning to enable them to further their studies.
8. Enhancement of the conditions of service of business teachers in order to stem the drift to industry of the few trained business teachers available. Special allowances should be given to business teachers to encourage them.

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