

INFLUENCE OF SELECTED DEMOGRAPHIC VARIABLES ON PROFESSIONAL EFFECTIVENESS OF BUSINESS TEACHERS IN SECONDARY SCHOOLS IN AKWA IBOM STATE

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Abstract

The study examined the influence of selected demographic variables on professional effectiveness of business studies teacher in secondary schools in Akwa Ibom State. Two hundred and fourteen (214) business studies teachers were randomly selected from school five local education committee (LEC). Descriptive statistic such as frequency count was used to describe demographic variables. Inferential statistic such as analysis of variance and regression were used to test the hypothesis at 0.05 level of significance. The study revealed that responsibility held had significant effect on professional effectiveness of business studies teacher. Among the recommendations made were that employers of business teacher should organize seminars, developmental programmes, also only professional business teachers should be employed to teach right from junior secondary to higher level of education.

Introduction

Teaching profession is indeed a challenging profession and the teacher is the most important factor in the learning environment of the child, therefore, effectiveness is demanded from a professional business teacher. Effectiveness is the ability to explore underlying principles for conducting learners need and breaking knowledge into segment for the learners understanding. The term teacher, in professional usage is a person trained or recognized and employed to help learning in a classroom situation in order to achieve set educational objectives. A professional business teachers acquires and requires changes, developed skills, good attitude, knowledge of subject matter, full of ideas and influence that brings about a desirable change in the behaviour of the learner. The promise of technology in business education is significant, so the teacher need be professionally effective because the capability to develop every student for a life long education is now more achievable with information and communication technology, couple with high educational attainment of the teachers.

Berliner (2005) said professional effectiveness is based on abilities competence skills and knowledge that make relevant unique to a profession.

The public has always in a consistent manner decried of the work attitude of some teachers, parents on the other hand blame teachers for the failure of their children and the general poor standard of education. There are no teaching materials, no standard library and computers, no light and comfortable learning environment for effective teaching and learning of business studies in secondary schools, students on the other hand are not prepared to work hard and put in more time for their studies (they want short cut). As a result of this problems, this research work seek to address the influence of selected demographic variables as it affect professional effectiveness of business studies teachers in secondary schools in Akwa Ibom State.

Webster's Dictionary defines demography as the statistical study of human population with reference to size and density distribution and vital statistics. This explains that a given human population is an embodiment of demographic factors such as sex, age, growth, fluctuation, occupation, tribe, education, years of experience, rank, mental status, race, culture, values, belief, interest etc. using demographic factors as independent variable in research, population and sample or subjects can generate confidence, validity and reliability of the evidence of the results. Additionally, it can suggest the strength and limitation of research procedure, it may as well constitute extraneous variables that affect results. The following sub leadings will be adhered to this study:

- (1) Concepts of professional effectiveness
- (2) Age and professional effectiveness
- (3) Level of education and professional effectiveness
- (4) Years of working experience and professional effectiveness

- (5) Responsibility and professional effectiveness.

Professional Effectiveness:

Abraham (2000) outlined three basic behavioural requirements that will maintain effectiveness: firstly, people must be attracted not only to join the profession but also to remain in it, secondly, people must perform their task for which they are hired and must do so in a dependable manner, and thirdly, people must go beyond this dependable performance and engage in some form of creative, spontaneous and innovative behaviour at work, and good salary and prompt payment must be accompanied.

Etuk (2002) observed that teachers effectiveness must be measured by the application of new development, new knowledge and skills which must be relevant to the school setting and such innovation must provide continuing training on some kind of structure which will enable teachers to solve educational problems. A number of researchers contend that the evidence and end result of a professional teacher is to instigate changes in behaviour and the ability to adapt modern technology in classroom management. It is important to note that professional effectiveness has a number of “Core” characteristics which closely predicts effectiveness, it involves:

- (1) Focus on content knowledge
- (2) Coherence with other learning activities
- (3) Opportunities for active learning

Nwafor (2001) stated that professional teacher is assessed by the following.

- (1) Ability to explore underlying principles for conducting learners need assessments and working with set goals.
- (2) Knowledge about effective classroom activities and strategies for achieving set objectives.
- (3) Ability to review the old lesson taught in a clear terms.
- (4) Ability to identify the background knowledge and take care of individual difference.
- (5) Ability to moderate ways of helping students achieve learning objectives.
- (6) Ability to break knowledge into segment for the learners understanding.

To end Chery (2005) said that, professional activities of a business teacher includes membership of professional associations, participation in conferences, workshops, seminars, refresher courses, professional exams, graduate and post graduate studies as well as research. He concluded that a teacher gains experience through constant practice and day-to-day training.

Age and Professional Effectiveness:

It is important to note that; the effect of age may be positive or negative in the exhibition of one’s duties and obligations. This explains why people who are working or employed at certain age get retired at another age. In every profession there is a symbiotic relationship between age and performance. When age is discussed consideration is on maturity, soundness of the brain. Emotional stability, sympathy, empathy, productivity, flexibility, influence, personality, fluency in communication, adaptability, achieving of set objectives, patience and experience.

When a teacher puts in more years in the system of teaching he has more experiences in handling situation e.g a teacher who is 45-55 years and has put in 10-20 years of teaching experience is likely to handle situation in a more matured way compare to a teacher who is between 25-35 years and has put in 5-7 years of teaching experience. It is assumed that a teacher who is about 35 years and above can control his/her emotions and temper. Such a teacher is strong and fit to work under a stressed condition, at this matured age the teacher’s brain is very sound and can impart sound and new information unto the learner.

Clark (2000) conducted a study using 185 respondents, the objective of the study was to determine the relationship between teachers performance and age, a structured questionnaire was used to source for information the researcher found a significant relationship between nature of job, performance and age within a age group of 36-55 years, he observed that, level of education and years of experience are of little practical significant in predicting work attitude. He concluded that to build and maintain a positive self-image is a matter of years and age reached, which means at a particular age attained level of academic, work skills, knowledge and attitudes contribute to achieving personal goals, this is a process of maturity. Level of education is achieved by age, also responsibility is invested upon someone at a particular age, heights are attained by age and time.

Level of Education and Professional Effectiveness

In times like this that ever body needs a higher education, there is need for a qualified teacher to teach at all levels of education, from the nursery to tertiary institution. Quality teaching depends on the teacher's academic background. A teacher must have an expert knowledge base which guide the practice, the teacher must be able to design programmes suitable for a particular set of his students, must consciously examined the expectations embodied in the curriculum frame work and must understand what is implies for effective teaching and learning to take place. Azams (2002). Professional effectiveness of a teacher depends on his/her level of academic and vocational training. High level of education will lead to skill acquisition with less training. Teacher's education is important because of the systematic nature of imparting knowledge to the learner, the curriculum is so complex that it requires high level of creativity and thinking by the teacher, (what ever field you want to acquire skill, it involves the teacher imparting knowledge and information). Education influence one's feeling, belief, environment, concepts and positive self-image both personally and professionally. Ajayi (1999) conducted a study using 60 teachers, he discovered that age and training leads to professional effectiveness (training here implies education). The level of training helps to explore strategies for improving learning/teaching methods, restructuring curriculum, the researcher concluded that teacher's wide academic attainment and knowledge will lead to professionalism, creativity and inspiration.

Teaching profession indeed is tedious, challenging and complex in nature, but interesting. Therefore, the teacher needs higher qualification to fit into any school environment, the level and quality of a teacher couple with availability of educational facilities determines the efficiency of the school. Higher education in this context refers to what class of student you are to teach. Qualification includes NCE. B.Sc etc.

Years of Working Experience

Professional effectiveness can only be acquired over time, over process, over years, over a period and stated duration, it also requires interpersonal association which has a considerable influence on performance, which also give room for friendliness, unity, new ideas, interaction of knowledge and experience which can not just be achieved a day. Professional effectiveness is acquired through a stated years of academic pursuit and training through years of working, thorough training must last for a given period and years, through developmental programme, in-service training, workshop, seminars etc Barrett (2000) said a teacher need at least 5 – 7 years of working experience, this is to enable the teacher acquire some skills through practical and day-to-day activities in the classroom, couple with academic qualification. Many years of working experience brings about:- communication skills, innovations, creativity, awareness, resolution of conflicts and stress, improve personal relationship with others, mastering of the subject matter, ability to manage large class size, emotional stability, build personality, formulate policy, update personal identity, change of attitude, values, belief, apply improved teaching materials, increase take home pay, gratuity and pension.

Responsibility and Professional Effectiveness

Responsibility is a position of authority and it aims at effectiveness. For one to be responsible he/she must be given opportunity to exhibit his vision and ability to perform. Responsibility is the layout of individuals job to be done in a standard way by applying basic principles and the individual must be alive to his/her duties.

The formation of an organizational structure needs the assigning of specific duties to various departments and individual, functions are assigned by authority to persons to perform various responsibilities that aims at effectiveness. It is important to note that authority is the right to command, authority is underlined with responsibility. Responsibility depends upon interest, abilities, skills, academic background, age, years of experience, capability etc. To this end, a responsible business teacher must have expert curricular knowledge, outstanding instructional skills and the ability to teach and impact knowledge to learners.

The level of teachers performance and responsibility is measured by the constant improved and quality of their instruction which increases student's academic achievement. Among other responsibility of a teacher is the design and layout of classroom for effective management of students

and good learning atmosphere. Finally, ability to carry out a task is a great responsibility and responsibility assigned to a teacher may be by merit but mostly it should be based on ability, capability and level of achievement. To achieve the qualities of being responsible you must:-

- Understand the principles
- Experience is important
- Dedication to duties is involved and
- Ability to perform (Arakpa (1999) , Akpan (1999), Hilliand (2007).

Several empirical studies on demographic and professional effectiveness of business studies teachers have produced deferential result with respect to respondent's age, sex, years of working, education, tribe, language, interest etc. Some of these results are limited by their environmental conditions which are quit relevant.

Nwafor (2001) carried out a study on professional effectiveness of teachers in Anambra State, using 254 teachers, the mean, standard deviation and the Z-test statistics were used for data analysis, findings showed that development and proficiency depended on a continuous and progressive training, he recommended that teachers given the opportunity to engage in professional activities will be exposed to more experiences that can improve teaching and learning.

Etuk (2002) survey 1350 secondary school teachers' effectiveness and their service conditions, pearson product moment correlation analysis was used to establish that there was no significant relationship between professional effectiveness and service condition. He recommended that teachers satisfaction and effectiveness is complex, so, occasional financial reward, recognition reward, annual increment ad statutory service conditions be applied. Finally, Hilliand (2007) opinioned that teachers effectiveness involved mastery of the subject, communication, knowing the learners ability, developing a curriculum, good incentives, workshop training etc.

Method

The survey design was used for the study. The study covered five (5) educational zones, (Uyo, Uruan, Etinan, Itu and Ibesikpo local education committee). The target population for the study was 320 business teachers. 220 business teachers were randomly selected. A total of 120 female and 100 male teachers were used. Questionnaire (DVPEBTQ) was designed by the researcher. The questionnaire was divided into two sections i.e demographic variables and professional effectives. A pilot test of the instrument was conducted among Sixty-four (64) business studies teacher (BST). Their scores were subjected to split half reliability test to determine the reliability of the instrument. The relation of (r_1) of 0.27 was obtained. The co-efficient of relationship (0.27) was subjected to Spearman Brow formula. Statistical Package for Social Science (SPSS) version eleven, descriptive and inferential statistics was used for data analysis.

Date Analysis and Discussion

The data on the selected independent variable and its effects on professional effectiveness of business studies teacher were described and analyzed

Table 1: frequency count between subject factors

		Value Label		N
1	Age	1	Below 30 years	24
		2	30 – 35 years	34
		3	36 – 40 years	67
		4	41 – 45 years	69
		5	46 years and above	20
2.	Education	1	NCE	15
		2	Bachelors of education	155
		3	Masters of education	44
3.	Years of experience	1	10 years below	65
		2	11 – 20 years	77
		3	21 – 30 years	62
		4	31 years and above	10

Influence of Selected Demographic Variables on Professional Effectiveness of Business Teachers in Secondary Schools in Akwa Ibom State

Research question 1 and Hypothesis 1

To what extent does age affect professional effectiveness of business studies teacher in secondary schools in Akwa Ibom State.

H₀₁ There is no significant effect of age on professional effectiveness of business studies teacher in secondary schools in Akwa Ibom State.

Table 2: Effect of Age on professional effective of business studies teacher.

Sources	Type III sum of squares	df	Mean square	F	P<0.05 sig.
Age	112.374	4	28.094	1.724	.146
Error	3406.079	209	16.297		
Total	1560397.000	214			
corrected	3518.453	213			

R squared = 0.032 (Adjusted square = 0.013)

Table 2 showed F-value of 1.724 with a corresponding P-value of 0.146. This implies that age does not affect professional effectiveness. The analysis on table 2 showed that there is no significant effect of age on professional effectiveness of business studies teacher. In other words, it does not matter the age of the teacher provided the teacher is not beyond retirement age and he/she is still physically and mentally fit.

Table 3: Level of education and professional effectiveness of business teachers

Research question: How does level of education affect professional effectiveness of business studies teacher

H₀₂ : There is no significant effect of level of education on professional effectiveness of business studies teacher

Sources	Type III sum of squares	df	Mean square	F	P<0.05 sig
Level of education	89.144	2	44.572	2.742	0.67
Error	3429.309	211	16.253		
Corrected total	3518.453	213			

R squared = .025 (Adjusted R squared = 0.16)

Table 3 showed a computed F-value of 2.742 and a corresponding P-value of .067. This implies that level of education does not affect professional effectiveness and it does not really matter provided the business studies teacher is given an assignment that is commensurate to his level of education and the federal ministry of education has stated the minimum qualification for teachers.

Table 4: Working experience and professional effectiveness of business studies teacher

Research question- To what extent does years of experience affect professional effectiveness of business studies teacher in AKS.

H₀₃ – There is no significant effect of years of experience and professional effectiveness of business studies

Source	Type III sum of squares	df	Mean square	F	P<0.05 Sig
Years of Experience	51.933	3	17.311	1.049	.372
Error	3466.521	210	16.507		
Corrected total	3518.453	213			

R squared = 0.15 (Adjusted R squared = 0.01)

Table 4 showed computed F-value of 1.049 and a corresponding P-value of .372. This implies that years of experience does not affect professional effectiveness, but then, one can not rule out experience at any critical situations, the training of business studies teacher makes him/her to be good and effective on his job. Experience is an added advantage.

Table 5: Responsibility and professional effectiveness of business teachers

Research Question – How does responsibility held affect professional effectiveness of business studies teacher?

H0₄ – There is no significance effect of responsibility held on professional effectiveness of business studies teacher in AKS.

Source	Type III sum of squares	df	Mean square	F	P<0.05 sig
Responsibility held	233.288	210	15.644	4.971	.002
Error	3285.165	214			
Corrected total	3518.453	213			

R squared = 0.066 (Adjusted R squared = 0.053)

Table 4 showed a calculated F-value of 4.971 and a corresponding P-value of .002. The P-value is less than the alpha level (i.e 0.05). Hence responsibility held affects professional effectiveness of business studies teacher. Therefore, the null hypothesis was rejected and the alternate uphold, this implies that there is significant effect of responsibility held on professional effectiveness.

Conclusion

Among the independent variables that were considered, responsibility held by business studies teacher was the most prominent factor. This study has made an outstanding discovery that requires an employee to have adequate training for his or her job. The responsibility that may be assigned to him should be commensurate to his qualification and capability.

Also, the teacher should be alive to his responsibility to ensure full operation of the principles involved in his job and that job should be meticulously and humorously executed. The issue of level of education is best understood when related to the Federal Ministry of Education requirements that the NCE teacher is expected to operate and teach at the Junior Secondary School level etc.

Finally, the findings of these study confirms that responsibility held is significant. This is true to life, because a teacher who acquired all the certificates and got the job but is not responsible on the job can not be effective. Based on this study, it was concluded that every professional business studies teacher must be responsible to his or her duties to enhance professional effectiveness. Specifically, the following conclusions were drawn from the findings –

- 1) Business teachers should possess a qualified certificate
- 2) Prepare their lesson notes
- 3) Expose to in-service training
- 4) Device method to motivate students to learn
- 5) Make use of available facilities and instructional materials and make use of ICT for effective teaching of business studies.

Recommendations

Based on the findings of this study, the following recommendations were made:-

- 1) Regular seminar and developmental programmes
- 2) Introduce measures of assessing teacher's effectiveness
- 3) Business studies teacher should be involved in developing curriculum; curriculums must be re-visited from time to time to meet the present level of technology.
- 4) Teachers should be encouraged to sustain their job, incentives should be used from time to time including other benefits.
- 5) Government should remain steadfast at employing professionally qualified business teachers to teach at the secondary schools.
- 6) Perception of the general public concerning teaching should be changes for better.
- 7) Standard business studies library, furnished with computers, and multimedia gadgets and networked should be provided to schools.
- 8) Information and communication technology centres should be made available for effective teaching and learning of business studies in secondary schools in AKS.

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