

CAPACITY BUILDING NEEDS OF BUSINESS STUDIES TEACHERS FOR EFFECTIVE TEACHING IN JUNIOR SECONDARY SCHOOLS IN ENUGU STATE

Callistus Ikechukwu Agboh

Abstract

This study aimed at determining the capacity building needs of Business Studies teachers for effective teaching in Junior secondary Schools in Enugu State. Two research questions were developed and answered in line with the purpose of the study. The design of the study is a survey design. The sample for the study was 96 business studies teachers randomly selected from the junior secondary schools of the 6 educational zones in Enugu State. A ninety item psycho-productive multiple choice test and a forty one cluster item questionnaire were developed for obtaining data. Data collected was analyzed using frequency counts, percentages and performance gap analysis to determine the capacity building needs of teachers of Vocational Business Studies. The findings of this study, among others revealed that teachers' performance in the content areas of business education curriculum was low (below 40%), hence requires capacity building. It was recommended that in-service training be provided for the N.C.E. graduate teachers of Business Studies in the instructional content areas of Vocational Business Education.

Business Education is that education that provides teachers with training in special business skills and competencies. It can refer to a curriculum structure which remains overwhelmingly vocational or practical, but includes general or academic subjects which form part of the student's time table (Hoppers, 1996). Igboke (2000) succinctly defined business education as that aspect of total educational programme which provides knowledge, skill, understanding and attitudes needed to perform in the business world, as a producer and, or consumer of goods and services that business offers. According to Osuala (2004), the objective of business education programme is to provide training in special skills, and equip student with such competencies that will not make him only employable, but to be self employed. Similarly, the National Commission for Colleges of Education Minimum Standard (2008) specifically stated that Business Education should equip graduates with the right skills that will enable them engage in a life of work in the office, as well as for self employment.

In the context of this study, Business Education is viewed as that aspect of general education that equips the teacher with such competencies, skills, values and aptitude, to practically demonstrate and teach the basic arts of business subjects in the Upper Basic or Junior Secondary Schools (JSS).

As such, the performance skills to be evaluated and in which its capacity building needs are to be determined are those which could enable the NCE graduates excel as business subjects teachers.

Upper Basic or Junior Secondary level refers to the first 3 years as spent in secondary school in the current 9-3-4 of Nigerian education system. It is that level in Nigeria education practice where the teaching of business subjects commences. The business subjects taught at this level of academic education include, Book-keeping, Shorthand, Office Practice, Commerce and Typewriting. These business subjects, though some have been rendered less useful by modern technology, still constitute the core curriculum content of Business Studies and Business Education of the tertiary level. In his own view, Agomuo (2007) opined, before business education could ensure quality, it must have to revolutionize business educators (teachers) and students to get familiar with the correct technological changes ahead of the others and to be efficient survivor of the novel move for the new era in order to ensure relevance in the scheme of events. This implies that business educators and education should wear a new look, be ICT-based and identify with the current global trend. What is actually on ground in Nigeria? Even with some modifications in the current NCE Minimum Standard (2008 edition), the business subjects which modern technology has rendered less useful still constitute the core curriculum content. In essence, both teachers in training and those in service seem not to acquire nor impart the requisite knowledge and competencies in the skills and arts required to perform in the present day ICT-based offices. There is therefore a dire need to determine the capacity building needs of Business Studies teachers in the Junior Secondary Schools in Enugu state.

A teacher is one who influences another to change his attitude and behaviour on the basis of new skills, knowledge and appreciation (Onwuka, 1981). He is one who arranges activities aimed at assisting the learner acquire knowledge, attitude, values, habit and skills (Ogwo, 2005). On the other hand, a Business Studies teacher is one whose teaching role extends from the development of intellectual activities and cognition to the development of practical skills (psychomotor), emotions, attitudes and morals (affective). A business studies teacher is one who should be familiar with the current technological changes in the offices and world of work, who is ICT literate and who plans the learning activities and experiences, with the view of current and global changes and practices in the business world. This will enable him lead the learner through the mastery of the desired knowledge, skills, attitude and competency. Effective teaching entails, having the competency to provide for experiences and guidance of activities designed to promote learning on the part of those engaging in the activities – the learner (Olitan and Ellah, 2009). Competency implies maintaining an appropriate level of professional standard by on-going development of knowledge and skills, and the performance of professional duties in accordance with relevant laws, regulation and technical

standard (Larson, 2000). By implication therefore, if the teacher could perform the competencies in teaching to an acceptable level, he is regarded effective, or otherwise ineffective, if he could not perform the competencies.

Capacity building refers to efforts geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job (Olaitan, Alaribe and Nwobu, 2009). In the context of this work, capacity building entails improving upon the productive ability of the business studies teachers, to be able to meet the current technological changes and challenges of modern offices, modern technology, and the ICT world of work and business.

Statement of the Problem

Expert opinions indicate that among the plethora of problems militating against effective teaching and learning of business studies, poor quality teachers stand supreme. For instance, in a recent study conducted by Eze (2010) on factors that constrain effective implementation of business studies curriculum in public post primary schools in Enugu State, 30 out of 40 respondents (75%) attest to incompetence on the part of the business teacher as a factor. Njoku (1992) found that a good number of teachers who teach business subjects are not qualified to teach the subject because they are not trained in business education. Most often, due to unemployment what does happen is that people who read business courses without a bias in education are made business teachers in secondary schools. Even among teachers of Business Education, B.Sc/HND graduates of Accountancy, Secretarial Studies, Marketing, and so forth, are seen employed to do the job of business educators. Thus, inefficient and unproductive NCE teachers are turned out year after year and they invariably teach business studies in the J.S.S. In essence, the lots employed as business teachers often do not possess the requisite knowledge and competencies for effective teaching of business subjects, hence the need to determine the capacity building needs of business studies teachers for effective teaching.

Purpose of the Study

Generally, the purpose of this study was to determine the level of teaching competence possessed by the teachers of business studies and areas where they require improvement for effective teaching of business studies in J.S.S. Specifically, the study will determine:

- (a) the performance level of N.C.E. teachers of Business Studies in Junior Secondary Schools in Enugu State;
- (b) the capacity building needs of N.C.E. teachers for effective teaching of business subjects in Junior Secondary Schools in Enugu State.

Research Questions

This study answered the following research questions:

- (1) What are the performance levels of teachers of Vocational Business Studies?
- (2) What are the capacity building needs required of teachers in teaching:
 - (i) Book-keeping
 - (ii) Office Education/Practice
 - (iii) Commerce
 - (iv) Typesetting/Keyboarding
 - (v) Shorthand/Word processing

Methodology

The study was carried out in the six educational zones of Enugu State. The population for the study was 192 departmental head teachers of business studies in the 192 public post primary schools in Enugu State as enlisted in the Post Primary School's Management Board (PPSMB) Schools Population (2001). Random sampling technique was used to select 96 or 50% of the population (i.e. 16 teachers from each of the 6 zones).

A 90-item psycho productive multiple choice test that covers the teaching skills and practical areas of business studies subjects was developed for collecting data from the head teachers of business studies on their performance in the content areas of business education curriculum. This test was administered alongside the questionnaire to the 96 head teachers of business studies used for the study. The performance test was analyzed using frequency and percentage scores. The performance scores were interpreted as follows: 60% and above as high performance; 50-59% as average performance and 0 - 49% as low performance.

A 41 item questionnaire covering the areas of Business Studies curriculum was developed from the performance test questions for collecting data from head teachers of Business Studies on areas of Business Studies programme they needed capacity building. The questionnaire had two types of response scale, the needed and performance scale. The needed type of scale had a 5 point response of Very Highly Needed (VHN), Highly Needed (HN), Needed on the Average (NOA), Slightly Needed (SN), and Not Needed (NN); with a corresponding nominal value of 5,4,3,2 and 1 respectively. The performance type of scale equally had a 5 point response of Very high Performance (VHP), High Performance (HP), Average Performance (AP), Low Performance (LP), and Very Low Performance (VLP); with corresponding values of 5,4,3,2 and 1 respectively.

The instruments (test and questionnaire) were face validated by 3 experts, 2 from the department of Vocational Teacher Education (Business Education Unit), University of Nigeria, Nsukka; and one from Education department (Measurement and Evaluation Unit), Federal College of Education,

Capacity Building Needs of Business Studies Teachers for Effective Teaching in Junior Secondary Schools in Enugu State

Eha-Amufu. Cronback Alpha Reliability coefficient was used to determine the internal consistency of the instruments. The test yielded a coefficient of 0.837, while the questionnaire yielded a coefficient of 0.842.

The questionnaire items were analyzed to determine the capacity building needs of teachers of business studies. The capacity building needs were determined thus:

- (i) The weighted mean (X_n) of the need scale was determined for each cluster.
- (ii) The weighted mean (X_p) of the performance scale was also determined for each cluster.
- (iii) The performance gap (P_g) was determined by finding the differences between X_n and X_p ; that is, $X_n - X_p = P_g$. Where the P_g is positive (+ve) it means capacity building is required because the rate at which teachers performed is lower than the expected. Where P_g is negative (-ve), it means capacity building is not required because the rate at which teachers performed is greater than needed. And where P_g is zero (o), capacity building is not required because the rate at which teachers performed is equal to what is needed (Ellah, 2007).

The result for the study was obtained from the research questions answered through the data as collected and analyzed.

Research Question 1: What are the Performance Levels of Teachers of Vocational Business Studies in Public Junior Secondary Schools in Enugu State?

Table 1: Performance Score of J.S.S. Teachers of Business Studies in the Approved Programme of N.C.E. Business Education

S/N	Items	Frequency of Respondents (F)	Percentage (%)	Remarks
A	TEACHING SKILLS			
1	Planning instruction in business studies	52	54	Average performance
2	Implementing instruction in business studies	28	29	Low performance
3	Evaluating instruction in business studies	40	42	Low performance
	Cluster Average	40	42	Low performance

Callistus Ikechukwu Agboh

B	KNOWLEDGE AND SKILLS IN BOOK-KEEPING			
4	Source documents and its uses	41	43	Low performance
5	Preparation and classification of journal	50	52	Average performance
6	Preparation and classification of ledger	18	19	Low performance
7	Adjusting and closing/balancing ledger entries	22	23	Low performance
8	Preparation of trial balance	33	34	Low performance
9	Preparation of final accounts	26	27	Low performance
10	Banking and bank reconciliation statement	24	25	Low performance
11	Uses of accounting packages	08	08	Low performance
C	KNOWLEDGE AND SKILLS IN OFFICE EDUCATION/ PRACTICE			
12	Office method and procedure	63	66	High performance
13	Business/office machines/equipment	60	63	High performance
14	Filing methods and classification	55	57	High performance
15	Office functions and organization	60	63	High performance
16	E-office functions and organization	34	35	Low performance
17	Office communication and technology	38	40	Low performance
	Cluster Average	52	54	Average
D	KNOWLEDGE AND SKILLS IN COMMERCE			
18	Business opportunities and career	60	63	High performance
19	Occupation classes and opportunities	66	69	High performance
20	Production	56	58	Average performance
21	Exchange and distribution services	72	75	High performance
22	Trade and advertising services	64	67	High performance
23	E-Commerce/On-line trading	32	33	Low performance
24	Banks and banking services	75	78	High

Capacity Building Needs of Business Studies Teachers for Effective Teaching in Junior Secondary Schools in Enugu State

				performance
25	Insurance services	60	63	High performance
26	Communication and communication technology	40	42	Low performance
	Cluster Average	58	61	High performance
E	KNOWLEDGE AND SKILLS IN TYPESETTING/ KEYBOARD			
27	Parts and uses of typewriter/computer keyboard	62	65	High performance
28	Keyboard exercise and operations	44	46	Low performance
29	Diction and spellings	25	26	Low performance
30	Speed and accuracy	30	31	Low performance
31	Printers signs and abbreviations	35	36	Low performance
32	Display work (business letters/memos)	50	52	Average
33	Paper sizes and uses	36	38	Low performance
34	Formatting exercises	38	40	Low performance
	Cluster Average	40	42	Low performance
F	KNOWLEDGE AND SKILLS IN SHORTHAND/WORD DPROCESSING			
35	Basic shorthand (consonants, vowels, drills and exercises)	40	42	Low performance
36	Dictation and transcription	35	36	Low performance
37	Spelling check	20	21	Low performance
38	Word sorting and placement	24	25	Low performance
39	Editing and saving	52	54	Average performance
40	Grammar checker	30	31	Low performance
41	Reprographic and correspondence distribution	37	39	Low performance
	Cluster Average	34	35	Low performance
	Overall Cluster Average	42	44	Low performance

Note: N = 96
 $\% = \frac{F}{N} \times 100/1$

The data in table 1 showed that the teachers of business studies in Junior Secondary Schools in Enugu State obtained a high performance score in commerce, having a cluster average of 61%. They obtained average performance in office practice and education, scoring an average of 54%. The teachers had low performance in teaching skills (42%), book-keeping (29%); typesetting/keyboarding (45.2%), and shorthand/word processing (35%). Generally, the teachers obtained low performance (44%) in the curriculum content of Business Education they learnt in the colleges of education as is indicated in the overall cluster average score.

Research Question 2: What are the Capacity Building Needs Required of J.S.S. Teachers of Business Studies?

Table 2: Performance Gap Analysis of the Mean Ratings of the Responses of the Teachers of Business Education Programme of Colleges of Education for Effective Teaching in J.S.S. in Enugu State

S/N	Teaching Skills	X_n	X_p	$X_n - X_p$	Remarks
A.	TEACHING SKILLS				
1	Planning instruction in Vocational Business		1.94	1.45	Capacity Building required
2	Implementing instruction in vocational business	2.15	2.45	0.3	Capacity Building required
3	Evaluating instruction in vocational business	3.81	2.19	1.62	Capacity Building required
	Cluster mean	3.12	2.19	0.92	Capacity Building required
B.	KNOWLEDGE AND SKILLS IN BOOK-KEEPING				
4	Source documents and its uses	3.36	1.79	1.57	Capacity Building required
5	Preparation and classification of Journal	3.29	1.42	1.87	Capacity Building required
6	Preparation and classification of ledge	3.40	1.41	1.99	Capacity Building required
7	Adjusting and closing/balancing ledger entries	3.40	1.40	1.90	Capacity Building required
8	Preparation of trial balance	3.41	1.40.	2.01	Capacity

Capacity Building Needs of Business Studies Teachers for Effective Teaching in Junior Secondary Schools in Enugu State

					Building required
9	Preparation of final accounts	3.48	1.61	2.32	Capacity Building required
10	Banking and bank reconciliation statements	3.65	1.47	2.18	Capacity Building required
11	Uses of accounting packages	2.79	2.25	0.54	Capacity Building required
	Cluster Means	3.35	1.61	1.80	Capacity Building required
C.	KNOWLEDGE AND SKILLS IN OFFICE PRACTICE/ EDUCATION				
12	Office method and procedures	2.72	2.27	0.45	Capacity Building required
13	Business/office machines and equipment	2.02	2.28	-0.26	Capacity Building not required
14	Filing methods and classification	2.13	2.15	-0.02	Capacity Building not required
15	Office functions and organization	1.86	2.15	-0.29	Capacity Building not required
16	e-office functions and organization	2.15	2.02	0.13	Capacity Building required
17	Office communication and technology	2.15	2.17	0.01	Capacity Building required
	Cluster Mean	2.17	2.17	0.01	Capacity Building required
D.	KNOWLEDGE AND SKILLS IN COMMERCE				
18	Business opportunities and career	2.28	2.72	-0.44	Capacity Building not required

Callistus Ikechukwu Agboh

19	Occupation classes and opportunities	1.74	3.08	-1.34	Capacity Building not required
20	Production	1.81	3.34	-1.53	Capacity Building not required
21	Exchange and distribution services	2.04	3.20	-1.16	Capacity Building not required
22	Trade and advertising services	1.97	3.09	-1.12	Capacity Building not required
23	E-commerce/on-line trading	3.08	1.94	1.14	Capacity Building required
24	Banks and banking services	1.94	2.28	-0.34	Capacity Building not required
25	Insurance services	1.77	2.13	-0.36	Capacity Building not required
26	Communication and communication technology	2.25	2.79	-0.54	Capacity Building not required
	CLUSTER MEAN	2.10	2.73	-0.63	Capacity Building not required
E	KNOWLEDGE AND SKILLS IN TYPESETTING/ KEYBOARD				
27	Parts and uses of typewriter/computer keyboard	2.45	2.28	0.17	Capacity Building required
28	Keyboard exercise and operations	3.50	1.94	1.56	Capacity Building required
29	Diction and spellings	3.49	2.15	1.34	Capacity Building required
30	Speed and accuracy	3.33	1.86	1.47	Capacity

Capacity Building Needs of Business Studies Teachers for Effective Teaching in Junior Secondary Schools in Enugu State

					Building required
31	Printers signs and abbreviations	3.46	1.94	1.52	Capacity Building required
32	Display work (business letters/memos)	2.13	2.02	0.11	Capacity Building required
33	Paper sizes and uses	1.77	1.75	0.02	Capacity Building required
34	Formatting exercises	2.04	1.74	0.30	Capacity Building required
	Cluster Mean	2.77	1.96	0.81	Capacity Building required
F.	KNOWLEDGE AND SKILLS IN SHORTHAND/WORD PROCESSING				
35	Basic shorthand (consonants, vowels, drills and exercises)	3.55	1.89	1.66	Capacity Building required
36	Dictation and transcription	3.34	2.02	1.32	Capacity Building required
37	Spelling check	3.60	3.16	0.44	Capacity Building required
38	Word sorting and placement	3.25	3.09	0.16	Capacity Building required
39	Editing and saving	3.46	1.69	1.65	Capacity Building required
40	Grammar checker	3.34	1.69	1.65	Capacity Building required
41	Reprographic and correspondence distribution	3.16	2.79	0.37	Capacity Building required
	Cluster Average	3.39	2.55	0.84	Capacity Building required
	Overall Cluster Mean	2.82	2.20	0.63	Capacity Building required

$$\begin{aligned} N &= 96; \\ X_n &= \sum fX_n/n; \text{ while} \\ X_p &= \sum fX_p/n \end{aligned}$$

Responses categories are:

Very High Needed/Very High Performance	=	5
Highly Needed/High performance	=	4
Needed on the Average/Average Performance	=	3
Slightly Needed/Low Performance	=	2
Not Needed/Very Low Performance	=	1

The data in table 2 revealed that public Junior Secondary School teachers of Business Studies in Enugu state need capacity building in all the areas of Business Education (Book-keeping, Office Practice/Education, Shorthand/Word Process, Typewriting/Keyboarding and Teaching skills) except commerce, where the performance gap is negative (-0.63). Generally, the teachers required capacity building in all the areas as the overall performance gap score is positive (0.63).

Discussion of Result

The result of this study showed that teachers of Business Studies in public Junior Secondary Schools in Enugu State had a general low performance in the NCE curriculum content of the approved programme of NCE Business Education as was revealed in table 1. The result in table 2 revealed that the teachers of Business Studies require capacity building in Business Education Programme of Colleges of Education in teaching skills, Book-keeping, office Practice/Education, Typesetting/Keyboarding and in Shorthand/Word Processing. This findings help to confirm the average low performance of the teachers as is revealed in table 1. The implication of this finding is that teachers of Business Studies require capacity building in order to be more effective in teaching Business Studies in Junior Secondary Schools in Enugu State. The findings of this study is in agreement with that of Olise and Gbenedio (2007), in their study of In-service Training Needs of Business Education Teachers in post primary schools in Delta State, where it was found that Business Education teachers needed professional improvement in all the 14 categories of competencies tested.

Conclusion and Recommendation

The unemployment predicament of Business Studies graduates may not be separated from their poor skills acquisition in schools due to the in-

competencies of teachers. Often teachers do not possess the basic work skills, attitude and competencies required for functionality in the modern office of ICT business world. The study therefore recommends that, capacity building programme targeted at improving the ICT skills of business teachers be organized from time to time. It is equally recommended that in-service training (study leave with pay and allowances, including oversea training/workshops) be availed teachers of business courses/subjects so as to update their knowledge in the instructional content areas of vocational business education.

References

- Agomuo, E.E. (2007). *Business education in the 'E' Era: Implications for national education reforms*. A lead paper presented at the annual national conference of the Association of Business Educators of Nigeria (ABEN); Abakaliki, 16 – 20 October.
- Ellah, B. I. (2007). *Effectiveness of quality assurance curriculum frame factors on implementation of agricultural education programme of colleges of education in Eastern Nigeria*. Unpublished PhD Thesis, Department of Vocational Teacher Education, University of Nigeria, Nsukka.
- Eze, C.E. (2010). Constraints to quality assurance in business studies in public post primary schools in Enugu State. *School of Vocational Education Journal*, 5(1), 29-37.
- Hoppers, N. (1996). *Searching for relevance: The Development of Work Orientation in Basic Education*. Paris: International Institute for Educational Planning.
- Igboke, S.A. (2000). *Business education principles and method*. Onitsha: Cape Publishers International Ltd.
- Larson, E.J. (2000). *Modern advanced accounting*. Boston: Irwin McGraw-Hill.
- National Commission for Colleges of Education (4th ed.) (2008). *Minimum standard for Nigerian certificate in education: School of Vocational Technical Education; Kaduna/Abuja, NCCE*.
- Njoku, C.U. (1992). Teaching secretarial administration subjects in modern technological age. The journey so far. *Business Educational Journal*, 2(1) 92-97.
- Ogwo, B.A. (2005). *Preparing instructional materials for multi-guide teaching*. A commissioned paper presented at workshops organized by national

- commission for colleges of education (NCCE); Held in Oyo State College of Education, Oyo; ATCOICOE, Enugu; and FCE (T) Asaba, 3 – 5 May.
- Olaitan, S.O., Alaribe, M.O.; & Nwobu, V. I. (2009). Capacity needs of teachers of agriculture for effective teaching in upper basic schools in Abia State. *Nigeria Vocational Journal*, 13(1), 128- 237.
- Olaitan, S.O.& Ellah, B.T. (2009). Capacity building needs of palm oil and kernel marketers for enhancing economic returns from oil palm industry in South Eastern Nigeria. *Nigeria Vocational Journal*, 13(1), 91 – 99.
- Olise, J.M. (2007). In-service needs of business education teachers. *Business Education Journal*, 4 (1), 1 – 6.
- Onwuka, U. (1981). *Curriculum development for Africa*. African-Fep Publishers Ltd.
- Osuala, E.C. (2004). *Principles and methods of business and computer education*. Enugu: Cheston Agency Ltd.
- Post Primary School's Management Board (2001). *Post primary school's management board school population*, Enugu.