



TEACHERS' COMPETENCIES NEEDED FOR EFFECTIVE TEACHING OF BUSINESS STUDIES SUBJECTS IN SECONDARY SCHOOLS

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Abstract

The study examined the competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State. Three research questions guided the study. The study adopted a descriptive survey research design. The population for the study was 1,901 business studies teachers who are teachers of business studies subjects in the 264 public secondary schools in the 6 Educational Zones in Anambra state. The sample of the study consists of 330 business studies teachers. A stratified random sampling technique was used to select three Educational Zones, 6 LGAs and sixteen schools from the LGAs. The instrument used for data collection was a structured questionnaire comprising of 30 items. Two experts validated the instrument. The internal consistency of the instrument was checked, using Cronbach's alpha, which yielded the coefficient values of .897, .917, and .996. Weighted mean and improvement need index (INI) were employed to analyze the data collected from the respondents. The study found that Business studies teachers who are teachers of business studies subjects in secondary schools in Anambra State needs much improvement in the areas of social and motivational competencies, hence they need much additional training in these areas to facilitate effective teaching of business studies subjects. It was however recommended that the Anambra State Ministry of Education and Secondary School Education Board should endeavor to organize regular training and re-training programme for business studies teachers on the areas where they are found in this study to be deficient so as to ensure effective teaching of business studies subjects.

Keywords: Business Studies Teachers, Competencies, Improvement Needs, Business Studies Subjects.

Introduction

Education is regarded as a powerful tool for social change and national development. It is the process of imparting knowledge, skills, values, ethics, principles and rules with a view to improve the quality of life of an individual. Education is seen as the light that drives away darkness of ignorance and enables mankind to find its way through the tortures and labyrinth of development and civilization (Chetlal & Pushpa, 2020). This is to say that any nation which have a decline in the quality of education at any level will have a far reaching negative impact on the nation's moral, civic, cultural and economic sustainability. For a nation to achieve the goals and objectives of education, teachers (key implementers of educational programmes) must be put into perspective.

Teachers has been recognized as indispensable human resources and indeed the single and most vital element in the educational system. Etuk (2010) noted that new schools may be built, syllabuses revised, new teaching methods and aids recommended and new textbooks provided but in the end,

everything lies in the quality and quantity of teachers. The author added that teachers play a crucial role in the development of the education system as a whole and in imparting and maintaining the standard of education. Teaching is an important activity that helps people to gain knowledge and attitudes in order to be responsible citizens, earn a living and lead a peaceful life. Teaching is said to be effective if the planned goals are being accomplished. Oyetunde (2014) saw effective teaching as a deliberate and planned activity, it is purposeful (goal-oriented), coherent (structured), meaningful (bridges the gap between the known and the unknown). In all, effective teaching consists of helping students to acquire knowledge and learn to think and solve problems.

The teacher's level of competency and experience determine his level of effectiveness. According to Ogwunte (2016), teachers' quality, effectiveness, experience and competency are very vital, since it is the teacher that will determine the extent of achievement of the goals and objectives of the subject matter. Iseac (2019) opined that it is expedient to note that the primary source of producing professional teachers in Nigeria is through teacher education programme offered in teacher training institutions such as universities and colleges of education. Akpan and Silas (2013) also noted that the initial training teachers receive during their teacher education programmes is inadequate to enable them continue to perform the complex changing tasks of the teacher for many reasons. First, the inadequacy of teacher preparatory programmes. Secondly, the society is continuously undergoing changes in values, attitudes and knowledge as a result of the ever increasing rate of technological advancement. Thirdly, new and more sophisticated technologies are developed for use in schools and teachers who fail to stay abreast with these changes can be declared obsolete. Akpan and Silas (2013) added that there is a great need for teachers to be constantly trained and retrained to improve their competency needs.

Competency improvement needs is the development of circumstances where the shortfalls in the teaching of business subjects are identified, corrected and upgraded to a high quality standard. According to Marcus (2015), there is an urgent requirement to make the teaching of skills, knowledge, abilities and commitments better than it were before. The need for improvement of business teacher's competence always arises when there is a gap to fill. Business subjects taught at the secondary school level includes those subjects taught at the junior secondary as prevocational and integrated subjects such as book keeping (business success), shorthand (skill for business), office practice (effective office practice) keyboarding as a communication tool and commerce (the heart of business), and at the senior secondary school level is financial accounting, store management, insurance, commerce and office practice, trade and marketing. Business teachers who teaches any of the afore mentioned business subjects needs to stay abreast with the 21st century professional competencies needed in our modern world.

Kiyemet (2010) outlined the 21st century professional teacher competencies to include: communication competencies, emotional competencies, environmental competencies, field competencies, Information and Communication Technology (ICT) competencies, literature learning competencies, pedagogical competencies, research competencies and socio-cultural competencies, instructional materials development and utilization competencies, social competencies, motivational competencies, political competencies, critical thinking competencies, affective work competencies, intra personal competencies, inter personal competencies, practical demonstration competencies etcetera. However, for the purpose of this study subject matter, social and motivational competencies will be given a priority.

Subject matter competency remains a key competency in effective teaching of business subject. Obot (2022) opined that a good subject matter knowledge helps the teacher to teach learners correctly, this in turn leads to achievement of set objectives and the consequent interest of the learners to continue in the learning process. This scholar adds that there is a high correlation between what teachers know and what they teach. Knowledge of subject matter by teachers does not only inspire the students to achieve academic success but also improve the quality of teaching as well. The teacher's

mastery of the knowledge of subject matter should go beyond the limits of the curriculum, for them to be able to explain to the learners.

People as social beings who constantly deal with others need certain skills that would enable them achieve their ends without offending others. Osman (2011) asserted that the skills needed for effective interpersonal functioning includes both verbal and non-verbal behaviours that are socially valued and are likely to elicit positive response from others. It is unequivocally clear that the social life of human beings demands constant interaction with people of all social standings and status. Human beings, as gregarious as we are, interact with other people on daily basis. Tariq and Masood (2018) pointed out that human survival naturally demands living in groups, where members form relationships, share their feelings, have contact and gain knowledge.

Motivation according to Reginald (2015), is the arousal of tendency to act to produce one or more effects this simply implies that behind any motivation, there are some elements of needs demanding satisfaction. Oyewole and Alonge (2013) asserted that motivation is the arousal of tendency to behave in a particular way. This means that the teacher needs to possess the ability to gear learning situation so that the learner will have the urge to learn and perform better from the learning experiences.

From the above, it can be seen how essential the possession of necessary competencies for effective teaching are germane to successful implementation of business subject curriculum in secondary schools. Regrettably, Oluseyi and Omoh (2020) argued that observations from research conducted by scholars in the field of business studies in recent time shows that there is a consistent decline in the academic performance of students in some business studies subjects. This could be as a result of business studies teacher's poor acquisition of necessary competencies needed for effective teaching. It is also worthy to note that the society is changing, and so is knowledge. Business studies teachers having been trained some years back may be deficient in new knowledge in the field. Hence the need to determine the competencies improvement needs which is the focus of this study.

Purpose of the Study

The general purpose of the study is to determine business studies teachers' competencies improvement needs for effective teaching of business studies subjects in secondary schools in Anambra State. Specifically, the study aims to examine:

1. The subject matter competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State.
2. The social competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State.
3. The motivational competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State.

Research Questions

The study provided answers to the following research questions.

Research Question 1: What are the subject matter competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Research Question 2: What are the social competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Research Question 3: What are the motivational competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Methods

Research Design

The present study adopted a descriptive survey research design. This design is primarily a

quantitative research design in which the authors administer a structured questionnaire to a sample of respondents in order to describe their attitudes, opinions, behaviours and experiences (Creswell, 2005). Therefore, a descriptive survey research design is appropriate for this study in that it would help the authors to collect data from business studies teachers so as to determine their perceptions regarding their levels of competencies improvement needs for effective teaching of business studies subjects in secondary schools in Anambra State.

Population and Sampling Procedure

The population of the study was all the 1901 business studies teachers who are teaching business studies subjects in all the 264 public secondary schools in the six educational zones in Anambra state. Out of total population a sample size of 330 business studies teachers was selected using a stratified random sampling technique.

Measuring Instrument

A structured questionnaire was designed as the instrument used for data collection. It had items with two categories of response scales of possessed and needed. The possessed category scale had five point-response scales of very highly possessed (VHP), highly possessed (HP), moderately possessed (MP), slightly possessed (SP), and lowly possessed (LP) with the corresponding values of 5, 4, 3, 2, and 1 respectively. It was meant to determine the extent of competencies possessed by business studies teachers. The needed category scale had five point-response scales of very highly needed (VHN), highly needed (HN), moderately needed (MN), slightly needed (SN), and lowly needed (LL) with the corresponding values of 5, 4, 3, 2 and 1 respectively. It was meant to determine the extent at which the competencies are needed by the business teachers.

Validation and Reliability of Instrument

The structured instrument for data collection was validated by two experts, one from Business Education and the other from Measurement and Evaluation. Reliability coefficient values of .897, .917, and .996 was obtained, which yielded an adequate reliability and internal consistency index, using the Cronbach's alpha method.

Data Analysis

The data collected from the respondents were analyzed using weighted Mean. The weighted Mean with Improvement Need Index (INI), which represents the performance gap, was used to answer the research questions and take decision. In taking the decision, the following steps were followed: (1) The weighted mean of the Needs category as well as the weighted mean of the performance category were determined (2) The performance gap was determined by finding the difference between the weighted mean category and the weighted mean of the performance category (3) Where the performance gap is (+), it means that the item is needed because the level of competencies needed is greater than the level of competencies possessed (4) Where the performance gap is (-), it means that the item is not needed because the level of competency needed is lower than the level of competency possessed and (5) Where the performance gap is (0), it means that the item is not needed because the level of competency needed equals to the level of competency possessed.

Results

Research Question 1: What are the subject matter competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Table 1: Mean and Standard Deviation of Subject Matter Competency Improvement Needs of Business Studies Teachers for Effective Teaching of Business Studies Subjects in Secondary Schools in Anambra State.

S/N	Items	X _N	SD _N	X _P	SD _P	X _{PG}	Remark
1.	In-dept. understanding of business subjects.	4.85	0.353	3.89	0.398	0.96	Needed
2.	Align instruction with learning objectives and standards.	4.85	0.353	3.87	0.406	0.98	Needed
3	Communicate effectively with students.	4.85	0.359	3.78	0.444	1.07	Needed
4	Design and develop curriculum that aligns with learning objectives and standards.	4.82	0.386	3.76	0.453	1.06	Needed
5	Effective planning and delivery of lessons that promotes students learning.	4.81	0.396	3.73	0.458	1.08	Needed
6	Tailor instruction for inclusive learning environment.	4.79	0.409	3.71	0.482	1.08	Needed
7	Construct valid and reliable tests to evaluate students' performance.	4.79	0.409	3.70	0.460	1.09	Needed
8	Give feedback regularly to students on their academic performance.	4.79	0.424	3.69	0.462	1.1	Needed
9	Effective use of subject-specific resources and materials.	4.81	0.406	3.69	0.462	1.12	Needed
10	Effective use of technology to enhance teaching and learning.	4.81	0.406	3.65	0.491	1.16	Needed

Note. X_n=Mean of Needed; x_p =Mean of Performance; X_{PG}=Mean of Performance Gap.

Table 1 showed that the Mean responses of the competencies possessed by business studies teachers on subject matter competencies ranged from 3.65 to 3.89, while the Mean responses of subject matter competencies needed by business studies teachers ranged from 4.79 to 4.85. The Mean value of subject matter competencies performance gap ranged from 0.96 to 1.96. Since all the values of the subject matter competencies performance gap analysis are positive, it means that the business studies teachers need improvement on their subject matter competencies for effective teaching of business studies subjects in secondary schools. However, the extent to which improvement is needed reduces as the values of the subject matter competencies performance gap analysis decreases or approaches zero.

Research Question 2: What are the social competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Table 2: Mean and Standard Deviation of Social Competency Improvement Needs of Business Studies Teachers for Effective Teaching of Business Studies Subjects in Secondary Schools in Anambra State.

S/N	Items	\bar{X}_N	SD_N	\bar{X}_P	SD_P	\bar{X}_{PG}	Remark
1	Socialize freely with students, parents, colleagues, and community where the school operates.	4.18	0.675	2.91	0.711	1.27	Needed
2.	Be sensitive to others feelings and problems in your workplace.	4.10	0.670	2.96	0.620	1.14	Needed
3	Negotiate and resolve disagreement among colleagues/students easily.	4.10	0.668	2.9	0.600	1.2	Needed
4	Use effective tactics for persuasion.	4.07	0.662	2.86	0.596	1.21	Needed
5	Inspire and lead other individuals/group in the school.	4.05	0.659	2.82	0.628	1.23	Needed
6	Initiate change in a group or organization.	4.06	0.663	2.85	0.545	1.21	Needed
7	Establish beneficial relationships in one's place of work.	4.05	0.659	2.77	0.551	1.28	Needed
8	Work well with other individuals/groups in the school towards common goals.	4.05	0.668	2.82	0.590	1.23	Needed
9	Create group synergy in pursuing collective goals.	4.06	0.663	2.83	0.581	1.23	Needed
10	Communicate openly and convincingly with both students and colleagues.	4.09	0.675	2.84	0.666	1.25	Needed

Note. X_n =Mean of Needed; x_p =Mean of Performance; X_{PG} =Mean of Performance Gap.

Table 2 showed that the Mean responses of the competencies possessed by business studies teachers on social competencies ranged from 2.77 to 2.96, while the Mean responses of social competencies needed by business studies teachers ranged from 4.05 to 4.18. The Mean value of social competencies performance gap ranged from 1.14 to 1.28. Since all the values of the social competencies performance gap analysis are positive, it means that the business studies teachers need improvement on their social competencies for effective teaching of business studies subjects in secondary schools. However, the extent to which improvement is needed reduces as the values of the social competencies performance gap analysis decreases or approaches zero.

Research Question 3: What are the motivational competency improvement needs of business studies teachers for effective teaching of business studies subjects in secondary schools in Anambra State?

Table 3: Mean and Standard Deviation of Motivational Competency Improvement Needs of Business Studies Teachers for Effective Teaching of Business Studies Subjects in Secondary Schools in Anambra State.

S/N	Items	\bar{X}_N	SD _N	\bar{X}_P	SD _P	\bar{X}_{PG}	Remark
1	Reinforce student's behavior during lesson delivery.	4.49	0.585	3.45	0.657	1.04	Needed
2.	Use varied method of motivation.	4.57	0.532	3.51	0.590	1.06	Needed
3	Stimulate inductions in lessons to aid students learning.	4.57	0.519	3.42	0.595	1.15	Needed
4	Encourage students participation in classwork.	4.57	0.519	3.38	0.619	1.19	Needed
5	Focus on positive behaviors of students to find ways of satisfying their needs for attention.	4.53	0.535	3.32	0.641	1.21	Needed
6	Reward students' effort for answering questions correctly or participating. outstandingly in personal or group project.	4.48	0.536	3.29	0.619	1.19	Needed
7	Identify each student's talents, strength, weakness and interest to encourage and motivate them.	4.45	0.533	3.21	0.638	1.24	Needed
8	Call students by their names each time you want to give them individual instructions or ask questions.	4.44	0.532	3.22	0.595	1.22	Needed
9	Politely correct students' wrong behaviors or attitudes in and outside the classroom.	4.46	0.511	3.18	0.567	1.28	Needed
10	Give feedback to students to aid learning.	4.49	0.536	3.21	0.578	1.28	Needed

Note. X_n =Mean of Needed; x_p =Mean of Performance; X_{PG} =Mean of Performance Gap.

Table 3 showed that the Mean responses of the competencies possessed by business studies teachers on motivational competencies ranged from 3.18 to 3.51, while the Mean responses of motivational competencies needed by business studies teachers ranged from 4.44 to 4.57. the Mean value of motivational competencies performance gap ranged from 1.04 to 1.28. Since all the values of the motivational competencies performance gap analysis are positive, it means that the business studies teachers need improvement on their motivational competencies for effective teaching of business studies subjects in secondary schools. However, the extent to which improvement is needed reduces as the values of the motivational competencies performance gap analysis decreases or approaches zero.

Discussions

Table 1 showed that the 10 subject matter competencies for instruction, having the values of subject matter performance gap of 0.96 to 1.96 apparently are slightly needed for effective teaching of business studies subjects in secondary schools in Anambra State. The findings are in agreement with that of Akhyak, Idrus and Bakar (2013) who identified the ability of describing objectives, selecting

materials and organizing materials logically as some of the important competencies business studies teachers should possess. They noted that business studies teachers need to be competent in subject mastery because it helps them to plan teaching and learning programme, to execute the interaction, manage the learning process and also make proper assessment. They emphasized that this competency is very indispensable for teachers as it facilitates effective planning of lessons, making decisions about lesson pace, explaining materials clearly, and responding to individual differences in how students learn.

Table 2 showed that social competencies for instruction, having the values of social performance gap of 1.14 to 1.28 apparently are moderately needed by business studies teachers for effective teaching of business studies subjects. These findings are in agreement with that of Alio(2006), Robles (2012) and Selvi (2010) who found that there is a close relationship between teachers' social competencies, particularly, emotional competencies and students' performance. According to them, this is because teachers' emotional competencies are very important as it can help students to learn and also help teachers become effective teachers. Learning is an emotional activity hence student's willingness to learn can be increased if teachers know how to improve the emotional dimension of students' learning. In addition, learning requires an emotional support that create positive feelings for learning-teaching process.

Table 3 showed that motivational competencies for instruction having the values of motivational performance gap of 1.04 to 1.28 are moderately needed by business studies teachers for effective teaching of business studies subjects. The findings of the study with respect to teachers' motivational competency lend credence to the views of Ndukwu and Edo (2020), Imo, Essien and Imaobong (2014) who noted that motivation influences teachers job performance in respect of building attitudes and beliefs towards teaching and learning. According to them, motivation rewards creates interest in the students. They added that the teacher needs to possess ability to gear learning situation so that the learner has the urge to learn and perform better from the learning experiences.

Conclusions and Recommendation

It is a well-known fact that the quality of any educational programme is dependent on the quality of the teachers. The quality of business studies subjects teaching in secondary schools in Anambra state appears to be ineffective, hence their poor performance in some business studies external examinations. This prompted the need for identifying the competencies needed by the teachers for effective teaching. It was therefore concluded that business studies teachers who are teaching business studies subjects in secondary schools in Anambra State are generally competent in areas of pedagogy, social; motivational and instructional materials development and utilization. Hence, they do not need much additional training in these areas. Also, it was observed that the teachers of business studies subjects in secondary schools in Anambra State needs more improvement in the areas of social and motivational competencies to improve the academic performance of students in business studies subjects. In line with the findings, it is recommended that the Anambra State Ministry of Education and Secondary Education Board should endeavor to constantly organize regular training and re-training programmes for business studies teachers in the State on these areas where they are found in this study not to be abreast, as this would obviously facilitate effective teaching delivery of business studies subjects in secondary schools in the State.

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