

Attitude of Teachers towards Business Subjects in Secondary Schools Located in Calabar Municipality

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Abstract:- This study was designed to investigate the attitude of teachers and students towards business subjects in secondary schools located in Calabar municipality. It was carried out in selected secondary schools located in Calabar municipality of Cross River state, Nigeria. The subjects are Commerce, Office Practice, Accounting, Insurance and Stores Management. To carry out the study, four research questions were posed and four research hypotheses were formulated and tested. A brief review of other researchers' related studies was made. The sample size of the study was 40 teachers were used. Structured questionnaires were used as instrument for data collection. Data was collected and discussed based on the findings, some remedies were recommended to help solve, some of the problems facing teachers of business subjects in secondary schools located in Calabar municipality.

Keywords:- Business Subjects, Business Teachers, Attitude, Equipment and Facilities.

I. INTRODUCTION

Originally, business education or commercial education meant training in such skills as arithmetic and bookkeeping. The field has grown, such that today it now includes such subjects as Commerce, Office Practice, Book Keeping and Accounting, Shorthand and Typewriting, and Economics in Secondary Schools. Business education started in the form of typing institutes. These institutes were run by private proprietors and the courses offered sometimes in a one room apartment. As a result commercial schools were looked at with suspicion and given derogatory names such as backyard schools. Classes were generally conducted in the evenings. They were faced with many problems including poor performance and financing, lack of qualified instructors and poor public patronage. Vocational and Commercial schools were perceived as sanctuaries for those who could not pass the competitive entrance examinations into the grammar and technical schools, or did not have enough money to enrol in them. (Nwagwu, C 1998). She further states that "The National Policy on Education which was revised in 1981, marked a radical departure from the inherited British system to the American system of education. Popularly referred to as the 6-3-3-4 system, the Policy provides for 6 years of primary schooling, 3 years of junior secondary and 3 years of senior secondary education, and 4 years of university education. Sixth Form was

abolished, and the distinction that hitherto existed between grammar, technical, vocational and commercial secondary schools was eliminated. In effect, every secondary school became comprehensive in composition and objectives."

Even though the different types of schools were converted to Comprehensive Schools, commercial subjects were still not popular and they still carried a stigma within the school system. The Nigerian Government however took a further step in 1992, and revolutionised Business Education by recognising it as a legitimate academic sector with its own qualifications. NABTEB is now at par with WAEC and NECO and similar in structure of examinations. This was as a result of the recommendations of 4 different Federal Government panels beginning with the Sogbetun Panel to the last one being the Angulu Commission, where WAEC itself requested the setting up of other examination bodies in the quest to "evolve a strategy to reduce the burden...and bring about greater efficiency in the conduct of public examinations". (NABTEB 2020) (<https://www.nabteb.gov.ng>)

The aim of business education may be summarized as the development of competent professional managers of business. To achieve this goal means giving students an understanding of the general nature of business activity, ability to provide leadership and the cultural background necessary to achieve these purposes. However in order to attain these goals of business education, there is need for the teachers and students of business subjects at secondary school level to work together. This research hopes to investigate the attitudes of teachers towards business subjects and will also make suggestions which will be useful in achieving the aim of business education.

STATEMENT OF THE PROBLEM

The key to high academic performance of students is the competence of the teacher. The quality of education is highly influenced by the quality of teachers employed at all levels of the educational system. Teachers are the most important factor in students learning next to students themselves (Okolocha, C.C., & Onyeneke, E.N. 2013). Adequate instructional facilities create high degree of interest in teaching and learning. Without them in their right qualities and quantities, the teaching-learning process will not be meaningful enough and this may result in the teacher not inspiring the students, and the students themselves lacking interest in their studies. Furthermore, Osuala (1992)

observed that at the heart of our society and economic problem is a national attitude that implies that vocational/technical subjects are designed for somebody else's children and are meant primarily for the children of the poor. This same attitude is shared by students. Thus, it makes the students lack interest in the study of business subjects. This also discourages the teacher.

II. REVIEW OF RELEVANT LITERATURE – DEFINITION OF TERMS

Business Education:

Business Education is the foundation of human resource development which provides knowledge, skills, attitudes and understanding needed to perform in the business world as a producer or consumer of economic goods and services that business offers. (Ajisafe, O. E., Bolarinwa, K. O. & Edeh T. 2015) Uduma (1990) observed that, above all, business Education helps in the development of consumer business, socio-economic competencies, which make people become more intelligent consumers of goods and services provided, and basic economic understandings.

Business Subjects:

This refers to those subjects under the Business Studies Curriculum. Originally they included Bookkeeping and Accounting, Commerce, Shorthand, Typewriting and Economics, but since 2013 the Nigerian Educational Research Council revised it to - Stores Management, Accounting, Commerce, Insurance, Office Practice. (NERDC 2013)

Qualified Business Teachers:

A Business education teacher is a person who has undergone the required training and holds a degree in Business Education from a recognised University or an NCE (National Certificate of Education) from the recognised Colleges of Education, and are competent to teach the five subjects of the Secondary School Business Studies programme. (Ajisafe, O. E., Bolarinwa, K. O. & Edeh T. 2015)

Importance of Equipment and Facilities

Infrastructure and equipment can be said to be the life-wire of any business school and other vocational subjects. Without equipment the teaching of some business subjects would not only be tedious but almost impossible. What business education does with its tools is more important than the tools themselves. This underscores the fact that they are used effectively to achieve the desired goal. Regardless of how well the business curriculum is prepared and how excellent the qualifications of the teachers are; it is necessary to have adequate equipment for a well-balanced programme in business education.

Textbooks are very important equipment in the teaching and learning of business studies. The best result will come when the teacher has textbooks for instructional purposes as well as when students also have textbooks.

Adams and Logue (1981) agree that learners not only prefer media packed presentations but also achieve significantly higher than learner's exposed to verbalised traditional class instructions only.

Teachers Attitude on Business Subjects

Apparently attitude is concerned as one of the psychological factors which has influenced on individuals perception and choice. The expression of attitudes either in words or actions provides clues to personality and to needs, and makes possible the kind of understanding which is necessary for the formation of stable relationship.

Definitions of Attitude:

Adewale, Adisa, Ndububa, Olawoyin, and Adedokun collected several definitions of attitude from various authors as follows:

“The accumulation of information about an object, person, situation or experience which forms an individual's opinion about or predisposition towards that thing.” (Ngogo, J. L. (2014)

“An evaluative judgement, either favourable or unfavourable, that an individual possesses and directs towards some attitude object, which may be abstract or concrete.” (Elias, S. M., Smith, W. L. & Barney, C. E. (2012)

“How one thinks and feels about an act towards objectives and ideas. It also defines attitude as positive or negative feelings that an individual has about objects, persons or concepts.” (Achieng, N. R. (2012)

“Positive or favourable attitude towards vocational education positively impacts on the learning and performance of students of vocational education. This is due to the fact that individuals are typically biased towards those attitude objects which they evaluate positively and against those evaluated negatively.” (Ijaiya, N. Y. S.). Ijaiya, also identified the negative attitude of many Nigerians towards vocational training as a major obstacle to the successful implementation of vocational training policies and curriculum.

Attitude tantamount to flaws, inclinations, prejudices, preconceived notions, ideas and convictions.

Asagwara (1987:21) says that, “student tends to copy and internalise a great deal of their behaviour”. Teachers, who are happy that their academic knowledge which they acquire is vital in their lives and show in their relationship with students, help to produce students who are motivated to achieve academic excellence. The positive behaviour of teacher towards his subjects thus acts as incentive for hard work to the students. On the other hand, if teachers make their students to believe that they rather wasted their time acquiring academic knowledge and skills, students will see no use in working hard or even aim at acquiring such knowledge and skills.

Ade (1987) and Ekpo (1988) talked of case of teachers in our schools offering business subjects. They stressed that apart from the low number of Nigerian business graduates, majority of the available few prefer to work in private firms rather than teach due to poor conditions of service in the schools. Finch (1981) also added that low salaries of teachers provide little incentive for individuals to enter the teaching career and for up grading themselves.

Summary

In summary, the literature reviewed the concept of Business Education which is concerned with developing skills and competencies in individuals and preparing them for gainful employment. Business subjects in secondary school curriculum was also reviewed and these include Stores Management, Accounting, Commerce, Insurance, Office Practice and these subjects have been designed to give the students an overview of the world of business.

Professional business teacher, business education facilities, teachers attitudes on business subjects were also reviewed in this chapter. However, the quality of education is highly influenced by the quality of teachers employed at all levels of the educational system. This is why quality or professional teachers are needed. With the availability of instructional facilities, teachers tend to act positively towards business subjects.

AIM AND OBJECTIVES

The major purpose of this study is to examine the attitude of teachers towards business subjects in secondary schools located in Calabar municipality, specially the study would:

- 1) Determine the extent to which business teachers are employed in public schools.
- 2) Ascertain the extent to which business subjects are offered in public schools.
- 3) Determine the adequacy of instructional materials for teaching and learning of business subjects.
- 4) Ascertain teachers' attitude towards business subjects.

RESEARCH HYPOTHESES

In other to provide answer to the above research questions, the following hypotheses were formulated and tested at 0.05 level of significance.

- 1.) Business subjects are not significantly offered in public schools.
- 2.) Qualified business teachers are not significantly employed to teach business subjects in public secondary schools.
- 3.) Instructional materials are not significantly provided for the teaching and learning of business subjects in public schools.
- 4.) The attitudes of teachers towards business subjects are not significantly positive.

SIGNIFICANCE OF THE STUDY

The result of this study will be useful to teachers, students, policy makers, educational administrators, parents and the society in general.

1. Future researchers in a similar field will also benefit from the findings of this study.
2. It is hoped that teachers of business subjects will benefit from this work because it will enable them become aware of some of the factors that influence their attitudes towards business subjects.
3. It is also hoped that policy makers and educational administrators and planners will also benefit much from the findings of this study. It will avail them the opportunity of acquiring information obtained from primary sources on how students behave towards business subjects and make them plan for better results.
4. It is also expected that the findings of this study will also be beneficial to the members of the larger society since they need the services of qualified people in business occupations.
5. Moreover, those educators involved with the training of business teachers will also benefit from this research work because it will help them to stimulate the interest of teachers towards business subjects, and also trained and adjust these teachers to newer concepts.

III. RESEARCH DESIGN

The purpose of this study is to determine the attitude of teachers towards business subjects in secondary school located in Calabar municipality. In addition, the Descriptive Survey Research Design was used for the purpose of this study.

Population of the Study

The population of the study was made up of the total figure of business subjects' teachers in the selected schools. They are 40 in number, drawn from four (4) randomly selected secondary schools in Calabar Municipality.

Sample and Sampling Technique

The sample was selected by means of simple random sampling. Four out of many existing secondary schools in Calabar Municipality were selected. 40 teachers were picked on merit by virtue of their positions as teachers in the schools from four schools.

Instrumentation

The instrument used was a twelve (12) item questionnaire designed by the. The questionnaire was subdivided into sections, (A and B). Section A contains three (3) items seeking information on personal data of each respondent. Section B has twelve (12) items to derive information on the topic of the research. It demanded the respondents to tick against the following SA, A, U, D, SD

IV. DATA ANALYSIS

To analyse the hypothesis posited for this study the population *t-test* analysis was used with the formula

$$t = \frac{x - u}{\frac{SD}{\sqrt{n}}}$$

Where x = observed mean
 U = expected mean
 SD = standard deviation
 n = number of respondents

V. SUMMARY OF FINDINGS

From the analysis and discussion above, the following findings emerged:

1. Business subjects are significantly offered in public schools.
2. Qualified business teachers are not significantly employed to teach business subjects in public secondary schools.
3. Instructional materials are not significantly provided for the teaching and learning of business subjects in public secondary schools
4. The attitude of teachers towards business subjects is not significantly positive.

VI. CONCLUSIONS

This study was carried out to find the attitude of teachers towards business subjects in secondary schools located in Calabar Municipality. The study specifically tried to find out the extent to which business subjects are offered in public schools, the extent to which qualified business teachers employed to teach, the availability of instructional materials and teachers attitude towards business subjects.

Based on the findings of the study, it was clear that:

1. Business subjects are significantly offered in public schools in Calabar Municipality. This is as a result of the realization of the importance of business in the economy that the federal ministry of education outlined Stores Management, Accounting, Commerce, Insurance, and Office Practice to be included in the curriculum.
2. Qualified business teachers are not significantly employed to teach business subjects in public secondary schools. This implies that business subject teachers are in short supply in public schools.
3. Availability and effective use of facilities and equipment enhances the teaching and learning of business subjects. These facilities are lacking, or are grossly inadequate in the area covered by this study.
4. Teachers attitude towards business subject are not encouraging. Therefore they should be motivated by providing better conditions of service.

RECOMMENDATIONS

In view of the findings of this study the following recommendations are hereby put forward for consideration:

1. Adequate number of qualified teachers of business subjects should be provided. This could be done by making the teaching profession more attractive in order to woo graduates of business studies field into the teaching profession. This could be achieved by offering attractive and competitive salaries and other fringe benefits.
2. Business teachers on the job should be allowed to upgrade their knowledge through in-service training.
3. Seminars and workshops should also be organized regularly to enable teachers develop better and current teaching skills.
4. Basic facilities for effective teaching concerning of business subjects such as typing pools with adequate typewriters and suitable tables and chairs, libraries with adequate and current good books in business subjects, adding machines, calculators, and other materials should be provided in schools as they facilitates learning and help to improve students' performance.

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