

ASSESSMENT OF INSTRUCTIONAL COMPETENCIES POSSESSED AMONG BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS IN ENUGU SOUTH

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ABSTRACT

This study was carried out to assess the instructional competencies possessed among business studies teachers in junior secondary schools in Enugu South LGA, Enugu state. Descriptive survey research design was adopted. Population of 315 respondents comprised Teachers in 10 junior secondary schools in Enugu South LGA, were used for the study. Enumerated sample of 315 from the population was used for the study. Two (2) research questions were posed to guide the study. The instrument for data collection was a 20-likert-item validated questionnaire that was structured on a five point response options. Data were presented and interpreted with statistical frequency, percentages, mean and standard deviation. The findings revealed that business studies teachers possessed adequate competencies on subject matter mastery mostly on applying lesson plan for students to learn through it and classroom management when teaching and learning is taking place in classroom, though lack skills in the areas of; applying subject matter instructional aids for teaching and learning, responding to emotional problems of students and poor services to equipment used for teaching. The study, therefore, recommended that adequate specialization of subject matter like business studies should be part of teaching degree training for teachers who want to teach business studies in junior secondary schools.

Keywords: Business Studies, Teachers, Instructional, Competencies, Classroom

Introduction

Education is as essential to man as life itself. Societies through the ages have had one form of education or the other by which their citizens were acculturated and socialized. In many parts of the world and Africa in particular, indigenous education has given way to western education. According to Osuala (2004), education is the process of acquiring knowledge, skills, attitudes, interest, abilities, competence and the cultural norms of a society by people to transmit these attributes of life to the incoming generations so as to enhance perpetual development of the society.

As education is important to man and his society, it is also necessary to know how educational institutions especially at primary and secondary schools functions for development and transformation of teachers and learners in any given society. One of the veritable tools to education is instructional materials and teachers who will use them to aid learning. Without the use of instructional materials, the learner will not learn necessary knowledge and skills for self actualization. So, to determine how these teaching materials are used, proper assessment need to be in place to ascertain level of usage by the teachers and students in primary and junior secondary schools.

Instructional materials include materials used to facilitate learning for better results (IT Cymbal, 2010). In the same vein, Ugwuoke (2011) refers to instructional materials as any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and facilitate students' learning of the subject matter. They include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner. They are relevant materials utilized by the teacher during instructional proceeds for the purpose of making the contents

of the instructions more practical and less vague. Instructional resources are also described as concrete or physical object which provide sound, visual or both to the sense organs during teaching.

Thus, instructional materials could be regarded as the information dissemination devices used in the classroom for easy transfer of learning. They provide first-hand experience where possible or of vicarious one where only that is feasible. There are different instructional resources available to be used in teaching electronics subject effectively, but not all topics require the same type and quality of material. Hence, instructional resources are classified in different ways and the criteria for classifying these resources include the degree of expertise / technical skills needed for production, nature of the materials, physiological parameter or sensory modality, the place the material is produced and miscellaneous characteristics (Ibenegbu, 2011).

Based on the foregoing, instructional resources are generally classified into three forms: Audio or aural instructional resources, visual instructional resources and audio-visual resources (Scott, 2012). Audio or aural instructional materials are those devices that make use of the sense of hearing only, such as radio, audio tape recording and television; while visual instructional resources refer to the devices that appeal to the sense of sight only, such as the chalkboard, chart, slide, and filmstrip.

The term assessment is often used as if it were synonymous with evaluation in teaching-learning processes. According to Davies (2008) assessment is the process of collecting data and organizing these data into interpretable form on a number of variables to construct a profile on individuals' abilities or skills. Onuorah (2008) considers that assessment of learners is the process of gathering information about how learners are progressing in their learning was assessment in education as a process of understanding how pupils perform in their present ecology. This is in line with the view of Okoye (2004) who states that educational assessment is an omnibus term, which includes all the processes and products which will describe the nature and the extent of children's learning, its degree of correspondence with the aims and objectives of teaching and its relationship with the environment designed to facilitate learning. For example the ability to communicate effectively is a competence that may draw on an individual knowledge of language, practical IT skills and attitudes towards those with whom he is communicating. When students and teachers are engaged in a shared critical dialogue, they can mutually create and construct knowledge, share experiences, reflect upon them and finally make a critical evaluation of them. This will help regarding their competence in teaching and management of classroom.

Communication technology-assisted instructions in public colleges of education in South-East, Nigeria has been catalyst for evaluation and effective teaching and learning in all level educational development of pupils and students (Ugwu, Onwukwe and Umah, 2014). On the other hand, audio visual resources are combination of devices which appeal to the sense of both hearing and seeing, like television, motion picture and computer. Thus, based on competency assessment, teachers are supposed to use printed materials which include textual materials such as; magazines, newspapers, journals as well as programmed learning materials that students read and memorize for understanding of electronics principles.

Competence means having the capacity to function or develop in a particular way or having requisite or adequate ability or qualities (Gutek, 2004). A competent teacher is the one who develops and promotes consciousness in students, has the ability to promote and develop dialogue, critical thinking and communication in students. According to Gutek (2004) a competent teacher is the one who engages students in dialogue and uses dialogue to achieve genuine learning. Assessment gives a clear view about educational achievement.

The competent teacher should be able to determine the teaching methods and select the instructional materials based on the learners and the lesson objectives of the selected topic. The competent teacher's logical method of introducing lesson, the delivery and conclusion of his lesson,

classroom management and control techniques, his personality, his mastery of subject matter, content and evaluation should differ considerably from that of the incompetent teacher. A teacher's theoretical knowledge can be used in several ways to impart knowledge relevant to the teaching subject, for example business studies, to interpret situations and solve problems in the classroom, because problems solving is a primary aspect of the roles of the teacher. Teachers are constantly required to make diagnoses and decisions about problems related to teaching and human relations in the classroom setting (Akpuru, 2014).

Business studies is a program of education which enables the student to make informed decisions in the everyday business living. It contributes to the student's understanding of the world of business which encourages a positive attitude to enterprise and to develop appropriate skills for self reliance. Unfortunately, it appears that the appropriate instructional competencies to positively inculcate these developmental behaviours are seriously lacking among business studies teachers at the junior secondary school level. Instruction is the practice of teaching, framed and informed by a shared and structured body of knowledge. This knowledge comprises experiences, evidence, understanding, morals, purpose and shared transparent values.

Subject Matter Competencies

This business studies as a subject matter is expected to be taught at Junior Secondary School (JSS) level of education by business education graduates. The goals of business education at this level of education as entrenched in the syllabus for junior secondary schools business studies, published by the Curriculum Evaluation Study and Adaptation Centre (Eze, 2005) are:

- To enable students to acquire basic knowledge
- To develop the basic skills in office occupations
- To prepare students for further training in business studies
- To provide orientation and basic skills with which to start a life of work
- for those who may undergo further trainings
- To provide basic skills for personal use in future
- To relate their knowledge and skills to the national economy

Classroom Management Competence

The classroom is a place where pupils or students gather for teaching and learning purpose (Ezeocha, 2003). It can be defined as a place where teaching and learning takes place under the guidance of a teacher. A well organized classroom offers both teacher and the learners the opportunity of achieving result and the objectives of teaching and learning. Classroom organization and management can be seen as the process of structuring all the variables in the classroom for the purpose of achieving the set objectives of the class. These variables include the pupils or students, the instructional materials like the chalkboard, chart, seats and desks, time table, etc. Ezeocha (2003) defined classroom management as the integration and effective use of the teachers three basic qualities, namely:

- Teacher's knowledge of the learner
- Teacher's knowledge of various teaching methods
- Teacher's knowledge of the subject matter.

A combination of the above qualities helps the teacher to maintain discipline in the class, deliver lesson effectively and achieve the objective of the lesson. Aguah (2011) defined management as the guidance, leadership and control of the effects of a group of people towards some common objectives. It is a social or international and economic process involving a sequence of coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

Statement of the Problem

The instructional competencies possessed by business studies teachers for effective instruction have been observed by the researcher who has been an examiner in junior WAEC to be very poor. It appears that business studies teachers in junior secondary level of education overlook the instructional competencies required of them for effective instruction at the junior secondary school level. Records available in the Examination and Records Department, Post Primary School Management Headquarter, Enugu State, shows that the junior secondary school students have not been performing very well in business studies exam. This poor performance could be traceable to a number of factors as a result of negligence by teachers of this subject to appropriately adopt instructional competencies for effective instruction. The study is posed to assess the level competencies on use of instructional materials possessed among business studies teachers in junior secondary schools, in Enugu South LGA.

Purpose of the Study

The main purpose of this study is to assess the instructional competencies possessed among business studies teachers in junior secondary schools in Enugu South LGA. Specifically, the study tends to assess:

- (1) Subject matter competence possessed when teaching junior secondary school level during classroom instruction.
- (2) Classroom management competence possessed when teaching junior secondary school level during classroom instruction.

Methodology

The design used for this study is based on descriptive survey. The researcher considered this design appropriate for the study because it permits description of public opinion using questionnaire. The study was carried out in Enugu South LGA. The reason for the study in this area is because of the wide spread report of the Principals and teachers on poor application of instructional competencies among business studies teachers which if not checked could mar the image of the Enugu state as a whole.

Population and sample and sampling Techniques

The population of this study consists of 315 respondents comprising Principals and teachers in junior secondary schools in Enugu South LGA. In sampling, therefore the researcher used the entire population without any sampling techniques, since the number is not large. However, after the distribution of the questionnaire copies for completion by the respondents, not all the copies were returned.

Method of Data Collection and Analysis

The method of data collection was restructured questionnaire to solicit opinions of the respondents for the study. Thereafter, the data were analyzed and interpreted with statistical frequency, percentage, mean and standard deviation with the scale of measurement as shown below:

		Scale Weight	Weight Limit		
Very High Extent (VHE)	=	4	-	3.50	- 4.00
High Extent (HE)	=	3	-	2.50	- 3.49
Undecided (U)	=	0	-	0.00	- 0.00
Low Extent (LE)	=	2	-	2.00	- 2.49
Very Low Extent (VLE)	=	1	-	1.00	- 1.99

Respondents Demography

Table 1

S/N	Gender	No. Business Teachers	Percentage %
1	Male	114	36 %
2.	Female	201	64 %
	Total	315	100

The demographic table 1 indicated that female business education teachers (64%) are higher in the profession than their male counter parts (36%) when teaching business education studies in junior secondary schools in Enugu South.

Research Question 1:

To what extent does subject matter competence is possessed among teachers when teaching junior secondary school level during classroom instruction?

Means and standard deviation of teachers opinions

S/N	Items	X	SD	Decision	Remarks
1.	Ability to use practical demonstration to explain the topic taught.	3.80	1.46	VHE	Possessed
2	Ability to teach the lesson for students to transfer the learning into their situation	3.94	0.45	VHE	Possessed
3	Ability to employ learning theories	2.97	1.67	HE	Possessed
4	Ability to develop lesson plan in a logical ways	2.59	1.44	HE	Possessed
5	Ability to master accounting process	2.74	2.04	HE	Possessed
6	Ability to maintain a complete business transaction	2.64	2.06	HE	Possessed
7	Ability to train student in book-keeping skills	3.87	1.68	VHE	Possessed
8	Ability to interpret business papers and records	3.81	1.56	VHE	Possessed
9	Ability to select instructional aids for a lesson	2.46	1.68	LE	Not possessed
10	Ability to operate various office machine	3.50	1.85	VHE	Possessed
	Grand Mean & Standard Deviation	3.23	1.58	HE	Possessed

Table 2 contained business studies teachers' grand mean of 3.23, indicating that they possessed their subject matter competencies when teaching in classroom in junior secondary schools. It also revealed instructional aids are poorly utilized as a competent while ability to teach the lesson for students to learn is their one of the teachers highly competencies.

Research Question 2

To what extent does classroom management competence possessed among business studies teachers when teaching junior secondary school level during classroom instruction?

Means and standard deviation of teachers opinions

S/N	Items	X	SD	Decision	Remarks
11	Ability to keep accurate data of the students	3.05	2.34	HE	Possessed
12	Ability to use available and function equipment for practical purpose.	3.62	2.05	VHE	Possessed
13	Ability to cooperate with colleague in the discharges of duties.	3.00	1.74	HE	Possessed
14	Ability to coordinate students' practical in the classroom.	3.54	2.05	VHE	Possessed
15	Ability to service equipment in classroom pool	1.96	0.99	VLE	Not Possessed
6	Ability to respond tactful in classroom emotional situation.	2.09	1.18	LE	Not Possessed
7	Ability to tolerate and cope with teaching strategies.	3.50	2.11	VHE	Possessed
8	Ability to create students participation in any classroom teaching and learning	3.20	1.77	HE	Possessed
9	Ability to set induced the student for classroom learning.	2.50	1.89	HE	Possessed
10	Ability to understand emotional situation of students in the classroom.	3.72	1.78	VHE	Possessed
	Grand Mean & Standard Deviation	3.01	1.79	HE	Possessed

Table 3 contained business studies teachers' grand mean of 3.01, showing that they possessed classroom management competencies when teaching in classroom in junior secondary schools. It also revealed that ability to service equipment and tactfully understands students emotions in classroom are poor competencies of the teachers, while ability to understand emotional situation of students in the classroom is one of the teachers highly possessed competencies.

Discussion of the Findings

The findings of the study indicated that female business studies teachers are more in business studies teaching profession than the male counter-part. Thus, in table 1, the business studies teachers have adequate competencies of the subject matter when teaching in junior secondary schools in Enugu South local government area of Enugu state. Instructional aids are poorly utilized as a competent while ability to teach the lesson for students to learn is teachers highly possessed competencies in classroom teaching and learning. Akpuru (2014) in her own view stated that competent teacher should be able to determine the teaching methods and select the instructional materials based on the learners and the lesson objectives of the selected topic. The competent teacher's logical method of introducing lesson, the delivery and conclusion of his lesson, classroom management and control techniques, his personality, his mastery of subject matter, content and evaluation should differ considerably from that of the incompetent teacher.

In table 2, the business studies teachers have possessed adequate competencies of the classroom management during teaching and learning period. But also revealed that, ability to service equipment and tactfully understand students' emotions in classroom are poor competencies of the teachers, while ability to understand emotional situation of students in the classroom is one of the teachers highly possessed competencies. The classroom is a place where pupils or students gather for teaching and learning purpose. It can be defined as a place where teaching and learning takes place under the guidance of a teacher. A well organized classroom offers both teacher and the learners the opportunity of achieving result and the objectives of teaching and learning. Classroom organization and management can be seen as the process of structuring all the variables in the

classroom for the purpose of achieving the set objectives of the class (Ezeoha, 2003).

Conclusion

The study focused on assessing instructional materials competencies possessed among business studies teachers in junior secondary schools in Enugu South. Conceptual background of the study was discussed in relation to the research study. Demographic statistics of female and male showed that there are more female business studies teachers than their male counter-parts. The findings of the study showed that business studies teachers possessed adequate competencies in areas of subject matter and classroom management when teaching and learning process in junior secondary schools in Enugu South LGA. Though some of the skills are lacking like; inability to use instructional aids effectively, responding to emotional problem of the students and unable to service teaching equipments. These areas need to improve for effective teaching and learning purposes.

Recommendations

From the findings, discussion and conclusion of the study, the following are recommended for the study:

1. Teachers specialty; teachers who have their first degree should specialize in core subject area of teaching in junior secondary schools especially in business studies. This will help to improve mastery of subject matter when teaching and learning in classroom.
2. Special training and retraining on educational management should be given to teachers to enable them management the classroom when teaching.
3. Funding by educational stakeholders should be available to secondary schools to help them employ adequate business studies teachers for effective teaching and learning to take place.

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