COMPETENCIES POSSESSED BY UPPER BASIC EDUCATION LEVEL TEACHERS FOR TEACHING BUSINESS STUDIES FOR EFFECTIVE SERVICE DELIVERY IN ANAMBRA STATE

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Abstract
The study was designed to find out the competencies possessed by upper basic education level teachers for teaching business studies in Anambra State. The study was guided by three research questions and three null hypotheses. The study adopted survey research design. Questionnaire was the instrument used for data collection. Mean and standard deviation were used to answer the research questions while t- test was used for hypotheses testing. The result indicated that out of the twenty two competencies identified by the study, only eleven were possessed by the business studies teachers. The competencies possessed included among others; selecting the topic to be taught, stating specific objectives to be achieved, effective knowledge of the subject matter as well as relating course of study to measurable performance objectives. However, the competencies not possessed by the teachers include among others; proper hanging of charts and pictures and constructing valid and reliable test to evaluate students' progress. It was found out that there was no gender bias regarding the competencies possessed by teachers. The recommendations among others were that; all the identified competencies which the business studies teachers needed to improve on be packaged for use during in- service training of teachers in Anambra State and that government should organize seminars and workshops for teachers in the areas of the identified competencies lacking for improvement.

Introduction

The Federal Government of Nigeria recognised improvement in teaching and learning as paramount for achieving qualitative education. As such attempts have been made in the area of improving the teaching and learning of business studies which is a subject taught in the upper basic education level of Nigerian schools system. Quality education is one that provides all learners with capabilities they require to become economically productive, develop susstainable livelihood, contribute to peaceful and democratic societies and enhance individual well-being (Federal Republic of Nigeria, 2013). Quality education ensures that students in upper basic education are well equipped with the necessary skills and knowledge.

Upper basic education level consists of the first three years of secondary education. According to Elishana (2014), junior secondary stage constitutes the upper basic education. At the end of three years period, the students are expected to take the junior secondary school certificate examination known as Basic Certificate Examination (BCE). Elishana further stated that at the end of the nine year Universal Basic Education (UBE) programme, the upper basic education students are expected to sit for either Junior Secondary Certificate Examination (JSCE) conducted by the National Examination Council (NECO) or the Junior Secondary Certificate Examination (JSCE) conducted by the State Ministry of Education in the various schools. At this level of education, many subjects are taught which include English studies, Mathematics, Nigerian Language, Basic science, business studies, among others.

Business studies is a pre- vocational subject. The preparatory aspect of pre-vocational training generally offered to students at the junior secondary level, according to the Federal Republic of Nigeria (2013) in its National Policy on Education (NPE) is for the purpose of introducing the students into the world of technology. It equally aims at appreciating technology towards interest arousal and choice of a vocation at the end of junior secondary school as well as professionalism later in life. The purpose also includes acquiring technical skills, exposing students to career awareness by exploring usable options in the world of work as well as enabling youths to have an intelligent understanding of the increasing complexity of technology.

Business studies is an integral part of general education that is concerned with education in the upper basic education level. Business studies in the upper basic education level curriculum came about as a means of laying the foundations for national, technological and economic advancement (Adeosun, 2004).Business studies is taught in schools by male and female teachers who are trained in business education and are qualified to do the job. Oheri (2012) noted that there was no significant difference between the competencies required by male and female business education teachers. In the same vain, Uba (2010) noted that there was no gender issue regarding the competencies required by Agricultural educators. Uba further emphasized that all educators, irrespective of area of specialization and sex required certain competencies to achieve the desired goals of the profession. These teachers are needed to impart the knowledge and skills required in business studies for effective service delivery. Teachers of business studies need to possess the requisite competencies for service delivery.

Service delivery in education according to Ojo (2009), is the interaction between teachers and students where the teacher offers a service and the client finds value as a result of the service. Good service delivery in education provides the students with necessary skills and knowledge needed in the world of work. Effective service delivery in business studies requires that teachers should possess the necessary competencies to enable them impart skills in the students. Competence is the ability of

an individual to do a job properly. Competence is a combination of practical and theoretical knowledge, cognitive skills, behaviour and values used to improve performance. It is also the state or quality of being adequately or well qualified, having the ability to perform a specific role (Ilogu, 2015). Adeosun (2004) opined that different types of competencies exist which include among others organisational, technical, behavioural, functional and management competencies. No matter the type, competencies can provide structured model that can be used to integrate management practices throughout the organization.

Furthermore, since these competencies are needed in any organization, teachers of business studies need to possess these competencies. For business educators in upper basic education level in Anambra state to perform their jobs perfectly, they need to possess the relevant competencies for effective teaching and learning of business studies. Afe (2002), opined that anybody saddled with the responsibility of teaching business studies must possess all the competencies required because a deficiency in any of them will affect the whole programme.

Abdulsami (2002) stated that there are different levels of classroom competencies that teachers should possess in order to create quality of instruction. For example, teachers are expected not only to impart knowledge but also foster adjustment of students, understand students basic cognitive and social problems, and match curriculum offerings to levels of material development. Ali (2015) observed that many students performed poorly in Junior Secondary School Business studies examination in Anambra state because of poor teaching methods employed by the business studies teachers in teaching the subject. This was corroborated by Eriba and Sesugh (2006) who remarked that conventional teaching method which business studies teachers usually employ is teacher- centre and does not actively involve the students in the learning and problem solving processes as they are predominantly passive. Similarly, if the business studies teachers in Anambra State do not possess the relevant competencies needed for effective service delivery, they would produce half baked students who cannot compete with their counterparts in other parts of the country. Therefore, the need arose to determine the competencies possessed by Upper Basic Education level business teachers for teaching business studies in Anambra State.

Statement of the Problem

The Federal Republic of Nigeria (2013) has clearly spelt out the aims and objectives of business studies at the Upper Basic Education level. These aims cannot be achieved without teachers who are adequately prepared to undertake teaching task. Business studies as a vocational subject that can make students self- reliant should be taught with skills and competencies in all upper basic education level including those in Anambra State. Available record shows that many students performed poorly in Junior secondary school business studies examination in Anambra State and this has been attributed to poor teaching methods applied by business studies teachers teaching the subject. One may begin to wonder if business

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studies teachers possess the necessary competencies required in discharging their duties in the class, hence the need to find out the competencies possessed by upper basic education level teachers of business studies for effective service delivery in Anambra State.

Purpose of the Study

The purpose of the study was to find out the competencies possessed by upper basic education level teachers for teaching business studies in Anambra State. Specifically, the study sought to determine:

1. The competencies possessed by upper basic education level business studies teachers in planning instruction in Anambra State.
2. The competencies possessed by upper basic education level business studies teachers for classroom management in Anambra State.
3. The competencies possessed by upper basic education level business studies teachers in evaluating business studies instruction in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the competencies possessed by upper basic education level business studies teachers in planning instruction in Anambra State?
2. What are the classroom management competencies possessed by upper basic education level business studies teachers in instructional delivery in Anambra State?
3. What are the competencies possessed by upper basic education level Business studies teachers in evaluating business studies instruction in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. There is no significant difference between the mean responses of male and female upper basic education level business studies teachers on competencies possessed for planning instruction in Anambra State.
2. A significant difference does not exist between the mean responses of upper basic education level male and female business studies teachers on competencies possessed for classroom management in Anambra State.
3. There is no significant difference between the mean responses of male and female upper basic education level business studies teachers in evaluation of Business studies instruction in Anambra State.

Method

Survey research design was used for the study. Anaekwe (2007) observed that survey research focuses on people and the vital facts about people. This study sought to find out competencies possessed by Upper Basic Education level teachers of Business studies for effective service delivery in Anambra State.

The study was carried out in Anambra State. Anambra State has six education zones, namely; Aguata, Awka, Nnewi, Ogidi, Onitsha and Otucha. There are 259 public secondary schools in the six education zones of Anambra State with a total of 538 business studies teachers made up of 140 males and 398 females. (Ministry of Education, Awka, 2016). Simple random sampling was used to select three education zones out of the six education zones of the State. The zones selected are Aguata, Ogidi and Onitsha education zones with a total of 48, 40 and 32 public secondary schools respectively. This gave a total of 120 public secondary schools in the three selected zones. Also, the three selected zones have 256 business studies teachers made up of 64 males and 192 females.

The researchers used 75% proportionate sampling to select 36, 30 and 24 schools from Aguata, Ogidi and Onitsha education zones respectively. This gave a total of 90 public schools selected from the three zones. The percentage selection of the schools was supported by Nwana (2006) who held that if the population or number is in tens, 75% or more will do; if the population or number is a few hundreds, a 40% or more will do; if many hundreds, a 20% will do; if a few thousands, a 10% will do, and if several thousands, a 5% or less will do. The particular schools from each of the three zones were selected using simple random sampling by balloting and they have a total of 191 business studies teachers (49 males and 142 females).

Instrument for data collection was a structured questionnaire. The instrument has two parts (one and two). Part one contains personal data of the respondents while part two has three clusters (A, B and C). Cluster A with six items sought to elicit information on competencies possessed by Upper Basic Education level business studies teachers in planning of instruction. Cluster B with nine items tried to elicit information on competencies possessed by Upper Basic Education level business studies teachers in classroom management. Cluster C with seven items sought to elicit information on competencies possessed by Upper Basic Education level business studies teachers in evaluating instruction.

Four scale response options of Very Highly Possessed (VHP), Highly Possessed (HP), Poorly Possessed (PP) and Not Possessed (NP) with nominal values of 4, 3,2 and1 respectively were used. The instrument was face validated by three experts, two in business education and one in measurement and evaluation, all from Enugu State University of Science Technology, Enugu. A pilot test using business studies teachers from Abia State was done to establish the reliability of the instrument. This group of people were chosen because they are outside the study area. The reliability of the instrument was determined using Cronbach Alpha Coefficient and a coefficient of 0.82 was realised. A total of 191 copies of the questionnaire were administered to the respondents by the researchers and six assistants. All the copies of the questionnaire were returned on the spot, giving a 100% return rate.

Mean with standard deviations were used to answer the research questions. To reach decision the upper and lower real limits were used. Thus:

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3.50	-	4.00	=	Very Highly Possessed
2.50	-	3.49	=	Highly Possessed
1.50	-	2.49	=	Poorly Possessed
1.00	-	1.49	=	Not Possessed

The null hypotheses were tested using t – test at .05 level of significance. Where the calculated t – value was less than the critical t- value for the given degree of freedom, the null hypothesis was not rejected but where the calculated t – value was greater than the critical t – value, the null hypothesis was rejected.

Results

The results of the study are presented according to the research questions and hypotheses.

ResearchQuestion1: What are the competencies possessed by Upper Basic Education level Business studies teachers in planning of instruction?

Table1

Mean and standard deviation of respondents on the competencies possessed by Upper Basic Education level Business studies teachers in planning of instruction.

S/N	Items on planning instruction competencies		SD	Remarks
1.	Selecting the topic to be taught	3.09	0.55	Possessed
2.	Stating specific objectives to be achieved	2.50	0.72	Possessed
3.	Selecting a suitable entry behaviour before introducing the topic	2.41	0.62	Not possessed
4.	Applying suitable instructional techniques	2.01	0.43	Not possessed
5.	Choosing appropriate instructional materials that are relevant for the lesson	3.21	0.58	Possessed
6.	Selecting and developing instructional content of lessons	2.11	0.71	Not possessed
	Cluster Mean	**2.48**		**Not possessed**

Table 1 shows that items 1, 2 and 5 have mean values of 3.09, 3.10 and 3.21 respectively indicating that selecting the topic to be taught, stating specific objectives to be achieved and choosing appropriate instructional materials that are relevant for the lesson are competencies possessed by the respondents. Items 3, 4 and 6 have mean values of 2.41, 2.01 and 2.11 indicating that selecting a suitable entry behaviour before introducing the topic, applying suitable instructional techniques and selecting and developing instructional content of lessons are competencies not possessed by the respondents. Since the cluster mean of 2.48 is within the range of poorly possessed, it then implies that the competencies for planning instruction are not possessed by the

respondents. The standard deviation ranged from 0.43 to 0.72 indicating that the respondents have concensus opinion on all the items.

Research Question 2: What are the classroom management competencies possessed by upper basic education level business studies teachers in instructional delivery?

Table 2
Mean and standard deviation of respondents on classroom management competencies possessed by upper basic education level business studies teachers in instructional delivery.

S/N	Items on classroom management competencies		SD	Remarks
7.	Proper arrangement of class	3.71	0.33	Possessed
8.	Placing time table on conspicuous places	3.52	0.51	Possessed
9.	Proper hanging of charts and pictures	2.09	0.44	Not possessed
10.	Maintaining effective discipline in the class	3.44	0.51	Possessed
11.	Identifying and solving common problems	2.08	0.74	Not possessed
12.	Instruction being clear and simple	3.58	0.51	Possessed
13.	Maintaining order before any announcement	1.91	0.66	Not possessed
14.	Arousing students interest in the lesson	1.95	0.56	Not possessed
15.	Effective knowledge of the subject matter	3.53	0.75	Possessed
	Cluster Mean	**2.87**		**Possessed**

In Table 2 items 7, 8, 10, 12 and 15 have mean values of 3.71, 3.52, 3.44, 3.58 and 3.53 respectively indicating the possession of the required competencies by the business studies teachers. However, items, 9 ,11,13 and 14 have mean values of 2.09 2.08, 1.91 and 1.95 respectively indicating non-possession of the required competencies by the respondents. Nevertheless, the cluster mean of 2.87 indicates that the competencies for instructional delivery are possessed. The standard deviation ranged from 0.33 to 0.75 indicating that their responses are not divergent.

Research Question 3: What are the competencies possessed by upper basic education level business studies teachers in evaluating Business studies instruction?

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Table 3
Mean and standard deviation of respondents on the competencies possessed by upper basic education level business studies teachers in evaluating instruction

S/N	Items on evaluation of instruction		SD	Remarks
16.	Giving assessment based on what is taught	3.28	0.75	Possessed
17.	Relating course of study to measurable performance objectives	3.10	0.54	Possessed
18.	Giving clear and reasonable questions	3.11	0.39	possessed
19.	Giving questions to cover the cognitive, affective and psychomotor domains	2.13	0.47	Not Possessed
20.	Being familiar with the forms of evaluation like diagnostic, continuous and summative	1.89	0.57	Not possessed
21.	Constructing valid and reliable test to evaluate students' progress	2.10	0.55	Not Possessed
22.	Using the various assessment techniques like tests, projects, assignment etc.	2.17	0.61	Not possessed
	Cluster Mean	**2.54**		**Possessed**

Table 3 shows that items 16, 17 and 18 have mean values of 3.28, 3.10 and 3.11 and are possessed while items 19, 20, 21 and 22 have mean values of 2.13, 1.89, 2.10 and 2.17 respectively and are not possessed by the respondents. The cluster mean of 2.54 indicates that the competencies for evaluating instruction are possessed. The standard deviation ranged from 0.39 to 0.75 indicating that the opinions of respondents are the same.

HO_1: There is no significant difference between the mean responses of male and female upper basic education level business studies teachers on competencies possessed for planning instruction.

Table 4
Summary of t- test analysis of differences between the mean ratings of male and female business studies teachers on competencies possessed for planning of instruction.

Gender	N		SD	Std error	Df	t-cal.	t- crit.	Decision
Male	49	2.88	0.51	0.08	189	1.00	1.96	Not Significant
Female	142	2.80	0.54					

Table 4 shows the result that t- calculated of 1.00 is lesser than t- critical of 1.96 at .05 level of significance. Therefore the null hypothesis was not rejected. As

such, there is no significant difference between the mean responses of male and female business studies teachers on competencies possessed in planning of instruction.

HO_2: A significant difference does not exist between the mean responses of upper basic education level male and female business studies teachers on competencies possessed for classroom management in instructional delivery.

Table 5
Summary of t- test analysis of differences between the mean ratings of male and female Business studies teachers on competencies possessed for classroom management in instructional delivery.

Gender	N		SD	Std error	Df	t- cal.	t-crit.	Decision
Male	49	3.21	0.55					
				0.08	189	1.50	1.96	Not Significant
Female	142	3.09	0.42					

The t – test analysis in Table 5 shows that a significant difference does not exist between the mean ratings of male and female business studies teachers on classroom management competencies possessed. Since the t- calculated of 1.50 is lesser than t- critical of 1.96 at .05 level of significance, the hypothesis was not rejected.

HO_3: There is no significant difference between the mean responses of male and female business studies teachers on competencies possessed by teachers in evaluating business studies instruction.

Table 6
Summary of t- test analysis of differences between the mean ratings of male and female business studies teachers on competencies possessed in evaluating instruction.

Gender	N		SD	Std error	Df	t -cal.	t-crit.	Decision
Male	49	3.10	0.51					
				0.008	189	1.25	1.96	Not Significant
Female	142	3.00	0.60					

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The t-test analysis shows that t- calculated is 1.25 while t- critical is 1.96 at 189 degree of freedom. Since the t-calculated is lesser than the t- critical at 0.05 level of significance, the null hypothesis was not rejected. Therefore there is no significant difference between the mean ratings of male and female business studies teachers on competencies possessed by them in evaluating instruction.

Discussions

The findings of the study revealed that out of the six identified competencies, three were possessed by the teachers (selecting the topic to be taught, stating specific objectives to be achieved and choosing appropriate instructional materials that are relevant for the lesson). Other items such as selecting a suitable entry behaviour before introducing the topic, applying suitable instructional techniques and selecting and developing instructional content of lessons were not possessed. This finding is in line with the findings of Ojo (2009) who stated that secondary school teachers lacked competencies in applying suitable instructional techniques. Madumere (2006) affirmed that teachers are expected to select the topic to be taught, plan for the lesson and choose appropriate instructional materials.

Also, the findings of the study revealed that business studies teachers possessed the following competencies in instructional delivery: proper arrangement of class, placing time- table on conspicuous places, maintaining effective discipline in the class, instruction being clear and simple and effective knowledge of the subject matter. This is in agreement with Adeosun (2004) who opined that business studies teachers possessed competencies in proper arrangement of class and maintaining effective discipline.

Others items such as proper hanging of charts and pictures, identifying and solving common problems, maintaining order before any announcement and arousing students‘ interests in the lesson were not possessed. These findings are in line with the findings of Afe (2002) that teachers needed improvement training in identifying and solving students‘ problems.

Subsequently, from the findings, it was discovered, based on evaluation of instruction that the business studies teachers possessed the following competencies: giving assessment based on what is taught, relating course of study to measurable performance objectives, giving clear and reasonable questions. This in turn agrees with Ojo (2009) who stated that teachers possessed competencies in giving assessment based on what is taught. The following competencies were not possessed: giving questions to cover the cognitive, affective and psychomotor domains, being familiar with the forms of evaluation, like diagnostic, continuous and summative, constructing valid and reliable tests to evaluate students‘ progress and using the various assessment techniques like tests, projects and assignment. These findings are in agreement with what Abdulahi (2009) stated, that teachers lacked competencies in giving questions to cover the cognitive, affective and psychomotor domains. However, Ilogu (2005) affirmed that students should be assessed in the cognitive,

affective and psychomotor domains and a variety of assessment techniques are used such as written tests, projects, assignments etc.

The t- test analysis revealed that significant difference did not exist between the mean ratings of male and female business studies teachers on competencies possessed by teachers in planning of lesson, classroom management and evaluation of instruction. These findings conform with Uba (2010) who noted that there was no gender issues regarding the competencies possessed by educators/teachers.

Conclusion

The findings of the study revealed that business studies teachers in secondary schools possess some of the competencies needed for teaching business studies for effective service delivery. Among the competencies possessed by them are selecting the topic to be taught, stating specific objectives to be achieved and effective knowledge of the subject matter. On the other hand, they do not possess among others such competencies as proper hanging of charts and pictures and constructing valid and reliable test to evaluate students' progress. Therefore, remedial actions need to be taken to correct the anomalies.

Recommendations

Based on the findings of the study, the following are recommended:

1. Anambra State Ministry of Education should package all the identified competencies not possessed by the business studies teachers for use during in-service training of teachers in the State.
2. Government should organize seminars and workshops for teachers of business studies in the areas of the identified competencies not possessed by them.
3. Curriculum planners should ensure that Teachers' Training Institutes like colleges of education, National Teachers Institute and universities in Nigeria enforce the training of teachers in line with the curriculum contents as regards competency possession.

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