AN EVALUATION OF JOB PERFORMANCE OF MINNA COLLEGE OF EDUCATION TRAINED BUSINESS EDUCATION TEACHERS

BY

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DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All questionnaire indicated by quotation marks and the sources of information are specifically acknowledged by in terms of reference,

15th September 2020

THOMAS, DAUDA DANLADI DATE

CERTIFICATION

This thesis entitled "an evaluation of job performance of Minna College of Education. Trained Business Education Teachers," by Thomas Dauda Danladi meets the regulations governing the award of the degree of Master of Education (Business Education) of the Department of Vocational and Technical Education, Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the blessed memory of my late uncle Adamu Mairuwa and wife Comfort, for their loving kindness.

It is also dedicated to all business educators whose immense contributions have enhanced professionalism in Nigeria.

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ABSTRACT

This research was aimed at evaluating the job performance of Minna College of Education trainees Business Education Teachers in Niger state Secondary School. There were 433 subjects' studies. The sample made up of teacher of Business Studies, and 405 out of 455 Business Studies students in the secondary school of Niger state.

Result of the preliminary study revealed that majority of the teacher of Business studies were College of Education Minna- COEM graduate. This was confirmed during the main study where the first hypothesis of no significant difference to the number of NCE Business studies teacher in the secondary schools of Niger state tested Negative, this Hypothesis was rejected.

The performance of NCE student on the Business teacher Education programme was independent of whether or not they had prior knowledge. This is because student with teacher grade II education background competed favourable well with student who had WASC/GCE background. Secondary school student however, signified that Business studies was a worthwhile course because it enabled these category of students preparation for vocationally oriented graduate.

The business studies teachers (both COEM and NCOEM) graduate agreed that the curriculum content and syllabi (old and new) were adequate but required additional training in Vocational and Teacher Education (VTE), Maths/Statistics and Education Psychology to enhance their future preparation to teach Business studies more effectively. Furthermore the study revealed that Guidance and Counselling, Shorthand and typewriting were inadequate for secondary school students to enable them make wise selection of business subjects for SSCE registration.

While the second and fourth hypotheses of the study were concerned with preparing Teachers for Business Studies at the secondary schools in Niger State were

retained, the first and third hypotheses concerned with the performance of COEM graduate taught using old syllabus compared with those taught the new syllabus were rejected. This was because the subject areas in which addition at will be needed varied between the two categories of teachers.

Recommendations from the study are thus:

i. That short time seminars or lectures should be organized by the COEM for Business Studies Teachers of Secondary School in Niger State. This is with a view to helping them improve their performance and effective in the teaching of Business Studies on Post primary schools in the state,

ii. Both COEM and NCOEM graduate will require additional or further training in VTE, Maths and statistics and psychology to enhance their performance in their schools,

iii. That Typing and shorthand have not be accorded their rightful places as student were not found to have taught this subject areas. There is therefore need for teachers to adopt methods that will help motivate students to like Business Studies; and

iv. That Business Studies teachers should be included in the JCC curriculum planning as it affects their programme implementation in the secondary schools in Niger State.

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DEFINITION OF TERMS

In consonance with the content and meanings of this study, some work(s) and phrases used in the course of the study are defined follow:

Ashby Commission: Committee led by Sir Isaac Ashby to look into the education Needs of colonial areas under the British colony before independence.

Business Education: the business courses offered at the College of Education (COE), Leading to preparation of NCE business studies teachers in the Secondary schools.

Business Educations: A professionally trained who has specialised skills and knowledge in Business and or commercial subjects for teaching either in the post primary or tertiary institutions.

Business Teacher Education Programme: This refer to Teacher Education programme Aimed at preparing NCE students in Business subjects to qualify to teach at primary schools.

Business subject teacher: Any person trained or not formally trained but has Knowledge of business subjects and is seen to impart it through teaching a core subject in the secondary school.

Business studies: (BS) Business subject combinations taught in the Secondary schools.

Evaluation: Is survey or follow-up study of training given and performance of business education graduates of COE Minna

Performance: is the accomplishment of activities to expectation

ABBREVIATIONS

A.B.U. Zaria: Ahmadu Bello University Zaria (1977). The second University in Nigeria to offer Business Education at degree level for NCE graduates. This University offers Business Teacher Education up to the PhD level.

C & G: City and Guilds, a London qualifying examination for technical and Commercial Students (being conducted by (WAEC) to qualify students for occupational in the industry.

COEM grads: College of Education Minna graduates (Serving Teachers)

G and C: Guidance and Counselling service/ training for students

JCC: Joint Consultative Committee on Education in Nigeria.

NCE: Nigerian Certificate in Education. A certificate awarded after successful Completion of accredited course in College of Education

NCOEM Grads: Non College of Education Minna graduates teaching Business Studies in the Secondary schools.

NPE: National Policy on Education (6-3-3-4) system of education 1981, revised in 1985 and 1988.

SSS: Senior Secondary School (i.e. $10^{th} - 12^{th}$ grade of high school students in forms 4,5, and 6.

T. C. Grade II: Higher elementary Teacher Training qualifying certificate for teaching in primary school. This certificate is a pre-requisite for entry into an NCE programme and Teaching profession.

VTE: Maths/Statistics: Vocational and Technical Education; mathematic and Businmess Statistics courses taught at NCE level.

CHAPTER 1

INTRODUCTION

1.1 Background Information

Before the advent of the colonialists in Nigeria, there had been some form of education. This was the traditional non-formal way of knowledge acquisition. Saidu (1988), claimed that "traditional education is the form of education that each Nigerian community has handed down to succeeding generations. It was not formal; unlike the schools of western education or the Quranic form of schools. The main objective of the traditional education was to always enable the child grow into a functional member of his family or group".

Through this the child was taught morals, good manners of behaviour, obedience to elders and constituted authorities, respect for customs, conventions, superstitions, laws of group and unquestionable acceptance of beliefs of the people in their communities. The informal education combined these virtues among others from neighbouring communities. Through apprenticeship schemes master craftsmen and women transferred knowledge, skills and values for dignity in labour. This has led to a more organised classroom instruction. Ndakotsu (1988), quoting Wheeler, described formal education as "the deliberate attempt by one or more persons to effect changes in the behaviour of one or more persons by presenting certain experiences so as to achieve certain educational goals".

The goals of education was not only the process of learning to read, write, arithmetic or any other of computation, but also proof for proficiency in the job and its total dexterity. This is through individual ability to make meaningful contribution to oneself, the community, and the society at large.

According to a statement by the National Policies Commission (USA), on the Business Teacher Education (1987), Business Educators have a problem. The Commission cautioned thus:

> Because Business Educators are charge with the responsibility of educating a large segment of the workforce, the quality of business education at all educational levels directly impacts the well-being of the business community. Business teacher education therefore, is inherently involved as an important part of the foundation of the nation's economy.

The purpose of this research work was to strengthen business teacher education through programme improvements. Thus NCE Business Education Students knowledge and enrolments in the teacher education programme should prepare them for proper roles in creating commercial awareness. This awareness should be in pupils and students of the secondary schools where business subjects are offered.

The Ministry of Education through its administrative machinery should systematise the selection and recruitment of business education teachers, supervise their

posting and monitor their transfer for retention of existing meagre commercial teachers in the secondary schools in Niger State.

The students could be encouraged through proper vocational guidance, job station simulation and practical attachments. This is against allowing incessant postings and indiscriminate transfers to and from schools that deny students the opportunities, skills and competencies they would have derived from trained Business Educators.

1.2 Statement of the Problem

The College of Education Minna is over 18 year old, while the Business Education program has been on since 1979. Within this period the syllabus was changed once. No documentary evidence has been found where either the syllabi or the program has been evaluated for their efficiency. Molokwu (1986) showed that every evaluative study in education, tends to give a "qualitative value judgement" as to whether or not the will-be teachers are reacting to the training given, and to test whether or not students have learnt what they ought to and doing same correctly. The examination process after each taught course evaluate students only within the limits of the subject matter taught. Evaluation of the one who was taught can only be assessed by the way they perform. The number of pupil taught versus would-be teacher action/reaction can best be evaluated within the confines of a training program except during periods of students teaching practice. This therefore, calls for an all encompassing study where the teaching syllabus; performance of the teachers on the job (from the perspective of teachers themselves and the perspective of the student) will be evaluated and the effect of pre-knowledge of

Business Education on the performance of students when they are at the College of Education Minna can be established.

This study therefore tried to provide some information that bridges the gap in the knowledge of the academics performance of the Business Education graduates of College of Education Minna and their job performance out on their duty posts.

1.3 Objectives of the Study

i. To assess the performance of Business Education graduates of College of Education. Minna teaching Business Studies in the Secondary Schools in Niger State.

ii. To attest to the fact that most manpower needs of Secondary Schools and the Ministry of Education was dependent on the College of Education, Minna.

iii To assess the implications of NCE students insufficient or complete lack of prior knowledge of Business subjects on entry to the College of Education Minna (Business Teacher Education course) with a view to improving instructions.

1.4 Research Questions

In order to arrive at the desired goal, a set of questions were used to ascertain the category of teachers teaching Business Education in selected secondary schools in Niger State. It set of questions were also designed to establish the percentage of the teachers that were trained by the Minna College of Education. In the main study the following research questions were also proffered:

i. How would the syllabus content of the NCR Business Teacher Education

Programmes adequately equip NCE graduates to teach Business studies at the Senior Secondary School level in Niger state?

ii. What difference did prior knowledge f business subjects before entry for the business Education programme of College of Education Minna have on the majority of the NCE Business Education graduate?

iii How does students with or without the prior knowledge of business subjects perform in their studies, given the adequate training facilities and manpower resources at their disposal.

1.5 HYPOTHESES

The following null hypotheses were put forward for the purpose of this study

H01 There is no significant difference between the job performance of COE Minna trained business Education graduates and the their prior knowledge of business subjects on entering the teaching profession

H02 There is no significant deference between job performances of COEM graduates and the syllabus used to train them.

H03 There is no significant difference between Secondary School students Motivation, awareness and sustenance in business than the Motivation awareness and sustenance maintained by their business studies teachers

1.6 Significance of the study.

The result of this study would shed more light on:

i. the manpower need speculations of the state on the college of education NCE Business Teacher Education graduate to enhance economic literacy, career choice and further education for secondary Student.

ii. The vocational and career guidance need for Secondary School Students, School Principals, Educationists and career masters who would be more prepared to help their students in subject selection bearing in mind career aspiration, job openings and marketable skills in areas that have vocational implications.

iii. The implication of admitting students into the, College of Education Minna Business Teacher Education Programme with insufficient or complete lack of prior knowledge of Business subjects as it bears great consequence on Students non-comprehension of the Business concepts, perception, and performance.

The study embraced the College of Education and Non-College of Education, Minna trained teachers of Business Studies, the Senior Secondary School students in Six Zonal Inspector of Education offices located in Bida, Kontagora, Kutigi, Minna, Rijau and Suleja respectively. However, not all Secondary Schools sampled could participate in the study because they either had no Business Teachers or expressed lack of typewriters and other facilities for their Schools to run Commercial courses.

1.7 Assumptions

i. It is assumed that majority of secondary school (Business Studies) leavers constitute the majority input of Business Education graduates of College of Education, Minna.

ii. It is also assumed that since most NCE Business Teacher Education graduates of College of Education, Minna, serve the Ministry of Education, most man-power needs of the State for her Secondary Schools was dependent on the College of Education, Minna.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In the introductory part of this work, background information as to the cause of the problem have been highlighted leading to a statement that research is needed to solve the perennial problem of insufficient or complete lack of knowledge of Business subjects as factors that would militate against students background to economic literacy, vocational competencies and further education.

In this light, to evaluate the job performance of COE Minna trained Business Education graduates in Niger state as it affects the secondary schools and the College of Education Minna, certain issues have been raised under the sub-topics that are sufficiently backed by available knowledge in print. Most relevant materials have been acknowledged either in the body of the review itself or by the references as would be noticed herein.

This chapter reviews previous write ups by authors, co-authors, publisher and other Business journals. The chapter is sub-divided into several sections viz: (i) need for Business Teacher education; (ii) definition of Business Education; (iii) educational implications of Business Education; (iv) need Lot vocational education; (v) need for Guidance and Counseling; (vi) Historical background of Business Education in Nigeria and Niger State in particular; (vii) Business studies curriculum in

secondary schools in Niger State and its attendant implementation. These are all aimed at evaluating Business Teacher in Niger State.

2.2 Historical Background of Business Education in Nigeria.

The history of Business Education in Nigeria dates back to 1891, when Mc Callum suggested that a school curriculum should embrace English - grammar; Geography and History; Algebra; Geometry and geometrical drawing for measuring; commercial arithmetic for calculation; and shorthand and book keeping for ease in record keeping (Olorunmaiye, 1988). In 1895, the Hope Wadell Institute was established in Calabar. This institute was saddled with the responsibility of producing commercially oriented manpower for the then civil service. A similar institute was later established in the western region of Nigeria as St. Andrews College, Oyo in 1896. This institute had the same aim as the Calabar Institute.

The Phelp Stoke funds, which was established in 1920 in United States of America and in cooperation with International Education Board also based in the United States were the first group who formarlly introduced vocational education to Nigeria (Olorunmaiye, 1988). Aina (1977) identified early schools that were business oriented as: (i) First Clerical Training Centre Commercial Academy Enugu; (ii) St. John's Bosco College Ubiaja (both in 1942); (iii) the St. Augustin's Secondary Commercial School Onitsha (1947) and (iv) Secondary School of Commerce (1948).

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Carey (1968) reported that, in 1958 the Western Region Government sought assistance of Ohio University USA, for Teacher Education Training to enable them teach in Secondary Commercial Schools. Teacher grade I, were trained. This development gave birth to the Technical College Ibadan, Adeyemi College of Education Ondo; and Olunloyo College of Education Iba dan. Several authors (Aina, 1977; Oladunjoye, 1985; Adesina, 1977; and Aina, 1977) showed that Aiyetoro Comprehensive School (established in 1963) offered academic and vocational education for WASC, RSA and C&G examinations. Academic and specialised skills subjects were selected at own volition or by the dictates of academic performance.

The Ashby Commission (1960) recommended higher education for professional education in Accounts, Business Administration, Insurance, Banking, Middle Management and Secretarial training in the polytechnics and Universities.

Business Teacher Education Programme was established under the Faculty of Education, University of Nigeria Nsukka in 1962/1963 session as "Vocational Teacher Education; followed by Ahmadu Bello University, Zaria 1976/77, in the Vocational and Technical Education department of the Faculty of Education as 'Business Education'.

At the tertiary levels, today, Business Teacher Education has continued to expand. Bature and Thomas (1989) in their research Seminar papers, found that there were 20 Colleges of Education and 8 Universities that offered Business Education programmes in Nigeria as at then.

2.3 Business Education in Niger State.

The history of business Education in Schools in Niger State could be traced to the establishment of the Clerical Training Centre in (1956) at Bida along similar Institutions in Azare, Ilorin, Sokoto, Otukpo and Potiskum. The Clerical Training Centre Bida was upgraded to the Staff Training Centre (1974); Staff Development Centre (1980) and a College of Administrative and Business Studies (CABS) in 1990.

The products of the Clerical Training Centre Bida were employed in the private businesses (UAC and John Holt) or in the government public offices in Bida, Kontagora and Minna respectively. Though a few of the school graduates sought admission for further education in Polytechnic Kaduna, Ahmadu Bello University Zaria, and the Federal Training Centre Kaduna which absorbed candidates from the Clerical Training Centres for Adiministration in Zaria.

Today, most manpower needs in clerical and typist jobs are derived from the defunct STC/SDC Bida now a College of Administrative and Busines Studies. The early Secondary Schools that offered Commercial subjects were Government Secondary School Bida, (1963), Muazu Ibrahim Government Commercial Secondary School Kontagora (1962) St. Maryamu Girls Secondary School (Private) (1970) Bida and the Dendo Secondary School (1974) Agaie.

Additional new States were created in Nigeria and Niger State came into being in 1975. In 1976, the Advanced Teachers College Minna took off to complement the A.T.C. Sokoto and Kano. This was sequel to previous arrangements for Minna to have

a higher Teacher Training Institution. The Niger State House of Assembly Edict No.HB/15/81 of 1976 hastened the establishement of A.T.C. Minna. The A.T.C. Minna, later an affiliate of the Institute of Education Ahmadu Bello University Zaria, was accredited the status of a College of Education Minna in 1982.

In 1983, the NSLN No.3 signed into law formaly established the Niger State College of Education Minna and for purposes of Training students in pre-degree and Tertiary levels of education. In Niger State College of Education News Bulletin, Vol.1 No 1, (Nov. 1988), stated the purpose of Business Teacher Education viz;

> The Business Education department begun offering Business subjects NCE level during the 1978/79 academic session with the ultimate purpose of providing teacher education in Business Education to meet the manpower requirements of the secondary schools in Niger State and preparation for higher education in the Universities.

The Vocational Training Centres in Katcha, Ibeto and Pandogari drew students of form three "who were incapable of attaining science and academic standards for pre-vocational courses", Agwai(1979).

2.4 What Business Teacher Education is.

Ndinechi (1987) seems to say that Business Teacher Education is an aspect of business education concerned with the professional education of individuals who have made, at least a tentative decision to make a career in buisness teaching ....

persons who enroll in business teacher education programme are, at least choosing to become professional teachers. In comparing Business teacher Education in Nigeria and the United States, Davis and Oladunjoye (1987), wrote that the:

> Business Teacher Education Programme is establised to prepare competent Business teachers who are capable of promoting technical and business education programmes in the post-secondary institutions in the country.

The objective was sought to be achived by helping State Governments develop and improve business programme in Secondary Schools, Polytechnics, and Advanced Teachers Colleges; organizing programes for the in-services education of business teachers, preparing disseminating instructional materials in the various areas of business education;laying adequate business education background upon which the prospective graduates can hinge post-graduate studies, and contributing to the improvement of curriculum, course content, and teaching strategies of business education subjects, at all levels, through research and communication.

However, of all the thinking known to the author, the one by Nannasy et al (1979) is preferred: It states that;

> Business Education is that aspect of total education programme that provides the knowledge, skills, understading and attitudes needed to perform in Business world as a producer and or consumer of goods and services that business offers.

In a follow-up study of the Business Studies Diploma recipient of Teacher education in the then Western Region of Nigeria, Carey (1968) investigated the graduates of the teacher education programme in order to (i) learn of their current employment, (ii) educational and salary status, and (iii) to gain some indication of their attitudes toward their job situation. He found that contrary to the critics of the programme:

> .... eight out of ten of those trained as business teachers are either teachers or administrators in the secondary school business education programme in Nigeria; One out of ten are students in advanced educational work and not available to teach. However, their productivity in other employment may still contribute to economic development; Individuals who have had post secondary training for office occupations often sought and found employment as business teachers; several of Nigerian business teachers surveyed do not have special training in the principles of teaching business subjects. There were other uncertified teachers of business subjects who were not covered by the survey.

Therefore, Business Teacher "Satisfaction and dissatisfaction with job situation depended on several factors such as, salary, working conditions, the characteristics of community and the attitudes of fellow workers", Further more, "in the past any one who had successfully passed RSA Examination in typewriting, shorthand or accounting was considered qualified to teach business subjects or be employed in an office; if an individual had RSA "pass" plus a grade II teachers certificate, he would have an even better chance of being employed as a business teacher."

From the above report by Carey, business education has undergone challenges. It requires better trained Business Educator who have passed through the College of Education and University to qualify and be well titled for the implementation of Business studies curriculum in the Secondary Schools.

2.5 Need to Evaluate the Business Teacher Education Programme.

Every evaluative study in education tends to give a qualitative value judgement as to whether or not the beneficiaries are reacting to the training given. To test whether or not students have learnt what they ought to and are seen doing what they are expected to do. According to Molokwu (1986) "there is need to evaluate the B.Ed Home Economics programme to see if the graduates of the programme are doing what they are expected to do". The Business Teacher Education of the Ccollege of Education Minna is one of such programmes affiliated to the Institute of Education Ahmadu Bello University, Zaria that needs evaluation.

Nolan et al. (1967), maintained that the evaluation of achievement is one of the most important aspects of human activities. Without evaluation there would be little improvement. progress is based on constant appraisal of the results of our efforts in all fields of human endeavour. In-as-much as the teachers of a course on any programme expect results, then society expects above all intrests a change in behaviour of the learned and this manifests in his/her indilectable dispensation. Hence, Performance evaluation of Business Teachers in secondary schools in Niger

State is desirable to ascertain job performance in line with whether or not the products had a complete grip of teaching methodology and other spheres of the Business Education programme aimed at educating youths in the Secondary Schools in Niger State.

In an action plan report by the National Polices Commission USA (1987), it was stated that:

> ..... Because Business educators are charged with the responsibility of conducting a large segment of the work force, the quality of business education at all educational levels directly imparts the well being of the business community. Business teacher education therefore, is inherently involved as an important part of the foundation of the nations economy.

The National Curriculum for Junior Secondary Secondary Schools (1985) pointed out that Business Studies curriculum is hinged on the following objectives:

> To enable the student to acquire the basic knowledge of the subject; to prepare student for further training in business studies; to provide orientation of basic skills with which to start a life of work for those who may not undergo further training; to provide basic skills for personal use in future and to relate the knowledge and skills to the national Economy there must be a change in our otherwise erroneous and misleading idea about business studies. Many people think that the subject is a course which does not require any preparation and which any body can teach. This is obviously not so. As one of the pre-vocational subjects, it is crucial that adequate provisions be made in terms of human and material resources for the desired effect to be attained.

Nigeria Certificate in Education, Business Education Teachers in the implementation of Business Studies Curriculum in the Secondary School in the new Nigerian National Policy on Education, have to borne in mind the calling of their profession and the philosophy, "the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary school system". The Secondary School education aims to prepare students for useful living within the society and for further Education. According to NPE (1981) "Secondary Education is the form of education children receive after primary education and before tertiary stage."

To implement the Business Studies curriculum, well qualified Business Educators and those knowledgeable in business subjects should be engaged in the education of the youths. Fafunwa (1976) says,

> No significant change in education can take place in any country unless its teaching corps is well trained. Poorly trained teachers will produce poorly trained doctors, lawyers, engineers, secretaries and the like. Indeed, the teachers directly influence the quality and quantity of services provided by all other trades and professions.

The NPE (1981) agrees with above statements, thus here stated clearly the commitment of the Federal Government of Nigeria viz; "Teacher education will continue to be given a major emphasis in all our education planing because no

education system can rise above the quality of its teachers".

There must be well-trained teachers to make a difference between individual students with vocational training. Therefore, it is necessary that teacher education is reviewed and evaluated to match the investment in education.

2.6 Need for Vocational Teachers

In present day Nigeria, there is a lack of clearly defined objective for Vocational and Technical Education in general but Business Education in particular at all levels of education. Olorunmaiye (1988) has shown that, the late inclusion of Business Education in the educational system of this country; the undue emphasis placed on examinations; the low social rating associated with Business Education; bookish orientation of educational system and the general lack of both national and educational philosophy are contributory factors to this lack of direction.

Marsden (1955), stated that Technical Education had yet to fulfil its function in meeting the economic needs of several third world countries. This is hinged on the premise that the demand by Industry and Commerce of technically oriented work-force had not been met.

It was observed by Oladebo (1979) that the question of getting the youths motivated and prepared to enter the teaching profession and persuading those already in the profession to remain posses a problem for the Government, Ministries of Education and other bodies connected with decision making in Education. This

has only recently been re-echoed by the Ministry of education where under the open Apprenticeship scheme programme, a representative of the ministry stated that:

> There is manpower shortage of Business teachers in the Ministry of Education; not all the schools have teachers in Business studies; the few posted to schools are copers, volunteers and unemployed graduates of the other disciplines and the Business Education teachers who have professional teaching qualifications have often left for more favourable employment in the industry or commercial sector of the economy e.g. Banks, Finance and private Entrepreneurship.

Agwai (1986) on the need to establish more Vocational Technical Schools in Nigeria, said that there was an urgent need to establish Vocational Technical Schools in many parts of Nigeria. These schools he said should provide the kind of Education that "prepares pupils for some functional and occupational skills. The skills should include the .... Commercial or Business Training ...."

In another report Jibrin (1986), stated that in any big organisation, accountants, confidential secretaries and typists are required. For that reason therefore, there was a need for the awareness of these subjects to be created in the pupils begining from an early stage in education. He concluded by saying that "With the industrial and commercial development in Nigeria, the establihment of Business subjects like book-keeping, typing, economics, business methods and shorthand, will go a long way towards solving our junior and middle manpower problems. The

purpose of any course of study is to help remedy several contingencies".

The teaching profession is loosing its qualified teachers to other business in a time when it is unable to attract capable and interested youths reported Majasan (1963). His observation was that the poor condition of service of the teachers was responsible for it. This is butressed by his statement that:

> The general manpower shortage which made it difficult to interest talented people in teaching coupled with poor conditions of service has to compete with other occupations for able young men and women, who for some reasons are not attracted to it. Most of those attracted are the ones who cannot succeed in teaching the majority of secondary institutions teaching staff are of this category .

Uduma (1986) quoted Kyan (1984) as saying that: "third world countries face a desperate shortage of people with commercial skills to assist in the development of a diversified and self relient economy, and in many places there is consequently a shortage of trained teachers with their skills".

Besides, Biobaku (1969) had earlier shown that: "there is need to re-invest in teaching its true majesty as a noble profession. Teachers appear to be loosing sight of their avocations. For many, teaching profession has ceased to be a calling, only an occupation to be abandoned as soon as possible".

Adesina (1977) in a study of some selected secondary schools in Kano, reported that, 72% of secondary school teachers in the State hoped to leave teaching as soon as they complete their period of bonding with the teaching institutions. The

Ashby Commission Report of 1960, had earlier predicted that, "there is .... the constant migration of teachers away from teaching so that the continual turn over of teaching staff may come to be looked upon as a preparation for position in other sectors of the employment".

The major reason for the apathy or wrong perception of the teaching profession, was summed up as "the teaching profession has not been able to command the respect it deserves" (Fafunwa, 1969). To help solve the problem Uduma concluded that:

> . . . there is the need to identify first, the importance of the professional tasks performed by the teacher. These professional tasks are the factors that will be needed to improve teacher effectiveness in instruction. It would also be necessary to identify the competencies needed by the business teacher in performing the professional tasks (Uduma, 1986).

2.7 Need for Career Guidence for Secondary School Leavers

In order to turn out professionally competent teachers, there will be the need to provide proper awareness. There is an ardent need therefore, to have Guidence Counsellors intensify their contributions through rendering Vocational guidance which should be given in order to: (i) help individual students - after various assessment of ability (actual and potential) and consideration of vocational preferences - to make realistic decisions about the kind of careers they might eventually settle into, (ii) to make students aware that since after the '70s, a

University degree could no longer be regarded as a job ticket' and (iii) to start them thinking about the possibilities implied by the subject(s) in which they intend further their knowledge (a degree from a University or other specialized education courses).

Several authors agree that education at this level is a phase in growing up from childhood to adult career choice. They mentioned that:

> Twenty years ago when a degree or a diploma could with some justification be looked on as automatic passport to a job getting the secondary school pupil prepared for further education course could be seen as a main consideration. In the '70s things are different, as those only marginally connected with career guidance at the present time know .... It would seem that "the graduate seller's market has disappeared forever.

Nwagwu (1976) observed that, "the few technical and commercial secondary schools are ill-equipped and staffed to do a good job while most of their students are those considered not good enough for the grammar schools .... Nobody assumes any responsibility for guiding the students in their selection of vocation and possible further education". Hence, the Business Teacher Education programme should equipe the teachers with the knowledge in shaping the lives of the youth in the secondary schools for job openings and choice of career that would meet the nation's need.

In considering the training given versus the training needed by youths to perform, Ikpe (1989) noted that, the training given to secrretaries does not commensurate the consequent technological trends in offices. Office automation requires adequate training in preparation of secretarial staff and infact, all business managers for the '90s and by the year 2000. The new roles of the secretaries as suggested by this author (Ikpe, 1989) included using computers for composing, proofreading and editing (on the computer) entire reports from the draft to finished product. A curriculum in Vocational and business education, will not be complete if it embraces only office systems approach to learning, provide service and information to managers and professionals for decision making, job responsibilities, communication patterns attitudes and inter personal relationship. This one area Guidance Counsellors can intensify their contributions to developing a viable curriculum

Concluding his report Ikpe (1989), indicated that, "our secretarial departments have spent time and effort developing the skills of traditional secretaries. This author thinks it is time to change the focus and spend more time on teaching our secretaries the much need skills in the electronic office".

The morden Business machines available to a great number of our secretaries have been even computerised. Word/Data processors, accounting machines (both manual and automatic electronics in the public and private enterprises of the Nigeria Economy) are becoming more and more suffisticated. It is necessary therefore to

provide students in the secondary schools and tertiary institutions (who will become the ultimate users of these products) with adequate knowledge that would prepare them for the challenges that technological changes are bringing.

The role of the Business Teacher Educator, therefore, is to do the inspiring, motivating and encouraging of students through creating awareness in subjects that would lead to group selections, career aspirations based on individual potentials, interest, ability and competence.

2.8 Business Teacher Education Curriculum

Business studies curriculum at the secondary school level include the vocational (Business and Stenography) and non-vocational (Professional) competence necessary for both vocational and professionals of different disciplines. Other vocational courses include Shorthand, Typewriting, Book-keeping and Accounting, Office Practice/Introduction to Business methods. The non-vocational subjects are mainly offered preparatory to professional courses like Administration, Law, Engineering, Accountancy, and Executieve Secretary-ship of business organisations.

The subjects offered at the non-vocational secondary schools are Economics, Commerce, Government, Accounting and Business Communication or Communication skills, Office Practice/Secretarial duties. the educational curriculum at the senior secondary school level can be viewed from two perspectives. These are

vocational education for vocational students and academic/professional studies for non-vocational students under the business studies.

> The subjects for the first group are purely Secretarial/Stenographic in nature, namely; Typewriting, Shorthand, Office Practice, Business English/Communication Skills, Book-keeping and Accounting; whereas the .... non-vocational business studies students in the Administration, Accountancy and Management .... offered subjects like Book-keeping, Accounting, Economics, Commerce, Marketing, Business Law And Business English. (Taidi, 1979)

The above subjects were the pre-requisite for getting a job in any industry in the years past. This trend seems to have changed with the introduction of the 6-3-3-4. It is thought that the new system still adopted yet another pattern of amalgamation, the trio connotes a comprehensive curriculum namely: Academic, vocational and Technical (thereby de-emphasizing gramm type of education for employability in utilization of knowledge, skills and competences at w rk on leaving school) plus the non-vocational training in business.

Business Education Teachers, often times refered to as Educators, are frequently urged to integrate in all stages of educational policy implementation, academic and employability competencies. This is evident from the Government's position contained. The National policies commision statement of 1989, which stressed that, "business educators should work with other faculties, Counsellors, Administrators, School Board members. Government officials, Business

representatives and parents to implement a balanced curriculum set forth in the goals of educational institutions' business education curriculum. The most productive solution for achieving excellence can be found by, identifying the competences that are essential for both personal and occupational success. Education stragies should then be employed by all faculty to ensure that academic content and employability content are integrated into a balanced curriculum throughout all levels of education. Through this integration, educators can ensure that students will be prepared to meet the challenges of career preparation and life-long learning in our changing society".

In discussing the new trends of commercial education in secondary schools, several researchers (Molokwu, 1986 and Olorunmaiye, 1988) had cause to compare vocationally oriented schools and the rest of the educational system. They showed that since the new National policy on Education came into operation in 1982, there was an extension from the former five years secondary education to six years. This comprise. 3 years each at junior secondary school level - JSS and senior secondary school - SSS respectively. "This new educational system tends to emphasize on functional education although the recommended curriculum is both academic and vocational at the JSS. The subjects offered included: General Education, Typewriting, Business Arithmetic, Commerce (Introduction to Business world, consumer education (Economics) and book keeping" (Molokwu, 1986).

Since the introduction of 6-3-3-4 in Niger State secondary schools in 1982, NCE Teachers have been posted to these schools to implement business studies curriculum either as volunteers (VTS and NYSC) or full-time appointment. That is mostly why Molokwu (1986) asserted that "it is difficult to claim that the programme is doing what it is suppose to do". Thus, since the business education programme of the College of Education Minna has not previously been evaluated, one cannot conclude whether the beneficiaries of the programme are to blame for the lapses.

Therefore, observation of causal effects on students performance on the programme cannot satisfy professional needs. Evaluation tends to give a feed back from the recipient as to whether students have received the right training when they return to larger society as workers or students of tertiary institutions. There's however need to identify roles. The National Policies Commission further suggests:

> "In addition to identifying the competences to be taught, Business Educators should determine the most effective delivery system since many students master competencies more effectively through applied learning, business educators should teaach basic academic skill as they apply to work related function ... this inclusive should motivate therm to achieve higher levels of performance in all powerful vehicle for motivating and educating a vast number of students, in learning the traditional academic subjects.

The NCE (Business Education) graduates presently on the implementation phase of the 6-3-3-4 system of education and specifically the business studies

curriculum in the secondary schools are expected to have become accustomed to teaching of core and related business subjects.

This should form the background of secondary school students Vocational guidance should be given long academic work by subject teacher. The new Nigerian National Policy on Education business studies curriculum and syllabuses are implemented towards occupational opportunities that are vocational in nature; shorthand, typewriting, book keeping and accounting, commerce, economics and office practice. The general education include English language, two Nigerian languages, one local language; religious instruction and introductory technology.

In his study, Okon (1984) reported that:

> ...to gain an understanding about some of the areas of specific concerns which the secondary school graduates would have like of professionalised help from their teachers while they where yet students, the findings showed that an overwhelming number of the graduates in the study cited the specific major problems among which has. How to select school subjects wisely and subject combinations and making plans concerning the kind of job I shall do after leaving school.

Here, the Business Educator could help students towards making business education a career through appropriate counselling rather than allow students make wild subject selection out of ignorance. The implemantation Task force Committee Chairman in Niger State describe problems associated with the 6-3-3-4. Lack of staff, equipment and funds, Further, he beared out his mind thus:

> It is very expensive to implement teaching of Vocational skills in the secondary schools because vocational skills need workshop, textbooks, qualified teachers and teaching aids .... there are no funds to recruit teachers in specilised fields, this has led to shortage of staff in some subject areas. In a recent survey as you can see this Histogram shows 7 teachers for commerce,0 for shorthand, 2 for typewriting, and 6 for book keeping .... Meanwhile, the implemtation task force's major responsibilities are engaging school heads and teachers in workshop, seminar or symposia. For proper implementation of National policy on Education, officials do monitor activities of the schools to ensure effective use of business teachers and bring to the notice of government the lapses and problems encountered so that steps could be taken to correct any anormally .... the GVTCs are centres for skills acquisition not for academic purpose. These schools too are badly hit with the problem of getting equipment and staffing.

If the purpose of Business curriculum has to be fulfilled, students of business studies as well as business teachers are expected to be guided by acquisition of knowledges, skills that would ensure vocational competencies and adequate vocational and general education at the secondary schools.

However, Romans (1967) as quoted by Taidi (1979) stated:

> Business curriculum in the secondary school is a special area of instruction that deals directly with the business skills and techniques, business ecomnies understanding, business attitudes, business appreciation and business ideas necessary to understand and adjust to that Economic and social institution called business.

In conclusion, this could be summed up as a major goal of business educatior. to provide training for specific jobs; enhance occupational intelligent use of the skills in business milieu exhibit economic efficiency through intelligent and

wise choice of consumer series and general understanding of the nation's economy through courses that one does in order to round up ones course that would make one more useful and well adjusted in a place of work.

2.9 Implemeutation Of Business Teacher Education Curriculum

"Educational institutions and indeed Business Educators have the responsibility of equiping the students with the skill to deal with personal and national economic problems". Micheal (1986), quoting Dietz (1963) showed that the purpose of teaching economics was for the receipient "to exhibit Economic understnding ...". Gibson and Lohnes (1969), while investigating the vocational maturity of studemts in the junior high school, showed the students to be,"relatively independent of sex, intelligence, and socio- economic status of parents, and had career pattern predictive validities and complementa ry to the validities "of these other variables".

Hence, Micheal (1986) agreed with Mukherjee (1974) that:

> Business Education has been viewed as a vital pivotal for the achievement of Economic independence of all nationsthe world over. The studennit's attitude towards a particuolar field, play a role in determining condition or succeess Attitudes being one's feeling, thoughts and predilection to behave in a manner towards some aspects of one's environment.

The attitudes of Business Education students has become a matter of great importance and concern to the teachers and educational planners.

The NPE (1981) and (1985) respectively stated: " the aim and objectives of education is the acquisition of appropriate skills abilities and competences both mental and physical as equipment from the individual to live in and contribute to the development of his society".

The graduates of Business Education are prepared towards prevocation and Vocational knowledge that would enable them perform certain tasks.

In a study of Vocational approaches in a secondary modern school by Robson (1955), he reported that, "the core subjects in commerce are shorthand, typing and commerce; and the inter relationship of all three evolves in a commerce room with all the office aid and filling cabinets, telephone, duplicator and audio-typing". When compared with the Nigerian education, Iwuanyawu (1987) said, "the secondary school or post-primary school Business subjects are book-keeping, Accounting, Shorthand, Typewriting, office machines and data processing". This is because of the ready market available for skilled workers in both business and Industry.

Hence, the roles that must be played by the NCE Business Teacher/Business subject teachers or Business Education graduates are numerous.

Anyaduba (1984) said:

> Business education engages the services of qualified and experienced staff who supply their expertise to the improvement of Instruction, counselling and guidance and the promotion of the profession. It is organised for the dissemination of a unique body of knowledge atainable through long sequential process of education, trainig and work that could lead to specific goals viz: to prepare students for career in business and education, provide vocational skills and competences for self-employment and reliance; to create in the students Economic litreracy both in Business and Secretarial, office education towards improvement of Business curriculum content of Business Teacher education programmes that would make it more functional in the implementation of the New Nigeria national Policy on education (6-3-3-4) system.

and to improve manpower needs of the Ministries of Education and further education which will reflect the imput output quality in the Colleges of Education and other tertiary institutions in Nigeria and in Niger in particular.

The NPE (1981) expressed Government concern over teacher education and is committed to. "Introduce measures to enable teachers to participate more in the production and assessment of educational materials and teaching aids, the plamning and developement of curriculum, school buildings and furnuiture and evaluation of techincal innovation and new techniques".

Teachers should be the more dedicated to their callings Oladebo (1979) quoting Adesina (1977) showed:

> "A skillful and well groomed teacher by training knows how to stimulate and motivate students to learn ... All efforts to force an unwilling child to learning does not yeild good results, students withiout vocational aptitudes or suffer mental and physical handicaps and social

deficiencies should not be forced to vocational training as these Category of students fail to perform. In the absence of a guidance counsellor, teachers in specialised fields should educate students on career aspirations.

2.10 Implications

Educational implications that Nigeria's New National policy on Education has on the Business Education at the secondary schools level is that "Vocational Education continues to play a major role in secondary education even in these days of increased emphasis on academics. More than 97 percent of all high school students take at least one vocational course(s) in their four years of study; in fact, about 20 percent (or four and one-half courses) of the typical high school graduates' courses are vocational".

Ober (1989) said, "If students don't learn about Business Education at the Secondary school level, they won't develop any interest in taking business courses at community or four year colleges or develop any interest in becoming business teachers". Inwanyawu (1978) opined that, Business education at the secondary school level enables individual to develop understanding and skills which enable him to enter the business world and earn a livelihood .... provide knowledge and skills which enable individuals to secure initial employment in business and which serve as background for further study and for advancement in the world of business; He maintained that, "the application of knowledge-skills, and attitudes should lead to excellent performance in trade that can be imparted to students of commerce,

accounting, economics, office and secretarial practices, law and other administrative careers needed in the world of business".

The philosophy behind business education as contained in the Nigeria New National Policy on Education (1981) and (1985), it requires that secondary school students in the 3-3 be provided, "preparation of youths who can think for themselves on useful living amongst the society, higher education, feelings for others and respect other peoples feeling; appreciate diginity of labour which would integrate individuals into a solid and effective citizens geared toward self realisation, efficiency, national consciousness and unity".

SUMMARY

To effectively evaluate the Business Teacher Job performance in selected schools in Niger State and to highlight the relevance and magnitude of the problem of insufficient or complete lack of knowledge portrayed by secondary school students pior to on entry, search for existing knowledge in print was made and acknowledged.

The historical bases and contributions have been reviewed with a view to appreciate the various contributions so far made. It has been noted that Business Education has not been completely new in Niger state. The Clerical Training Centre Bida and some older secondary schools higher state have turned out typists and clerical workers but not Business Educators per se hence, for business operations

to strive, there was need for vocational/career guidance for teacher education in related fields for retention and to check mass drift of secondary school leavers into other professions.

To achieve this objective, there's need for change of heart by the young ones toward specialised training in business since not all persons can teach business subjects. It is not adequate to conclude that the performance is succeeding simply that NCE teachers are turned out every year without testing the validity and eligibility of its products.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter shows how the researcher sourced and collected the data, the research instrument used and the statistical of the data.

3.2 Research Design

The research design for this study is the survey method. A simple random method was used during the preliminary in investigation stage to establish the various categories of staff engaged to teach business education in Niger state secondary schools. Teachers in three secondary schools in Minna metropolis were interviewed. In the main study pre-designed questionnaire were administered to the selected members of staff and students of the randomly chosen secondary schools.

3.3 Pilot Study

A pilot study was conducted to test the reliability, validity and the internal consistency of the instrument.

In validating the instrument, the researcher sent five copies of the instrument to a group of specialist in business education, business administration, economics, public administration and sociology. They vetted the instrument. Their recommendations and suggestions were used to modify the instrument .

The final draft of the questionnaire was administered in a pilot study in order to establish reliability co-efficient of the instrument. This was carried out in Kano since FCT Kano runs a similar programme as that of COE Minna. The result of the pilot study shows reliability study of the questioner to be 0.89. This value of reliability compares favourable with the range recommended by Nisbeth and Entwisle (1978). This was determined by split half methods.

3.4 Population

the population of the main study was 455 subjects. It comprised 50 Teachers of Business Studies and 405 Business Studies students in the secondary school of Niger state. This was based on findings of the preliminary test.

3.5 Sampling Size and Sampling Technique

Twenty-eight (28) Business Studies Teachers (18 College of Education Minna and 10 Non-College of Education Minna graduate out of the 50 participated in the study 405 out of 455 business studies students were randomly selected by the simple balloting method. The selected schools spread along the inspectorate Zones, namely- Bida, Kutigi, Mariga, Minna, Rijau and Suleja, were also selected randomly but ensuring that headquarters of the respective Local Governments were centers where the student were selected from.

3.6 Research Instrument

Three Linkert Scale type questionnaires were designed by the researcher. These were reviewed and certified usable by experts of statistics in the department of Vocational and Technical Education, A.B.U. Zaria and Business Education, C.O.E. Minna, respectively.

A Sample of the Teachers Questionnaire is included in this thesis as appendix A, and Secondary School Students Questionnaire as Appendix B. The HOD was asked to rate his teachers and students and a questionnaire was given to the in addition to oral interview (see Appendix A Annex).

3.7 Administering Questionnaires

The two set of questionnaires (Appendixes A, and B) were administered by this researcher personally. Of the total of 462 questionnaires designed to be administered, only 455 were later disbursed.

3.8 Data Analysis Procedure

On receipt of the questionnaires, the data was collated. Statistical analysis of the data was done using the Statistical Package for Social Sciences (SPSS). The result was used to estimate the level of significance between means calculated against expected means. The T- test statistic and the Chi-square test were used for hypothesis testing, to decide whether to retain or reject the null hypothesis (Ho) postulated for the research work. The use of Tables was adopted to illustrate some points of the results that needed stressing.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The analysed results of the survey conducted within Business studies teachers in some selected secondary schools in Niger State are presented and discussed below. This presentation is divided into two major groups, viz; descriptive analysis beginning from section 4.2 and inferential analysis from section 4.4.

A total of only 433 subjects responses were declared useful out of 455 studied. Responses from twenty-eight (28) Business Studies Teachers (18 College of Education Minna and 10 Non-College of Education Minna graduates) out of the 50 participants in the study were used. From the students, only 405 of the respondents results was usable.

The objectives of this research were to:

(a) establish whether or not majority of Business studies teachers in Niger State Secondary Schools were trained at the College of Education Minna;

(b) find out if the syllabuses of training while teachers were still students of the Business Teacher Education programme of the College of Education had any effect (influence) on their decision to acquire additional training which would prepare them for the job through in-service training or workshop.

A copy of the questionnaire (Appendix A) is attached.

Paragraph 4.2.0 shows the results of Business Education graduates in which 18 out of 28 respondent's questionnaire (Appendix A) have been analysed and interpreted. This category of respondents were asked questions related to their prior knowledge of Business studies before entry for the Business Education course at the College. This was aimed at determining whether or not their knowledge influenced or was instrumental to their choice of future career, relevance of syllabus, and their academic performance on the programme. The chi-square or t-test values would also justify the assertions.

Results of respondents from the selected secondary schools in Niger State who were business studies students (Appendix B) formed the basis for evaluating the job performance and effectiveness of the Business studies teachers who were graduates of the Business Teacher education Programme of the College of Education, Minna against the Non-COE Minna, graduates teaching Business studies in the selected secondary schools.

4.2.0 Descriptive Analysis of Graduate Scores

4.2.1 Results and Discussions of College of Education Minna graduate Teachers of Business Studies;

A total of 18 COE Minna graduate teachers of business studies (64%) responded to Appendix A. One of the respondents was Vice-Principal of a commercial secondary school in Kontagora, Niger State. Ten (10) others were

business studies teachers; while three were Business Educators, and four were Instructors. About 78% of the respondents or 14 business studies teachers were holders of the NCE certificates and two from each group of COEM and Non-COEM graduates were holders of Bachelors in Education (B.Ed) and Bachelors in Business Education (B. B.Ed) certificates, respectively.

In the course of the study of Business Education at the Niger State College of Education (COEM) Minna, two syllabuses were in operation. The first here-in refered to as 'old syllabus' was in use from the time of inception of the programme in 1979 lasting till 1988 when it was revised; whereas the second syllabus here-in-after refered to as the 'new syllabus' became operational from the 1988/1989 Academic Session. Two questions were put to the respondents in order to ascertain which of the syllabi was in operation when the Business studies teachers got their training. The first question was to determine the courses offered by the respondents while in training. About sixty-eight percent (67.7%) or twelve (12) respondents out of the 18 COE Minna trained teachers offered the old syllabus); while six (6) or(33.3%) were taught based on the new syllabus. The second question was aimed at finding out whether additional training requirement was necessary for preparing future Business studies teachers. It was however obsevered that ten (10) non-COE Minna graduates that did not offer courses as COE Minna graduate teachers but responded to those questions against their NCE background elsewhere could be synonymous to the old syllabus. Training in basic business and Secretarial courses

of Non-COE Minna graduates advised the author in categorising the teachers as having been taught by the old syllabus.

When the respondents were asked whether the syllabus contents were adequate for preparing them for teaching business studies in the Senior Secondary Schools, (80%) or 16 respondents from the COEM trained teachers indicated that it was adequate while only one respondent from this group thought the syllabus did not adequately prepare him/her or was undecided. Teachers who agreed they would need additional coaching as the syllabus they offered during their training did not prepare them adequately well for teaching Business studies were mostly graduates from other Colleges of Education outside of Minna. This researcher however did not make any attempt to finding out where they trained.

Table 1, shows the areas where graduates from other Colleges of Education outside of Minna would need additional training.

No respondent thought they would need additional training in the areas of Philosophy of Education; Psychology of Education or Economics. The same number of teachers (3 or 17%) thought they would like additional training in area of Vocational and Technical Education. Nine respondents of the Old syllabus category as against 3 respondents of new syllabus thought indicated they would need additional instructions in either or both Maths/ Statistics to improve their new teaching performance.

Table 1 Business studies Teachers (COE graduates) additional requirement for Training;

Areas of additional Instructions required	Syllabuses Old	New
Philosophy of education	0	0
Psychology of Education	0	0
Vocational & Technical Education	3 (16.67%)	3 (16.67%)
Economics	0	0
Maths/Statistics	9 (50.0%)	9 (16.67%)
TOTAL	12 (66.67)	6 (33.34)

Result of the preliminary test showed a significant difference when the place of training of business studies teachers in the selected secondary schools in Niger State were compared. The calculated student t-test value of 5.94 was greater than the table value of 2.878 (P=0.05) at 17 degrees of freedom.

The t-calculated from the second question, t = 7.47 was also higher than t-expected of 2.101 and 2.878 at P = 0.05 and P = 0.01 respectively. This indicats

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a significant difference. This also inferes, against the background of their need for further training, that in-service training and workshop for teachers to rectify the anomally should be considered to improve the job performances of Business Studies teachers.

Asked whether while at the COEM the mode of teaching favoured theory and practicals, five (5) respondents (27.8%) felt their training was more theoretical than practical. Majority of the respondent (66.67%) or 12 COEM graduates felt that there was a balance between theory and practicals while they were under-going their training.

4.2.2 The Motivating Factorin the Choosing of Business Educationas a Career

Several questions were asked of the respondents to established how they got motivated to choosing Business Education as a Career course. The results of the principal motivating factors are presented in Table 2. The results from the above table shows that teachers' personal interest to educate others ranked highest (61%) among other options. The next favoured options were perceived as stability and security of the teaching profession. (16.67%). Three(3) respondents thought of these.

Table 2. Principal Motivating factors in choosing Business Education as a career amongst COEM graduates.

Factor	Number of Respondents	Percentage
Job Security & stability	3	17.00
Job Prestige	0	0
Greater educational opportunity	2	11.00
Better career prospect	2	11.00
Personal Interest in Educating others	11	61.00
TOTAL	18	100.00

The other factor such as "to create educational opportunity" and "better career prospects", both accounted for (11%) each and could be ranked as the third motivating factor for why COE Minna graduates chose Business Education as a career. The t-test analysis confirmed that there was a significant difference between the chosen option.

The respondents also opined that both field work, short-time conferences/workshops and teaching appealed to them most when they chose Business Education as their career. Five(5) respondents (28%) each selected these options. A further four (4) teacher respondents each thought the "administrative

One other objective was to determine how much awareness was being created among secondary school students by COE Minna graduatesof Business Education programme. This was againt the baeground assumption that some of these gradute teachers may have risen in rank to senior master level position and to provide vocational guidance services to students where Guidance Counsellors were not available.

It was the opinion of up to 78% of the respondents that Guidance Counselling services were provided only once a week; 11% or two respondents thought twice a week; one respondent each selected three and five times per week respectively, as the frequency of the provission of Guidance Counselling services.

4.2.3. **Inter Personal relationship between Business Studies subject Teachers and Students.**

The students were asked how teachers responded to their questions. This was with a view of assessing the interpersonal relationship between them and their teachers. Thirteen (72%) out of the 18 COEM graduates responded that their teachers had a cooperating attitude; 4 or 22%, said their business studies teachers showed concern for students problems unlike the last 6% of the respondents who said their teachers seemed to have a non-chalant attitude towards their problems. This does not however mean that the questions were ignored as stupid, since the option of "snobbish and stupid was not selected by any respondent (Table 3). On

how to keep the students motivated by maintaining the quality of teaching, the respondents were asked how often their lesson plans were updated

Most of the respondents 12 or (66.67%) indicated that their lesson plans was being updated daily. Three other respondents (16.67%) indicated that they reviewed their lesson plans on weekly basis.

Table 3: Teacher-Student Relationship in tackling individual problems.

Attitude	Score	(%)Percentage
Co-operative	13	72
Concern	6	22
Non-challant	1	6
Total	20	100

While Two(2) respondents said immediately, but one respondent however went further to state that he reviewed his/her lesson plan fortnightly.

4.2.4 Results and Discussions of Non-COE Minna graduate Teachers of Business Studies.

The ten (10) Non-COE Minna graduates accounted for 35.7% of the total COEM and Non-COEM graduate teachers of Business studies confirmed in the selected Secondary Schools in Niger State. (A copy of the questionnaire administered is attached as Appendix).

In response to the questions on what business subjects they taught in their various places of employment. four(4) or 40% of the NCOEM respondents reported that they taught Economics while two (2) or 20% of the respondents taught Commerce, Book-keeping and Accounts, One respondent (10%) each taught Typewriting and IBM respectively.

The results also showed that while still in training, they offered courses which could be equated with the' old syllabus' of training used by the College of Education Minna prior to 1988.

Presented as Table 4 is results of the subject areas in which NCOEM graduate Teachers required additional training or workshop to make them more effective in teaching Business studies at the secondary schools in Niger State.

The results (Table 4) show that the same three (3) number of respondents (30%) were in dire need of Vocational and Technical Education and Maths/statistics respectively to prepare them for effective teaching of Business studies. Psychology of Education came next with two (2) or 20%; one respondent each (10%) selected

Philosophy of Education and Economics as areas they would need additional training in order to complement their training to teach Business studies more effectively in the secondary schools.

Table 4. Areas that NCOEM graduates require additional Training:

Name of Course	Number of Respondents	Percentage
Philosophy of Education	1	10
Psychology of Education	2	20
Vocational & Technical Education	3	30
Economics	1	10
Maths/Statistics	3	30
Total	10	100%

In response to the question on what motivated the NCOEM graduates Teachers of Business studies, One respondent each agreed that teaching business at the Secondary school level created a job security and the type of prospects that one gets from the chosen career. But the options of greater educational opportunities and personal interest in educating others were the most selected options.

Table 5. Factors that motivated NCOEM graduates to choosing business studie to teach as a career.

Factors	Respondents Numbers	Percentage
Job Security	1	10
Prest ge of the job	-	-
Create Educational Opportunity	4	40
Better prospect	1	10
Personal interest in teaching others	4	40
TOTAL	10	100

Four(4) respondents or 40% each chose these options. For this category of Non-COEM graduates, it was found that the adminstrative tasks, listening to students individual complaints and the interest of teaching Business studies were the greatest options that appealed to them most. This also influenced their career choice.

Four (40%) respondents were found to teach Economics while two (20%) each either taught commerce or Book-keeping and Accounting. One (10%) responde each taught IBM and Typewriting. it is disturbing that like the COEM graduates none of the respondents taught Shorthand, but here too Office practice was not offered. This trend cannot be unconnected with the general apathny towards

Shorthand as a subject. A similar finding has been reported by the Chairman Task Force Committee on the 6-3-3-4 implementation in Niger State. Fifty percent(50%) or five respondent stated they enjoyed teaching Business studies because it gave them opportunity to contribute to the students' knowledge and to prepare students for future employment and for higher education thereby promoting Business Education. Three (30%) of the respondent chose this first option of an opportunity to contribute to the students knowledge about business. However, one (10%) respondent each chose "preparing them for higher education" as reasons for teaching Business studies.

4.2.5. Difference Between the Responses From the COEM and Non-COEM graduates.

This aspect of the Data analysis is further subdivided into two parts: Motivating factors, and Teacher-students interpersonal relationship.

4.2.5.1 Motivating factors for choosing Business Education as Career.

Extracts from the students t-test (see appendex F &) and the calculated chi-square for motivating factors for choosing business study as career is presented in Table 6.

It can be seen from the table, that the responses by the respondents by the two categor of teachers (the options to the questions were: (1) what business

subjects do you teach' (ii) what is the most appealing thing about teaching business studies? (iii) why teach business studies? (iv) the provision of Guidance and counselling to students) were not statistically significant even though the number of respondents were not the same.

Table 6 T-test and Chi-square values for COE and Non-COEM graduates.

Factors	T-test		Chi square	
	COE	NCOE	df	X^2 Cal.
Motivating Factors	11.06	8.75	3	3.25
Business Subjects taught	5.37	4.39	2	3.11
Most appealing to teach Business Studies	8.30	5.06	3	1.27
Why teach Business Studies	14.79	5.67	4	4.28
Provision of Guidance and Counselling	5.88	16.12	3	7.29

4.3.0. Results of Data on Business Studies in the selected Senior Secondary schools in Niger State.

4.3.1 Introduction

Presented in this section is the results of the analysis of information collected from the selected Senior Secondary Schools in Niger State. As shown in the methodology, students of SS1, 2 and 3 classes Business studies (405 out of 453) participated in the survey. A copy of the questionnaire appendix B was used and is attached at the inside of the back cover of this report.

The results were used to test the hypothesis namely: (i) that Business Studies teachers are the only sources of Business studies students' awareness amongst students in the post primary schools in Niger State; and (ii) that business studies at the Secondary Schools level is a worthwhile course which when embarked upon will produce well-informed vocationally oriented school leavers.

4.3.2 Results and Discussion of Student's Questionnare

Several questions were put to ascertain the following: Firstly, the main source of students awareness of Business studies; secondly, whether their motivation in Business studies was being sustained and by whom; and thirdly, their preparation towards future career in Business Education or Administration.

A total of 453 questionnaires were administered, however, 405 responses

were received. This meant that 90% of the questionnaires were returned duly completed.

It was observed that 40 (9.9%) respondents were students in the SS1 class; 263 (64.9%) form SS 2 class; while 102 (25%) students were from the SS3 class. The age group of the students indicated that about 73.5% of the respondents were between the ages of 16-20 years and formed the majority.

4.3.3 Source of students awareness of Business Studies in secondary schools

Two Hundred and twenty-one (221) students respondents 54.6% indicated that their Business studies teachers were their greatest source of awareness. About 73 (18%) students indicated that the school Administration and authorities was next. The Guidance counsellors, Parents, and fellow students ranked third, fourth and fifth respectively with 56 (13.8%) respondents; Fourty-two (10.4%) respondents and 13 (3.2%) respondents respectively.

In response to another question on how Business studies teachers respond to their questions, 231 (57%) respondents reported that their Business studies teachers responded to their students' questions favourably, and that teachers were always ready to provide awareness using questions posed by their students. While, 30% of the respondents (122) amongst the students reported that their Business studies teachers paid attention to students problems on individual basis.

About eight (7.9%) percent thought their teachers would rather deal with the students on a collective basis i.e. by attending to all student with problems at the same time. Only three (3) out of 405 respondent showed that their Business studies teachers were rude and snobbish responding to their problems. This number accounted for only 0.7% of the number of the respondents.

The trend in this results on how teachers respond to students question vary. Similarly, that of their source of awareness in the Business course; but when students were asked whether they would want to consider themselves as source of encouragement to other in the study of Business studies, 359 (88.6%) of the respondents agreed, while the remaining 46 (11.4%) disagreed. They agreed to introduce Business studies to their friends, parents, brothers and sisters, relations and all those to them.

It is those found that the "All those close to them" (students) 200 (49.4%) ranked first; followed by parents and relatives 101 (25%), friends 53 (43%), brother and sisters 37 (9.1%) and lastly mothers only (5%). Further more, when the HODs were asked to rate the performance of both teachers and student at school. The responses were favourable that the teachers and students did their work well considering other short comings in the department for instance non-availability of funds, Electric typewriters /computers, and adequate text books COE Minna being a state institution. The HODs also observed that insufficient time affected their Teachers job performance.

4.3.4 Motivation and Sustenance of Students interest in Business Studies

Students problems seem to be the greatest motivating factor. Fifty-seven (57%) per cent of the senior secondary school students atested that they could always see teachers to answer their questions on a one to one inter-personal relationships. This has helped matters to encourage and improve the students-teachers relationship which fosters good learning enviroment. The use of teaching aids in the course of teaching-learning seemed to have been an enrichment strategy which helped in sustaing motivation and enthusiam among students. Three hundred and eighteen (318) students respondents (78.5%) indicated that when teachers used teaching aids in the course of their teaching business studies, learning was most effective, while 87 (21.5%) responded in the contrary. Thirty-seven per cent (37%) of the respondents whose response was affirmative on the whether or not teaching aids served enough motivation, stated that teaching aids were used regularly. Thirty per cent (30%) of students said teaching aids were used regularly; 17% and 7% respectively said teaching aids were being used sometimes or rather not regularly.

As a form of sustaining students motivation and enthusiasm in business studies, practically oriented enviroment were created by teachers through class simulation of business transactions amongst students. This was contained in the fact that 347 students (85.7%) respondents indicated that their teachers often told them how to transact business in the class. Only 58 students (14.3%) stated that their teacher not often times tell them about how to transact business . In the same vein 86% of the students said their teachers' attidue towards them was encouraging;

while only 8.1% of the students were undecided. The rest 5.7% never felt encourage by their teachers attidue towards them.

4.3.5 Future Career Prospects

This aspect was previewed with an intention to see to what extent vocational guidance played a role in the choice of students' future career. When students were asked what they would like to do on leaving school, five options given are (i) teach Business studies; (ii) work in an office; (iii) do business; (iv) work in the industries or factories; and (v) get into a partnership scheme with other people or with the National Directorate of Employment (NDE) as a result of their vocational awareness.

The results of these tests showed that majority of the students would prefer to work in an office, in the industries and factories or do their own business than teach Business studies. Fifty (50%) of the respondents, 203 students precisely, indicated they would like to "work in an office", 67% or (16.5%) of the respondents chose the option "Do business", while 65 (15.1%) selected "work in Industries and factories". Only 57 (14.1%) students respondents were interested in becoming "business teachers". However, 17 (4.2%) respondents thought the NDE Apprenticeship scheme would be what they will join after their Secondary School education.

In preparation for future career choice, 36 (58.3%) student respondents said

they would enrol for commerce and Economics at the General Certificate in Education (GCE) or Senior Secondary School Certificate Examination (SSCE). Eighty three (83) students said they would enrol for all the Business studies subjects as Commerce and Economics, Accounts, Shorthand, and Typewriting. Sixty-five 65 (16%) of the respondents selected Accounts only; Thirteen 13 (32%) of the respondents selected typewriting only; while eight (8) or (2%) of the respondents selected shorthand only.

A total of 325 (80%) of the students said their teachers helped them in selecting the subjects they enrolled for in GCE or SSCE examinations. The rest 80 (20%) said they were not helped in subjects selection for their GCE/SSCE.

4.4.0 **Testing Hypotheses.;**

In the following section is presented summaries of the Chi-Square analyses for testing the hypotheses proposed in this study. Components of the hypotheses have been sub-divided into units viz;

(i) Motivating factors for both teachers and students in the selection of Business Education as a career.

(ii) Areas that needed further help for the substance of the choice of teaching as a Career;

(iii) the academic performance of NCE graduates with respect to their

background knowledge and

(iv) the perception of Business Studies as a worth while course to be taught the Secondary School Students in Niger State.

As shown in section 4.1, 18 teacher respondents out of 28 Interviewed were graduates of the COEM. The rest 10 had graduated from other Institution of Higher learning, This means that the Null Hypothesis of this study regarding the fact that all teachers of Business studies in the Secondary Schools within Niger State were products of COEM is rejected. This is because the calculated Chi-square value of 27.86 was significantly greater than the table value at the P=0.05 (3.84) and P=0.01 (6.64) probability levels, respectively. Although this difference existed, there was no statistical differnce in the way the two groups of trained respondents reacted to the questions put to them.

The responses of the two categories of teachers viz; COEM trained and Non-COE trained graduates were compared using the chi-square test. It was found that the chi-square value of 3.25 was lower than the table value for the same degree of freedom at p = 0.05 (95%) probability level. This inferes therefore, that the responses of the two categories of teachers were not significantly different with respect to the choice of Business Education as a career.

4.4.1 Motivating factors in choice of Business Education as a Career.

Non-COE trained graduates to the question on motivating factors for choosing Business Education as a career were compared using the chi-square test. This result is presented as Table 7

Thus X^2=3.246 was used to test the similarity in the way the two categories of teacher i.e. COEM and Non-COEM (NCOEM) respondent to the factors that motiated them to choosing Business Education as a career. The result shows that since the X^2 value of 3.25 is significantly lower than the table value at P=0.05 levels of significance, the Null Hypothesis is therefore retained. (Not reiected).

Table 7 Motivating factor as basis for career choice

Options	Categories of Respondents	
	COEM	Non-COEM
1	3	1
2	0	0
3	2	4
4	2	1
5	11	4

X2=3.246

KEY:

1. Teaching has job security and stability
2. Business subjects are pretigious
3. Further Education opportunities
4. Preparation for Future career
5. personal interest in educating others.

On the part of the secondary school students, the Null Hypothesis that stated that, the major source of students' motivation, awareness, and sustance was the

Business Studies teachers was rejected. The results showed that the students not only had their teachers but also friend, parents, sisters and brothers; and relatives as their source of motivation in selecting the Business studies as a career course.

4.4.2 Areas of Further Training needed by Business Studies Teachers

As has been shown in section 4.2 sub-section Table 4, the areas that further training needs/requirements by the two categories of teachers was not significantly different from each other. Based on the results of the analysis, the X2 value of 9.23, there was significant difference between responses of the COEM and NCOEM. graduates. in the area they would need further training to help sustain their motivation in the teaching of Business Studies as a career.

The difference in the responses may not be unconnected with the variation in the syllabuses used while they were in training. This further means that while the COEM graduates had an extensive treatment on an aspect of the syllabus, Others (NCOEM) thought have had theirs differently.

Table 8 Areas of Further Needs for Training.

Option	Category of Respondents COEM	NCOEM
1	0	1
2	0	2
3	5	3
4	0	1
5	13	3
Total	18	10

X^2=9.217

Key:
1. = Philosophy of Education
2. = Psychology of Education
3. = Vocational and Technical Education
4. = Economics
5. = Mathematics/Statistics

4.4.3 Business Studies as a Worthwhile course for students in the secondary schools in Niger State.

In the course of this study, It was observed that the COEM graduates had operated two syllabi (Old and New). This has been discussed in section 4.2.1. One of the Null Hypotheses tested in this section was that "there is no significant

difference in the preparedness of the COEM graduates who were taught based on the old syllabus of the Business Teacher Education".

Since the calculated chi-square value of 4.24 is significant at P=0.05 (3.84), the null Hypothesis is rejected in favour of the alternative hypothesis. this means that there is a significant difference in the preparedness of the COEM trained graduates to teach Business Studies in schools in Niger State. As to wether Business Studies is a wothwhile course to be taught in Secondary Schools in Niger State, the results showed that the Null hypothesis could be retained because the Business Studies programme helped to produce vocationally oriented school leavers.

This is based on the responses where 96% of the secondary school students stated that, "they would rather teach Business Studies, work in the industry or factory; or own their personal business" than join the open apprenticeship scheme of the National Directorate of Employment.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This research focused on the nature of the Business Teacher Education Programme of the College of Education Minna (COEM): The effect of this programme on both the College of Education Minna (COEM) and the Non-College of Education Minna (NCOEM) graduates and their performance while in the field was evaluated. Cognisance was taken of the influence of such factors as:

(a) whether or not the Student-Teacher had any prior knowledge of Business Studies on entry into the College;

(b) what factors motivated them into selecting the Business Teacher Education course for a career;

(c) whether or not the curriculum (two curricula had been used) with which the teachers were trained affected-their preparedness to teach Business studies at the secondary School; and

(d) the performance of the teachers as evaluated by the secondary school students was also considered.

The different sources of information for this study have been discussed in Chapter two and three respectively, while results of analysed data have been presented in Chapter four.

In this current chapter, an attempt is made to give a general summary of the study, make a report of the major findings and to draw some conclusions upon which some recommendations to the Government; the College of Education Minna and the Ministry of Education are made, and areas of further research.

5.2 Summary

The study began with the description of the problem viewed against the background of the historical setting and development of Business Education in Nigeria.

Against this background, the purpose, aims and objectives, and the hypotheses for the study were set out providing a frame work for the investigation carried out. A review of relevant and related literature which included theory and concepts for establishing Business Education and the Impact of Business Education Programme on the socio-economic performance of both Teachers and Students were discussed. By means of statistical data interpretations, the hypotheses of the study were tested.

Procedure

Two sets of questionnaires were administered: The first (Teacher's questionnaires - Appendix A) was administered to Teachers already teaching Business studies in the selected Secondary Schools in Niger State. Fifty questionnaires were sent out but only 28 were returned duly completed. Four others were wrongly filled therefore excluded from the analysis. The second set of questionnaires (Secondary School students - Appendix B) was administered to the selected Secondary School Business

Studies students in Niger State. Out of 465 questionnaires sent out 405 (87%) were duly completed and returned.

The responses of the two sets of questionnaires were statistically analysed and tested using the computer programme SPSS (Statistical Package for Social Sciences) to evaluate the data. All Computer activity was accomplished at the Computer Centre of the Federal University of Technology, Minna. The Chi-Square test analysis was used to test the Research Hypotheses.

Results

The data collected in this study were divided into two sub-groups:

(a) data from serving teachers,

(b) secondary school students.

The data from already serving teachers centered around the following areas:

I. Factors that motivated teachers in selecting Business Education as a career,

ii. Areas in which teachers will need more training/further training,

iii. Teacher-student inter-personal relationship.

For the secondary school students, data gathered was divided into those that provided information on:

I. source of awareness of the Business studies course,

ii. teacher-student relationship from the perspective of the students.

iii. motivation and sustenance of the students' interest in Business studies and,

iv. students' career prospects.

1. Serving Teachers

The results from this study showed that 64% of the teachers surveyed were COEM graduates. Personal interest in educating others was found to be the greatest motivating factor for why the responding serving teachers chose Business Education as a career.

Job security and stability of the teaching profession and Business Education in particular was the next best reason teachers chose business education as a career. Both category of teacher respondents - both COEM and NCOEM trained teachers of business studies - indicated that, they would need additional training in the area of vocational and teacher education: Maths and Statistics to enhance their teaching performance. The results on inter-personal relationship between teachers and students showed that 72% of the teacher respondents had a good co-operative attitude to helping students solve their problems on individual basis. While 22% of the respondents showed concern over students problems, only 6% had a nonchalant attitude towards helping students solve their problems.

2. Secondary School Students of Business Studies

Fifty-four (54%) per cent or 222 student respondents of the secondary school students' awareness showed that their business studies teachers were their greatest source of awareness in business studies.

Their sources of awareness for the students by order of importance included: school administration, guidance counselors, parents and fellow students respectively. From the students' perspective, teachers were always ready to provide their students with necessary support. This is because 231 students respondents or 57% showed that the business studies teachers responded favorably to their questions,

Having seen how students became aware of business subjects, their level of motivation were sustained by their person to person relationship with their teachers. This is against the background that 381 students respondents or 78.5% indicated that teachers used teaching aids in the teaching business studies along with answering their students. Thirty per cent of such students; 17% and 7% respectively said teaching aids were used sometimes or rather regularly, The student respondents (347 or 85.7%) also stated that their motivation and enthusiasm in business studies was more sustained because teachers simulated practically some business transactions amongst them.

Finally, on the students career prospects, results showed that 50% of the respondents or 203 students would like working in offices, getting into business; working in the Industry and factories, and undertaking the National Directorate for Employment Open Apprenticeship Scheme Work Programme as other options for career prospects.

5.3 CONCLUSIONS

The Conclusions drawn from this Research are as follows:

1. There are more graduates of COEM teaching Business studies in Secondary schools throughout Niger State as compared to NCOEM graduates
2. The academic performance of the Business Education students of the COEM was not dependent on their previous knowledge of Business Studies prior to their entry is retained. This is an indication of the dedication and commitment of the COEM Lecturers and their desire to turn out good products. This also confirms Fafunwa's assertion that, 'good teachers can influence the quality and quantity of their students,'
3. The Chi-Square Test revealed that there was a significant difference between the performances of COEM graduates who used both old syllabus and new syllabus which were in use since the inception of the programme for the former (1979 - 1988); and the later (1989 to 1991).
4. It has been statistically established that Business studies was a worthwhile course to be taught in the Secondary Schools in Niger State. This is because it helped to produce Vocationally Oriented students. The fact that 96% of the Secondary school students thought that teaching Business Studies rather than the Open Apprenticeship Scheme showed that the students who were interested in both the theoretical and practical way of teaching Business Studies.

From the above discussions and based on the results of the Hypotheses earlier on postulated, along with the supporting evidences from respondents to the set of questionnaires, it can be state that:

1. A good proportion (64%) of the teachers teaching Business Studies in the selected Secondary Schools in Niger State were products of the College of Education Minna. This infers that the Business Teacher Education Programme of the institution is meeting it desired need or goal.
2. It also means that both syllabi used in the COEM to prepare the graduands is quite adequate although it left some room for further development This can be seen in the respond of the teachers when asked what area they would require additional training.
3. It can be stated that the whether or not students had prior knowledge in Business studies on entry into the COEM had no significant effect on their final performance in the NCE Business Teacher Education course since they undergo very strenuous training before they graduate.

Finally, the response of students who offered Business studies in the Secondary schools in Niger State goes further to confirm the effectiveness of COEM curriculum

and the performance of their Lecturers. This is against the background of the fact that students of COEM showed that their lecturers were their greatest source of motivation.

The secondary school students responses that their teachers were sympathetic, by attending to students problems on one to one basis, meant also that there possibly must have been cordial teacher-student inter-personal relationship. Thus, that buttressed the sustenance factor for the already motivated student.

5.4 RECOMMENDATIONS

On the basis of the findings and conclusions in this study, the following recommendations are made. It is hoped that they would provided bench mark information, serve as a good data base for the government; the College of Education Minna, Secondary school teachers and students; and the future Researchers at large:

1. Although the research has showed that prior knowledge or Non prior knowledge of NCE students was insignificant as Lecturers prepared their students with down- to- earth training, to off set student deficiency in Business subjects, it is recommended here that Lecturers of the COEM and the Teachers of Business Studies organise seminars to reiterate the importance of background knowledge of Business subjects, their combinations and selection for further studies and future career.
2. It has been realised from the Research that majority require further training in Vocational and Technical Education; Maths and Statistics. It

is therefore recommended that the Ministry of Education Minna through the Zonal offices organise one week Workshop or Seminar annually for them as part of their orientation to be able to teach Business studies more effectively.

3. The study revealed that there were no teacher (both COEM and NCOEM) graduates that taught Shorthand in the selected Secondary schools in Niger State. This posses a serious threat to this subject. It is hereby recommended that the teaching of Typewriting and Shorthand be encouraged and taught by all NCE holders irrespective their areas of specialisation to the Junior Secondary Schools and Senior Secondary Schools to stimulate students' interest and sustain it for future careers in office machines handling and control.

4. Experimental Research into the depth of students' awareness of Business subjects, time allocation and utilisation for classroom instructions of Business Studies curriculum in the Secondary Schools in Niger State is also recommended.

5. Timely Curriculum Review of the Business Teacher Education Programme Existing syllabus in future is recommended to abridge Computer age literacy and office automation in Business.

6. Replicability of this Research work is further recommended to up date Data, knowledge and to promote researchability in similar institutions so

that more elaborate National policy may be evolved from such exercise.

7. It is recommended that the Business studies Teachers at the Secondary Schools be involved in the JCC curriculum planning and implementation stages in order that they partake in advising on new innovations as they affect their schools as policy implementers.

8 Further research on comparative analysis of performance of COEM and Non-COEM graduates will be quite helpful.

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APPENDIX 'A'

TEACHER QUESTIONNAIRE

INSTRUCTION:

You are requested to respond to the underlisted questions aimed at assessing the contributions Business Teachers have made in Secondary Schools in Niger State.

You are assured of the confidentially of your honest responses which will be used purely for research purposes only.

Your name is not required.

Please tick (✓) in the appropriate box(es) as may apply to you.

1. Post:

Principal	☐
Vice Principal	☐
Head of Department	☐
Business Studies Teacher	☐
Business Educator	☐
Instructor	☐

2. Highest Education Qualification

ND/OND	☐
HND	☐
NCE	☐
B.Ed	☐
B.B.Ed	☐
B.Sc	☐
B.A	☐
M.A	☐
M.Ed.	☐
P.hD	☐

3. Are you a graduate of the College of Education Minna?

Yes ☐

No ☐

4. Which of these courses did you offer during your training?

Office practice ☐

Office management ☐

Typewriting ☐

Shorthand ☐

Commerce and Marketing ☐

Economics ☐

Accounting, Auditing and Taxation ☐

Business/Commercial Law ☐

Office Production and Records Control ☐

Vocational and Technical Education ☐

5. Please tick the areas in which you feel you needed more preparation for your teaching Business.

Philosophy of Education ☐

Psychology of Education ☐

Vocational and Technical Education ☐

Economics ☐

Mathematics, Statistics ☐

6. Tick the areas in which your lecturers gave more emphasis

More practice than theory ☐

More theory than practice ☐

Practice mostly ☐

Theory mainly ☐

Both theory and practice taught ☐

7. Who supervised your Teaching Practice?

Education department lecturers ☐

Business Education Lecturers ☐

English department lecturers ☐

Subject Masters ☐

Both Education and Business Lecturers ☐

8. How often were you supervised by them?

Very often ☐

Regularly ☐

Sometimes ☐

Not often ☐

Never ☐

9. What motivated you in wanting to be a teacher?

Teaching has job security and stability ☐

Business subjects are prestigious ☐

Further education opportunities ☐

Preparation for future career ☐

Personal interest in educating others ☐

10. What are the Business subjects you teach?

Economics ☐

Book-keeping and Accounts ☐

Introduction to Business Methods ☐

Shorthand ☐

Typewriting ☐

Office Practice ☐

Appendix A (Annex)

H.O.Ds Interview sample questions/questionnaire

1. How would you rate the job performance of your Teachers?
    (a) Very Outstanding
    (b) Very proficient
    (c) Satisfactory
    (d) Fairly good
    (e) Poor
2. How well does your business Studies Teachers exhibit knowledge of subject matter in curriculum ?
    (a) Very wall articulate
    (b) Adequately prepared
    (c) Just fairly knowledgeable
    (d) Apprehensive
    (e)
3. What is your students rating in relation to their results and grading?
    (a) Excellent
    (b) Very good
    (c) Good and satisfactory
    (d) Fairly adequate
    (e) Poor performance
4. How does insufficient time affect your job performance in your school ?
    (a) Pressure of work leads to crash programme
    (b) Overloading of working hours
    (c) Reduces the quality of context and the knowledge passed
    (d) Students are forced to be more independent if they want to excel
    (e) Tension and anxiety to prove oneself sets in

Appendix B

SECONDARY SCHOOL STUDENTS QUESTIONNAIRE

Instructions: Please tick (✓) against the option you choose. There is no one answer that will be regarded as correct or wrong. Your honest response will be treated in confidence. No name is required.

1. Class

   (a) SS 1 ( )

   (b) SS 2 ( )

   (c) SS 3 ( )

2. What is your age?

   (a) 12-14 years ( )

   (b) 14-16 years ( )

   (c) 16-18 years ( )

   (d) 18-20 years ( )

   (e) above 20 years ( )

3. Who introduced you to Business Studies?

   (a) Business Teacher ( )

   (b) School Administration/Authority ( )

   (c) Guidance Counsellor ( )

   (d) My Parents ( )

   (e) My Friends ( )

4. Which subjects would you like to enrol in GCE/SSCE?

   (a) Commerce and Economics ( )

   (b) Accounts only ( )

   (c) Shorthand only ( )

   (d) Typewriting ( )

   (e) All the above ( )

5. Is your Business Teacher ready to assist you in selecting your subjects for GCE enrolments?

   (a) Yes ( )

   (b) No ( )

XXX

6. How does your Business Teacher respond to your questions in the class?

(a) Always willing to answer our questions ( )

(b) Pays attention to individual student probelm at a time ( )

(c) Considerate ( )

(d) Pays attention to all students at the same time ( )

(e) Rudely and Snobbish ( )

7. What would you like to do after your school?

(a) Teach Business Studies ( )

(b) Work in the office ( )

(c) Do business ( )

(d) Work in the Industry or Factory ( )

(e) Join apprenticeship scheme under NDE ( )

8. Why would you prefer to teach Business Studies?

(a) Interested in Business subjects ( )

(b) I like to teach typewriting ( )

(c) I like to teach Shorthand ( )

(d) I like to teach Business Methods ( )

(e) I like small children to know about business ( )

9. Will you encourage someone to study Business Studies?

(a) Yes ( )

(b) No ( )

10. Who would you introduce Business Studies to when you get back home?

(a) All my friends ( )

(b) My parents and relatives ( )

(c) My Mother only ( )

(d) My brothers and Sisters only ( )

(e) All those close to me ( )

KASHIM I.

11. Does your teacher use any teaching aid?

(a) Yes ( )

(b) No ( )

12. How often does he/she use them during a lesson?

(a) Very regularly ( )

(b) Regularly ( )

(c) Sometimes ( )

(d) Not regularly ( )

(e) Never ( )

13 How often have your business Teachers been telling you how to transact business in the class amongst classmates?

(a) Very often ( )

(b) Often ( )

(c) Sometimes ( )

(d) Not very often ( )

(e) Never ( )

14. Have your business students teachers' attitude been encouraging ?.

(a) Yes ( )

(b) Undecided ( )

(c) Never encouraging ( )

15. How would you assess the job performance of your Business Students Teachers?

(a) Very hardworking ( )

(b) Dedicated ( )

(c) Satisfaction ( )

(d) Comparable with colleagues ( )

(e) Encouraging ( )

Thank you.

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