

**ASSESSING THE IMPACT OF PRINCIPAL AND  
TEACHER ATTITUDE ON BUSINESS EDUCATION AS  
A COURSE OF STUDY IN NIGERIA**

*BY*

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## **CERTIFICATION**

I hereby certify that this project was carried out by **Adeyemo Faruk Olamilekan** with **Matriculation Number 17012501026** in the Department of Business Education, School of Vocational and Technical Education, Tai Solarin College of Education, Omu-Ijebu Ogun State.

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## **DEDICATION**

This work is dedicated to the Almighty Allah for His grace, mercy and protection over me throughout the course of the study.

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First and foremost am using this opportunity to give thanks to Almighty Allah for his forgiveness of all sin, for his guidance, protection, provision, and support during my study.

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## **ABSTRACT**

The study focused on a critical analysis of the assessing the impact of principal and teacher attitude on business education as a course of study in Nigeria. The population of this study comprised of fifty (50) secondary students in Ijebu Ode Local Government. The instrument used for data collection was structured questionnaire; data were analyzed using simple percentage and chi-square method. The findings of the study revealed that there is significant difference between impacts of principal and teacher attitude on business education in junior secondary school. Based on the findings, the researcher recommends that Principals should devote more time to their instructional leadership functions by supervising and monitoring teachers' instructional preparation and delivery closely. They should encourage teachers to discharge their instructional roles better by rewarding high performers with double promotion recommended to the appropriate authority. This will help to motivate others.

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# CHAPTER ONE

## 1.1 Background to the Study

Education is the bedrock for survival, growth and development of any society. As a concept, it has generated a lot of controversies over the years. However, its relevance to individual and societal growth shows its significance to the economic, social, political and cultural development of human society world-wide. According to Wokocha (2011) every society has its way of educating its citizenry.

Education is an important aspect of economic development. When citizens of a country are educated that is a key to social, economic and political stability (Ojiambo, 2012). The Nigeria government has considerably invested in education which is evidenced by the free primary education and the free day secondary education (Ojiambo, 2012). The main purpose of education is to transmit wisdom and knowledge from one generation to another, this prepares young people to be members of the society, maintain it and develop it. Education also has positive influence on population, health nutrition and also increases value and efficiency for labour (Kising, 2014). The unemployment problems facing the country can best be addressed through equipping the young people with skills that can lead to self-employment, the curriculum therefore should equip the learners with skills

and more so entrepreneurial skills and this therefore indicates the importance of business education in the school curriculum.

The business study which was earlier referred to as Business education was introduced into public high Schools in the U.S.A by tax payer's demand during last part of nineteenth century. Parents insisted that public schools should provide Business education, otherwise they would take their children to private business colleges. Many district school introduced Business education courses, shorthand, typewriting and book keeping. Since then Business education has been undergoing scrutiny and transformation (Popham et al, 2015).

Business studies as a subject in junior secondary school has a link with economic growth and development of any country. According to Abdullahi (2017), Business education is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, Osuala (2014) is of the opinion that Business education is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. Babuno (2012) defines Business education as an aspect of vocational education that equips people

with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment.

According to Becker (2007), many business students find it difficult to apply economic principles after studying business concepts. It is therefore, imperative now to find ways and means of making the teaching and learning of the subject more effective.

Principals' assessment will help to analyse the strength and weaknesses of teachers and performance of students. Such assessment could initiate action that might lead to improvement especially now that there is public outcry about the quality of secondary school teachers and their inability to graduate students with employable skills.

## **1.2 Statement of the Problem**

The low level of student performances in business studies among secondary schools necessitated government attention towards education administration. It was observed that this low level of performance was due to lateness in the introduction and continuous changing process in educational policy. The new policy of education popularly known as 6-3-3-4 system which aimed at high lightning some of the likely problem of business studies in the junior secondary schools. What now bothers mind is the rate of failure of students in business studies as it affects the economic growth and development.

### **1.3 Purpose to the Study**

1. To assess the impact of principal and teacher attitude on business education in junior secondary school.
2. To know the problem of teaching and learning business studies in junior secondary school.
3. To examine the influence of teachers' competence on effective teaching of Business Studies in Junior Secondary School.

### **1.4 Significant of the Problem**

The findings would be significant to student, teachers, parents, school administrators, and ministry of education. The result of this research would help the students in advancement of their knowledge as well as increase their awareness and understanding of the subject. The result would also help teachers to understand the effects of certain processes and at the same time increase their understanding at the appropriate skills, method and specific teaching behavior. Similarly, the result of this research would help in increasing and understanding the awareness of parents as to the importance of business education in the overall development of the economy of the nation in general, as well as know the remedies to problem facing their children's in learning business education. The outcome of this research would also make the school administrators, ministry of education and the government to bring about better and improved practice in business education

remedy the problems of learning business education in secondary schools. However, this study would serve as insight to general public particularly for further study by researchers in this field.

### **1.5 Research Question**

1. What are the impacts of principal and teacher attitude on business education in junior secondary school?
2. What are the problem of teaching and learning business studies in junior secondary school?
3. Does teachers' competence have influence of on effective teaching of Business Studies in Junior Secondary School?

### **1.6 Research Hypothesis**

H<sub>0</sub>: There is no significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

H<sub>1</sub>: There is significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

### **Hypothesis Two**

H<sub>0</sub>: There is no significance difference between problem of teaching and learning business studies in junior secondary school.

H<sub>1</sub>: There is significance difference between problem of teaching and learning business studies in junior secondary school.

### **1.7 Scope of the Study**

This research is focus on the impact of principal and teacher attitude on business education as a course of study in Nigeria. Hence, this research will be restricted to some selected junior secondary schools in Ijebu Ode Local Government, Ogun State.

### **1.8 Definition of the Terms**

**Business Education:** This is a course or area of study that teaches the principles of business, management, and economics.

**Learning:** is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience.

**Secondary School:** a school for students above elementary school level and below college level

## **CHAPTER TWO**

### **2.0 Literature Review**

#### **2.1 The Concept of Business Education**

Business Education is inter related and comprehensive in nature .It is a skilled course which demands practical and integrated teaching techniques by its nature , the course is vocational hence at the JSS Level. It is viewed by prevocational to initiated students into business operations in the community and around them.

Business Education is an aspect of vocational education, which equips individuals with the necessary skills, and theoretical knowledge. This knowledge is needed for performance in the business world either for job occupations or for self employment (Fafunwa, 2011).

Business Education refers to educational programmes offered at the secondary schools (formal education) and higher institutions aimed at providing vocational skills for children and youths. On the other hand, non-formal vocational education refers to educational programmes offered outside the formal school system aimed at providing, developing and improving vocational skills and general knowledge for children and youths who dropped out of the formal school system for one reason or the other. The formal school system, as provided for by the Federal Government of Nigeria in its

National Policy on Education (1981), (1998) and (2002) offers business studies which comprises of shorthand, typewriting, commerce, office practice and book keeping. It is a compulsory subject at the Junior Secondary School level of Education. According to the JSCE syllabus, each of the components of business studies is taught as units and they are examined either in objective questions form or essay or both as the case may be.

Business Studies is divided into two aspects; education for business which is obtained at the senior secondary schools and tertiary institutions; and education about business which is obtained at the junior secondary school as business studies.

Accordingly, one of the aims of secondary education is that secondary school leavers should be able to make a useful living for themselves within the society (National Policy on Education, 2002). According to Fafunwa (2011), the purpose of education is functionalism; Business education therefore provides practical skills for occupational purposes. On completion of the senior secondary school, students seek admission into higher institutions to study courses that are of interest to them. Universities and Polytechnics in Nigeria offer a four year course in business education while Colleges of Education offer a 3-year course in business education.

From the foregoing, it can be seen that business education require teaching tools that involve doing, i.e., students practically getting involved in

the process of teaching, learning and doing things themselves, rather than just observing and taking lecture notes (Oluwade, 2014; Sternberg and Krauss, 2014). This brings up the use of creative teaching methods which are aspects of reflective teaching methods that helps teachers to engage students in participatory activities that improves learning. In line with this, Thorndike emphasized the importance of doing and repetition in the learning process in his experiment on the animal in the cage (Ifeagwu, 2010). Reflective teaching practices are approaches to teaching communication skills in a small-group setting. Even though the reflective teaching practices were developed for communication skills training, they are also useful for teaching other challenging topics such as ethics and professionalism.

Subsequently, creative teaching methods are discussed here, with particular emphases on brain storming, assumption bursting and other general techniques of creative teaching methods.

## **2.2 Historical Development of Business Education**

According to OSUALA Business education in Nigeria had a rough beginning instance of this abound in eastern Nigeria for instance Rev. Ephraim application to open business school at Akpocha and Abakawan in Ogoja province was granted and later returned down because Rev. Emphraim was an ex convict. Also another man Mr. Uchai who applied to open a

business school in Onitsha was turned down by the Assistant director of education for the following reason:

- 1 The institution would not be efficient as a business school.
- 2 The fees proposed were very high.
- 3 The revenue profit generated served Mr. Uchia as a means of livelihood.

Furthermore, Mr. T Nwankwo's application to open a business school at Aba and was rejected by chief inspector of education for the southern province it was alleged that Mr. Nwankwo lacked the expertise to run a business school. The views prevalent during the 1930s by some of the country's outstanding educationist that secondary grammar schools were drastically reversed during the 1940s for instance the central commercial Academy was founded in Enugu state. The school enrolled more than 238 students and offered English language and mathematics in addition to commercial subjects.

In 1942 saint John Bosco College established in Abuja , Edo State with a total of 54 boys .The subjects offered were English, mathematics, shorthand, typewriting and accounts.

In Saint Augustine's secondary commercial school was offering Arts and technical's subjects. In 1948 , the secondary school of commerce was established in Owerri Imo State .The school admitted 280 boys and offered Arts and commercial subjects .Again in 1948,Ansar du deen secondary commercial subjects was established in Surulere with a total of 270 boys and offered Art and commerce. In the Premier College of commerce was founded in Onitsha and it admitted about 150 students and offered the following subjects English language, Mathematics, Economics, Commerce, Accounting, Type writing and shorthand. In the Missionary secondary school was founded in Ikot Ekpene , Imo State .The school admitted 240 boys and girls and offered Arts and commercial subjects.

In the western college of commerce was founded in Ebute Metta, Lagos ,the school population was 20 boys and girls and offered English language , Mathematics , Accounts , Commerce , Short hand and Type writing still in, Eruku commercial school and off a Anglican college of commerce were opened in Kwara state.

In the eastern secondary school of commerce was founded in port Harcourt with initial students of about 270 .The school offered English language, Mathematics , commercial subjects.

Today, we now have many secondary schools, universities .polytechnics and college of education all over the country offering Business education as one of their courses.

### **Objectives of the Business Education**

The following are the stated objectives of the business education in the National Policy on Education.

1. To assist in developing occupational intelligence on the part of all students.
2. To prepare students to enter and succeed in a business occupation, as a beginner who expects to follow business as a career.
3. To develop in a practical way an understanding and appreciation of the functioning of our economic system.
4. The provision of trained manpower.
5. The provision of skilled personnel in crafts and other technologies towards self reliance.
6. To equip the youths with the understanding of the increasing complexity of technology.

Also the National curriculum for Junior Secondary School, state its objectives as follows;

1. To enable the students to acquire the basic knowledge of business studies
2. To develop the basic skills in office occupations
3. To prepare student for further Training in business studies.
4. To provide orientation and basic skills with which to start a life of work for those who may not undergo further Training.
5. To provide basic skills for personal use in future.
6. To relate the knowledge and skills to the national economy.

### **2.3 Methods of Teaching Business Education**

Teaching methods according to Daugherty (2014) are the broad pattern of thinking which a teacher follows to help his students reach the goal set for the course. In other words, they are techniques, ways, principles or strategies that enable the teacher to communicate the lessons. A method that is appropriate to one kind of material may not be suitable for another. Therefore an appropriate teaching method needs to be carefully selected. There is the need to be familiar with major theories of learning which would enable teachers understand students, their interests, mental attitude, individual differences, their readiness level, those things that motivate them to learn as well as a variety of learning experiences, which the students could be exposed to, and made to participate actively (Fafunwa ,2011). This aspect of the discussion is divided into two segments; the first segment deals with the

popular methods of teaching business education, while the second segment discusses how creative teaching methods can be introduced so as to improve teaching and learning of business education.

It is however important to briefly discuss the characteristics of good teaching methods before progressing to the various teaching methods. There are certain characteristics, which even though not new, they are useful to creative teaching. They also make teaching methods good (Ifeagwu, 2010).

Some of these characteristics include;

- a). Providing useful activities for discoveries; A teaching method is considered good when the teacher provides useful activities that would help the learners to discover facts and contribute effectively to the learning activities.
- b). A good teaching method takes into consideration all the varying groups of learners in the class, that is, the above average, the average and the below average learners.
- c). The teaching method should allow one to present the subject matter beginning from known to the unknown; from simple to complex; to build new facts and ideas on students' previous experience or knowledge and make learning meaningful to the learners by achieving the stated objectives.

This means that what is taught should be relevant to students' needs and situations. That is only when it would make sense to them.

- d). A good teaching method should not aim at teaching too much or too little at any given lesson. What has been prepared should be adequate for the lesson period. What should determine the content of a lesson include the age, interest, ability, maturity of the learners as well as the nature of the subject matter to be taught.

### **Popular Methods of Teaching Business Education**

There are certain popular methods of teaching Business Education which has not yielded much of the desired result among graduates. This was one of the factors that led to writing this paper; so as to improve on the existing methods by introducing creative teaching methods. Some of the popular methods of teaching business education that needs a positive change to creative teaching methods are as follows (e.g. see Isiaka and Dagosta (2001):

- a). The teacher-centered method; The teacher centered method is a method whereby students play a passive role in the learning process. The teacher teaches all the time by talking while the students sit down quietly listening attentively and writing down whatever the teacher says. Whatever the teacher says is taken as a rule, it is final and it is binding on all the students. This approach is autocratic and authoritative. Teacher-centered methods include lecture method, demonstration method, questioning techniques, textbook

method, visual aids, and chalkboard technique. The lecture method has its advantages and disadvantages. These include the fact that much time and materials are saved using this method. Although the method is useful for teaching large classes, slow learners are usually left behind as they get lost in the crowd, since no particular attention is paid to them. Although the method allows for syllabus to be covered fast, understanding is usually sacrificed for speed. Since students are not given the opportunity to make contributions, their initiative could be stifled. Ways of improving this method could be by allowing students time and opportunity to actively participate in the lesson presentation and using a variety of audio-visual materials for teaching to attract and sustain interest, thereby enhancing learning.

b). The learner-centered method; this is a method whereby students are opportune to participate actively in the teaching-learning process while the teacher plays a more passive role. There is room for discussions, debates, and for questioning by students.

This method is best used when the class size is small no matter the age of the learners. It requires adequate funds with which to provide necessary teaching aids, equipment and resources. It is time consuming but, it could be used for young and adult learners. The various types of learner centered methods include discussion, practical sessions, dramatization/role playing, etc. Their

advantages and disadvantages include provision of adequate funds and effective class management among others.

c) The individualized teaching method is a method where attention is paid to the individual learner. It is a method highly recommended for teaching skill subjects because of the need for students to individually acquire practical skills. This method requires the combination of other teaching methods which are suitable to the needs and dispositions of individual students. For according to Ifeagwu (2000), this method uses methods that are good for the individual student's learning style and ability. In line with this, individual learning methods has been described as including learning activity package (programmed learning); individual learning/counseling; supervised studies such as student industrial work experience scheme (SIWES); teaching practice (TP); manuals and student prepared notebooks; observation; reference reading; workbooks; practice and drills; self evaluation; projects; term papers, research; role playing; simulation and games. In these methods, each learner is taken through the learning material level by level; each part of the learning material must be mastered before proceeding to the next level. Each student progresses at his or her own pace and get immediate feedback on work done. We recommend it as a very valuable method of teaching skill subjects and emphasize the need to effectively co-ordinate and manage the

progress of the class by identifying and grouping those students whose pace are within the same range.

d) Audio/visual aids are instructional materials, which the teacher uses to supplement instruction. They add to the sense impression of the learner, and easy assimilation of what is taught (Isiaka & Dagosta, 2001). Audio (sound) equipment includes radio, tape recorder, record player etc. The visuals (sight, vision) are charts & posters. Examples of audiovisuals are close circuit TV & video and film (motion). They are not meant to replace the role of the teacher but to enhance transfer of learning. Audio/visual materials save time when teaching. Much information is communicated at a short time when you use A/V materials to teach. Students will be attracted by the materials, and if used effectively, will sustain their interest, motivate them and accelerate their active thinking (Isiaka & Dagosta, 2001). It is a good substitute for field trip, as vivid pictures can be obtained which is as good as seeing the objects, physically. It is indeed an effective teaching aid.

### **Creative Teaching Methods (using imaginative approaches) and Business Education**

As mentioned earlier, Business studies which consists of shorthand, typewriting, bookkeeping, commerce and office practice is geared towards skill acquisition.

The skills can only be acquired through practice. According to Isiaka & Dagosta (2001) theory of vocational education states that training should

help the trainee to capitalize his interest and abilities to the highest possible degree. In other words, incorrect experiences will diminish and the correct ones get fixed with constant practice.

In business education, we learn to do things by actually doing them. Creative teaching methods are important here because they help the teacher to involve students in teaching and learning activities.

In line with this, the NACCCE report (1999) made a distinction between teaching creatively and teaching for creativity in its characterization of creative teaching. The former is defined as ‘using imaginative approaches to make learning more interesting and effective’. The latter is defined as forms of teaching that are intended to develop young people’s own creative thinking or behavior. This distinction has been useful in highlighting the importance of teaching for creativity. Following the proposition in the NACCCE report, Jeffrey and Craft

(2004), for instance, emphasize, that the former may be interpreted as being more concerned with ‘effective teaching’ and suggest that the latter may perhaps be interpreted as having ‘learner empowerment’ as its main objective. The important thing however is that, there is a close relationship between the two terms. It states clearly that ‘teaching for creativity involves teaching creatively’ (NACCCE report, 1999:90) and notes that, ‘Young people’s creative abilities are most likely to be developed in an atmosphere in

which the teacher's creative abilities are properly engaged'. It is based on this that we are discussing the various creative teaching methods and how they can improve Business Education in Secondary schools.

To further buttress the significance of using imaginative approaches (creative teaching methods) in schools, it has been observed that children who are doing something retain 75 to 90 percent of what they learn as compared to 5 to 10 percent of what they hear or 20 to 30 percent of what they see (Field, 2005). Apart from the fact that creative teaching methods enhance the benefits of activity learning, it has the following additional benefits:

- Help children express their feelings in ways in which words do not.
- Encourage original and independent thinking.
- Encourage a child to invest himself in learning.

These benefits are in harmony with the observation that all creative teaching methods require active participation. Some of the creative teaching methods include drama, music, simulations, and learning games etc. In trying to emphasise the distinction and the relationship between teaching for creativity and creative teaching, the teachers also enacted those teaching for creativity principles (NACCCE, 1999), as follows. Teaching for creativity helps by;

- encouraging young people to believe in their creative identity,
- identifying young people's creative abilities and

- fostering creativity by developing some of the common capacities and sensitivities of creativity such as curiosity, recognising and becoming more knowledgeable about the creative processes, that help foster creativity development, and providing opportunities to be creative (Jeffrey & Craft, 2003).

## **2.4 The Problem of Teaching Business Education In Secondary School**

There are so many problem of learning business education in secondary schools among them are below;

- Student interest and attitude.
- Lack of adequate qualified personal to teach the student.
- Socio-economic status of parent.
- Inadequate learning facilities in schools

### **1. Student Interest and Attitude**

Student interest and attitude can be traced to the major problem of learning business education in secondary schools. For instance student failure to submit assignment on time or even not to attempt them at all their reading habit and laziness to work.

To counsel or help students in the classroom therefore, requires an understanding of their effective or non cognitive skills knowledge and

psychomotor. Interest, attitude, and values affect and are affected by the manner in which subject matter is been taught.

## **2. Lack of Qualified Personnel to Teach Business Education**

The impacts of qualified teachers do make a different to students learning compare to qualify teachers. If our teachers are properly trained and updated from time to time, there is no doubt that their students would benefit immediately from their interaction with them. The kind of teacher education, which makes a positive differences in student outcome need to be more specifically identified and entrenched in the training of teacher in this country.

## **3. Socio-Economic Status of Parents**

Practical lesson to learn from research that has gone into the effect of socio class background and upon educational performance indicate that poor living condition the economic problems. The verbal unstimulating environment and the lack of cultural and leisure facilities experienced by many lower social and economic status families inevitably act as a powerful handicap to educational progress of their children. Such children often have nowhere at home where they can read quietly or to do homework are not introduced to book. With the family they have limited access to playing facilities, libraries and to other social amenities like museum and theaters and other recreational centers.

#### **4. Inadequate Learning Facilities in School**

Not all academic facilities is due to the mental capacity of the student. Ekeh [2011] has concluded that there is no doubt that the poor environment, condition of the deterioration of the falling in standard of education in the school studies. Arid in a situation where there is no enough availability of learning and it would not be effective, even through the stated objectives will not be achieved e.g. typing machines, textbooks e.t.c

#### **5 Poor Teaching Methods of the Subject**

If the method used by the teacher is not appropriate the learning will not be effective and at the same time, the message will be meaningless to the students and as a result of this students will b absent from the class.

#### **2.5 Business Teacher Teaching Effectiveness**

The teaching profession over a decade has been faced with many challenges in Nigeria with negative impact on the quality of education and the status of the Nigerian teachers. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge. Teaching according to Adeola (2011) is the process of imparting in the students' knowledge, skills and attitude in order to bring about a desirable change in learners. Knapper and Wright (2013) posit that teachers are the hub of the educational system. Teachers are the most

important factor in students learning next to students themselves. As a result, the pre-eminence of teachers, the application of pedagogical knowledge into classroom oriented plan of actions constitute most essential fabric upon which the success of the school, its administration and the entire education system rest upon. Education can change one's culture of learning, mind-set and orientation to values. Desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, have a map to follow in terms of well- prepared lesson plan / note, grab the students' attention through effective class control mechanism or strategy, recognize student attention span, plan activity for the students by allowing students to participate actively in the teaching-learning encounter. The teacher should maintain approved lesson period, utilize visual aids, voice, eye contact and body movement as a way of stimulating the students, summarize lesson and evaluate lesson using all sorts of continuous assessment techniques.

According to Gbenedio (2012), Nigeria cannot make much progress towards the broad attainment of vision 20:2020 unless the government strengthened her educational system. The success of our educational system especially secondary schools system depends upon a number of factors: the government, the society, students, the teachers', and the quality of teaching, devotion and effectiveness of the teachers. Business studies teachers' effectiveness could be measured on the ability of the teacher to utilize

appropriate techniques to impart in the students' knowledge, skills and competencies capable of bringing desired positive learning outcome. Diamond (2004) sees teacher effectiveness as a teacher's ability to produce desired results measured in terms of how well the teacher is able to maximize learning in the students. According to Ferdinand (2007), Omoifo and Urevbu (2007) effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher. Akomolefe (2010) identify ten research supported characteristics of effective teaching to include: Attention on students achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, pedagogy scaffolds feedback on students' task engagement among others. Effective teacher characteristics according to Awotua-Efebo (2012) include among others devotion to profession, competence in the teaching subject, lifelong learning, use different teaching strategy, organize and present his teaching plan in an orderly manner.

In a knowledge driven society where information is increasingly having shorter life span, it is important for teachers to focus on the long-term goal of preparing students for life. The accomplishment of the educational goals according to Dessler (2007) depends solely upon a principal's administrative and management skills in planning, organizing, directing, coordinating and budgeting. Jehl and Kirst (2012) also opined that the principal assumes roles and utilizes skills to implement school linked services by exercising the functions of supervision of school activities. Evaluation of the teachers' effectiveness requires various techniques of supervision such as classroom visitation and observation and microteaching. During classroom visitation, the principal should assess teachers' effectiveness on lesson note preparation and instructional delivery, classroom management /control, and time management. The principal's assessment of business studies teachers' effectiveness is necessary due to the poor academic achievements of business studies students.

## **2.6 Appraisal of Literature Review**

It has been acknowledge that various dimension of problem have significant effects on the problems of learning business education in secondary school these variables includes lack of trained personnel to teach the subject lack of adequate instructional materials , lack of modern equipment for teaching the subject and no enough period on the time table,

poor method of teaching parental attitude and their socio economics status , school curriculum too voluminous , lack of funds and finance from government.

A lot of related literature has been reviewed on this area in this project, problem mentioned can contribute in a lot of ways to the problems of learning business education in secondary schools.

The teaching facilities are regarded as audio visual aids, the library, the class room. It is believe that proper use of teaching method associated with them to result in more effective learning because most of what we hear must be changed into visual impression. Some teacher have erroneous impression that audio visuals are costly equipment and flashy gadgets but this views has been rejected by many people who believe that the audio visual could easily be made by the teachers. Themselves without depending on the government to supply everything for them. Even if we have adequate teaching facilities and modern equipments, these have not solved the problems affecting learning business education. Another liable is the qualified teachers, who is the only one capable of making efficient use of the teaching facilities to aid learning. If high quality of education is expected, it must go hand in hand with high quality and experienced teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research design is a term used to describe the number of decision which used to be use for the collection of data before data are collected. It suggests however, that these decisions must be systematic or scientific in nature. However, a survey research is adopted for the conduct of this study.

#### **3.2 Population of the Study**

The population from which the respondents would be drawn will base on fifty (50) teachers in some selected secondary schools in Ijebu Ode Local Government Area of Ogun State. Ten teachers will be select from each school.

The schools are as follows;

- i. Ijebu Muslim College, Ijebu Ode
- ii. Muslim High School, Ijebu Ode
- iii. Adeola Odutola College, Ijebu Ode
- iv. Grammar School, Ijebu Ode
- v. Anglican Girls Grammar School, Ijebu Ode

### **3.3 Sample and Sampling Procedure**

A portion of the population known as “sample” is selected as representative of the entire population. The sample procedure adopted is simple random sampling techniques. The method ensures greater representativeness of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample. This systematic sampling technique is also used to draw respondents.

### **3.4 Research Instrument**

The questionnaire is adopted as the instrument of gathering information. In this study, the questionnaire will be design to collect information on the topic. It is divided into two sections with section A for biographic data while section B contains the items constructed base on the topic.

### **3.5 Validity of Instrument**

In other to ascertain and ensure the face validity as well as content validity of the researchers self designed questionnaire, it would be examined thoroughly by the expert in the field before given the questionnaire to the supervisor of this research work for correction and input.

### **3.6 Reliability of the Instrument**

The use of simple percentage method of reliability will be use for this study in which the questionnaire would be administer before determining if the data collected were liable.

### **3.7 Administration of Instrument**

The questionnaire would be personally administered by the researcher and research assistance to the teachers, and after its completion, it would be collected back by the researcher. The questionnaire will be distributed to fifty (50) selected secondary school teachers in Ijebu Ode Local Government.

### **3.8 Method of Data Analysis**

The data collected for this study will be properly analyze, interpret and discussed through the uses of simple percentage and chi-square statistics method.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

The result of the data analysis were presented in this chapter with the research questionnaire which will be interpreted with the already gathered information.

The data collected was analysed using chi-square statistical method. It involved the frequency counts, simple percentage and chi-square analytical tools.

With the chi-square statistical method, the result from the data collected from questionnaire will be analysed and calculated in a simple manner for anybody that wants to make reference will easily understand.

This research result representation comprises of two: section A and B in which section A contain the presentation of demographic data of the respondents and section B contain the presentation of the research question result.

## Section A

**Table 1**

### **Sex Distribution Level of Teacher**

<b>Options</b>	<b>No of Respondents</b>	<b>Percentage %</b>
Male	27	54%
Female	23	46%
Total	50	100%

*Source:* Survey, 2020

From the table above, it shows that 27 representing 54% of the respondents were male while 23 representing 46% of respondents were female. This shows that majority of the respondents were male.

**Table 2**

### **Respondents Distribution According To Age**

<b>Age</b>	<b>No of Respondents</b>	<b>Percentage %</b>
25-30years	29	58%
30years above	21	42%
Total	50	100

*Source:* Survey, 2020

Table 2 above indicate that 29(58%) were from the age bracket 14-15years, while the remaining respondents were 21(42%) from 16years above.

## **4.2 Data Analysis**

### **Test of Hypothesis**

The following hypothesis is formulated to be tested in this research study.

#### **Hypothesis One**

H<sub>0</sub>: There is no significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

H<sub>1</sub>: There is significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

#### **Hypothesis Two**

H<sub>0</sub>: There is no significance difference between problem of teaching and learning business studies in junior secondary school.

H<sub>1</sub>: There is significance difference between problem of teaching and learning business studies in junior secondary school.

The statistical tool for testing the above stated hypothesis is chi-square, and the formular is  $x^2 \text{ cal} = \frac{\sum(O_i - e_i)^2}{e_i}$

Where O = Observed frequency

E= Expected frequency

$X^2 \text{ cal}$  = chi- square calculated

$X^2 t$  = critical value from chi- square table

The level of significance for accepting or rejecting the null and alternative hypothesis will be 5% or (0.05)

$H_0$ : Represents Null Hypothesis

$H_1$ : Represents Alternative Hypothesis

The decision rule is that, if the value of chi- square calculated is greater than the critical value of chi – square ( $X^2 t$ ) from the table, then there is a level of significance. As a result, the null hypothesis is rejected while accepting the alternative hypothesis i.e  $x^2 \text{ cal} > x^2 t$  .

Reject  $H_0$  while accepting the  $H_1$

On the other hand, if the value of the chi – square calculated(  $x^2 \text{ cal}$ ) is less than the critical value of the chi – square (  $x^2 t$ ) from the table , then, is no level of significance, hence, the Null hypothesis i.e  $x^2 \text{ cal} < x^2 t$

Accept  $H_0$  while rejecting  $H_1$

## Hypothesis Testing

### Hypothesis One

H<sub>0</sub>: There is no significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

H<sub>1</sub>: There is significance difference between impacts of principal and teacher attitude on business education in junior secondary school.

**The above hypothesis will be tested using the above sex classification**

Sex	SA	A	D	SD	RD
Male	11(9.18)	6(7.56)	1(2.7)	9(7.56)	27
Female	6(7.82)	8(6.44)	4(2.3)	5(6.44)	23
Total	17	14	5	14	50

*Source*: Survey, 2020

To get the value in bracket, follow the formula below:

$$\begin{aligned} X^2 \text{ cal} &= \frac{(O_i - e_i)^2}{e_i} \\ &= \frac{(11 - 9.18)^2}{9.18} + \frac{(6 - 7.56)^2}{7.56} + \frac{(1 - 2.7)^2}{2.7} + \frac{(9 - 7.56)^2}{7.56} + \frac{(6 - 7.82)^2}{7.82} \\ &\quad + \frac{(8 - 6.44)^2}{6.44} + \frac{(4 - 2.3)^2}{2.3} + \frac{(5 - 6.44)^2}{6.44} \\ &= 1.35 + 1.32 + 1.07 + 1.27 + 1.42 + 0.38 + 1.2 + 1.32 \\ &= 9.33 \end{aligned}$$

The critical value from chi – square table at 5% or (0.05) level of significance.

$$\text{Degree of freedom} = (r-1)(c-1)$$

$$=(2-1)(4-1)$$

$$= 1 \times 3$$

$$=3$$

The critical value  $\chi^2_t = 7.82$

### **Decision Rule**

The decision rule is that when  $\chi^2_{cal}$  i.e 9.33 >  $\chi^2_t$  i.e 7.82, we will reject the null hypothesis and accept the alternative hypothesis. The hypothesis shows that there is significant difference between impacts of principal and teacher attitude on business education in junior secondary school.

### **Hypothesis Two**

H<sub>0</sub>: There is no significance difference between problem of teaching and learning business studies in junior secondary school.

H<sub>1</sub>: There is significance difference between problem of teaching and learning business studies in junior secondary school.

The above Hypothesis would be tested using Age

Age	SA	A	D	SD	RD
14-15years	11(11.02)	2(4.06)	9(8.7)	7(5.22)	29
16years above	8(7.98)	5(2.94)	6(6.3)	2(3.78)	21
Total	19	7	15	9	50

To get the value in bracket follow the formula below:

$$X^2 \text{ cal} = \frac{(O_i - e_i)^2}{e_i}$$

$e_i$

$$= \frac{(11 - 11.02)^2}{11.02} + \frac{(2 - 4.06)^2}{4.06} + \frac{(9 - 8.7)^2}{8.7} + \frac{(7 - 5.22)^2}{5.22} + \frac{(8 - 7.98)^2}{7.98} + \frac{(5 - 2.94)^2}{2.94} + \frac{(6 - 6.3)^2}{6.3} + \frac{(2 - 3.78)^2}{3.78}$$

$$= 1.03 + 1.04 + 1.01 + 1.60 + 0.00005 + 1.44 + 1.01 + 1.83$$

$$= 8.96$$

The critical value from chi-square table at 5% or (0.05) level of significance

$$\text{Degree of freedom} = (r - 1) (c - 1)$$

$$= (2 - 1) (4 - 1)$$

$$= 1 \times 3$$

$$= 3$$

$$\text{The critical value } x^2_t = 7.82$$

## **Decision Rule**

The decision rule is that when  $\chi^2_{cal}$  i.e.  $8.96 > \chi^2_t$  i.e.  $7.82$  we will reject the null hypothesis and accept the alternative hypothesis. The hypothesis shows that there is significance difference between problem of teaching and learning business studies in junior secondary school.

## **CHAPTER FIVE**

### **5.1 Summary**

The findings of this research were based on the analysis of the data collected on the impact of principal and teacher attitude on business education as a course of study in Nigeria. Research questions and hypothesis relating to the study were formulated and the questionnaire leading to data collection was administered.

Also, previous literature on related concepts were reviewed the third chapter of the study dealt with the research design and methodology used for the collection of data and opinion from respondents and the system of analyzing the data for the research work. The fourth chapter consists of the presentation of the data collected, the analysis of data, the data was also interpreted in this same chapter.

### **5.2 Conclusion**

It is indisputable that teachers are the bedrock of students for academic performance, national growth and development. Teachers are the producers of individuals with critical skills for socio-economic development.

They need to be effective in order to produce competitive knowledge workers for the global knowledge based economy. One important way of improving classroom teaching and learning in educational system is through giving support to teachers and business teachers in particular by encouraging and motivating them through proper provision of needed teaching materials required for effective impartation of knowledge to the students.

Principals should monitor the implementation of teachers' instructional roles to ensure that they prepare their lesson notes in line with the curriculum objectives and deliver them in conformity with the allotted time range, since it is a known fact that when teachers perform well in the classroom, students will likely perform better academically.

### **5.3 Recommendation**

In the light of the findings of this study, the following recommendations were made.

1. The education sector should be transformed by re-enforcing our teaching force. Qualified and dedicated teachers should be employed without being biased. This should be done by requesting the institution that graduate students to make input during teachers' selection stage.
2. Principals should devote more time to their instructional leadership functions by supervising and monitoring teachers' instructional

preparation and delivery closely. They should encourage teachers to discharge their instructional roles better by rewarding high performers with double promotion recommended to the appropriate authority. This will help to motivate others.

3. Corruption and insincerity in Nigeria need to be tackled since they constitute problems to teaching effectiveness especially when dedicated, deserved and merited teachers are not motivated, promoted or encourage. This attitude dampens ones' morale and paves way for ineffectiveness among public officers.
4. Enough funds should be budgeted for education and utilized judiciously without diverting it for selfish interest. Fund is essential for performing administrative roles, staff welfare, procurement of instructional materials and laboratory equipment and facilities for teaching practical and effective demonstration.
5. Teachers' welfare need to be taken seriously by providing well equipped relaxation centres for stress management, paying them uniform salary in line with their counterparts in other ministries in order to boost morale and image of the profession and releasing promotions promptly.
6. Environment for instructional delivery should be conducive for learning with necessary teaching learning facilities put in place for

effective learning to occur since poor academic environment leads to distractions, lack of interest and low morale for effective teaching and learning encounter to prevail.

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**TAI SOLARIN COLLEGE OF EDUCATION,  
OMU-IJEBU OGUN STATE  
DEPARTMENT OF BUSINESS EDUCATION**

**ASSESSING THE IMPACT OF PRINCIPAL AND TEACHER  
ATTITUDE ON BUSINESS EDUCATION AS A COURSE OF STUDY  
IN NIGERIA**

*Dear Students*

This questionnaire is design to assess the assessing the impact of principal and teacher attitude on business education as a course of study in Nigeria.

Respondents are thus implored to honestly complete this questionnaire, your responses will be treated with confidence.

Thanks for your cooperation.

**SECTION A**

Sex: Male ( ) Female ( )

Age: 25-30years ( ) 30years above ( )

## SECTION B

Tick the correct option for the following key

SA = Strongly

A = Agree

D = Disagree

SD = Strongly Disagree

S/N		SA	A	SD	D
1	Teachers are the producers of individuals with critical skills.				
2	Constant changes in government and inadequate funding of education by the government affect business education				
3	The teaching of business studies subject can only be improved by teachers' effort				
4	Negative attitude of students during lessons helps to make them perform poorly in business studies				
5	You do not give regular homework to your students due to the burden of marking				
6	The performance of your students in their				

	assignment is above average				
7	Typewriters stop watch are available in your school				
8	Teachers find it difficult to comprehend the mathematical aspect of the subjects				
9	Business studies teachers attitude towards the student and their parent can help to enhance the performance of the student				
10	Some teacher find it difficult to comprehend the practical aspect of business education				