

Assessment of Skills and Attitude Competencies Required of Business Education Teachers in Secondary Schools, South-West Nigeria

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Abstract. The current work place is full of complexities and dynamism and so Business Education graduates are expected to acquire high level of skills and attitudinal competencies in all aspects of human endeavour. However, this expectation seems to be lacking in the job performances of these graduates in the world of work. This study, therefore, assessed the attitude and skill competencies of Business Education teachers in public secondary schools in South-West Nigeria. The study adopted descriptive survey research design. The population of the study comprised all Business Education teachers in public secondary schools in South-West, Nigeria. Multi-stage sampling technique was used to select 420 Business Education teachers as the study sample. Three research questions were raised and answered while two hypotheses were formulated and tested at 0.05 level of significance. Structured Questionnaire was used to collect data for the study. The data generated were analyzed using descriptive statistics such as mean and standard deviation. Furthermore, t-test was used to test the hypotheses. Findings showed that teachers' acquired skills and attitude competencies from Business Education programme were lower than secondary school required skills and attitude competencies. The contents of Business Education programme do not provide students with adequate skill and attitude competencies for them to perform at the level expected of them after graduation. The study, therefore, recommends that the curriculum of Business Education programme should be reviewed and restructured so as to enable the graduates respond to social goals, economic realities and future life challenges.

Keywords: Business Education; Business Education teachers; Business Education Programme; Job performance.

1. Introduction

1.1 Background Information

The 21st century work place is now full of complexities and dynamism and has also ushered in changes cutting across human spheres and boundaries. This has led to the invasion and intrusion of Information and Communication Technology (ICT), whose emergence has turned the society into a knowledge society (Bongotons & Onyenwe, 2010). This has revolutionized the way of life with global massive change and transformation. This becomes imperative for higher institutions to prepare graduates with adequate attitude and skills competencies that will enable them to find job as well as cope with the unpredictable labour market changes. According to the International Labour Organisation (ILO, 2002). Developing young people's employability is a key policy issue for ensuring their successful transition to the labour market and their access to carrier-oriented employment.

One major reason why youths invest their time to acquire university education is to position them to gain the returns in form of either to create or gain well paid employment. The realization of this aspiration over the years has gradually become more difficult to attain. There is growing army of unemployed youth, the heaviest burden of which falls on young people, university graduates inclusive and this has enormous social and economic consequences and it poses serious threats to the cohesion and stability of democratic societies (Adegoke, 2003). These youths, if they had acquired the right competencies, would have been job creators instead of roaming about the streets seeking white collar job. More so, where these graduates are working, evidence has shown that employers of labour

complain that the skills of Nigerian graduates had steadily declined, and also, that these graduates have become increasingly performed poorly on the job, and so are heavily re-trained (Ekpenyong & Janet, 2005). The competencies acquired from school should be fostered in order to meet the aspirations of the youths and work-place.

Competency, commonly referred to as job competencies, refer to the core skills, knowledge, abilities and attitudes (behaviours) that contribute to high performance in a given position in an organization. Competencies help business achieve the productivity, innovation and profitability needed to compete effectively (Imeokparia, 2012). They help public services to provide the quality and choice that people want. They help individuals raise their employability and achieve their ambitions for themselves, their families and their communities. Competencies underpin labour market flexibility. Sustaining a competitive productive economy, which delivers prosperity for all, requires an ever growing proportion of skilled qualified people (UK Secretary of State for Education and Skills, 2003).

Business Education programme falls under the purview of Technical and Vocational Education which prepares its recipients to earn a living in an occupation where success depends largely on technical information and understanding of the laws of sciences as applied to modern designs, production, distribution and services (Osuala, 2004). Technical and Vocational Education and Training (TVET) is a comprehensive term. It refers to those aspects of the educational process involving, in addition to general education, the study of technological and related sciences. Other relevant aspects include the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Business Education curriculum programme is aimed at providing six components such as accounting education, office/secretarial education, marketing/distribution education as well as teaching practice and industrial work experience. The programme, also, provides its recipients with teaching mastery in business subjects; necessary components in professional education; functional general education for life, skill to undertake research and afford additional learning experiences through in-service programme. The graduate should be able to design facilities to record, report, analyse and interpret as well as teach financial information.: typing skills, shorthand skills, word processing, marketing Knowledge, Office technology management, basics of personal finance, management skill, the decision-making techniques needed to be

wise consumers, the economic principles of an increasingly international marketplace, the processes by which businesses operate solid educational foundation and attitudes.

As an integral part of vocational and technical education, Business Education is subject to constant economic and social changes, technical development and organisational demands. The increased use of new information and communication technologies and the changing perspective on employees is flexible (Achtenhagen, Grub & Richardson (2001). As a response to these changing professional demands, a competence-based qualification structure has been adopted in Vocational Education in the Netherlands, Germany, France, Great Britain and Australia. (Achtenhagen et al. 2001) However, this same has not been practiced in Nigeria, going by the literature reviewed and the constant call for retraining of Business Education teachers by various employers of labours in Nigeria. It is on these premises that the researcher assessed the attitude and skill competencies of Business Education teachers in order to be acquainted with the reasons for their poor performances in their work places.

1.2 Statement of the Problem

Business Education programme is concerned with developing individuals and students with skills and competencies required for effective participation in the business world. These competencies are made available either for enabling the individuals to be good consumers of products of the business enterprise and entry into business community as employers or employee and also as Business teachers and lecturers. Despite these laudable objectives, Graduates of Business Education perform below expectations in their work places (Robert, 2016). As the society is becoming mobile and globalised, the pace in which the labour market is accelerating seems to be making work-place, increasingly, a high-technology and service-oriented arena Continuing with this poor performance in their work places would lead to low output and subsequently, termination of employment. This situation, if not checked, may lead to folding up of companies and total collapse of the economy (Caird, 1992). Thus, there is a need to assess the attitude and skill competencies of Business Education teachers.

1.3 Purpose of the Study

The purpose of the study is to assess the attitude and skill competencies of Business Education teachers in secondary schools, South-West, Nigeria.

The specific objectives are to:

- Identify the secondary school competencies (skills and attitude) required of Business Education teachers;
- Determine the differences between secondary schools required skills and Business Education teachers acquired skills;
- Assess how secondary schools required attitude differ from Business Education teacher developed attitude;

1.4 Research Questions

The following research questions were raised:

- What are the secondary schools' competencies (skill and attitudes) required of Business Education teachers?
- What are the differences between the secondary schools required skills and Business Education teachers' acquired skills?
- What are the differences between secondary schools required attitude and Business Education teachers' developed attitude?

1.5 Research Hypothesis

- There is no significant difference between the secondary school required skills and Business Education teachers' acquired skill.
- There is no significant difference between the secondary school required attitude and Business Education teachers' acquired attitude.

2. Methodology

Descriptive Survey research design was used for the study. The population of the study consisted all Business Education teachers teaching Business Education subjects in public secondary schools in South-West, Nigeria. Sample size of 420 Business Education Teachers were used for the study, adopting multi-stage Sampling Techniques as follows:

Stage 1: Purposive sampling technique was applied to select Lagos, Ogun and Ekiti States as the study

sample. This is because these three states have enough statistics.

Stage 2: Simple random sampling technique was used to select four local government areas each from the three selected States to obtain 12 Local Government Areas

Stage 3: Systematic sampling method was adopted to select 7 schools from each of the selected Local Government Areas, resulting to a total of 84 public secondary schools.

Stage 4: Finally, from each of the selected schools, proportionate stratified sampling method was applied to select 5 Business Education teachers to arrive at a sample size of 420. The stratification was based on the sex of the respondents. Yamane (1967) was used to determine the sample size.

The data for the study were generated using Structured Questionnaire tagged Required and Acquired Competency Assessment Questionnaire for Teachers (RACAQT). The questionnaire contained 9 items on the Competencies Acquired and Required of Business Education teachers, (CARAQ). The second questionnaire contained 56 items which assessed the skill competence and 10 items which assessed the attitude competencies of Business Education teachers. Respondent were required to respond on four-Likert scale of Highly Required (HR) =4, Averagely Required (AR) =3, Least required (LR) =2, Not required (NR) =1 and Highly Acquired (HR) =4, Averagely Acquired (AA) =3, Least Acquired (LA) =2, Not Acquired (NA) =1.

Three research assistants administered the questionnaire to the respondents on one-to one basis and collected on the spot as they were filled out and so there were 100% return.

The content and face validity of the instruments were determined by the experts in the field of Business Education. The reliability of the instruments was 0.805, determined using Cronbach's Alpha and Guttman Split half coefficient test of reliability, at alpha level of 0.05. Descriptive and inferential statistical methods were used to analyse all the data generated from the study. Research questions were analysed using descriptive statistical tools such as mean, standard deviation and t-test inferential statistical tool was used to test the formulated hypothesis.

3. Results

Research Questions 1: What are the Secondary schools required competencies of Business Education Teachers?

Table 1: Ranking of Respondents’ Opinions on the Required Secondary School Competencies

S/N	Secondary School Competencies Required of Business Education Teachers	Mean	Standard Deviations.	Coeff. of Variation	Remarks	Rank
1	Teaching Skills	3.839	0.267	6.95	Required	1 st
2	ICT Skill Competencies	3.808	0.334	8.77	Required	2 nd
3	Communication Skills competencies	3.796	0.341	8.98	Required	4 th
4	Interpersonal Skill Competencies	3.700	0.329	8.89	Required	3 th
5	Knowledge of Marketing Competencies (course content)	3.661	0.439	11.99	Required	8 th
6	Office Technology Management Competencies (course content)	3.435	0.375	10.92	Required	6 th
7	Knowledge of Accounting Competencies (course content)	3.333	0.311	9.33	Required	5 th
8	Managerial Skills Competencies	3.001	0.355	11.82	Required	7 th
9	Attitude (Commitments)	2.909	0.379	13.03	Required	9 th

The result (Table 1) shows that the respondents are of the opinion that all statement items 1 to 9 with mean scores ranging from 2.909 to 3.839 reveal that all the competencies listed are considered highly required by the respondents.

Research Questions 2: What are the differences between the secondary schools’ required skills and Business Education teachers’ acquired skills?

Table 2: Mean and Standard Deviation of the Opinion of the Respondents on Secondary Schools’ Required and Acquired Interpersonal Relationship Skill Competencies of Business Education Teachers.

S/N	Items	Interpersonal Relationship Skills Competencies		Secondary Schools Required competencies		Bus. Education Graduates Acquired competencies		Mean Diff
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
1	Ability to pass information pleasantly	3.967	0.277	2.478	0.644	1.489		
2	Ability to manage subordinates	3.221	0.298	2.292	0.337	0.929		
3	Ability to handle visitors	3.207	0.261	2.341	0.489	0.866		
4	Good humours	3.214	0.318	2.041	0.363	1.173		
5	Group membership skill	3.206	0.297	2.585	0.346	0.621		
6	Ability to project integrity	3.200	0.418	2.375	0.325	0.825		
7	Ability to handle clients	3.195	0.397	2.185	0.593	1.010		
8	Ability to follow protocol	3.186	0.389	2.658	0.403	0.528		
9	Ability to relate with contemporaries	3.165	0.551	2.481	0.572	0.684		
10	Emotional control	3.121	0.344	2.02	0.315	1.101		
11	Ability to project a good image	3.070	0.356	2.505	0.433	0.565		
12	Courtesy	3.004	0.464	1.382	0.462	1.622		
13	Ability to choose right media of communication	2.924	0.337	2.765	0.462	0.159		
14	Ability to engender trust	2.824	0.409	2.098	0.382	0.726		
15	Ability to communicate with gestures	2.789	0.0446	2.831	0.47	-0.042		
16	Conflict resolution skill	2.786	0.524	1.964	0.42	0.822		
17	Ability to understand body language	2.755	0.533	1.821	0.601	0.934		
	Average	2.685	0.332	2.004	0.390	0.682		

Table 3: Mean and Standard Deviation of the Opinion of the Respondents on secondary school Required and Business Education Graduates Acquired ICT Skills Competencies

S/N	Items	Secondary school Required Competencies		Business Education Teachers Acquired Competencies		
		Mean	Std. dev.	Mean	Std. dev.	Mean Diff
	Ability to:					
1	use the telephone effectively	3.958	0.200	3.258	0.895	0.700
2	use technological tools in result computation	3.906	0.357	3.193	0.594	0.712
3	use fax machine	3.770	0.640	1.720	0.889	2.050
4	Photocopy	3.843	0.418	3.161	0.680	0.682
5	use basic Microsoft office essentials	3.947	0.223	3.397	0.753	0.550
6	typeset and format computer	3.916	0.313	2.580	0.863	1.336
7	send and retrieve text messages	3.875	0.362	3.826	0.434	0.048
8	send and Retrieve email	3.895	0.339	3.301	0.621	0.594
9	scan documents into computer	3.906	0.386	2.010	0.972	1.895
10	save documents in computer	3.895	0.339	3.311	0.967	0.584
11	recall documents from computer	3.927	0.298	2.989	0.616	0.937
12	print from computer	3.937	0.243	2.279	0.982	1.657
13	use different mobile applications for teaching and research	3.885	0.407	2.451	0.773	1.433
14	operate on-line banking	3.831	0.538	2.849	1.276	0.982
15	Operate e-commerce	3.750	0.680	1.784	1.071	1.965
16	format and save document	3.833	0.574	1.828	1.119	2.005
17	share information and instruction online	3.864	0.515	2.739	1.194	1.125
18	edit on computer	3.958	0.200	2.903	0.897	1.055
19	apply technology in the teaching of business studies	3.884	0.321	3.828	0.432	0.056
	Average	3.884	0.384	2.854	0.828	1.030

Table 4: Mean and Standard Deviation of the Opinion of the Respondents on Secondary Schools Required and Business Education teachers Acquired Communication Skills.

S/N	Items	Secondary School Required Competencies		Business Education Teachers Acquired Competencies		
		Mean	Std. dev.	Mean	Std. dev.	Mean dif.
	Ability to:					
1	read and comprehend	3.937	0.422	3.214	0.28	0.723
2	ability to ask right questions	3.935	0.423	2.842	0.394	1.093
3	write personal letters/memos and reports	3.934	0.423	2.815	0.369	1.119
4	listen attentively when people are taking	3.928	0.442	2.797	0.614	1.131
5	write reports/speeches	3.924	0.444	2.072	0.684	1.852
6	write minutes of meetings/circular letters	3.923	0.384	2.916	0.79	1.007
7	speaks in fluent English	3.917	0.261	2.31	0.595	1.607
8	summarize key points	3.915	0.476	2.925	0.513	0.99
9	ability to demonstrate when necessary	3.914	0.343	2.387	0.532	1.527
10	oral persuasion skill	3.911	0.325	2.558	1.082	1.342
	logically organize ideas in writing	3.910	0.293	2.406	0.553	1.504
11	offer eye contact while listening to others	3.90	0.497	3.074	0.445	0.826
12	write business letters/proposals	3.841	0.397	2.531	0.579	1.31
13	ability to answer question without being reactive	3.822	0.432	2.935	0.535	0.887
14	use dictionary and other reference materials	3.819	0.439	2.656	0.509	1.163
15	start a conversation	3.813	0.443	2.553	0.536	1.26
16	offer verbal signals while listening	3.73	0.427	2.797	0.727	0.933
17	ability to keep an open mind while listening	3.524	0.49	2.648	0.638	0.876
18	delay judgment until I have heard everything	3.422	0.488	2.573	0.703	0.849
19	bargaining skills	3.361	0.721	2.723	0.611	0.638
20	be silent when people are talking	3.818	0.428	2.686	0.5844	1.13185

The result (Tables 2, 3 and 4) indicates that the respondents are of the opinion that all statement items 1 to 17 in Interpersonal relationship, 1 to 19 in ICT and 1 to 20 in communication are highly required skills competencies. The study reveals that the Business Education curriculum did not provide adequate education for the challenges of the modern-day school work-place.

Research Question 3: Are there differences between secondary school required attitude and Business Education teachers’ developed attitude?

Table 5: Mean and Standard Deviation of the Opinion of the Respondents on Secondary School Required and Acquired Attitude of Business Education Teachers

Items	Secondary Schools Required Competencies		Business Education Acquired Competencies		Teachers
	Mean	Std. dev.	Mean	Std. dev.	Mean dif.
Self-reliance	3.979	0.143	2.739	0.566	1.240
Perseverance	3.969	0.174	2.677	0.552	1.292
Honesty	3.968	0.174	2.541	0.663	1.427
Integrity	3.958	0.200	2.593	0.572	1.365
Showing respect	3.946	0.266	2.614	0.621	1.332
Adaptability	3.947	0.223	1.468	0.871	2.479
Open-mindedness	3.927	0.362	2.861	0.862	1.066
Showing initiative	3.927	0.362	2.739	0.528	1.188
Flexibility	3.895	0.339	1.833	0.829	2.062
Pragmatism	3.833	0.427	1.604	0.814	2.229
Grand Mean	3.934	0.267	2.366	0.687	1.568

From the responses it can be deduced that that there is a relatively highly level of mismatch between secondary school required Attitudes and Business Education graduates developed attitudes.

Research Hypotheses

Hypotheses 1: In order to test the hypothesis one which states that there is no significant difference between the secondary school required skills and Business Education teachers’ acquired skill, paired sampled t-test was carried out at 5% level of significance and the results are shown on table 4.1, 4.2, and 4.3

Table 6: Paired sampled t-test Analysis Showing Difference in Secondary school Required Skills competencies and Business Education Teachers Acquired Skill.

Relationship between required and acquired Skill Competences.

Variables	N	Mean	S. D	z-value	Df	p-value
Secondary school required interpersonal relationship skills	420	2.685	.332			
Interpersonal Relationship Skills				4.99	418	0.000
Business Education Teachers acquired interpersonal relationship skills	420	2.004	.390			

Table 7: Paired Sample t-test Analysis Showing Difference in Secondary School Required and Business Education Teachers Acquired ICT Skill Competencies.

Variables	N	Mean	S.D	Df	z-value	p-value
Secondary school required ICT skills	420	3.384	.384			
ICT				418	3.17	0.000
Business Education teachers acquired ICT skills	420	2.854	.828			

Table 8: Paired Sampled t-test Analysis Showing Difference in Secondary School Required and Business Education Teachers Acquired Communication Skills.

Variables	N	Mean	S. D	Df	Z-value	p-value
Secondary school required communication skill	420	3.937	0.422			
Communication skills				418	5.79	0.000
Business Education teachers acquired communication skills	420	3.14	0.280			

The result from Table 4.1, 4.2 and 4.3 indicate that secondary school required inter-personal relationships, ICT, and Communication skill competencies was slightly higher than the mean score of the acquired skills of Business Education Teachers. It can be inferred that though the university Business Education program meets the minimal requirement of the work place, yet, what was acquired from the Business Education programme is not adequate enough to meet the needs of their work place.

Hypothesis 2: There is no significant difference in secondary school required and Business Education teachers acquired attitudinal competencies. The hypothesis was tested using paired sampled t-test analysis. The summary of the result is presented in Table 5

Table 9: Paired Sampled t-test Analysis Showing Difference in Secondary School Required and Business Education Teachers Acquired Attitudinal Competencies.

Variables	N	Mean	S. D	DF	z-value	p-value
Secondary school Required Competencies	352	3.9452	0.267			
Attitude				418	2.99	0.000
Business Education Teachers Acquired competencies	251	3.2673	0.688			

The result from Table 5 indicates that secondary school required attitudinal competencies were slightly higher than the mean score of the acquired attitudes of Business Education Teachers. It can be inferred that though the university Business Education program meets the minimal requirement of the work place, yet, what was acquired from the Business Education programme is not adequate enough to meet the needs of their work place.

4. Discussion of Findings

The study reveals that all the competencies listed are considered highly required by the respondents. The skills listed are basic skills that graduates are expected to develop through their undergraduate studies. They include teaching skills, ICT skills, communication skills, interpersonal skills, managerial skills, knowledge of course content and attitude. Wetterman (2005) in Oduma & Ile (2012) noted that the possession of core office occupation competencies among job applicants is vital because it could be a major source of strength and efficiency for

organizations in the discharge of regular office routine functions.

4.1 Secondary School Required and Business Education Teachers Acquired Skills.

Research question 2 and hypothesis 1 shows that there is a significant difference in secondary school required and Business Education teachers’ acquired interpersonal relationship, ICT and communication skills competencies. Therefore, the hypothesis stated was rejected because the level of significance was less than 0.05. It can be inferred that even though the university Business Education programme meets the minimal requirements of the school work-place, the curriculum is not adequate enough to meet the needs of the school work place. Thus, there is more to be done in the area of laboratory exercises in terms of the use of modern equipment and software which have hitherto been found to be out-dated and inadequate This finding is supported by the report given by Billing (2003) that employability skills provided by universities: problem solving skills, communication skills, critical thinking skills, team

work, interpersonal skills, ICT and much more are not enough or adequate.

4.2 Secondary school required and Business Education Teachers Acquired Attitudes.

The result from Hypothesis 3 and research question 4 indicates that there is a significant different between attitudes required by Business Education teachers and work-based attitudes acquired of them in their places of work. However, the values of paired differences of mean show a positive value indicating that the attitudes required of Business teachers in schools is higher than the attitudes acquired by them. Therefore, it can be inferred that even though the university Business Education curriculum programme meets the minimal requirements of the schools, the programme is not adequate enough to meet the needs of the work place.

5. Conclusion

The study assessed the skills and attitudes competencies of Business Education teachers in secondary schools, South-West, Nigeria. The researcher concludes by stating that the contents of Business Education programme do not fully equip their students with adequate competencies required in 21st century. Consequently, they cannot confidently join the labour market as teachers, compete with their mates, secure the job and perform effectively in the fieldwork. The implication of the result is that the prospect of Business Education graduate to secure job in Nigeria will be thwarted by lack of necessary competencies required by employers of labour in global economy.

6. Recommendations

In view of the issues enumerated, this study recommends that:

- The contents of Business Education programme needs an in-depth review. This would enable the graduates respond to social goals, economic realities and future life challenges. This should be done by selecting contents that are consistent with emergent and anticipated competence needs of the society.
- Also to solve the problem of work-based competencies required in the 21st century, modern technology should be integrated into the contents of Business Education programme in Nigerian universities.

- Moreover, theoretical aspects of Business Education courses should be aligned with related practical for teaching effectiveness. Therefore, the programme should be organised in a most profitable way to achieve its aims and objectives. This will help to provide students with practical competencies needed for successful transition to work place.

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