



## **BUSINESS STUDIES TEACHERS' TRAINING NEEDS IN DELTA SOUTH SENATORIAL DISTRICT OF DELTA STATE FOR SUSTAINABLE DEVELOPMENT**

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### **Abstract**

*The study was carried out to assess business studies teachers' training needs in Delta South Senatorial District of Delta State, Nigeria, for sustainable development. One research question and one hypothesis guided the study. Stratified sampling technique was used to select 136 business studies teachers that formed the sample out of a population of 214 business studies teachers in the secondary schools where business studies was offered. The instrument employed to collect data for the study was a structured questionnaire containing 21 items. The instrument was validated by three business educators. The reliability of the instrument was established using Crombach alpha analysis which yielded a coefficient index of 0.84. Mean and standard deviation were employed to answer the research questions, and t-test was used to test the hypothesis at 0.05 level of significance. The study found that business studies teachers in the Senatorial District required regular training and retraining. The training should be carried out by professional business educators. They also need training in improvisation and the utilization of information and communication technology tools to carry out training on the selection of appropriate teaching methods. Based on the findings from the study, it was recommended, among others, that business studies teachers in the area should be provided with regular training and retraining; professional business educators should be responsible for implementing training programmes for business studies teachers and training business studies teachers should involve the utilization of information and communication technology tools.*

*Key Words: Multi-Skilling, Catalytic, Indispensable, Matrix, Compatibility, Pedagogical*

### **Introduction**

Education provides recipients with skills, competencies, attitude, understanding and fundamental knowledge for meaningful living and positive contribution to national development. Nelson Mandela emphatically averred that "education is the most powerful weapon you can use to change the world" (UNESCO, 2005). Similarly, business education from which business studies emerged as an integral part of vocational education has the capacity to impart skills, empower individuals, create wealth, generate employment and thus reduce unemployment as well as social vices so as to accelerate national development. Business education, no doubt, has the potentials to bring about sustainable and national development (Umezulike, 2015).

Business studies is one of the pre-vocational elective subjects offered at the Junior Secondary School level of the Nigerian educational delivery system as contained in Section 5 of the National Policy on Education (FRN, 2013). It consists of Shorthand, Typewriting, Bookkeeping, Commerce and Office Practice. The subject itself is an integral component of business education hence, it is taught by business educators both at the junior secondary school level and the senior secondary school level where the subject is broken down into Shorthand, Typewriting, Computer Education and Bookkeeping.



At the heart of the teaching and learning process in business studies in junior secondary schools are the teachers. The teachers are expected to be professionally trained and certified, and should be versed in pedagogical issues relating to business studies. To achieve the desired results in this regard, the training and retraining of the teachers is of utmost importance. As invaluable human resources in the education delivery system and to avoid becoming obsolescence, teachers training and retraining should be a continuous process in order to be able to cope with the myriads of emerging trends and challenges that are in a continuum (Nwaiwu, Dikeocha & Nwagu, 2015; Armstrong, 2005).

The need for teachers training and retraining as can be seen from the point of view that education as a whole is the process of facilitating learning or the acquisition of skills, knowledge and habits (Ogundele, Akingbade and Akinlabi, 2012). It takes place in formal and information settings under the guidance of teachers who are saddled with the onerous responsibility of passing across knowledge to students (Anyakoha & Okanazu, 2016). The need under reference can be further amplified with regard to pedagogy which has been referred to as the teaching skills teachers employ together with all the activities requiring these skills that culminate in achieving learning by the students/learners in a variety of domains like understanding, knowledge and skills that cover a wide spectrum (Center for the Use of Research and Evidence in Education (CUREE), 2012).

Conceptually, training is conceived as an organizational effort aimed at helping an employee to acquire basic skills required for effective execution of the functions for which the individual employee was engaged (Vingil, 2009). Training has been regarded as an indispensable aspect of any educational enterprise, especially with regard to the cardinal role that it occupies in the success and effectiveness of the teaching and learning process (Onwuadi, 2012). Armstrong (2005) argued that training is concerned with identifying and satisfying development needs in fitting people to take on extra responsibilities, increasing all-round competencies and equipping people to deal with new work demands especially in the use of information and communication technology (ICT) tools, multi-skilling and preparing people to take on higher levels of responsibility in the future. Training helps teachers to become more professional possessing the ability to take responsibility on the job. This is because teachers play a key role in effecting change in any education system (Chandra, 2004).

Nadeem, Akhtar, Abdul and Maqbool (2013) noted that an individual may not become a good teacher without having definite skills and application that are regularly updated through training and retraining. Training is a systematic development of knowledge, skills and attitudes required by employees to be able to perform adequately on given tasks or jobs (Olaniyan & Ojo, 2008). Systematic training is training that is specifically designed, planned and implemented to meet not only defined and/or identified training needs but also future needs thus preparing individuals for career development.

The importance of training of employees (business studies teachers inclusive), has been aptly captured by Onah (2008) with the assertion that an untrained staff is a liability to a dynamic organization (the education enterprise where teachers are



invaluable). Adams in Vasu (2002) also concluded with emphasis that learning/training is not attained by chance, it must be sought for with ardor and attended to with diligence (Vasu, 2002). Furthermore, organizational management believes that human assets, unlike other assets, cannot be depreciated and, must necessarily be appreciated over an entire tenure. For this reason, training is regarded as an investment and not a cost (Chandra, 1997). Training, no doubt, is catalytic in any management matrix for cohesiveness, compatibility and co-operation in every organizational endeavour.

Several approaches or methods abound for carrying out training programmes. They include induction/orientation, on-the-job, off-the-job, in-house or in-plant training, outdoor training, in-service training/vestibule training, in-basket training, secondment, seminars, symposia, workshop, conferences, job rotation, coaching, lecture, web-based training, role playing, special courses (both local [national] and international) (Vingil, 2009; Olaniyan & Ojo, 2008). Armstrong (2005) identified blended learning (or training) which takes place when learning, development and training programmes deliberately use a range of processes and methods that support one another to maximize their combined impact. With blended learning, it is possible to incorporate as appropriate, a mix of some activities such as informal learning, workplace learning, self-managed learning, personal development planning (like undertaking improvement programmes available through sandwich), planned experience, action learning, coaching, mentoring and e-learning as well as more formal in-house or external training intervention.

Sustainable development has many things in common with education in general and business studies in particular. As a concept, sustainable development relates to the practice of maintaining the processes of productivity indefinitely, be it in the natural realm or in the human realm (Umezulike, 2015). The Brundtland Commission defined sustainable development as a pattern of resource use that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNESCO, 2004). Formal and informal education through raising awareness and influencing behaviour brought about by training of the agents of change, for example teachers, at all levels have a pivotal function if sustainable development is to be achieved. UNESCO (2005) recognized the importance of sustainable development when it adopted the Decade of Education for Sustainable Development (DESD) with the goal of integrating the principles, values and practices of sustainable development into all aspects of education and learning. There is, therefore, a relationship between education in general and business studies and sustainable development in particular.

Attempts to improve business studies teachers' training needs require some strategies. Strategy which is Greek in origin means "stratos". It has military connotation which aims at destroying enemies through the effective use of resources (Stead & Stead, 2008). Broadly speaking, strategy is the means by which individuals or organizations achieve their objectives. Strategy involves some critical actions such as the allocation of resources; it is consistency, integration or cohesiveness and having clear ideas of what needs to be achieved and how it is to be achieved. As an illustration, in turbulent periods when an organization – the education sector for



instance – is buffeted by unforeseen threats and when new opportunities are constantly appearing - opportunities of changing business studies teachers' attitude, improving pedagogy delivery and utilization of information and communication technology (ICT) tools - strategy becomes a vital tool to navigate the particular organization through stormy waters. The notion of strategy prompted Michael Porter to answer the famous question: "What is strategy?" and also answered it by emphasizing that "competitive strategy is about being different; it means deliberately choosing a different set of activities to deliver a unique mix of value" (Porter, 1996). The training and retraining of business studies teachers is pertinent in this connection.

Studies carried out by Gomes (2005) found resistance to change on the part of teachers whereas change is not only dynamic but also inevitable in human societies. The study by (Özden, 2009) found lack of training and retraining of the teaching personnel that serve as the rudder that guides the ship. Another study by (Bingimlas, 2009) found that teachers' attitude were lacking towards computer; there was teachers' apathy, lack of confidence and competence. The present study was carried out in Delta South Senatorial District of Delta State, Nigeria, using public secondary schools where business studies was offered at the junior secondary school level.

### **Statement of the Problem**

Business educators are required to teach business studies in junior secondary schools in Nigeria. The teachers under reference need to be up-to-date in pedagogy delivery, using a variety of information and communication technology (ICT) tools. The knowledge and skills of business teachers, like other professionals, can become obsolete over time. Besides, activities connected with the teaching/learning process are very dynamic in nature and are rapidly changing. The allegation that business studies teachers are lacking what it takes to be effective in teaching business studies and parents' worry that the skill components of business studies, especially shorthand are not being given serious attention, make it imperative to carry out the study with a view of assessing business studies teachers' training needs in Delta South Senatorial District of Delta State for sustainable development.

### **Purpose of the Study**

The purpose of the study was to assess the training needs of business studies teachers in the secondary schools in Delta South Senatorial District of Delta State for sustainable development. Specifically, the study sought to:

1. Assess the training needs of business studies teachers in the secondary schools in Delta South Senatorial District of Delta State for sustainable development.

### **Research Question**

The following research question guided the study:

1. What are the training needs of business studies teachers in Delta South Senatorial District of Delta State for sustainable development?

### **Hypotheses**

The following null hypothesis was tested at 0.05 level of significance:



1. There is no significant difference in the mean ratings of male and female business studies teachers in the secondary schools on their training needs in the secondary schools in Delta South Senatorial District of Delta State for sustainable development.

**Method**

The researcher adopted the descriptive research design for the study. The population for the study was 214 business studies teachers in the secondary schools offering business studies in Delta South Senatorial District of Delta State. A sample size of 136 was taken out of a population of 214 using stratified sampling technique. The instrument employed for the study was a structured questionnaire. The questionnaire was structured on a 4-point scale of Strongly Agree (SA): 4 points, Agree (A): 3 points, Disagree (D): 2 points and Strongly Disagree (SD): 1 point. Three experts in business education validated the instrument. The reliability of the instrument was determined with the administration of 20 copies of the instrument on 20 business studies teachers in 10 randomly selected secondary schools in Delta Central Senatorial District of Delta State. The internal consistency of the instrument was assumed using Crombach alpha analysis which yielded a coefficient index of 0.84. The researcher personally administered copies of the questionnaire on the respondents with the aid of three research assistants who were properly briefed on the purpose of the. Data collected were analyzed using mean and standard deviation to answer the research question. The null hypothesis was tested at 0.05 level of significance using t-test. In answering the research questions, any item with mean value of 2.50 and above was regarded as agreed and any item with mean value less than 2.50 was regarded as disagreed. Furthermore, where the calculated t-table value was greater than the critical t-table value, the hypothesis was rejected. Conversely, where the calculated table value was less than the critical table value, the hypothesis was not rejected.

**Results**

**Research Question**

What are the training needs of business studies teachers in secondary schools in Delta South Senatorial District of Delta State, Nigeria for sustainable development?

**Table 1: Training Needs of Business Studies Teachers in Delta South Senatorial District of Delta State, Nigeria for Sustainable Development**

S/N	ITEMS	Mea n	SD	Rm ks
1.	The training programmes you have attended so far have not adequately prepared you for teaching business studies	2.03	0.64	D
2.	The contents of the training programmes you have attended previously have not met your personal needs	2.32	0.77	D
3.	You would like to attend specific training programmes for business studies teachers regularly	3.62	0.69	A
4.	Appropriate training methods were used in the training programmes you have attended so far	3.02	0.53	A
5.	The present method of training business studies teachers where	2.00	0.70	D



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	teachers from other disciplines other than business studies is satisfactory			
6.	You would like training programmes for business studies teachers to be exclusive	3.11	0.73	A
7	Professional business educators should be the ones to train business studies teachers	3.17	0.76	A
8.	The quality of trainers of business studies teachers do not meet the needs of the teachers	2.98	0.84	A
9.	A different strategy should be employed in training business studies teachers	3.03	0.75	A
10.	The training programmes of business studies teachers do not adequately consider the needs of individual business studies teachers	2.32	0.55	D
11.	Teaching business studies teachers requires special training by specialists	2.95	0.82	A
12.	Previous training programmes for business studies teachers have been theoretical	3.29	0.60	A
13.	The 21st century business studies teachers require training based on mentor-mentee relationship	3.43	0.65	A
14.	Training programmes for business studies teachers should include community interactions	3.72	0.56	A
15.	Training programmes for business studies teachers should include practical attachments	3.53	0.65	A
16.	Training programmes for business studies teachers should include the utilization of ICT tools by the teachers	3.30	0.55	A
17.	Training programmes for business studies teachers should include the improvisation of instructional materials	3.18	0.65	A
18.	Training programmes for business studies teachers should include strategies for overcoming the challenges of teaching the skill components of the subject such as Shorthand and Typewriting	3.10	0.68	A
19.	Training programmes for business studies teachers should include attitudinal change towards the teaching of business studies	2.91	0.64	A
20.	There should be adequate training of business studies teachers on programme planning expertise	3.04	0.64	A
21.	Training is needed by business studies teachers on the selection of appropriate teaching methods	3.52	0.53	A

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Information in Table 1 indicates that the respondents do not agree with Items 1, 2, 5 and 10 because the mean values of these items are less than 2.50 which is the cut-off point. However, the Table reveals that all the respondents are in agreement with the remaining items because their mean values were 2.50 and above with reference to the decision rule.

### **Test of Hypothesis**



There is no significant difference in the mean ratings of male and female business studies teachers on training needs in Delta South Senatorial District of Delta State for sustainable development.

**Table 2: Summary of t-test Analysis of Male and Female Responses on the Training Needs of Business Studies Teachers in Delta South Senatorial District of Delta State for Sustainable Development**

Respondents	N	Mean	SD	Df	P	t-cal	t-crit	Decision
Male	66	3.04	0.66	134	0.05	0.29	1.96	NS
Female	70	3.00	0.70					

Data in Table 2 show that the calculated table value is 0.29 and the critical table value is 1.96 at 0.05 level of significance. Thus, calculated value is greater than the critical value. By this result, the hypothesis is accepted. The findings are not out of place because employee training needs irrespective of the place of work and/or nature of work are never ending because of several factors such as employees' relevance, societal needs and the dynamism of change.

### **Discussion of Findings**

The result of the study showed that the respondents were near unanimous on the training needs required by business studies teachers in Delta South Senatorial District of Delta State. Furthermore, the finding of the hypothesis tested showed that there was no significant difference in the mean responses of male and female on the training needs of business studies teachers in Delta South Senatorial District of Delta State. This implies that gender had no significant effect on the responses of business studies teachers for sustainable development. The findings are corroborated by the study carried out by Onwuadi (2012) on the rating of the training needs of adult education instructors in Anambra State, Nigeria in which it was found that the training of teachers should entail the use of information and communication technology, improvisation and instructional development, among others. This study also found the need for the professionalization of training that is supported by Armstrong (2005) who argued that for training to be effective those involved should be professionals that can use a variety of methods to enable the trainees to be multi-skilled.

### **Conclusion**

The education sector which provides employment for business studies teachers is replete with training needs that have to be met considering the fact that it is characterized by the influence of change and change is said to be ever dynamic. The findings of this study suggested that business studies teachers have training needs that have to be accomplished for sustainable development.

### **Recommendations**

Based on the findings of the study, the following recommendations are put forward:



1. Training of business studies teachers should be carried out by professional Business educators because they are more familiar with the needs of business studies teachers.
2. Business studies teachers should be given training in improvisation and the utilization of information and communication technology tools.

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