**ATTITUDE OF BUSINESS EDUCATION TEACHERS TOWARDS TEACHING**

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The primary objective of this study was to assess and describes the attitude of business education student’s teachers towards the teaching profession. The view of 200 staff was sampled with questionnaires administrated on student. Data analysis revealed that majority of student sampled who were predominantly female, as well as their male counterpart, had positive attitude towards teaching profession. Among other things, it was recommended that teaching profession must be improved to enable perspective in-service. Teachers in training to choose teaching as a profession.

**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background of the study**

Teaching is an old profession for centuries the teachers has been a reverend individual, a person seen to posse’s ability to impart knowledge on others. Business education has been in existence in the traditional Africa society but it was not institutionalized. Knowledge of any occupational area was usually acquired through apprenticeship system until recently when it was institutionalized in Nigeria. However, as the nation moved towards a scientific and technological advancement, it becomes necessary for more people to be involved in the industries and the only way the need manpower can be achieved is through education.  Education is universally recognized as a good thing, hence nation spend large part of their budget to provide education to their citizens. It is a common knowledge that individual differs in their level of academic attainment motivation and educational needs. For these reason, variety of educational provisions are made with a view to meet varies and. In Nigeria context, the national policy of education (FRN, 2004 revised) provides for educational structure which is meant and business courses junior and secondary school curriculum. The national policy on education (2004) noted the need for the acquisition of appropriate skills, ability to the development of the society. Business education is seen as education that prepares youth and adult for employment in a specific occupation of family occupation by providing experience which enable them to develop competencies needed to perform the duties and functions for such employment. Business education student’s teacher learnt the profession (Wenrich and Wenrich, 1979) which help to train youth for employment in industries commerce and other enterprises by exposing them to experiences which provide them manipulative, informational and attitudinal skills. This types of education also trains adults who are already employed and whose skills may have become absolute, and requires either and an update of skills in his occupational or a retaining in other occupations. In this context, the type of business education students teachers programmed made available to youths and must be relevant to other needs and the needs for the occupation. According to Ryaner and Herman (1988) occupational courses need to help graduates to function effectively, both on graduation in the foreseeable future by reflecting on the present and future needs to the occupational  area. It also emphasizes the provision of graduates with the principles and problem solving procedures which will allows them to adjust to the changes occurring in their occupational area.

The goal of business education as derived from the central tenet of democracy and from a common and deep appreciation of the value of dignity of work include the following:

1. To prepare the learner for entry into employment and advance in his chosen career.
2. To meet the manpower needs of the society
3. To increase the options available to each students
4. To serve as a motivating force to enhance all types of learning
5. To achieve these learners to wisely select a career.

To achieve these goals, various business education courses in the system of education, despite the fact that there are shortage of professional trained business education teachers, the few available ones would be business teachers that show a negative attitude towards the profession thereby learning it to suffer from lack of professional teachers in the area. In launching the send national development plan (1990) the federal republic of Nigeria attribute high dropout rate in secondary school to poor quality of teaching. This general public also blamed the falling standard of education on non-devotion to duty on the part of teachers so the government realized the importance of business teachers therefore committed to the improvement and expansion of business educational training programmed and conditions of services for business education teachers in the country. In this effort to change the attitude of a service teacher towards the teaching profession. Attitude according to Aluaex (1989) means a behaviour which is regulated, filled with emotions varying in intensity and generally accorded to the specific situation over which they apply. He observed that such attitudes is learned to form a component of the characteristics trait of interest, appreciation like, dislike, opinions, values and ideas of an individual. Thus, students attitude towards teaching profession relates to their emotional reaction, interest, attitude, satisfaction, feeling and values in the classroom

* 1. **STATEMENT OF THE STUDY**

For Nigerian to attain technological progress and excellence, it requires devoted training of business education teachers especially for the challenging competition 21st century. Business education teachers that are undergoing training must develop and have the characteristics, traits, interests, attitude, to be able to teach effectively in a challenging environment. It is generally observed that students prefer to chose other professions than teaching upon graduation. In view of the foregoing, it appears pertinent therefore to assess the attitude of business education students in Ovia North East Local Government Area towards teaching profession. A persons attitude is reflected in his/her perception and cognition which in turn can be inferred determinant of any action of people, objectives, ideas, or any other concept within a psychological field is the established attitude to teach them the statement of the problem is that there is lack of research evidence regarding business education students teachers attitude towards teaching profession in Ovia North East Local Government Area. The knowledge derived from his study will go to their interest, gender, attitude, age and other characteristics traits.

Teaching profession among business education student, according to their interest gender;

1. What is the general attitude of business education student towards teaching profession
2. Do male and female student differ in their attitude towards teaching profession
3. Do students differ in their attitude towards teaching profession according to what they are?
4. What are the characteristics of indifferences of Ovia North East Local Government Area, who were interviewed in the course of this research work?
   1. **OBJECTIVE OF THE STUDY**

The main objective of understanding this study is principally to educate or  find out the following:

1. To find out if business education students teachers are not capable or willing to impact knowledge on others.
2. To prepare youth and adults for such employment
3. To get experience which enables them to develop competencies needed to perform the duties and functions for such employment.
4. To train youths for employment in industries, commerce, and other enterprises.
5. It helps to expose them to experience which provides/help them manipulate, informational and attitudinal skills.

**1.4    RESEARCH HYPOTHESES**

For the successful completion of the study, the following research hypotheses were formulated by the researcher;

**H0** business education student’s teachers are not capable or willing to impact knowledge on others

**H1:**  business education student’s teachers are capable or willing to impact knowledge on others

**H02:** there is no experience which enables them to develop competencies needed to perform the duties and functions for such employment

**H2:**  there is experience which enables them to develop competencies needed to perform the duties and functions for such employment

**1.5 SIGNIFICANCE OF THE STUDY**

This study will provide information to our educational planner on some factors which can constitute obstacles in the achievement of the aims and objectives of business education. This study will also provide necessary guidelines which will be helpful in eliminating some of the factors which frustrate business education students towards teaching profession. The problems of getting as a career as one who is becoming acceptable as higher school graduate while some see teaching as a waiting room for better job.

**1.6 SCOPE AND LIMITATION OF THE STUDY**

The scope of the study covers attitude of business education teachers towards teaching. The researcher encounters some constrain which limited the scope of the study;

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**c) Organizational privacy**: Limited Access to the selected auditing firm makes it difficult to get all the necessary and required information concerning the activities.

**1.7 DEFINITION OF TERMS**

**Attitude**: An enduring feeling towards an individual objects a solid institution or group. (Educational psychology by Bair Jonbes and Samles pg 472). This is also regarded to as how a student feels about the subject and how it affects his or her study of it.

**Attitude**: is for natural or acquired talent.

**Interest**: This is the condition of wanting to know or learn about something.

**Area of Specialization**: Is to become a specialist for a particular subject.

**1.8 ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows

Chapter one is concern with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 PERCEPTIONS OF STUDENTS’ TOWARDS BUSINESS STUDIES**

According to MoE (2006), students’ perceptions towards Business Studies can have a significant effect on the achievement of their expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively. In addition, the diversity of subjects and approaches represented in the Business curriculum will allow students to find courses that are well suited to their particular learning styles and interests. Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/ research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the Business world. It is essential to emphasize the relationship of Business Studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affect their lives, the communities, and the world. In all courses, consideration should be given to including student conferences, visits from a range of quest speakers with diverse backgrounds and experiences, and trips to local businesses. Students develop a better understanding of various aspects of the study of business when they can see and experience actual examples of what they are studying. Such experiences also give them a better appreciation of the unique features of the business communities that affect their daily lives. The complex nature of business today, influenced by the restructuring of the economy, rapid advances in technology, and the globalization of the market place, requires that students be given varied opportunities to learn about current business realities and practices. By ensuring that students engage in experiential learning and real-world applications, teachers can help them develop the practical, current business knowledge and skills they need (MoE, 2006). Kipchenger in Ndambuki (2008) researched on factors affecting enrolment of students in Economics in secondary schools of Nakuru District. The researcher used survey design and systematic random sampling to pick from three students doing business related subjects. The instruments used were questionnaires and interview schedule for Economic teachers and students. Interview schedule was also used to gather information from Head teachers and School Inspectors. The study found out that Head teachers do not pay attention to teaching of optional subjects. This made teachers to neglect and give less emphasis to the subject, making students to develop negative attitudes towards the subject. Recommendations included provision of adequate resources, organization of In-Service courses and motivation of teachers. This study focused on Economics discipline while the current study focused on the Integrated Business Studies made up of five separate disciplines namely Economics, Accounting, Commerce, Typing with Office Practice and Entrepreneurship Secondly this study used questionnaire and interview guide as instruments of data collection while the current study uses questionnaire, interview guide and document analysis guide. Thirdly this study was done in Nakuru District while the current study was done in Nandi East District. Jepkuruny (2010) researched on Analysis of Implementation of the Secondary School Integrated Business Studies curriculum in Baringo District. The researcher used descriptive survey and naturalistic designs. Stratified simple random sampling was employed to categorize schools into provincial and district schools. This was further categorized into ‘mixed’, ‘Boys’ and ‘Girls’ schools. Simple random sampling was used to select 520 students from ten secondary schools out of an estimated 2160 students enrolled in Business Studies. The instruments used were questionnaires for students and teachers. Interview guide was used to collect information from Business Studies teachers and Heads of Department for Technical subjects and creative Arts. Documents Analysis guide was used to seek information on the objectives and topics in the Business Studies curriculum and the teacher preparedness by examining professional documents. The researcher found out that the formulation of the objectives of the Business Studies curriculum was a well thought out process although there were certain aspects of content for instance inadequacy, difficulty, progressive presentation and sequence limited achievement of objectives. Secondly teaching learning strategies and assessment method used were inappropriate for example teaching in most classrooms was teacher centered and content driven. In addition attitude of boys towards Business Studies curriculum was more favorable than girls. Recommendations were: students’ text books and teachers guide books should infuse content relevant to HIV and AIDS, Drugs and substance abuse within appropriate topics or subjects (Jepkuruny, 2010). Secondly curriculum review should be carried out in order to integrate ICT practical learning within Business Studies. Thirdly content that has been proved to be unsuitable to learners at the secondary school level should be moved to higher educational levels, removed or made simpler. Learning activities that are more student centered and practical oriented should be added to the Business Studies curriculum so that students’ can develop positive attitude towards the subject. Suggested research studies included: A study on factors that bring about lower attitude of Business Studies teachers than students, Comparative studies on the different teaching learning strategies and assessment and finally Comparative studies on effectiveness of various teaching learning materials in achieving learning objectives (Jepkuruny, 2010). This study was done in Baringo District while the current study was conducted in Nandi East District. Secondly this study was done when the revised Integrated Business Studies Curriculum had not been implemented up to form four while the current study is being done when the revised Integrated Business Studies Curriculum has been implemented up to form four and the first candidates were examined by KNEC in 2011. Thirdly the current study will assess whether the attitude of male and female students is still different after the revision of the Integrated Business Studies curriculum and whether Business Studies content is now relevant to the secondary level. Mwale in Omao (2007) carried out a survey on Secondary school learners’ attitudes towards the teaching and learning of the Integrated English curriculum. The purpose of the study was to examine the learners’ attitudes towards learning English and their effect on performance. Mwale’s study found out that majority of the learners disagreed that they hated English. The learners had a strong desire to learn English. However, teachers frustrated them by embarrassing them. His study used a Likert scale as the main instrument for the study, which is an appropriate instrument in measuring attitude. His study further found out that the learners can be interested but if the teachers cannot use positive reinforcement, they kill the morale in the learners. This study did not investigate teachers’ perceptions on the integrated curriculum while the current study focused on students and teachers perceptions towards the revised Business studies curriculum

**2.2 TEACHERS’ PERCEPTIONS TOWARDS THE INTEGRATED BUSINESS STUDIES CURRICULUM**

Teachers are the most important element in delivering quality education (Greyling, 2009). The most direct and effective way of raising instructional quality is to improve teachers knowledge and pedagogical skills through In-service, and to ensure that the organizational conditions under which teachers work promote effective instruction and focus on students’ learning out comes (Liu & Linggi, 2009). One of the main factors that affect teacher competence is their ability to embrace the concept of life long learning. Teachers cannot be expected to work effectively for their working career with no additional support or training. Christie et al (2004), say that continuing professional development (CPD) is necessary, not only to help teachers deal with a revised curricula and evolving methods, but also to re-energize and motivate them. Gross, Giacquinta and Bernstein (1971) noted that for effective curriculum implementation there is a need to consider the quality of implementers who are charged with the responsibility of putting the curriculum into practical terms. The implementation of the new curriculum therefore must consider teachers’ understanding of the innovation. If their understanding is ambiguous, they will be confused about what is expected of them. The cascade model type of CPD is the mostly widely used, delivered through short-term workshops (Anderson, 2002). Although this model is suitable for some kinds of material, Monk (1999) and Higginson (1996) argue that there are a number of practical difficulties with this model: the course are usually short; teachers often do not see the need or don’t have the skills to adopt new practices; the training is divorced from the content of the school; and trainers rarely have practical classroom experience with the new programme or methods. When the revised curriculum was rolled out in 2002, the cascade model was used to orient teachers and QASO’s. The MoE is mandated to carry out In-service of teachers on any new curriculum on its interpretation and implementation. K.I.E is also expected to orient not only teachers but also education officers and other stakeholders on the salient issues of the curriculum. In August 2002, in preparation for the roll out of the curriculum in 2003, a national induction of QASO’s and HoD’s was carried out at regional and district levels using a cascade model. The induction was organized by the Directorate of Quality Assurance and Standards that engaged K.I.E specialists. The findings of the monitoring studies however indicated that the training was not effective beyond the District level (Republic of Kenya, 2005). The one day training at the district level was also insufficient. On the other hand, some subjects such as Business Studies, Home Science, Art and Design, English and Kiswahili had experienced major changes during the review. Teachers for these subjects therefore are required to have more intensive and regular In-service beyond the one day orientation (Republic of Kenya, 2005). According to Republic of Kenya (2010) teacher capacity building was especially critical for the revised Business Studies curriculum. During the 2002 curriculum revision, Accounting Economics, Commerce, Typing with Office practice were integrated into one subject called Business Studies. A teacher who had not studied any of the subjects making up the integrated Business Studies is bound to experience challenges with respect to content knowledge in some topics. As a result, In-serving the teachers on such content mastery gaps are imperative. The secondary strategy (MoE 2007) also recommends training teachers of English to address the merging of literature and language in English. It calls for K.I.E, in liaison with DQAS, to continuously identify challenging areas in subjects other than science and Mathematics and organize In-service courses. Some teachers have continued to have a negative attitude towards Business studies. They strongly held to their areas of specialization and refused to change to the needs of the new subject. They adversely influenced some students to believe that Business studies were impossible and difficult. The current study seeks to assess the level of preparedness of the Business Studies teachers to teach the revised Integrated Business Studies Curriculum as perceived by the learners in secondary schools in Nandi East District. Ndambuki (2008) researched on effectiveness of Business Studies teachers in the implementation of Business Studies curriculum in Secondary schools in Nairobi Province. The researcher used descriptive survey design and stratified random sampling to select the following categories of public schools: National, Provincial, District, Boys and Girls schools. Two schools were selected from each stratum using simple random sampling bringing the total number of selected schools to ten. The instruments used were questionnaires for students and teachers, interview guide was used to collect information from head teachers and document analysis was used to establish whether teachers prepare teaching records like schemes of work and lesson plans and whether they use them when teaching. The researcher found out that the teachers are faced with a major challenge of integrating the subjects that make up Business Studies into one. Secondly the syllabus was still too wide to be covered in four years. In addition few teachers were comfortable teaching Business Studies as an integrated subject; indeed few teachers attended In-service training before the implementation of Business Studies curriculum in Secondary schools. Other findings were poor teaching and learning strategies characterized by over reliance on questionanswer method, inadequate or proper utilization of the available teaching and learning resources The recommendations were Business Studies teachers to use the available resources or improvise where possible for effective implementation of the curriculum; K.I.E to revise Business Studies curriculum (Ndambuki, 2008). Suggestions for further research studies included a study to investigate why teachers are not satisfied with the Business Studies curriculum and what hinders Business Studies teachers from using a variety of teaching methods. This study focused on effectiveness of Business Studies teachers in the implementation of Business Studies curriculum in Secondary schools. Teachers are not the only factor that determines the effectiveness of the implementation of a curriculum. Other factors like teaching methodologies, resources also affect the implementation. The current study sought to assess the perceptions of students and teachers on the revised Integrated Business Studies Curriculum in Secondary schools. Secondly this study was conducted in Nairobi Province while the current study was conducted in Nandi East District. Finally the study focused on the Business Studies curriculum implemented in 2003 while the current study focused on the Integrated Business Studies curriculum revised in 2007 and implemented in 2009 in forms one and two

**2.3 BUSINESS EDUCATION**

Business education means many things to many people. Agwumezie (1999) saw business education as a programme in education that prepares students for entry into and advancement of jobs within the business. Aliyu (1999) considered it as a programme one needs to be proud of if properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting. To Igboke (2000:1), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. However, business education will produce responsible, productive and self-reliant citizens. This highlights the importance of Business Education in inculcating in the recipients knowledge, values, attitudes and skills needed in the business world. Business education is an aspect of educational programme offered at the higher institution of learning which prepares students for careers in business. Business education as a discipline is expected to expose its recipients to diversity curricula, hence, it is that type of education that inculcate in its recipients attitudes, knowledge, skills, values that is required in the business world. This is a means of producing a healthy, literate self-reliant citizen that would create wealth for human development, when they become self-employed, thereby resulting to sustainable nation’s development at large.

**2.4 BUSINESS TEACHER EDUCATION**

The education of business teachers in Nigeria has been expanding and growing in recent years. This is as a result of increase in the demand for business teachers because of increase in students’ enrolment in business education programme and quest for acquisition of employable skills both in private and public schools. In Nigeria’s Third National Development Plan (1975 to 1980), the Federal Government maintained that the quality of teaching staff in all fields is probably the most important determinant of educational standards at all levels. Furthermore, the Federal Government of Nigeria (2004) stated that teachers' education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers. Therefore, for business education teacher quality to rise above the business education system, a strong global reform in business teacher education curriculum is required. Such reforms would enhance business teacher education the chance of being a component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the attainment of self-reliance of the individual learner and the nation at large. Ubulum (2000) looked at business teacher education as the pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. It could be seen as an aspect of educational training process which business teacher-trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities, for personal or vocational usage, and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. Business teacher education aims at:

1. Educating business education teachers who will be positively oriented towards teaching business subjects.

2. Producing effective business teachers who are highly motivated and conscious of the important role they are expected to play in the development of business education.

3. Producing business teachers who possess sufficient knowledge in the theory and practice of business education which they can in turn teach in the teacher training colleges and

4. Equipping the business education students with sufficient knowledge and skills in business management. However, business teacher education specially encompasses such programmes that are designed to give pedagogical training to those who will be engaged in the teaching of:

1. JSS Business studies;

2. Compartmentalized single business subjects at the senior secondary school (SSS), which includes; bookkeeping/ Accounts, Commerce, Economics, Typewriting and Shorthand; and

3. At the tertiary institutions/they are required to teach courses in Accounting, Business Management, Marketing, Computer Operation/Secretarial Studies, Methods of Teaching Business Education and other business related fields. Business teacher education curriculum is structured in such a way that student-teachers are made to complete training in the four major components of teacher education which include:

a. General Education

b. Professional (Pedagogical education)

c. Teaching subject; and

d. Teaching practice/students' industrial work experience (SIWES), NPE (2004).

**2.4 BUSINESS TEACHER EDUCATION FOR SELF-RELIANCE**

Business teacher education is not left out in the task of producing potential business teachers who would take up the challenges. Business educators play prominent roles in preparing students to become responsible citizens, capable of making astute economic decisions that would benefit their personal and professional lives. We witness changes continuously due to technological advancement globally and as such, business education programme becomes increasingly important for preparing learners to imbibe the changes. The role of business education teachers as a handy tool in the realization of self-reliance in a country cannot be over-emphasized. Noting this important role, Ibigbami (2004) stressed that Business Teacher Education Curriculum should be developed in response to the national demand for education reform. Business teachers are therefore expected to demonstrate specific skills, apply knowledge and possess professional qualities which will enable them prepare students who can meet society's demands for high performance. The National policy on education (2004) in accordance with the existing Business teacher education programme provides for career development in business education at secondary school level to make it possible for recipients who cannot continue their education to the next level to find useful jobs. Business teacher education should exist with emphasis geared towards creating or offering employment opportunities covering a wide range of training requirements from certain semi-skilled sorting and filling jobs to managerial and executive positions (Ekpenyong, 2005). The extent to which a curriculum assists business students and business teacher-trainees to competently enter and succeed in the world of work spells out success. In fact, every meaningful curriculum especially the business teacher education curriculum should not only be systematically developed, but should not be static or irrelevant. In terms of relevance, Wheeler in Chukwurah (2010) stated that business teacher education curriculum planning and development like every other education programme planning and development, is a continuous process and should be in the following phases:

1. The selection of aims, goals and objectives

2. The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives

3. The selection of content (subject-matter) through which certain types of experiences may be offered; 4. The organization and integration of learning experiences and content with respect to the teaching/ learning process within the school and classroom; and

5. Evaluation of the effectiveness of all aspects of Phases- 2, 3 and 4 above in attaining the goals detailed in Phase one. These phases are related, interdependent and combined to form a cyclical process.

The following needs to be considered necessary for reforming business teacher education programme for self-reliance in Nigeria:

* 1. Quality of candidates for business education programme: According to Federal Government of Nigeria, (2004), the Nigerian certificate of education (NCE) remains the minimum qualification for entry into teaching profession in the Nigeria educational system. Imogie (1999) considered such entry requirement in teaching to be too low to be regarded as a profession. Such poor entrants to the teacher education programme in our schools today constitute the problems of recruitment of competent and professionally trained business teachers into Nigerian school system (Afe, 2002). The poor quality of teachers according to Maxwell in Osho (1994) can be ascribed to the low entry behavior of pre-service teachers.
  2. Training facilities for business teacher education programme: The importance of training facilities to the overall success of any educational enterprise has never been in doubt. It is on this basis that Olutola in Ekpenyong and Nwabuisi (2003) emphasized on the need for the provision of adequate training facilities. Chika (2000) maintained that training equipment and facilities needed for effective instruction of business education should be a replica of what is obtained and used in business offices and which the business teacher-trainees must appreciate. Similarly, funding of tertiary institution in Nigeria is nothing to write home about and this invariably is affecting the procurement of required training equipment and facilities for business education teachers.
  3. It has been observed that some skills are likely to become obsolete as a result of lack of updating knowledge by business teachers. There is need for a workable staff development policy that would influence the retraining of business educators whose skills will turn out to be unmarketable. Such staff development will center on the area of new technology application. Business teachers need to engage themselves through a number of processes such as internet browsing, attendance to seminars, conferences, reading relevant books and journals and playing active roles in relevant professional associations.
  4. The need for the curriculum of business teacher education to be relevant to the needs of the student teachers cannot be overemphasized. Business teacher education curriculum should be viewed from the point of occupational and pedagogical competence, relevance to the needs of the students, society and employers, comprehension in scope, depth in knowledge and competence in skills, (Ojo, 2004).

**2.5 THE NATURE OF ATTITUDE**:

Attitudes involve some knowledge of a situation .However, the essential aspects of the attitude are found in the fact that some characteristics feelings or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion; objectively it is the response, or at least the tendency to respond.

**2.6 ATTITUDE OF TEACHER**

Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature generally it is, a complex mental state involving beliefs. Gupta ( 1996) describes that the task of teachers is central to education .Teachers must transmit to new generation cultural heritage of society – the knowledge , skills , customs , and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviours which show teacher’s intellect, desire to excel, extended professionalism and teaching as a life concern.

**2.7 ATTITUDE OF TEACHERS TOWARDS TEACHING**:

**Concept of Attitude**: The mind of the individuals is expressed in his behaviour through attitude. As he develops, he is trained and unconsciously governed by the environment to take certain attitudes towards certain subjects. Similarly, the trend come with certain attitudes as they (students) enter the classroom. If the student has favourable attitude he may surprise the teacher by his ability to learn than what was expected from him. If he has negative attitude, he may strongly resist learning in spite of the through and honest efforts of the teachers and all such efforts, prove to be futile.

**Teaching A Profession:** Teaching is considered as a profession, when viewed from the internationally accepted yard stick of a profession. Teaching profession is not primarily a service based, nor a commercial one every profession has to make arrangements for its own development. If this is not done the profession will be rendered absolute and is bound to be rejected by the society in the long run The combination of motivation, aptitude and competence that forms the real basis for the professional development of teachers. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills to prepare them to the way of democracy, which help them to become happy, useful, self-supporting citizens. The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession. The members of teaching profession should share with parents in shaping each student’s purpose and get towards socially accepted needs. He has to respect the basic responsibility of parents for their children. He has to establish friendly and co-operative relationship with the home. The teaching profession occupies a position of public trust involving not only the individual teacher’s personal conduct but also the interaction of the school and the community. He should perform the duties of citizens and participate in community activities. He has to discuss controversial issues from an object point of view keeping the class from partisan opinions. According to the expectations of home, society, community and nation the role of present day teacher has become very challenging, complex and multi faced and he has to act for the proper fulfilment of the national goals of education.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to attitude of business education teachers towards teaching

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information attitude of business education teachers towards teaching. 200 staff of selected secondary schools in Ikpoba Okha local government of Edo state was selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

1+N(e)2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. They staff were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the organizations. The questionnaires contained about 16 structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion.

The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item contained in questions.

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

Question 1

Gender distribution of the respondents.

TABLE I

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender distribution of the respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 77 | 57.9 | 57.9 | 57.9 |
| Female | 56 | 42.1 | 42.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

Question 2

The positions held by respondents

TABLE II

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The positions held by respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| **Valid** | Principals | 37 | 27.8 | 27.8 | 27.8 |
| Vice principals adm | 50 | 37.6 | 37.6 | 65.4 |
| Senior staffs | 23 | 17.3 | 17.3 | 82.7 |
| Junior staffs | 23 | 17.3 | 17.3 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

The above tables shown that 37 respondents which represent27.8% of the respondents are principals, 50 respondents which represents 37.6 % are vice principals administration 23 respondents which represents 17.3% of the respondents are senior staffs, while 23 respondents which represents 17.3% of the respondents junior staffs

**TEST OF HYPOTHESES**

Business education student’s teachers are not capable or willing to impact knowledge on others

**Table III**

|  |  |  |  |
| --- | --- | --- | --- |
| **business education student’s teachers are not capable or willing to impact knowledge on others** | | | |
| Response | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
|  | |
|  | business education student’s teachers are not capable or willing to impact knowledge on others |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. | |

Decision rule:

There researcher therefore reject the null hypothesis that state business education student’s teachers are not capable or willing to impact knowledge on others as the calculated value of 19.331 is greater than the critical value of 7.82

Therefore the alternate hypothesis is accepted that state business education student’s teachers are capable or willing to impact knowledge on others

**TEST OF HYPOTHESIS TWO**

There is no experience which enables them to develop competencies needed to perform the duties and functions for such employment

Table V

|  |  |  |  |
| --- | --- | --- | --- |
| **there is no experience which enables them to develop competencies needed to perform the duties and functions for such employment** | | | |
| Response | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | there is no experience which enables them to develop competencies needed to perform the duties and functions for such employment |
| Chi-Square | 28.21 1a |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. | |

Decision rule:

There researcher therefore reject the null hypothesis that state that there is no experience which enables them to develop competencies needed to perform the duties and functions for such employment as the calculated value of 28.211 is greater than the critical value of 5.99

Therefore the alternate hypothesis is accepted that state that there is experience which enables them to develop competencies needed to perform the duties and functions for such employment

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to ascertain attitude of business education teachers towards teaching. In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the challenges of attitude of business education teachers towards teaching

* 1. **Summary**

This study was on attitude of business education teachers towards teaching. Four objectives were raised which included: To find out if business education students teachers are not capable or willing to impact knowledge on others, to prepare youth and adults for such employment, to get experience which enables them to develop competencies needed to perform the duties and functions for such employment, to train youths for employment in industries, commerce, and other enterprises, it helps to expose them to experience which provides/help them manipulate, informational and attitudinal skills. In line with these objectives, two research hypotheses were formulated and two null hypotheses were posited. The total population for the study is 200 staff of selected secondary schools in Ikpoba Okha local government of Edo state. The researcher used questionnaires as the instrument for the data collection. Descriptive Survey research design was adopted for this study. A total of 133 respondents made principals, vice principals administration, senior staffs and junior staffs were used for the study. The data collected were presented in tables and analyzed using simple percentages and frequencies

* 1. **Conclusion**

Researcher feels that level of teacher attitude towards teaching profession was found to be positive. Researchers have shown that teachers’ attitude towards teaching profession negatively or positively affects the students ’scholastic success and participation in lessons. Teacher’s attitude towards teaching plays a major role in shaping the attitudes of students towards learning. This can be concluded that, secondary school teachers are motivated towards their profession and they participate in the school academic activities enthusiastically.

* 1. **Recommendation**

On the basis of the findings and their implications, some recommendations were made:

* Only personally qualified teachers should be employed' to teach business studies. While those who lack professional qualities should be sent back for training. Adequate find should be made available in the educational sector to enable business studies infrastructure.
* Adequate attention should be given to the provision of teaching and learning' facilities for business studies.
* Parents and teachers should monitor the behaviour and progress of students towards business studies and to encourage their habit of paying much attention to learning business studies.
* Government should have more concern to business studies teachers by motivating their attitude towards discharging their duties through increment in salaries and other incentives.

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }

Others……………………………….

1. How long have you work as a teacher?
2. 0-2 years { }
3. 3-5 years { }
4. 6-11 years { }
5. 11 years and above……….
6. Position held by the respondent in secondary school
7. Principal { }
8. Vice principal administration { }
9. senior staff { }
10. junior staff { }
11. How long have you work with secondary school
12. 0-2 years { }
13. 3-5 years { }
14. 6-11 years { }
15. 11 years and above……….

SECTION B

1. There is no knowledge of the subject important for effective teaching?
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. There is no teaching profession make ones to grow all round knowledge?

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. There is business education student teacher work in other industry outside teaching
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. There is no bad attitude of teacher towards teaching of business studies
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. Not all students like business education
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. Government of Edo state have reform educational sector
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. There are no qualified teachers in Edo state?
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. All student offer business education
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. Business education help in self employ
32. Agreed { }
33. Strongly agreed { }
34. Disagreed { }
35. Strongly disagreed { }