

Secondary School Principals' Perception of Business Studies Teachers' Teaching Effectiveness in Anambra State, Nigeria

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Abstract

Today the developments of Nigerian educational system and students' academic achievements have placed many demands on the effectiveness of business teachers. One of the demands is that schools should graduate students with employable skills. In this study, principals of schools rated the effectiveness of secondary school business studies teachers' in the use of selected teaching techniques for employable graduate output. A population of 261 public secondary school principals in Anambra State was used as sample for this study. Four research questions and three null hypotheses guided the study. A structured questionnaire developed by the researchers was used to elicit responses. Means and standard deviations were used to answer research questions while z-test was used to test the hypotheses. The study revealed that business studies teachers were ineffective in adhering to some aspects of time management; classroom management and lesson note preparation and delivery for optimal achievement of instructional goals and improved students' academic achievements and consequently employability. It was recommended among others, that business studies teachers should endeavour to see time and class management as well as proper lesson note preparation as veritable tools for effective interaction, mastery and acquisition of requisite skills for employability especially now that students achievements at both internal and external examinations seem to be at its lowest ebb.

Key words: Secondary school principal, Business studies, Teacher effectiveness

1. Introduction

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

In Nigeria, our education policy has been changing from one system to another in a bid to meeting local educational demands and international best practices in education. Only recently, Nigeria education pattern shifted from 6-3-3-4 to 9-3-4 system of education. The 9-3-4 comprises of six years of primary school categorised into lower basic (1-3) and middle basic (4-6); three years of junior secondary school (JSS 1-3) now called upper basic and three years of senior secondary school (SSS 1-3) (Federal Republic of Nigeria, FRN, 2008) and four years of tertiary education. According to Okolocha (2006), the vision of the various reform agenda especially at secondary school system is to address the issue of imbalance with regards to access and quality of education (Yusof, et al., 2012) offered. According to Federal Republic of Nigeria (FRN) (2008) Secondary education (which is education people receive after primary school) shifted from 6-3-3-4 system of education to 9-3-4 system in response to the international goals of Education for All (EFA), the Millennium Development Goals (MDGs) and Nigeria adopted home-grown National Economic Empowerment and Development Strategy (NEEDS).

The broad aims of secondary education according to Nigeria National Policy on Education, FRN (section 5, 2004), are preparation of students for useful living within the society and for higher education. Specifically, secondary education is to: Provide a higher level of education for all primary school (Abrar, et al., 2010) leavers, offer diversified curricular to cater for all, provide sub-professional manpower in science, technology and commerce, provide technical knowledge and vocational skills, inspire desire for self-improvement and achievement and raise citizens who can think and respect the views of others.

The age bracket of the secondary school students (12-18 years) show the needs to give them valuable counsel about life in order to discover their abilities and potential to contribute to economic development and as well be useful in life. In line with this assertion, Okwuanaso (2004) maintained that young people at this level need counsel and guidance for them to make appropriate choices of career. Nigeria youths need appropriate skills and competencies for employment at work places. Acquisition of the right skills will provide an enabling environment and opportunity for one to secure employment, be self-dependent, play citizenship roles or enrol in advanced business studies or business related programmes.

The problem with our 6-3-3-4 system of education is that, it seems to lack proper focus, guidance and directions for our youths (students) and is too theoretical. In line with this, Teboho (2000) revealed that the growth of our education industry is mainly in size and not in quality hence, the education system of Nigeria is yet to meet the challenges of preparing students for the contemporary global world. The quality of our education with its emphasis on theory more than practical has resulted in production of graduates with unemployable skills leading to unprecedented increase in different types of crimes in the country. According to Nwadiani (2012:47), “the low relevance and poor quality of education in Nigeria akin to schooling or learning shock, educational system failure, dystrophies and dysfunction, are traceable to some observable rots there from the service delivery”.

According to Becker (1997), many business students find it difficult to apply economic principles after studying business concepts. It is therefore, imperative now to find ways and means of making the teaching and learning of the subject more effective.

Principals' assessment will help to analyse the strength and weaknesses of teachers and performance of students. Such assessment could initiate action that might lead to improvement especially now that there is public outcry about the quality of secondary school teachers and their inability to graduate students with employable skills. The worry is based on the indices of poor academic achievements (performances) of secondary school students in internal and external examinations. Field work carried out by Nwadiani (2012) from West African Examination Council (WAEC) results of 2010 shows that out of 9565 that registered for selected courses, 8106(84.75%) sat for the examinations; 4218(52.04%) got credit and above and the rest either got ordinary pass, failed or were absent. Fieldwork also carried out in selected secondary schools in Anambra state, Nigeria with respect to Nigeria Examination Council Organization (NECO) results, West African Senior School Certificate Examination (WASSCE) results and Basic Education Certificate Examination (BECE) results by Nwogu (2011) and the researcher in 2012 show poor performance of students in business subjects.

According to Nwogu, out of 296 students that sat for office practice in selected schools, 14% got credit while 86% got pass, failed or had their results withheld. In the same school in 2009, 211 sat for the same office practice, 46% got credit and distinction while 54% were made up of those who got pass, failed or were absent. In another school visited, 18 students registered for commerce in WASSCE in 2008. 7 got pass, 3 failed and others had their results pending or withheld. In another school, out of 100 candidates that took commerce in 2009 WASSCE, 46% pass and 16% failure were recorded with other results either pending or cancelled. No student in this school got credit and above. In another school visited, 300 students registered for financial accounting in NECO results in 2009. 26% got credit while 74% comprises those that had either ordinary pass, failed or had their results seized by the Board. In BECE which is an examination for JSS3 (Upper Basic 3), the researcher observed from the available records of some secondary schools visited that, out of 1530 students that sat for business studies examination, only 699 got credit and above while others were either pass, failed or result withheld.

As a result of the poor academic achievements of the students observed, Nwadiani (2012) maintain that the overall poor performance at public examinations in Nigeria particularly at the secondary school level reveal the rising low quality of education being provided against planned expectations. One therefore wonders the extent business teachers who were seen by Medley and Coker (2007) as professionals trained to impart business knowledge and skills in the students have been able to achieve their mandate, in view of the students' poor academic achievements in both internal and external examinations. Chigozie (2011) in Nwadiani (2012) lamented over poor quality of graduates of educational system in Nigeria which is challenged by instability, corruption, indiscipline among staff and students, inadequate funding, dearth of essential infrastructure, facilities and poor service delivery.

2. Literature Review

2.1 Business Studies in Nigeria

Prior to 1977, no subject was called Business studies in Nigeria education system. It came into existence as a result of the introduction of Junior Secondary School (JSS) in the 6-3-3-4 system of education in 1981, with five specific subject areas which include: office practice, bookkeeping / accounting, typewriting, shorthand and commerce. Due to the need to transform our secondary school system to be in tune with global and national demands, the FRN through NERDC made Typewriting an elective subject while Insurance and Store management were added to business studies in 2008.

Business studies form a means of laying foundation for national, technological, economical advancement and for higher education (N.P.E, 1981 revised in 2004) and (FRN, 2008). According to the researchers, it equips its recipients with personal skills, consumer skills, and knowledge for clerical and managerial (Malik et al., 2010) abilities needed to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers. Atakpa (2004) posits that it is that aspect of education that concern itself with vocational and professional preparation for career in business. Ehisimen (2005) and Aliyu (2006) see it as a comprehensive, practical and skill subjects while Ogben and Amahi (2008) maintained that business education equips students with knowledge and skills that will help them to find a job after schooling or create their own employment.

The main objectives of business studies and other related subjects according to Okwuanaso and Nwazor (2000) is to instil in the students a pattern of thinking, develop attitudes and values before such habits become unchangeable, since it has become a psychological fact that after few years of one's life, ways of reasoning, behaviours (Khan et al., 2010), analysis and economic decisions (Malik et al., 2011) somehow follow a fixed pattern. In the field of business studies as in other aspect of education, teaching effectiveness makes learning not only meaningful but interesting and applicable to work and environmental demands.

2.2 Business Teacher Teaching Effectiveness

The teaching profession over a decade has been faced with many challenges in Nigeria with negative impact on the quality of education and the status of the Nigerian teachers. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge. Teaching according to Adeola (2011) citing Oyedeji (1998) is the process of imparting in the students' knowledge, skills and attitude in order to bring about a desirable change in learners. Knapper and Wright (2001) posit that teachers are the hub of the educational system. Teachers are the most important factor in students learning next to students themselves. As a result, the pre-eminence of teachers, the application of pedagogical knowledge into classroom oriented plan of actions constitute most essential fabric upon which the success of the school, its administration and the entire education system rest upon. Education can change one's culture of learning, mind-set and orientation to values. Desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, have a map to follow in terms of well-prepared lesson plan / note, grab the students' attention through effective class control mechanism or strategy, recognize student attention span, plan activity for the students by allowing students to participate actively in the teaching-learning encounter. The teacher should maintain approved lesson period, utilize visual aids, voice, eye contact and body movement as a way of stimulating the students, summarize lesson and evaluate lesson using all sorts of continuous assessment techniques.

According to Gbenedio (2012), Nigeria cannot make much progress towards the broad attainment of vision 20:2020 unless the government strengthened her educational system. The success of our educational system especially secondary schools system depends upon a number of factors: the government, the society, students, the teachers', and the quality of teaching, devotion and effectiveness of the teachers. Business studies teachers' effectiveness could be measured on the ability of the teacher to utilize appropriate techniques to impart in the students' knowledge, skills and competencies capable of bringing desired positive learning outcome. Diamond (2004) sees teacher effectiveness as a teacher's ability to produce desired results measured in terms of how well the teacher is able to maximize learning in the students. According to Ferdinand (2007), Omoifo and Urevbu (2007) effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher.

Akomolefe (2010) identify ten research supported characteristics of effective teaching to include: Attention on students achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school

and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, pedagogy scaffolds feedback on students' task engagement among others. Effective teacher characteristics according to Awotua-Efebo (2002) include among others devotion to profession, competence in the teaching subject, lifelong learning, use different teaching strategy, organize and present his teaching plan in an orderly manner.

In a knowledge driven society where information is increasingly having shorter life span, it is important for teachers to focus on the long-term goal of preparing students for life. The accomplishment of the educational goals according to Dessler (2007) depends solely upon a principal's administrative and management skills in planning, organizing, directing, coordinating and budgeting. Jehl and Kirst (2002) also opined that the principal assumes roles and utilizes skills to implement school linked services by exercising the functions of supervision of school activities. Evaluation of the teachers' effectiveness requires various techniques of supervision such as classroom visitation and observation and microteaching.

During classroom visitation, the principal should assess teachers' effectiveness on lesson note preparation and instructional delivery, classroom management /control, and time management. The principal's assessment of business studies teachers' effectiveness is necessary due to the poor academic achievements of business studies students. The problem of this study therefore is that business studies students seem to perform poorly in internal and external examinations in Anambra state, Nigeria.

2.3 Purpose of the Study

The study sought to find out the perception of Anambra state principals on the effectiveness of business studies teachers in classroom management, time management and the use of lesson notes for instruction.

2.4 Research Questions

1. What is the Anambra state secondary school principals' rating of business studies teachers' teaching effectiveness in class management?
2. How do Anambra state secondary school principals' rate their business studies teachers' teaching effectiveness in time management?
3. What is the Anambra state secondary school principals' rating of business studies teachers' teaching effectiveness in the use of lesson notes for instruction?

2.5 Hypotheses

1. Male principals do not differ significantly from female principals in their mean ratings of business studies teachers' effectiveness in the use of class management in Anambra State secondary schools.
2. More experienced principals (above 5years) do not differ significantly from the less experienced principals(5years down) in their mean ratings of business studies teachers' effectiveness in the use of lesson notes for instructions.

3. Research Methodology

The study adopted descriptive survey research design. The population of the study was made up of 261 public secondary school principals in Anambra state. There was no sample for the study. The figure 261 was obtained from the post primary school service commission, Awka that centrally control the secondary schools. The instrument for data collection was a structured questionnaire containing 40 item-statements measured on a five point Likert scale. The consistency and reliability of the instrument was assured using Pearson Product Moment Correlation to determine the degree of reliability which yielded a correlation coefficient of 0.88. Data collected were analyzed using mean for research questions and z-test was used to test the hypotheses. Results were presented in Tables 1-5.

4. Discussion

This study determines secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra State, Nigeria. Three teaching techniques used in rating teachers' teaching effectiveness were classroom management, time management and lesson note preparation for instructional delivery. Results of the study on Table 1 shows that business studies teachers organize the classroom to fit different learning situations but were ineffective in maximizing available classroom accommodation for effective learning, prevention of visual distraction by positioning the students safely, curbing students noise making using necessary reinforcement, moving round the classroom while teaching for easy supervision, speaking loudly to the hearing of all students and encouraging students' collaboration in selecting rewards and defining appropriate behaviours that will earn rewards. The ineffective performance could be attributed to the teacher- students' ratio. The students' population in our secondary schools is always too large to be taught in one class. Lack of

instructional facilities and poor academic environment are also contributory factors. The results were not encouraging because teachers are seen as the ‘heart and soul’ of the education process and as such are not expected to be non-chalant in any manner of instructional delivery meant for students’ maximization of learning gains. Teachers roles are to teach, guide and direct students active leaning through effective classroom management which is the basis for the realization of educational objectives. Poor classroom management hampers effective teaching and learning process and consequently affects students’ academic performance. Trophy and Good (2004), and Berliner (2008) discovered in their studies that classroom management is the most difficult aspect for many teachers and once a teacher loses control of his classroom, it becomes difficult to correct misbehaviour caused by poor classroom management which results in a lower rate of academic engagement.

Results of the study in Table 2 shows that business studies teachers make efforts to cover specific topics within allocated time range. Surprisingly, the study reveals that they were not effective in adhering to specific period allotted for teaching business subject; do not maximize time allotted for practices and demonstration of business subjects and ineffective in identifying where extra time is required during teaching learning encounter. Teachers are the major determinants of quantity and quality in teaching learning process. However, if they are uninspired, uncommitted and unconscious about time management, the whole education process is doomed and will crumble. Hence, time management is important in every aspect of human endeavour especially in knowledge acquisition. Kauchack and Eggen (2008) and Haniza (2000) maintain that for maximization of learning gains, teachers must know the time for each aspect of instructional delivery, try to adhere to the time. One may associate business teachers ineffectiveness to the poor academic environment observed in most secondary schools, especially in public schools, coupled with inadequate teaching facilities and equipment for practical skills and demonstrations. This corroborate with Asiabaka (2011) in Nwadiani (2012) who cried out over poor quality of products of education in Nigeria occasioned by instability, corruption, indiscipline among staff and students, inadequate funding and dearth of essential infrastructure and facilities.

Result of analysis presented in Table 3 reveals that business studies teachers are ineffective in using appropriate set induction in order to attract the attention of the students, use of appropriate language relevant to the students age and cognitive ability; use of modern techniques of construction / formation of lesson note to achieve clarity, preparation of lesson plan that make provisions for practical activities and students’ participations and preparation of adequate lesson plan that relate the present lesson to what has been taught before. Teachers are implementers of programme objectives and changes in education industry for improved academic performance of the students. Teachers should see themselves as instructional leaders and as such, must be concerned with the quantity and quality of instructional preparation and delivery through improved school effectiveness that affect students learning and academic performance positively. According to Diamond (2004), teacher effectiveness should be measured based on how well a teacher is able to maximize desired learning in the students. Ferdinand (2007), and Omoifo and Urevbu (2007) state that effective teaching implies the use of clearly formulated objectives by the teacher, and illustrated instruction that will help the students to acquire desired knowledge content thereby apply the knowledge to classroom and other related problems which in turn improve students decision taking. In achieving this, principals of secondary schools should monitor teachers’ teaching activities especially in Nigeria context where teachers, due to poor image of teaching profession and poor salary, seem not to be dedicated, committed to duties and in most cases do not perform without strict supervision. This corroborates with Jehl and Kirst (2002), Dessler (2007) statements that accomplishment of educational objectives depends on the principals’ administrative, management and instructional leadership skills of excising the functions of supervision of school linked activities, monitoring the education and extra curriculum activities of the school, evaluating the performance of teachers in terms of effectiveness in achieving educational goals and objectives. Effective instructional supervision will lead to effective teaching and consequently improve students’ learning and academic performance. The findings equally indicate that gender, and teacher experiences do not have influence on business studies teachers’ teaching effectiveness in secondary schools in the State.

5. Conclusion

It is indisputable that teachers are the bedrock of students for academic performance, national growth and development. Teachers are the producers of individuals with critical skills for socio-economic development. They need to be effective in order to produce competitive knowledge workers for the global knowledge based economy. One important way of improving classroom teaching and learning in educational system is through giving support to teachers and business teachers in particular by encouraging and motivating them through proper provision of needed teaching materials required for effective impartation of knowledge to the students. Principals should monitor the implementation of teachers’ instructional roles to ensure that they prepare their lesson notes in line with the curriculum objectives and deliver them in conformity with the allotted time range,

since it is a known fact that when teachers perform well in the classroom, students will likely perform better academically. Teachers should strive to be effective in their teaching roles bearing in mind the challenges facing Nigeria education system in the last three years due to poor performance of secondary school students in WASSC and NECO examinations.

6. Recommendations

1. The education sector should be transformed by re-enforcing our teaching force. Qualified and dedicated teachers should be employed without being biased. This should be done by requesting the institution that graduate students to make input during teachers' selection stage.
2. Principals should devote more time to their instructional leadership functions by supervising and monitoring teachers' instructional preparation and delivery closely. They should encourage teachers to discharge their instructional roles better by rewarding high performers with double promotion recommended to the appropriate authority. This will help to motivate others.
3. Corruption and insincerity in Nigeria need to be tackled since they constitute problems to teaching effectiveness especially when dedicated, deserved and merited teachers are not motivated, promoted or encourage. This attitude dampens ones' morale and paves way for ineffectiveness among public officers.
4. Enough funds should be budgeted for education and utilized judiciously without diverting it for selfish interest. Fund is essential for performing administrative roles, staff welfare, procurement of instructional materials and laboratory equipment and facilities for teaching practical and effective demonstration.
5. Teachers' welfare need to be taken seriously by providing well equipped relaxation centres for stress management, paying them uniform salary in line with their counterparts in other ministries in order to boost morale and image of the profession and releasing promotions promptly.
6. Environment for instructional delivery should be conducive for learning with necessary teaching learning facilities put in place for effective learning to occur since poor academic environment leads to distractions, lack of interest and low morale for effective teaching and learning encounter to prevail.

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Table1: Mean Ratings of Principals' Opinions Regarding Business Teachers' Effectiveness in Class Management. (N=261)

S/N	Aspects of Class Management	X	SD	Remark
	Business teachers ability to:			
1	Curb students noise making using necessary reinforcement	2.38	0.97	Ineffective
2	Make optimal use of available classroom space for effective learning	1.76	0.82	Ineffective
3	Move round the classroom while teaching for easy supervision	2.19	1.20	Ineffective
4	Organize students' sitting arrangements to avoid environmental distractions	2.12	0.91	Ineffective
5	Speak loudly to the hearing of all students	1.16	0.78	Ineffective
6	Encourage students' participation in setting criteria for rewards and defining appropriate behaviours that will earn rewards.	2.34	0.95	Ineffective
7	Organize the classroom to fit different learning activities.	2.74	0.97	Effective

Data in table 1 indicate that business teachers were rated ineffective on six out of the seven (1-6) with their mean score standing at $x = 1.61$; $x = 2.38$ respectively. Only item 7 which have mean score of 2.74 was considered effective by the respondents.

Table2: Mean Ratings of Principals' Opinions Regarding Business Teachers' Effectiveness on Time Management. (N=261)

S/N	Aspects of Time Management	X	SD	Remark
	Business teachers ability to:			
1	Adhere to specific period allotted for teaching business subjects.	2.30	1.12	Ineffective
2	Maximize time allotted to practice and demonstration of business subjects	2.30	0.88	Ineffective
3	Identify where extra time is required in the teaching and learning of business subjects.	1.96	0.88	Ineffective
4	Evaluate the extent of learning that has taken place in students within a specified period of time.	3.09	1.23	Effective
5	Make efforts to cover specified topics within allotted time range.	2.80	1.03	Effective
6	Cover the content of teaching to be in line with syllabus, scheme of work or unit of work within the stipulated period.	2.88	0.96	Effective
7	Leave the class when it is time to leave.	3.30	0.83	Effective

Data in table 2 indicate that business teachers were rated ineffective in three out of the seven items (1-3) with their mean score standing at 1.96-2.30 and effective in item 4,5,6,7 with their mean scores standing at 2.80-3.30 respectively.

Table 3: Mean Ratings of Principals' Opinions Regarding Business Teachers' Effective in the use of Lesson Notes. (N=261)

S/N	Aspects of Time Management	X	SD	Remark
	Business teachers ability to:			
1	Adapt lesson based on immediate analysis of student responses	2.52	1.32	Effective
2	Achieve specific objectives as identified in the lesson note.	1.90	1.04	Ineffective
3	Use appropriate language relevant to the students' age and cognitive ability.	1.91	1.12	Ineffective
4	Use modern techniques construction/formation of lesson note to achieve clarity	2.40	1.30	Ineffective
5	Use questioning techniques to identify the students' weakness and attempts to address such.	2.60	1.03	Effective
6	Prepare lesson plan that make provision for practical activities and student participations.	2.41	1.83	Ineffective
7	Prepare adequate lesson plan that relate the present lesson to what has been taught before.	2.32	1.19	Ineffective
8	Uses appropriate set induction in order to attract the attention of students	2.11	1.13	Ineffective

Data in table 5 indicate that business studies teachers' were rated ineffective in six out of eight items (2, 3, 4, 6, 7, and 8) with their mean scores standing at 1.90 - 2.40. They were rated effective in items (1, 5).

Table 4: Z-Test Analysis of Male and Female Secondary Schools Principals' Mean Rating of Business Teachers' Effectiveness in Class Management.

Group	N	X	S ²	Df	Z-cal.	Z-crit.	Decision
Male	121	2.1	1.05				
				259	-6.78	1.78	Accepted
Female	140	2.1	0.96				

N=Number, X= Mean, S²=Standard deviation, Df=Degree of freedom, Z-cal=Z calculated, Z-crit=Z critical
 Result in table 4 indicate that male and female principals do not differ significantly in their mean rating of Anambra State secondary school business teachers' effectiveness in class management. (Z-crit. = 1.96; Z-cal. = 6.76, DF = 259, P = 0.05).

Table 5: Z-Test Analysis of Secondary Schools Principals' Mean Rating of Business Teachers' Effectiveness in the Use of Lesson Note Based on Experience.

Group	N	X	S ²	Df	Z-cal.	Z-crit.	Decision
More Experienced	196	2.1	1.1				
				259	-0.59	1.96	Accepted
Less Experienced	65	2.4	1.4				

The statistics in table 5 shows that principals do not differ significantly in their mean rating of business studies teachers' effectiveness in the use of lesson note based on experience (Z-crit. = 1.96; Z-crit. = -59, DF = 259, P = 0.05).

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