

**STUDENTS' PERCEPTION OF TEACHERS' ATTITUDE TO TEACHING OF  
BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN LAGELU  
LOCAL GOVERNMENT, OYO STATE**

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**Abstract**

*The study was conducted to assess the students' perception of teachers' attitude to teaching of business studies in junior secondary schools in Lagelu Local Government, Oyo state. Descriptive design of survey type was adopted. The population comprised junior secondary students in Lagelu Local Government Area of Oyo State. Simple random sampling technique was used to select two hundred (200) junior secondary school students. One research question was answered and one hypothesis was tested at 0.05 level of significance. A 9-item structured Students' Perception of Teachers Attitude to Teaching of Business Students (SPTATS) validated questionnaire with reliability coefficients of 0.80 was used for data collection. Mean standard deviation and t-test were used for analysis. The finding showed that the majority of the students agreed that teachers' attitude to teaching of business studies was positive. Also, there was significant difference between male and female students' 'perception of teachers' attitude towards the teaching of business studies. Based on the findings it was recommended among others that teachers should be motivated so that they can display more positive attitude and put in more effort for effective teaching and learning of business studies. The business studies teachers should also attend to the needs of all students in the class and should not give room for gender discrimination.*

**Keywords:** Students' perception, Teachers' attitude, Teaching of business studies

**Introduction**

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, Bookkeeping, Commerce and Office Practice as an integral part of business education. The fundamental purpose of studying business studies as a subject is to provide students with the knowledge, skills and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training, and prepare them for the world of work. Business studies as a vocational subject taught in junior secondary school in

Nigeria aims at providing youths who may proceed to senior secondary school to graduate with the necessary prevocational skills that will enable them to be useful to themselves and to the community in which they live (Zailani, 2015). The knowledge acquired is expected to prepare the learners for basic practical knowledge requires to function well in the society. If these skills are acquired it will enable the learner to have necessary skills to be self-reliant after their secondary education rather than looking for employment. Likewise, it enables those who may want to proceed to technical school to have background knowledge of vocational education.

The importance of acquisition of these skills will go a long way in the lives of learners after and during the course of study. This is because it will assist the learners to have knowledge of overview how to make things works in business and grab any available opportunities that come to their ways to become successful in business. This knowledge will expose and teach the learners the necessary techniques and strategies to solve issues as it occur while learning from the successes of past leaders and entrepreneurs in order to become a success in life. The study of business studies is recognized as important and productive activity of mankind that hang on the progress and development of any country. It therefore, serves a way of building a strong foundation in life of learners who intend to further their study in particular business areas such as international business, management, marketing, information and communication technology, finance, accounting, or entrepreneurship. Importance of business studies includes (i) it provides critical thinking and analytical skills with evaluative techniques; (ii) it encourages numeracy and the ability to research, interpret and use business and financial data and information; (iii) An opportunity to be self-reliance, initiative and the ability to manage time, projects and resources; (iv) appreciation of the causes and effects of economic and other external changes; (v) a creative problem-solving approach, sound and logical decision-making skills; (vi) effective and persuasive written and oral communication skills; and (vii) understanding organizational behaviour and structure (Abram, 2008). In light of this, Osuala cited in Zailani (2015) said that, the advent of business studies stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies. This shows that business studies is one of the subject that must be handled with care in order to bring out the intending objectives and motives behind the introduction in secondary schools.

Teaching of business studies in secondary schools requires expertise in order to get the desire result because it is a skill oriented course. Teaching is a profession that requires certain qualities from its practitioners. Not only that the person should show an expertise in knowledge of what to teach and related issues, but should be knowledgeable in methods as well (Amesi & Akpomi, 2013). Business studies teachers teaches the students better when he/she demonstrate the right skills and competences in practical and diverse in its opportunities. That shows that business studies teacher must be able to turn his/her teaching to the real-world work before effective teaching can take place. Teachers are in the best position to give the learners the best skills and knowledge needed to become gainfully employed and to be productive in the labour market. There are many

impediments associated to effective teaching and learning of business studies in secondary schools today. Leng (2006) said that effectiveness of learning depends on environmental factors such as attitudes, interests, teaching teachers, and peers. Students' performance in business studies examination at Junior Secondary School is reported to be discouraging which has been attributed to many factors. Olujuwon (2010) identified series of factors that affect students' academic performance in business studies in secondary schools. Some of these are poor instructional quality, student's negative attitude to school, overcrowded classrooms, poor facilities, poor laboratories, inadequate of physical facilities such as infrastructural facilities, inadequate of teaching materials, unavailability of textbooks (Azuama, 2004 & Ahmed 2015).

Teachers' attitudes have many things in common with teaching of business studies. Attitude is a central part of human identity. It is an inclinations and predispositions that guide an individual's behaviour and persuade to an action that can be evaluated as either positive or negative (Samuel, 2015). Attitude of teachers whether consciously or unconsciously have great effects on students' academic performance (Shittu & Oanite, 2015). Cray (2014) said that students do well when they have great teachers who inspire them. Also, Arikwandu, Frank and Ozoemenam citing Daskalovska, Gudeva and Ivanovska (2015) affirmed that teacher's attitude and behaviour are very important for learners and that teachers can do a lot to help the learners develop motivation for learning. This can be said that success in teaching of business studies depends on the teachers attitude likewise effective learning in the classroom depends on teacher's ability to maintain the interest of the students.

Teaching and learning of business studies in secondary schools today can also be affected by gender. Some research reported that male in some subjects are more academically sound than female students. Anigbogu (2002) pointed out that some cultures see males as superior to females and that such feeling is manifested in every aspect of their lives. In addition, Onyemelukwe (2005) explained that men use the Internet and other ICT resources more than women. Dee (2010) affirmed that male teachers with positive perception of the teaching job significantly raise the achievement of students in social studies. Dee further contended that perception influences attitudes. A male teacher's positive attitude has influence on students' relationship, progress, and their engagements in school. It was also reported that male teachers with positive perception of the teaching profession have cordial relationship with their students, while those with negative perception have non-cordial relationship with the students. Conversely, positive perception of teachers on teaching profession aroses students interest in course of learning.

Studies carried out by Zailani (2015) found that business studies teachers do not teach properly and are unable to motivate students to study the subject couple with inadequate of infrastructural facilities, instructional materials as well as unavailability of machines such as computer systems, photocopier machine, typewriters etc. to facilitate learning on the part of the students. Emeasoba and Juliet (2016) considered that experimental instructional strategies very effective for teaching business studies, while

interactive instructional strategies were considered effective. The study by Shittu and Oanite (2015) revealed that teachers had negative attitudes towards teaching social studies in secondary schools. Kibet, (2016) revealed that both teachers and students have positive attitude towards the revised business studies curriculum. It then shows that attitudes play a meaningful role in teaching and learning of any subjects in secondary schools.

The teaching of business studies in secondary schools required professionals who are business educators to handle the subject and not just anybody. The teachers of business studies are expected to have adequate knowledge of the subject and skills to demonstrate the pedagogy for effective delivery. Also, various studies have highlighted the failure rate in the subject to many factors such as inadequate qualified teachers, inadequate of teaching and learning facilities, inadequate infrastructure/equipment such as well-equipped information and communication technology room, shorthand laboratory, word processing room, poor method teaching, lack of textbooks, teaching aids and non-completion of syllabus before the external examination. Teachers of business studies are expected to equip students with adequate knowledge and skills that will enable them to perform effectively so that the aim of the study could be achieved. However, apart from the above stated problem, a very important factor which is often neglected is students' perception about the teachers' attitude to teaching of the subject. Therefore, this study investigated students' perception of the teachers' attitude towards teaching of business studies in Junior Secondary Schools in Lagelu Local Government, Oyo State.

### **Research Question**

1. What is students' perception of teacher's attitude to teaching of business studies in Junior Secondary Schools?

### **Hypothesis**

H0: There will be no significant difference between male and female perception towards learning of business studies in Junior Secondary School

### **Methodology**

This study adopted a descriptive survey design as recommended by (Nworgu, 2006) for studies that seek opinion of a population or its representative sample on an existing phenomenon using questionnaire or interview. The population for the study was all Junior Secondary Schools in Lagelu LGA, Oyo State Nigeria. A simple random sampling technique was used in the study to select 200 students from 10 secondary schools in Lagelu Local Government areas in Ibadan metropolis. A researcher designed instrument titled '*Students' Perception of Teachers Attitude to Teaching of Business Studies' (SPTATS)* validated for content validity was used for data collection. The reliability of the instrument was determined with the split half method. The instrument was administered to 20 students and analyzed with Spearman Rank Order Correlation

Coefficient formula to determine the reliability coefficients. Coefficient 0.80 was obtained for the instrument which indicated that the instrument was reliable. The data was collected from the respondents by the researcher with the help of researcher assistants. The mean and standard deviation were used to analyze data to answer the research questions while t-test was used to test the hypothesis raised at 0.05 level of significance. Decision rule for the research questions weighted mean 2.5 and above will be considered as agreed while weighted mean scores of 2.49 and below will be considered as disagree. If the calculated value of the t-test is equal or less than the fixed value, the null hypothesis will be rejected otherwise, it will be retained.

### Research Question One

What is the students' perception of teachers attitude to teaching of business studies in Junior Secondary School?

**Table 1:** Mean and standard deviation of respondents on students' perception of teachers attitude to teaching of business studies in Junior Secondary schools.

| Items                                                                                | Strongly Agree (%) | Agreed (%) | Disagree (%) | Strongly Disagree(%) | Mean        | SD   |
|--------------------------------------------------------------------------------------|--------------------|------------|--------------|----------------------|-------------|------|
| Teacher enjoys teaching                                                              | 64(32%)            | 120(60%)   | 10(5%)       | 6(3%)                | 3.0         | 0.75 |
| Teacher cares about students feelings                                                | 62(31%)            | 80(40%)    | 52(26%)      | 6(3%)                | 2.7         | 0.68 |
| Teacher is patient and understands student in the class                              | 28(14%)            | 66(33%)    | 78(39%)      | 24(12%)              | 2.3         | 0.57 |
| Teacher is polite and courteous                                                      | 76(38%)            | 96(48%)    | 24(12%)      | 4(2%)                | 3.2         | 0.80 |
| Teacher teaches in ways that help student to learn (effectively)                     | 54(27%)            | 94(47%)    | 46(23%)      | 6(3%)                | 2.8         | 0.70 |
| Teacher gives clear directions and explanations about the class work                 | 94(47%)            | 82(41%)    | 8(4%)        | 16(8%)               | 1.8         | 0.45 |
| Teacher explains repeatedly for students to understand better                        | 82(41%)            | 95(47.5%)  | 13(6.5%)     | 10(5%)               | 2.0         | 0.50 |
| Teacher talks and writes so that I can understand                                    | 80(40%)            | 71(35.5%)  | 21(10.5%)    | 28(14%)              | 2.7         | 0.67 |
| Teacher helps students to understand why the things we learn in school are important | 91(45.5%)          | 70(35%)    | 31(15.5%)    | 8(4%)                | 2.3         | 0.57 |
| <b>Weighted Mean</b>                                                                 |                    |            |              |                      | <b>2.53</b> |      |

SD = Standard deviation

Table 1 revealed that students perception of teachers' attitude of teaching business studies in Junior Secondary Schools with their mean scores as follows: Teacher enjoys teaching ( $3.0 \pm 0.57$ ), Teacher care about student feelings ( $2.3 \pm 0.57$ ), and Teacher is patient and understands students ( $3.0 \pm 0.80$ ). Teacher is polite and courteous ( $2.8 \pm 0.70$ ), Teacher teaches in ways that help student to learn ( $1.8 \pm 0.045$ ), Teacher gives clear directions and explanations about class work ( $2.0 \pm 0.50$ ), Teacher explain things again if students do not understand ( $2.7 \pm 0.67$ ), Teacher helps students to understand why the things we learn in school are important ( $2.3 \pm 0.57$ ).

### Hypothesis

1. There will be no significant difference between male and female students' learning of business studies in Junior Secondary Schools in Lagelu Local Government, Oyo.

To test the hypothesis the t-value of the two groups of respondents were computed at 0.05 level of significance. The result of the computation is shown on table 2.

**Table 2:** Summary of t-test Analysis of Male and Female Responses on Learning of business studies in Junior Secondary Schools in Lagelu Local Government, Oyo

| Gender | N   | Mean  | std  | df  | t-call | t-value |
|--------|-----|-------|------|-----|--------|---------|
| Male   | 98  | 31.01 | 5.24 | 198 | .349   | 0.027   |
| Female | 102 | 30.72 | 5.07 |     |        |         |

Result table 2 indicated that with 198 degree of freedom and testing at 0.05 level, the critical t-value 0.027 is lesser than the t-calculated value of 0.0349. This means that there is significant difference between male and female students of business studies respondents in Lagelu LGA, Oyo. Therefore, the null hypothesis is rejected.

### Discussion of Findings

The finding of the study revealed that students perceived that majority of business studies teachers enjoy teaching and care about their students' feelings. Also, that teachers are patient, understanding the students and make provision for opportunities to learning. The result is in line with the view of Osuala (2009) that a business teacher is a person who is knowledgeable in the six components of the course that make business education programme. The business teacher is viewed as a professional teacher of business studies who is constantly aware of the state of the art in business education. He is expected to be motivate, guide and direct students while remaining in the background. This indicates that a business studies teacher should serve as a motivator to the learners

for teaching to be effective and meaningful. This also confirmed Akpomi and Amesi (2013) explanation that teacher need to be familiar with major theories of learning which would enable him understand students, their interests, mental attitude, individual differences, their readiness level, things that motivate them to learn as well as a variety of learning experiences which the students could be exposed to and made to participate actively in.

The hypothesis tested revealed that there was significant difference between male and female business studies students perception of teachers' attitude to teaching of business studies. This finding agreed with Herring (2004) that males were less concerned about discussion than females, and males worried more about threats to individual expression. That is, the students perceived that performance of female teachers was better than male. Udoukpong, Emoh and Umoren (2012) were of the opinion that females teachers appear to be hardworking in the teaching of business studies than male teachers because of their attitudes towards and results that follows.

It was further revealed in the study that there was significant difference between male and female business studies students 'perception of teachers' attitude to teaching and improvement of business studies. The finding is line with Herring (2004) concluded that males were less concerned about discussion rules than females, and males worried more about threats to individual expression. Udoukpong, Emoh and Umoren(2012) were of the opinion that females appear to respond more positively to subjects if taught in cooperative or individualized manner rather than a competitive manner; if it is taught from an applied or person-centred perspective rather than a theoretical or abstract perspective and if taught using hands-on approach rather than a "book learning" approach. Hassan and Hassan (2016) buttressed this assertion that female students are more studios than male students therefore female students get more marks than male students because female students are more regular in attending classes than male students.

### **Conclusion**

Based on the findings of the study, it can be concluded that students perceived that business studies teachers have good attitude to teaching of the subject as they were rated to be hardworking and enjoy teaching. The study also revealed differences in the female students and male perception of the teachers' attitude to teaching of business studies.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. For the fact that teachers have positive attitude to teaching of business studies, there is still need for them to be further motivated so that they can put in more effort for effective teaching and learning of business studies.

2. Business studies teachers should be encouraged to adopt different method of teaching and adequate provision of learning facilities in order to improve on the students' academic performance.
3. Teachers should be careful not to create gender discrimination among their students. They should be fair in their relationship to both males and females and encourage both students have interest in the subject.

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