



CHALLENGES OF NCE BUSINESS EDUCATION TEACHER PREPARATION IN THE E-WORLD IN SOUTH EAST NIGERIA

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Abstract

This paper empirically investigated the challenges of NCE Business Education Teacher preparation in the e-world in South East Nigeria. Two research questions were raised and two null hypotheses were formulated for the study. The researchers adopted a survey research design for the study. The population for the study comprised of 145 business educators in colleges of education in South East Nigeria. There was no sample as the population size was considered manageable for the study. Data for the study was gathered using a structured questionnaire captioned "Challenges of Business Education Teacher Preparation in the E-World Questionnaire (CBETPE-WD). Mean and standard deviation were used for data analysis while the hypotheses were tested using z test at 0.05 level of significance. The findings revealed among others that there were lacks of access to resources, insufficient ICT resources, problem of lack of connectivity, lack of collaboration with expert, unconducive learning environment as students' related challenges. On the other hand resistance to change, lack of time, work overload, inadequate teaching facilities among others as teacher-related challenges. Among others it was recommended that facilities and equipment necessary for e-world teaching and learning should be made available in the colleges of education to enhance effective teacher preparation and as well providing adequate incentives to both students and lecturers.

Key words: *Challenges, e-world, teacher preparation*

Introduction

Cambridge Dictionary (2018) defined challenge as a situation of being face with something that needs great mental or physical efforts in order to be done successfully and therefore test a persons' ability. In the context of this study, challenges mean difficulties or obstacles facing NCE Business Education teacher preparation in the e-world. Business education on the other hand is a course that prepares students for life in business world. Salome (2012) opined that business education is the type of education that inculcates in its recipients' attitudes, knowledge, skills, values that are required in the world of work. Oyedele and Oladeji (2016) defined business education as a systematic and organized programme of instruction aimed at transmitting knowledge, skills, ideas, attitude, and technical know-how to recipients which is required for usage in business offices and for teaching others. Business education students at the NCE level need to be adequately



prepared to enable them impact positively on others and the society. Teacher preparation programmes are efforts geared towards making novice teacher in the classroom to be best educator (Baron, 2018). Preparing students to become effective educators in both elementary and secondary classrooms is the main objective of teacher preparation in the colleges of education. According to Jones (2018) teacher preparation refers to the policies, procedures and provisions designed to equip prospective teachers with the knowledge, attitude, behaviours and skills they require performing their task effectively in the classroom, school and wider community. Teacher preparation according to Darling-Hammond (2010) is a program that is related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Perraton (2010) states that teacher preparation generally includes four elements; improving the general educational background of the trainee teachers; increasing the knowledge and understanding of the subjects they are to teach; developing pedagogy and the understanding of children and learning; and the development of vocational practical skills and knowledge of competences.

Teacher programmes prepare teachers to meet content standards as well as the pedagogy and curriculum guidelines established by state, local education authority and the other education agencies to support student achievement. The goal of teacher preparation programs and education institutions is to produce teachers that believe and feel confident that their education and field experience have properly prepared them for the classroom (Quigney, 2010). A confident novice teacher is an effective teacher assured of their skills in managing a classroom with minimal disruptions and providing a safe environment for learning. In Nigeria context, teacher preparation programmes are geared towards providing student-teachers to be versed in all subjects areas and also giving them professional education along with practical aspects to make them effective teachers in the classroom. Teacher preparation is very crucial since a country's nation building lies in the hands of its teachers. No matter how good the curriculum, infrastructure or teaching aids are the implementations lies in the hand of the teachers. Teacher preparation in the e-world is now the ultimate goal of education. E-world according to Baba, Victor-Igwe and Baba (2015) refers to design, development and delivery of instructional materials by electronic devices such as computers and CDS via the internet. In e-learning interaction between the learner, the instructor and the learning content is mediated by the use of ICT. E-world comprised of all forms of electronically supported learning and teaching (Al-Alwani, 2018). The information and communication systems whether networked learning or not serve as specific media to complement the learning process.

It is expected that teachers should make use of ICT for professional activities including lesson planning and preparation of teaching materials, recording of student's assessment and other administrative task, their own programme development and continuing education (Jones, 2018).

The growth in the e-world very noticeable in the 21st century required that every staff and student should be properly develop to full capacity. The NCE business education teacher preparation is with many challenges which are too numerous to mention. The educators have



used different categories to classify them such as time, support, resources, training, attitude, beliefs, practices and resistance. Al-Alwani (2018) defined the barriers as those which are related to organization rather than individuals but this study classified the challenges of Business education teacher preparation into student-related challenges for convenience sake. For effective NCE Business education teacher preparation in the e-world, there should be well equipped e-laboratories, e-workshops and e-libraries in the colleges of education. The scenario in Nigeria is quite different from what is expected. Students and teachers battle with the compounding problem of inadequate educational infrastructure. According to Anioke (2011), the problem of business education programme in Nigeria are lack of modern instructional facilities, lack of laboratories and workshops equipment to enhance learning outcome. It was further observed that lack of these equipment and facilities is a source of frustration to both teachers and students. The students and the teachers should be able to interact with ICT facilities where they are fully connected. In the developed countries like Japan, America, students spend most of their time gathering knowledge on the internet. But this is not the case with Nigerian students who rather use the internet for socialization. Even as classes are going on, most students prefer to waste their time on social media. Kupposwany and Narayan (2010) observed that social media grab the total attention and concentration of students and divert it to non-educational, unethical and inappropriate actions such as useless chatting. Most students enter the e-world only for entertainment, chatting and sports. Again for effective teacher preparation of business education students, there is the need for the lecturers to improve on their skills and competence innovations. Contrary to this assumption Wei, Darling-Hammond, Andree Richardson and Othphsnos (2009) affirmed that lecturer have limited access to high quality professional development. For an effective business teacher education preparation, there is also need for students and teachers to collaborate with experts in ICT in order to update their knowledge thereby integrating this knowledge in curriculum. But most of them resist change.

De Lay (2009) affirmed that collaboration with other experts or teachers allows educators to escape the confines of their classroom, share ideas and solve problems thus helping them to develop a sense of belongingness and purpose. The teaching and learning need to be conducted in a conducive learning environment. According to De Corte, Verschaf and Masai (2014), conducive learning environment allows students space and time to interact not only among themselves but also with teaching and learning materials which enhance their mastery of content taught and allows them quench their curiosity as they already know. Suleman and Hussain, (2014) attested that most classroom physical conditions are not helpful for better instructional process causing students' exhaustion and disappointment. Effective business education teacher preparation requires that ICT facilities in the schools are well connected to the internet. It is not just enough to install computers or word processors in the laboratories, there is gain saying that these facilities should be connected for a wider e-learning to take place. Desai (2012) noted that internet connectivity is a basic requirement for all institutions of learning as it allows academic staff and students' access to numerous digital resources available on the web which is useful for research and reading purposes.



Problem of the Study

Teachers are the most important single elements of the education system. They need to be adequately prepared to enable them impact positively on the society. Teacher preparation programmes ensure that novice teachers are ready to succeed in the classroom and that every student is taught by a good educator. It is highly important that strong and diverse preparation programmes are encouraged to generate pipelines of new teacher with the right mix of knowledge and skills to meet the full range of need in the classroom across the country. This teacher preparation programmes should build on the innovative technologies in the e-world and affect how these students perform in the classroom? Unfortunately, it has been observed that most teacher preparation programmes in Nigeria fail to meet even minimal levels of quality. Most graduates from the colleges of education perform below expectations. Many of them are observed to lack of good knowledge of subject matter, good classroom management skill, communication skill and information and communication skill. These problems necessitated the resolve to find out the challenges of NCE business education teacher preparation in the e-world in South East Nigeria.

Purpose of the Study

The study was undertaken to examine the challenges of NCE business education teacher preparation in the e-world in South East Nigeria. Specifically, the study sought to determine;

1. the student-related NCE business education teacher preparation challenges in the e-world
2. the teacher-related NCE business education teacher preparation challenges in the e-world.

Research Questions

The study was guided by the following research questions.

1. What are student related NCE business education teacher preparation challenges in the e-world?
2. What are teacher related NCE business education teacher preparation challenges in the e-world?

Hypotheses

The following hypotheses guided the study.

1. There is no significant difference between the mean responses of male and female business educators on the student related NCE business education teacher preparation in the e-world.
2. There is no significant difference between the mean response of male and female business educators on the teacher related NCE business education teacher preparation in the e-world.



Methodology

This study adopted the descriptive survey research design since it involved eliciting information from respondents. The population of the study comprised of 145 lecturers teaching business education in public colleges of education in the South East states of Nigeria. There was no sampling as the population was not large enough for sampling. A 20 items questionnaire was the instrument designed and used for data collection which was structured in 4-points rating scale of strongly agree 4-points, agree 3-points, disagree 2-points and strongly disagree 1-point. Data generated was analyzed using mean and standard deviation. Any item with mean ratings of 2.50 and above was regarded as agree while items with mean ratings of 2.49 and below was regarded as disagree. The null hypotheses were tested with z-test analytical tool at 0.05 level of significance. A null hypothesis was accepted if the z-critical value is less than the z-calculated value.

Data Presentation and Analysis

Research Question 1: What are the student related NCE business education teacher preparation challenges in the e-world?

Table I: Mean and standard deviation scores of NCE business educators on the student related NCE business education teacher preparation challenges.

S/N	Student Related Challenges	Mean	SD	Remark
1	Lack of access to e-learning resources	3.40	1.08	Agree
2	Insufficient e-learning resources	3.30	0.90	Agree
3	Lack of students personal interest	2.70	1.00	Agree
4	Lack of students confidence in learning	2.70	1.10	Agree
5	Unconducive e-world learning environment for students	3.20	0.75	Agree
6	Inability of the students acquisition of e-world skills	2.90	0.94	Agree
7	Inability of students in making extra effort in e-world activities	3.50	0.50	Strongly agree
8	Inadequate teaching facilities for students use during training	3.29	0.59	Agree
9	Societal negative influence	3.29	0.59	Agree
10	Lack of collaboration with experts	2.93	0.96	Agree

The table in table 1 shows that the mean response ranges between 2.70 to 3.50 which is above the criterion mean of 2.49. This indicated that the business educators agreed on all the items as student-related challenges in NCE business education teacher preparation in e-world.

Research Question 2: What are teacher-related NCE business education teacher preparation challenges in the e-world?

Table 2: Mean and standard deviation scores of the NCE business educators on the teacher-related challenges of NCE business teacher preparation.

S/N	Teacher Related Challenges	Mean	SD	Remark
11	Lack of confidence by lecturers	3.40	0.92	Agree
12	Lecturers resistance to change	3.40	0.66	Agree
13	Shortage of time	3.60	0.49	Strongly agree
14	Incompetency	3.40	0.49	Agree
15	Difficulty in integrating ICT in instruction	4.00	0.01	Strongly agree
16	Lack of time for professional development	3.00	1.10	Agree
17	Inadequate sponsorship for teachers in e-world activities	2.50	0.92	Agree
18	Work overload due to inadequate number of qualified staff	3.64	0.61	Strongly agree
19	Lack of adequate incentives	3.07	0.80	Agree
20	Lack of collaboration with experts	3.57	0.49	Strongly agree

Table 2 shows that the mean scores of business educators range between 2.50 and 3.64 which is above the criterion value of 2.49. This indicates that business educators agreed on the items as challenges in the NCE business education teacher preparation in the e-world.

Testing the null hypotheses

Null Hypothesis 1: there is no significant difference in the mean response of male and female business educators on the student-related challenges in the NCE business education teacher preparation challenges in the e-world.

Table 3: Analysis of the mean response of NCE business educators on the students-related challenges in the NCE business education teacher preparation in the e-world.

Variables	N	Mean	SD	q	Df	z-cal	z-crit	Remarks
Male	91	3.21	0.70	0.05	1.43	0.21	0.47	NS
Female	54	3.31	0.57					

Results on table 3 revealed that the z-calculated value of 0.21 is less than the critical z-value of 0.47 at 0.05 level of significance of 143 degree of freedom. This indicates that there is no significant difference in the mean rating of male and female business educators on the student related challenges in the NCE business education teacher preparation in the e-world.

Hypothesis 2: There is no significant difference in the mean response of male and female business educators on the teacher-related challenges in the NCE business education teacher preparation.



Table 4: z-test analysis of the mean response of NCE business educators on the teacher-related challenges in the NCE business education teacher preparation in the e-world.

Variables	N	Mean	SD	Q	Df	z-cal	z-crit	Remarks
Male	91	3.25	0.94	0.05	1.43	0.22	0.829	NS
Female	54	3.20	0.6					

Data in table 4 indicates that the z-calculated value of 0.22 is less than the critical z-value of 0.829 at 0.05 level of significance and 143 degree of freedom. This implies that there exists no significant difference between the perception of male and female business educators on the NCE business education teacher preparation challenges in the e-world.

Discussion of Result

The result of the analysis of research question 1 shows that all the challenges listed in table 1 were agreed to be student-related NCE business education teacher preparation challenges. This finding tallied with the assertions of Amoke (2011) who noted that the problem of the business education programme in Nigeria are lack of modern instruction facilities, lack of laboratories and workshop's equipment to enhance learning outcome. This finding also blends with Kupposwany and Narayan (2010) who observed that most students enter the e-world only for entertainment, chatting and sports. The result of testing of null hypothesis 1 revealed that there is no significant difference in the mean response of male and female business educators on the student-related NCE business education teacher preparation since the calculated z-value is less than the critical z-value at 0.05 level of significance and 143 degree of freedom. This finding is in line with Suleman and Hussain (2014) who affirmed that most classroom physical conditions are not helpful for better instructional process causing students exhaustion and disappointment. The findings also show that students are not getting good access to online learning because of lack of connectivity in most schools. This is contrary to Desai (2012) which opined that internet connectivity is a basic requirement for all institutions as it allows academic staff and student to assess the numerous digital resources available on the web which is useful for research and reading purposes.

The findings relative to research questions 2 revealed that NCE business educators agreed that all the items listed in table 2 were teacher related challenges in NCE business education teacher preparation in the e-world. The finding is in line with Darling-Hammond, Andree, Richardson and Orphanos (2009) who affirmed that lecturers have limited access to high quality professional development. The findings also indicated that there is lack of collaboration with experts by the lecturers in order to update their knowledge and skills as most of them show resistance to change. This is in line with De Lay (2009) which affirmed that collaboration with other experts allow educators to escape the confines of their classroom, share ideas and solve problems thus helping them to develop a sense of belongingness and purpose. The result of the analysis of hypothesis 2 showed that there is no significant difference between the mean response of male and female business educators on the teacher related challenges in NCE business education teacher preparation in the e-world. This is contrary to the opinion of Jones (2018) which affirmed that teachers should make use



of ICT for professional activities including lesson planning, and preparation of teaching materials, recording of student's assessment and other administrative task, their own programme development and continuing education.

Conclusion

It is concluded that NCE business education teacher preparation in the e-world is hampered by lots of student-related and teacher-related challenges which if not well harnessed will result to production of incompetent teachers to the detriment of the society. This goes to buttress the saying that one cannot give what he does not have and at the same time a confirmed blind cannot lead another blind colleague.

Recommendations

Consequent upon the findings and conclusion reached the study recommends that;

1. Business educators should be trained and retrained through seminars, conferences and workshops on how to impact teaching skills and competences on prospective teachers in the e-world.
2. Efforts should be made by the stake-holders in the colleges of education to make provision for adequate connectivity to enable both students and teachers have access to online teaching and learning.
3. Management of colleges of education should ensure adequate and constant power supplies to enable the student have a 24 hours e-learning access.
4. The curriculum of NCE business education should be reviewed such that adequate time should be made available for both the students and the lecturers to explore technologies such as the internet and social networking and also for professional development.

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