



**PRINCIPALS' PERCEPTION OF PRE-SERVICE BUSINESS STUDIES TEACHERS' PREPARATION AND TEACHING EFFECTIVENESS IN TEACHING PRACTICE IN ONDO AND OSUN STATES, NIGERIA.**

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**Abstract**

*This paper investigated principals' perception of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States, Nigeria. Four research questions guided the study. One hypothesis was tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study consisted of one thousand five hundred seventy six (1576) principals in public and private secondary schools' in Ondo and Osun States, Nigeria. One hundred and forty (140) secondary school principals selected through simple random sampling technique were the respondents for the study. Questionnaire was the instrument for data collection. Mean and standard deviation were used for the analysis of the research questions and t-test was used to test the hypothesis at 0.05 level of significance. The findings showed that pre-service business studies teachers were effective in lesson notes preparation, lesson presentation, class management and time management. This implies that there was adequate pre-service business studies teachers' preparation for the teaching profession. It was recommended among others that Principals and school administrators should encourage time management idea in the school and supervise pre-service business studies teachers' instructional preparation and delivery closely during teaching practice.*

**Keywords:** *Principal, Pre-service teachers, Business studies, Teaching practice, Effectiveness.*

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**Introduction**

The official inclusion of business studies programme into the Nigeria curricula was in 1981. Its position as one of the important disciplines within the vocational education family has caused it to remain a veritable source of human resource development and economic emancipation of the nation. As reflected in the national education policy document (FRN, 2013) business studies is intended to provide the learners both intellectual and occupational skills. These are skills that are intended to make them function effectively not only as employees but also as self reliant persons and wealth creators (Ekpenyong, 2010). Business studies is an integrated pre-vocational subject taught at the junior secondary school level in Nigeria. It seeks to give students a generalized and broad idea of the field of business. The business studies cover units of: bookkeeping/accounting, office practice, commerce, shorthand, typewriting/keyboarding, store management and insurance (FRN, 2013). These subjects are naturally dynamic and their contents respond to the changes in the business world. It is mostly taught by graduates of business education. Pre-service business studies teachers are also expected to teach it during teaching practice as part of their training.



Pre-service training of teachers refers to teacher preparation for the teaching job before they are employed for that job (Jerotich, Kurgat & Kimutai, 2017). Pre-service teacher training is very crucial because teacher education is expected to develop communication skills, professional knowledge, skills and attitudes to enable teachers to identify teaching and learning needs of the learners and thus become effective curriculum implementors. Pre-service business studies teachers are individuals undergoing training in the department of business education on how to become professionals in teaching in colleges or universities. The term is used to describe student teachers who are enrolled in business teacher preparation programme and working towards certification. A necessary statutory training experience for pre-service teachers in practical teaching before certification is teaching practice. There is no teacher education programme that can be said to be complete without an effective student teaching practice programme (National Open University of Nigeria, (NOUN) 2008).

Teaching practice (TP) is an integral part of teacher education which allows student-teachers to apply theories into practice (Mannathoko, 2013). It is a practical teaching in actual school situation to demonstrate and improve training in the pedagogical skills over a period of time. It is a kind of apprenticeship stage during which the students are sent out to schools to gain practical and professional experience by translating all educational theories, model, laws they have acquired during training into practice. Kiggundu and Nayimuli (2009) saw it as a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to apply theory in practice. It involves students' placements to schools to practice lesson planning, classroom organization and most importantly classroom teaching. It is an essential part of effective professional training. Nwanekezi, Okoli and Mezieobi (2011) pointed out that teaching practice is the first official opportunity for student teachers to be involved in actual teaching experience. They add that it enables the student teachers to be well prepared for their assumption of duty as professional, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system.

*Teaching practice* is very important in the making of a teacher. It enables student teachers to have real experience in the actual teaching and learning environment. It provides pre-service teachers with the intellectual and professional background required for effective performance of their duties. Subedi (2009) noted that student-teachers' overall teaching skills can be boosted by the experience and exposure which they get while on teaching practice. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. The most important fact is that it is a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education and develop competence as well. In the process of bridging the gap between educational theories and practice, the student-teacher, through a programme of cooperative and interactive guidance, acquires valuable skills in teaching and the management of teaching from experienced teachers thus improving their quality (Endeley, 2014). It is a phase in the pre-service education of teachers in which the student-teacher brings together educational theory and actual teaching practices and procedures under competent supervision of cooperating teachers and principals.

Principals, as secondary school heads, play key roles in the administration of schools in respect to the academic and non-academic activities going on in schools. They do not only see to the smooth running of the school curricular activities but also regulate and supervise the conduct of teachers and their effectiveness. In secondary schools, education is highly organized with planned



learning content, time-table, hierarchy of authority and educational services that would foster productive and proficient learners. Okolocha and Onyeneke (2013) noted that 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 view and understanding of principals about the performance of the pre-service teachers during teaching practice as regards their preparation and teaching effectiveness becomes important to ascertain whether the student-teachers are adequately prepared for the job.

Principals and other supervisors are expected to observe how student teachers prepare, deliver the lesson and conduct themselves as members of teaching profession and are expected to advise the students on how to improve their teaching skills. Okolocha and Onyeneke (2013) stated that the principal should assess teachers' effectiveness on lesson note preparation and instructional delivery, classroom management/control, and time management. The principal's assessment of pre-service business studies teachers' effectiveness is necessary due to the poor academic achievements of business studies students (Nwogu (2011). Indicators like instructional delivery, students' assessment, learning environment, teachers' personal quality, motivation, and subject-content-knowledge among others are often used to measure teachers' effectiveness.

Effective teaching involves having a plan for what will happen in the classroom each day. Teaching and learning should be well planned with clear objectives that are understood by the learners because the goal of teaching is to bring about desired learning in the students (Edeh, 2017). Key characteristics of effective teaching according to Stronge (nd) include: knowledge of basic principles and procedures (pedagogical theory); planning and preparation; teaching experience (practice); self-reflection and modification of techniques and flexibility. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. They use a range of pedagogies, that is, techniques that best serve the learning needs of their students. Effective teachers acknowledge individual differences and understand that students develop at different rates and that in every classroom there will be a range of student abilities and aptitudes. They teach in a way that encourages students to take greater responsibility for their own learning. Effective teachers have adequate mastery of their subject content and skills. They provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. Effective teachers develop productive relationships with their students they get to know them and take a particular interest in their overall development and progress. They closely monitor each student's achievements and provide every one of their students with regular feedback on their performance.

However, the assessment of pre-service teachers' competences during teaching practice remains problematic and contentious (Mubika & Bukaliya, 2013). Additionally, there seems to be dissatisfaction with the professional competencies of business studies' teachers. Ekoh and Okwuanaso (2013) found out that business studies teachers do not apply adequate knowledge of subject matter competency, teaching methodology competency and classroom management competency which are the basic teaching competencies for effective instructions at Junior Secondary School level. Similarly, Okolocha and Onyeneke's (2013) study findings 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. Okolocha and Nwadiani (2014) in another study revealed that business studies teachers were not adequately prepared towards the challenges of new technological innovations in teaching. Despite all these, teaching practice remains a pillar of teacher education as it provides opportunities for evaluating pre-service teachers in authentic environments (Mubika & Bukaliya, 2013). Therefore, this study investigated principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States, Nigeria.

### **Statement of the Problem**

Teaching is a noble profession which helps others to acquire knowledge, competences or values. Becoming a qualified teacher or classroom practitioner is more of a process than an event since one has to go through some phases of training one of which is teaching practice (Kufakunesu, Dzingo Dekeza, 2013). Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. Pre-service teachers are expected to utilize the knowledge and skills they have acquired to teach effectively.

A cursory look at pre-service teachers during teaching practice supervision shows that some of them are overwhelmed with the demands of classroom instruction, as they learn to balance meeting students' needs with planning lessons and grading papers. A great number of student teachers also face several challenges during their teaching practice exercise, such challenges include lack of co-operation between student teachers and regular staff in the practicing school, inadequacy of teaching aids or instructional materials, over population of students in the classroom, deterioration of moral values in schools and the neglect of discipline, inadequate time allocated for teaching, lack of interest of students in the subjects given, uncooperative attitude of cooperating teachers to mention a few.

Over the last decade, the focus on developing quality teachers has received increased attention in education and assessment of teaching skills or competences constitutes an area of debate and development (Smith, 2010). This is because of the widespread dissatisfaction with the professional assessment procedures that are being used (Mattsson & Rorrison, 2011). The study, therefore, harness the experience of principals in secondary schools by using their knowledge to inform pre-service teacher education programmes. As these principals have supervised pre-service teachers themselves, they also have some insight into the ways in which pre-service teacher education programmes prepare pre-service teachers to teach effectively. Perhaps most importantly, the fact that these principals are currently supervising teachers' effectiveness in the classroom every day means that they are aware of the skills needed, the challenges that arise, and the benefits that come from teaching effectively. As such, they are one very important source of knowledge when considering how to adapt pre-service teaching degrees in order to skill our future teachers in business education. The question then is: what are principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States?

### **Purpose of the Study**

The purpose of the study was to investigate principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in lesson notes preparation, lesson presentation, class management and time management during teaching practice in Ondo and Osun States.

### Research Questions

The following research questions guided the study:

- How do Principals rate pre-service business studies teachers' effectiveness in lesson notes preparation?
- How do Principals rate pre-service business studies teachers' effectiveness in lesson presentation?
- How do Principals rate pre-service business studies teachers' effectiveness in class management?
- How do Principals rate pre-service business studies teachers' effectiveness in time management?

### Research Hypothesis

One null hypothesis was tested at 0.05 level of significance

**H<sub>0</sub>:** There is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States.

### Method

Descriptive survey research design was adopted for the study. The population of the study consists of one thousand five hundred seventy six (1576) principals in public and private secondary schools' in Ondo and Osun States, Nigeria. A total of one hundred and forty (140) principals selected through simple random sampling technique in Ondo and Osun states were used as respondents for the study. A structured questionnaire titled "principals' perception of pre-service business studies teachers' teaching effectiveness in teaching practice in Ondo State" (PPPSTTETP) was the instrument for data collection. The instrument was structured on a 4 point rating scale of Very Effective (VE), Effective (E), Slightly Effective (SE) and Not Effective (NE) with assigned weighted values of 4, 3, 2 and 1 respectively. The mean was used to analyze data related to the research questions. A criterion mean of 2.5 was used while t-test statistic was used to test the hypothesis at 0.05 level of significance.

### Results

The data presented in Table 1 simply reveals the distribution of the respondents based on gender. 72.86% of the respondents were male principals while 27.14% were female. This implies that there were more male principals in Ondo and Osun States than female.

### Research Question 1

How do Principals rate pre-service business studies teachers' effectiveness in lesson notes preparation?

**Table 2:** Principal's Perception of Pre-service Business Studies Teachers' Effectiveness in Lesson Notes Preparation

S/N	Pre-service teacher's effectiveness in lesson notes preparation	Mean	SD	Decision
1	Pre-service teachers are effective in preparing lesson notes	3.32	0.49	Effective
2	Pre-service teachers used the prepared lesson notes to teach	3.35	0.51	Effective
3	The contents in the lesson notes are relevant to subjects taught	3.42	0.53	Effective
4	The prepared lesson noted are logical	3.05	0.52	Effective
5	The prepared lessons notes are sequential	3.18	0.54	Effective
6	The prepared lesson notes are adequate	3.18	0.53	Effective

*Source:* Field survey, 2018.

The data presented in Table 2 show that all the items have mean scores above 2.50 indicating that pre-service business studies teachers were effective in lesson note preparation.

### Research Question 2

How do Principals rate pre-service business studies teachers' effectiveness in lesson presentation?

**Table 3:** Principal's Perception of Pre-Service Business Studies Teachers' Effectiveness in Lesson Presentation

SN	Pre-service teachers' teaching effectiveness in lesson presentation	Mean	SD	Decision
1	Pre-service teachers use the right methods in teaching the prepared notes	3.10	0.50	Effective
2	Pre-service teachers show adequate mastery of subject matter	3.02	0.53	Effective
3	Pre-service teachers ensure students participation and involvement in lessons	3.07	0.55	Effective
4	Pre-service teachers ensure adequate and appropriate involvement of all members of the class	2.96	0.52	Effective
5	Pre-service teachers use clear voice and language in teaching	3.07	0.49	Effective
6	Pre-service teachers neatly use blackboard in teaching	3.05	0.53	Effective
7	Pre-service teachers neatly prepare and use teaching aids	3.11	0.51	Effective

*Source:* Field survey, 2018.

The data presented in Table 3 reveal that all the items have mean scores above 2.50 indicating that pre-service teachers were effective in lesson presentation.

### Research Question 3

How do Principals rate pre-service business studies teachers' effectiveness in class management?

**Table 4:** Principal's Perception of Pre-service Business Studies Teachers' Effectiveness in Class Management

SN	Pre-service teachers' teaching effectiveness in lesson presentation	Mean	SD	Decision
1	Pre-service teachers use the right methods in teaching the prepared notes	3.10	0.50	Effective
2	Pre-service teachers show adequate mastery of subject matter	3.02	0.53	Effective
3	Pre-service teachers ensure students participation and involvement in lessons	3.07	0.55	Effective
4	Pre-service teachers ensure adequate and appropriate involvement of all members of the class	2.96	0.52	Effective
5	Pre-service teachers use clear voice and language in teaching	3.07	0.49	Effective
6	Pre-service teachers neatly use blackboard in teaching	3.05	0.53	Effective
7	Pre-service teachers neatly prepare and use teaching aids	3.11	0.51	Effective

*Source:* Field survey, 2018.

The data presented in Table 4 show that the items 1, 4, 5 and 6 have mean scores above 2.50 indicating that the items were agreed upon that pre-service business studies teachers are effective in class management except items 2 and 3 which were not agreed upon because they are negative cued statements.

#### Research Question 4

How do Principals rate pre-service business studies teachers' effectiveness in time management?

**Table 5:** Principal's Perception of Pre-Service Business Studies Teachers' Effectiveness in Time Management.

SN	Pre-service teachers' teaching effectiveness in time management	Mean	SD	Decision
1.	Pre-service teachers know how to use the stipulated time without using another teacher's period	2.91	0.45	Effective
2.	Pre-service teachers manage time to evaluate before the end of the class	2.93	0.52	Effective
3.	Pre-service teachers give room for questions and interactions before the end of the class	3.07	0.55	Effective
4.	Pre-service teachers are time conscious	2.91	0.52	Effective
5.	Pre-service teachers are punctual and do not miss classes	3.00	0.48	Effective

*Source:* Field survey, 2018.

The data presented in Table 5 reveals that all the items have mean scores above 2.50 indicating that pre-service business studies teachers are effective in time management.

#### Test of Hypothesis

##### Hypothesis One

There is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun State.

**Table 6:** t-test summary for significant difference between male and female principals' perception on pre-service business studies teachers' effectiveness in teaching practices in Ondo and Osun States.

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Male	102	90.2	2.13	138	0.28	1.96	Not Sig.
Female	38	49.8	1.44				

P>0.05

Table 6 shows that t-cal (0.28) is less than t-table ( at 0.05 level of significance. Therefore the null hypothesis is accepted. This indicates that there is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States.



### Discussion of Findings

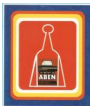
The study revealed that pre-service business studies' teachers prepare lesson notes to teach, the lesson notes were relevant to the subjects/topics taught and the lesson notes were logical, sequential and adequate. A lesson note is step by step guide into a specific lesson made by the teacher before the lesson. It also contains important information about the expected outcome of the lesson and the sources of information. The findings agree with Maphosa, Shumba and Shumba (2007) who emphasized that it is important for the students to effectively prepare lesson note because it is through his or her lesson notes supervision will take place by the school authority or special education authority that oversees the standard of learning in every school.

The study also revealed that pre-service teachers used the right teaching methods, showed adequate mastery of subject matter, ensure students participation and involvement in lessons, used clear voice and language in teaching, used blackboard in teaching and neatly used teaching aids. The findings emphasized the need for instructional *presentations* are clear, minimise misinterpretations and facilitate

The study also discovered that pre-service business studies teachers controlled the classes effectively, students do not make noise and disturb the class, pre-service teachers do not get insulted and humiliated by students, ensured good classroom arrangement, ensured good class control and orderliness and reinforced students' responses. The findings disagree with Ekoh and Okwuanaso (2013) who observed that business studies teachers have very poor application of the classroom management competency. Oliver, Wehby and Reschly (2011) in their study revealed that teachers' classroom management practices had a significant, positive effect on decreasing problem behaviour in the classroom.

The study also discovered that pre-service teachers know how to use stipulated time without using other teachers' period, manage time to evaluate before the end of the class, give room for questions and interactions before the end of the class and that pre-service teachers are punctual and do not miss classes. The study disagree with Okolocha and Oyeneke (2013) who found that business studies teachers were ineffective in adhering to some aspects of time management for optimal achievement of instructional goals and improved students' academic achievements and consequently employability. Time is an indispensable element in successful accomplishment of any activity and refers to a "particular period". In school organization, curricular and extracurricular activities depend on the time scheduled like other organizational tasks. The realization of educational goal despite the amount of resources involved remains ineffective without good time management (Ugwulashi, 2013). Therefore, time management principles will ensure efficient and effective use of school resources in promoting a proper culture for teaching and learning in the school.

Finally, the hypothesis tested revealed that there is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States. The findings agree with Okolocha and Oyeneke (2013) who found that gender does not have influence on business studies teachers' teaching effectiveness in secondary schools.



## Conclusion

Based on the findings of this study, it is concluded that the secondary school principals in Ondo and Osun States, Nigeria, perceived pre-service business studies' teachers to be effective in lesson notes preparation, lesson presentation, class management and time management during teaching practice. This may be due to the fact that Student-teachers know the rationale for teaching practice; they view it as an important aspect of their preparation for the teaching job (Major & Mannathoko, 2013).

## Recommendations

Consequent upon the findings of the study, the following recommendations are made:

Student teachers should adequately prepare so as to avoid poor delivery of lessons, poor classroom management and under/overuse of time stipulated for a lesson.

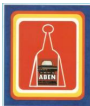
Principals and school administrators should encourage time management idea in the school and supervise pre-service business studies teachers' instructional preparation and delivery closely during teaching practice.

Universities and Colleges of education should offer relevant training programmes in all areas of the business studies so that teachers can effectively implement the integrated Business Studies curriculum.

The government should urgently provide all teaching aids and facilities to aid the effectiveness of business studies teachers in all secondary schools across the nation.

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