



BUSINESS STUDIES TEACHERS' COMPETENCIES IN UTILIZING INSTRUCTIONAL MATERIALS FOR TEACHING OFFICE SKILLS IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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Abstract

The study assessed the competencies of Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State. A descriptive survey research design was adopted for the study. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population for the study comprised 589 Business studies teachers in 447 secondary schools in Delta State. The stratified random sampling technique was used to sample one hundred and eighteen Business studies teachers which represent 20% of the population. Structured questionnaire was employed for data collection titled: "Business Studies Teachers' Competencies in Utilizing Instructional Materials for Teaching Office Skills (BSTCUIMTOS)". The data collected were analyzed using the mean and standard deviation to answer the research questions while z-test statistics was used for testing hypotheses at 0.05 level of significance. The findings of the study revealed that Business studies teachers were not very competent in the use of instructional materials for teaching office skills in secondary schools in Delta State. They were not effectively utilizing the instructional materials available to them. It was recommended that the government and other stakeholders in secondary school in Delta State should intervene by making provision for training and re-training of Business studies teachers for improvement in their teaching competencies in the use of instructional materials for teaching office skills.

Keywords: Competencies, Utilization, Instructional materials, Teaching, Office skills

Introduction

Competence is the ability to display, perform, or carryout certain act assigned to someone effectively. It is the performance expression of what one is capable of doing. Comfort and Bonaventure (2012), referred to competence as the ability required by individuals to function effectively in a business environment. Ennies in Arikwandu, Okoro and Ozoemenam



(2016), saw competencies as the personal characteristic and capability to perform certain task or carry out specific functions. Ovbiagele, Mgbonyebi and Olaniye (2019) defined competence as being well qualified and having adequate ability to perform a specific role. Competence is the ability required to operate various equipment and use office machines adequately (Ikelegbe, 2016). This means that the actual competencies required of Business studies teachers to teach office skills is centered on their ability to utilize instructional materials available at their disposal.

The business studies teacher is charged with the responsibility of ensuring that every skill required to prepare the Business studies students for the world of work is properly impacted. Unfortunately, the Business studies teachers' were not teaching the students these skills effectively due to the fact that most of the teachers have little or no knowledge of such skills. Eferakeya and Onyene (2012) lamented that after decades of implementing the National Policy on Education, Nigeria's education still suffers and lack the right quantity and quality of professional teachers to teach skilled subjects. Ihebereme (2010) stated that majority of teachers in the secondary schools were not competent enough to teach skilled subjects. The author further stated that teachers cannot give what they do not have. Ogonu (2019) considers lack of competence as a great challenge to the Business studies teachers in the use of new technologies such as ICT facilities in teaching. According to Kaizer and Akpotohwo (2012), one of the challenges of teaching and implementing the OTM scheme is having qualified and competent Business studies teachers. Igboke (2001) posited that the success of any educational programme or course of study depends on the teacher's experience and the application of his skills and knowledge to the lesson.

Awotua-Efebo (2007) ascertained that the effectiveness of teaching depends on how well a teacher prepares his or her lessons, how well the lessons are implemented and how well the teaching and learning process is evaluated. According to Urevbu (2006), utilizing resources and materials to achieve educational purpose is the teacher's duty and responsibility based on the teacher's understanding of the subject matter. The way a teacher handles the use of instructional materials in the classroom is very important. Teachers today need to plan and design learning strategies that will facilitate expected results and utilize the instructional materials available to them to inspire and encourage the learners. This could be achieved through transforming the teaching/learning process into active, dynamic, innovative and enriched experience. According to William (2007), teachers have the potentials for enhancing the quality of teaching by



inspiring students into learning through various methods. In other words, the teacher organizes teaching and the environment through a series of activities. Teachers are in the middle of the implementation of any education curriculum and to ensure this, they require adequate skills (Akarahu, 2011). They need to be well equipped with the right knowledge, understanding, skills and ability to provide the students with the new pedagogies and learning experiences they require. Therefore, there is the need for the training and re-training of Business studies teachers in the use of instructional materials for teaching office skills.

Utilization refers to making use of something for a particular purpose. Generally, utilization is how well a particular thing is made use of, for a specific purpose. It involves creation of values to something (Asogwa, Onu and Egbo, 2013). To Elogbo and Akek (2019), utilization is making use of tangible and intangible resources meaningfully. Utilization in this context refers to how well the Business studies teachers make use of instructional materials in teaching office skills in secondary schools in Delta State. Jiriko, Olurunaiye, Nwafulugo and Omengala (2015) noted that it is not enough for instructional material to be available in schools rather, they must be put to good use in order to facilitate and enhance learning. Usman in Aliyu (2014) asserted that instructional materials on its own do not have any attribute of value except when properly utilized. The author added that the usefulness of instructional materials to learning depends on what the teacher, who is the key implementer of educational curriculum make out of them. Iyunade (2014) posited that unless the teacher uses the instructional materials to teach, demonstrate and direct the learners' attention to what they should look for and learn, the materials are as good as not being available. He further stated that learning is more interesting when instructional materials are utilized in the delivery of instructions. Similarly, Asogwa, Onu and Egbo (2013) added that utilizing instructional materials in teaching facilitates the achievement of stated objectives.

Ikegwani (2015) made it clear that in some schools instructional materials are available but left to deteriorate due to lack of utilization. This is probably as a result of the incompetency of most of teachers in secondary schools. Chiazor (2013) in her study found that the instructional materials for teaching business studies were inadequate and underutilized in junior secondary schools in Delta North Senatorial District. Umah and Nwokike (2015) averred that in most cases instructional materials were available but not properly utilized by teachers due to the lack of the required knowledge and skills to utilize them. In addition, Bello, Oludele and Ademiluyi (2016) noted that technology in teaching and learning has



placed extra demands on teachers. As a result, teachers need to upgrade and update themselves through training and development. In the secondary school, Business studies teachers need to be competent in utilizing instructional materials to teach office skills effectively and efficiently to achieve its objectives.

Statement of the Problem

Business studies graduates were expected to acquire the knowledge and skills to operate various office machines that will enable them to be employed and function effectively and efficiently in the office environment. This has not been so because Business studies teachers themselves have not improved on the needed competencies for teaching office skills. This has resulted in producing half-backed business studies graduates who cannot properly handle office machines. It is on this note that this paper sought to find out the competencies of Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State.

Research Questions

The following research questions guided the study:

1. How competent are Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State?
2. To what extent are Business studies teachers utilizing instructional materials for teaching office skills in secondary schools in Delta State?

Hypotheses

1. There is no significant difference in the mean responses of male and female Business studies teachers on their competencies in the use of instructional materials for teaching office skills in secondary schools in Delta State.
2. There is no significant difference in the mean responses of Business studies teachers in urban and rural areas on the extent to which the instructional materials are being utilized for teaching office skills in secondary schools in Delta State.



Method

The study adopted the descriptive survey research design. The population for the study is made up of 589 Business studies teachers in 447 secondary schools in Delta State. The stratified random sampling technique was used to select 119 business studies teachers (representing 20% of the population). A Structured Questionnaire was used for data collection titled: "Business Studies Teachers Competencies in Utilizing Instructional Materials for Teaching Office Skills (BSTCUIMTOS)" structured on a four point scale as follows: Highly Competent (HC) 4 points, Competent (C) 3 points, Poorly Competent (PC) 2 points and Incompetent (IC) 1 point for research question one, and Highly Utilized (HU) 4 points, Utilized (U) 3 points, Underutilized (UU) 2 points and Not Utilized (NU) 1 point for research question two. The instrument was validated by three experts in business education department from the Ebonyi State University. The Crombach Alpha method was used for the reliability test and the instrument yielded reliability co-efficient of 0.90. Out of the 118 copies of questionnaires administered, 111 copies were completely filled and returned representing 93.4% rate of return. The data collected were analyzed using mean ratings and standard deviation for the research questions, and z-test statistics for the hypothesis testing at 0.05 level of significance.

The decision for rating the mean of responses to the research questions were set at 2.50 and above as competent and utilized, and any mean rating below 2.50 was regarded as incompetent and not utilized. The null hypotheses of no significant difference will be accepted on items whose p-values were greater than 0.05 level of significance while the hypothesis of no significant difference will be rejected on items whose p-values were less than 0.05 level of significance.

Table 1: Population and Sample Distribution of Schools and Business Studies Teachers in Secondary Schools in Delta State According to Zones

S/N	Zone	No. of Schools	No. of Teachers	Sample 20% (No. of Teachers)
1.	Asaba	62	142	28
2.	Bomadi	38	15	3
3.	Oghara	48	43	8
4.	Agbor	39	88	18
5.	Oleh	36	37	7



6.	Kwale	59	30	6
7.	Orerokpe	46	58	12
8.	Sapele	15	42	9
9.	Ughelli	69	73	15
10.	Koko	11	7	1
11.	Warri	24	54	11
	Total	447	589	118

Source: Post Primary Education Board (PPEB) Asaba, Delta State (2019).

Result

Research Question one

How competent are Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State.

Table 2: Mean of Responses on the Competencies of Business Studies Teachers in the Use of Instructional Materials for the Teaching of Office Skills in Secondary Schools in Delta State

Business studies teachers'				
SN	Level of competence	\bar{X}	SD	Rmks
1.	Computer operation for classroom instructions.	2.41	0.76	PC
2.	Accounting machines for calculations.	2.46	0.88	PC
3.	Recording machines for meeting procedures.	2.34	0.64	PC
4.	Perforating machines for paper perforation.	3.47	0.72	C
5.	Fax machines to transmit documents.	2.30	0.87	PC
6.	Spiral binding machines to bind papers.	2.28	0.80	PC
7.	Laminating machines to laminate documents.	2.38	0.89	PC
8.	Shredding machines to discard unwanted papers.	3.55	0.58	C
9.	Addressing machines to address letters and envelopes.	2.42	0.87	PC
	Guillotine machines to trim unequal edges of papers.	2.44	0.72	PC
10.	Overhead projectors to display skills for students.	2.41	0.76	PC
11.	Printing machines to print documents.	2.34	0.64	PC
12.	Stamping machines to affix date and time on papers and	2.30	0.87	PC
13.	envelopes.	2.38	0.89	PC
14.	Scanning machines to scan and send images to other	2.42	0.87	PC
15.	machines. Photocopying machines to produce replica of documents.			
Grand Mean		2.53		PC

Note: n = 111, \bar{X} = Mean, SD = Standard Deviation, PC = Poorly Competent, C = Competent.



Table 2 reveals that the mean ratings of the responses on 13 out of the 15 items listed, ranged between 2.28 to 2.46 which were all less than the cut-off mark of 2.50 on a 4-point rating scale. This indicated that Business studies teachers were poorly competent in the use of 13 instructional materials for teaching office skills in secondary schools in Delta State. The mean values on the remaining two items, specifically item four and eight were 3.47 and 3.55 which were greater than the cut-off point value of 2.50 on a 4-point rating scale, indicating that business studies teachers were competent in the use of the two items for teaching office skills in secondary schools in Delta State.

Research Question two

To what extent are the instructional materials for teaching office skills in secondary schools in Delta State utilized by Business studies teachers?



Table 3: Mean of Responses on the Extent of Utilization of Instructional Materials for Teaching Office Skills by Business Studies Teachers in Secondary Schools in Delta State

SN	Extent of utilization of Instructional materials	\bar{X}	SD	Rmks
1.	Use of computer in the classroom for normal operations.	2.24	0.60	NU
2.	Use of accounting machine in the classroom for calculating business transactions.	2.28	0.54	NU
3.	Use of recording machine in the classroom to record proceedings of meeting.	2.04	0.75	NU
4.	Use of punch-card machine in the classroom to perforate papers.	3.21	0.43	U
5.	Use of fax machine in the classroom to transmit documents.	1.75	0.68	NU
6.	Use of spiral binding machine in the classroom to bind papers.	2.20	0.81	NU
7.	Use of laminating machine in the classroom to laminate documents.	2.28	0.80	NU
8.	Use of shredding machine in the classroom to discard unwanted papers and documents.	3.07	0.87	U
9.	Use of addressing machine in the classroom to address letters and envelopes.	2.11	0.79	NU
10.	Use of guillotine machine in the classroom to trim unequal edges of paper.	2.21	0.72	NU
11.	Use of overhead projector in the classroom to project and display various skills.	2.24	0.60	NU
12.	Use of the printing machine in the classroom to print documents.	2.04	0.75	NU
13.	Use of stamping machine in the classroom to affix date and time on mails.	2.20	0.81	NU
14.	Use of scanning machine in the classroom to scan and send graphic images to other machines.	2.11	0.68	NU
15.	Use of photocopying machine in the classroom to make a replica of document.	2.28	0.54	NU
Grand Mean		2.28		NU

Note: n = 111, \bar{X} = Mean; SD = Standard Deviation; U = Utilized; NU = Not Utilized.

Table 3 reveals that the mean ratings of the responses on 13 out of the 15 items listed ranged between 1.75 to 2.28 which were all less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that Business studies teachers were not utilizing the 13 identified items of instructional materials for teaching office skills in secondary schools in Delta State. The mean values on the remaining two items, were 3.21 and 3.07 and were greater than the cut-off point value of 2.50 on 4-point rating scale indicating that Business studies teachers were utilizing the remaining



two items of instructional materials for teaching office skills in secondary schools in Delta State.

Hypothesis one

There is no significant difference in the mean response of male and female Business studies teachers on their competencies in the use of instructional materials.

Table 4: z-test Statistics on the Mean Ratings of the Responses of Male and Female Business Studies Teachers on Their Level of Competency in the Use of Instructional Materials for Teaching Office Skills

SN	Item Statements	Male		Female		Sig. p-value	Rmk
		X	SD	X	SD		
1.	Computer operation in the classroom.	2.60	0.77	2.22	0.77	0.01	S*
2.	Accounting machines for calculations.	2.52	0.86	2.39	0.91	0.04	S*
3.	Recording machines for meeting	2.62	0.63	2.06	0.65	0.00	S*
4.	procedures.	3.47	0.75	3.47	0.69	0.98	NS
5.	Perforating machines to perforate	2.29	0.85	2.32	0.59	0.84	NS
6.	papers.	2.27	0.83	2.28	0.77	0.93	NS
7.	Fax machines to transmit documents.	2.39	0.89	2.36	0.87	0.85	NS
8.	Spiral binding machines to bind papers.	3.52	0.59	3.58	0.57	0.59	NS
9.	Laminating machines to laminate documents.	2.56	0.90	2.28	0.75	0.03	S*
		2.45	0.73	2.42	0.62	0.76	NS
10.	Shredding machines to discard unwanted	3.45	0.74	3.45	0.65	0.97	NS
11.	papers.	2.26	0.81	2.28	0.76	0.92	NS
12.	Addressing machines to address letters	3.15	0.58	3.57	0.57	0.59	NS
13.	and envelopes.						
14.	Guillotine machines to trim unequal edges of papers.	2.45	0.73	2.42	0.62	0.76	NS
15.	Overhead projector to display skills.	2.39	0.89	2.36	0.87	0.85	NS
	Printing machines to print documents.						
	Stamping machines to affix date and time on paper.						
	Scanning machines to scan and send images to other machines.						
	Photocopying machines to produce replica of documents.						

Note: Level of Sig. = 0.05; NS = Not Significant; S* = Significant, Male (n=59), Female (n=52)

Table 4 reveals that the p-values of items four, five, six, seven, eight, 10, 11, 12, 13, 14 and 15 ranged from 0.59 to 0.98, which were all greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of male and female Business studies teachers on the 11 items of competency of use of the instructional materials required for teaching office skills in secondary



schools in Delta State. Consequently, the null hypothesis was accepted on the 11 items in the table.

On the other hand, the p-values of the remaining four items in the table, specifically items one, two, three and nine were 0.01, 0.04, 0.00 and 0.03 which are in each case less than 0.05 level of significance. This implied that there were significant differences in the mean rating of the responses of male and female Business studies teachers on the four items in the table. Hence, the null hypothesis was rejected on the four items in the table.

Hypothesis two

There is no significant difference in the mean response of Business studies teachers in urban and rural areas on the extent to which instructional materials are utilized for teaching office skills in secondary schools in Delta State.

Table 5: z-test Statistics on the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Areas on the Extent to Which the Instructional Materials are Utilized for Teaching Office Skills in Secondary Schools in Delta State

SN	Item Statements	Urban X̄	SD	Rural X̄	SD	Sig. p-value	Rmk
1.	Use of computers.	2.46	0.71	2.01	0.72	0.01	S*
2.	Use of accounting machines.	2.39	0.62	2.15	0.76	0.00	S*
3.	Use of recording machines.	2.06	0.56	2.00	0.85	0.67	NS
4.	Use of punch-card machines.	3.38	0.72	3.05	0.53	0.04	S*
5.	Use of fax machines.	1.70	0.67	1.80	0.78	0.44	NS
6.	Use of spiral binding	2.16	0.80	2.23	0.83	0.68	NS
7.	machines.	2.37	0.76	2.17	0.85	0.03	S*
8.	Use of laminating machines.	3.00	0.77	3.17	0.68	0.25	NS
9.	Use of shredding machines.	2.27	0.81	1.94	0.75	0.02	S*
10.	Use of addressing machines.	2.15	0.57	2.29	0.80	0.34	NS
11.	Use of guillotine machines.	2.06	0.55	2.01	0.85	0.66	NS
12.	Use of overhead projectors.	2.16	0.80	2.22	0.82	0.68	NS
13.	Use of printing machines.	2.14	0.56	2.28	0.81	0.33	NS
14.	Use of stamping machines.	1.70	0.66	1.80	0.77	0.43	NS
15.	Use of scanning machines.	3.01	0.76	3.17	0.68	0.25	NS
	Use of photocopying machines.						

Note: Level of Sig. = 0.05; **NS** = Not Significant; **S*** = Significant, Urban (n=63), Rural (n=48)



Table 5 reveals that the p-values of items three, five, six, eight, 10, 11, 12, 13, 14 and 15 ranged from 0.25 to 0.68, respectively which were all greater than 0.05 level of significance. This indicated that there was no significant difference in the mean ratings of the responses of Business studies teachers in urban and rural areas on the extent of utilization of the 10 instructional materials for teaching office skills in secondary schools in Delta State. Thus, the null hypothesis was accepted on the 10 items in the table.

On the other hand, the p-values of the remaining five items in the table, specifically items one, two, four, seven and nine were 0.01, 0.00, 0.04, 0.03 and 0.02 respectively which were all less than 0.05 level of significance. This indicated that there is significant difference in the mean ratings of the responses of business studies teachers in urban and rural areas on the extent of utilization of the remaining five instructional materials for teaching office skills in secondary schools in Delta State. Therefore, the null hypothesis of no significant difference was rejected on the five items in the table.

Discussion of Findings

The findings of the study on research question one indicated that business studies teachers were not competent enough in the use of 13 out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State. The findings of the study supported that of Jiriko, Olurunaiye, Nwafulugo and Omengala (2015) which reported that it is not enough for instructional material to be available in schools rather, must be put to good use by competent teachers in other to facilitate and enhance learning. Similarly, Iyunade (2014) found that unless the teacher uses the instructional materials to teach, demonstrate and direct the learners' attention to what they should look for and learn, the materials are as good as not being available. The findings of the study corroborated that of Ihebereme (2010) who in his investigation found that majority of teachers in the secondary schools were not competent enough to teach skill subjects. Thus, the need for teachers to equip themselves with the necessary skills required to perform their duties professionally is very crucial.

Results on hypothesis one shows that there is no significant difference in the responses of male and female business studies teachers on their level of competencies on the use of instructional materials required for teaching office skills. The teachers were able to teach the students how to operate only four out of the 15 identified instructional materials. This



shows that business studies teachers in secondary schools in Delta State do not possess the required competency for teaching office skills. The findings of the study on the hypotheses tested conformed with the result of Ogonu (2019) who investigated challenges in the use of new technologies in teaching and learning business courses in tertiary institutions in Rivers State, Nigeria. The study found that there was no significant difference in the mean scores of the responses on the competent of personnel in the effective use of technologies for instructional delivery in tertiary institutions in Rivers State.

The study in respect of research question two found that business studies teachers were not utilizing 13 out of the 15 identified items of instructional materials for teaching office skills in secondary schools in Delta State. The 13 instructional materials not utilized include: the use of computer, accounting machine, recording machine, fax machine, spiral binding machine, laminating machine, addressing machine, guillotine machine, overhead projector, printing machine, stamping machine, scanning machine and photocopying machine. In line with the study, Ikegwani (2015) made it clear that in some schools instructional materials were available but left to waste away due to lack of utilization. This was as a result of the host of incompetent teachers in the use of instructional materials in secondary schools. Similarly, The findings of this study agreed with that of Umah and Nwokike (2015) who stated that in most cases instructional materials were available but not well utilized by teachers due to lack of relevant knowledge and skills. The challenges in the curriculum content, the computer age children, the societal value and dispositions in office duties, demands that the teacher be equipped with the new techniques of teaching office skills.

The result on hypothesis two indicated that there is no significant difference in the responses of Business studies teachers in urban and rural areas on the extent of utilization of the identified instructional materials for teaching office skills in secondary schools in Delta State. The findings agreed with the study of Chiazor (2013) who carried out a study on availability and utilization of instructional materials for teaching business studies in junior secondary schools in Delta North senatorial district. The study found that there was no significant difference between urban and rural Business teachers on the utilization of instructional materials for teaching business studies.



Conclusions

The study assessed business studies teachers' competencies in the use of instructional materials for teaching office skills in secondary schools in delta state. From the findings, the study concluded that business studies teachers were not competent enough in the use of the available instructional materials for teaching office skills in secondary schools in Delta State. The study also revealed that Business studies teachers were not effectively utilizing the available instructional materials for teaching office skills in secondary schools in Delta State.

Recommendations

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

1. The government, proprietors, administrators and stakeholders in secondary school education in Delta state should intervene by making provisions for training and retraining of business studies teachers to improve their teaching competencies.
2. Business studies teachers should be encouraged to make adequate use of instructional materials for teaching office skills during lesson delivery.

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