

**TEACHERS VOCATIONAL SKILLS AS CORRELATES OF QUALITY  
INSTRUCTIONAL DELIVERY OF BUSINESS STUDIES IN PUBLIC JUNIOR  
SECONDARY SCHOOLS IN EBONYI STATE****IBIAM-CHUKWUEMEKA CHIGOZIEM OLIVE**

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**ABSTRACT**

*This study, examined the relationship between teachers' vocational skills and quality instructional delivery of Business Studies in public junior secondary schools in Ebonyi State, Nigeria. A correlational research design was used for the study. Two research questions and two null hypotheses, guided the study. The population of the study was 301 Business Studies teachers and students in public junior secondary schools in three educational zones in Ebonyi state. A sample of 172 respondents was drawn, using stratified, proportionate, purposive and random sampling techniques. Instrument for data collection were two sets of questionnaires developed by the researcher and titled "Teachers' vocational skills questionnaire (TVSQ) for teachers and" Quality of instructional delivery questionnaire (QIDQ) for students. The instruments were validated by three experts, two in Business Education and one from measurement and evaluation unit from Michael Okpara University of Agriculture, Umudike, Abia State. Data collected were analysed using Cronbach Alpha statistics to determine the internal consistency of the instruments which yielded .74, and .71 coefficients respectively. Data for the study were collected by the researcher with the help of three research assistants who were briefed on what to do using a sample copy to guide the respondents on how to adequately fill the instrument and to ensure high rate of return. . Out of the 172 copies of questionnaires administered, 162 copies (representing 94% return rate) were retrieved and used for data analysis. Pearson product moment correlation was used to answer the research questions while linear regression was used to test the null*

*hypotheses at .05 level of significance. Findings revealed that technical and computer skills relate to quality instructional delivery of Business Studies in public junior secondary schools in Ebonyi state. Based on the findings, it was concluded that to a high extent, teachers' vocational skills has significant relationship with quality of instructional delivery of Business Studies in public junior secondary schools .Recommended among others was that Ebonyi State Universal Basic Education Board should post only teachers with adequate vocational skills to teach Business Studies in public secondary schools in the state.*

**KEYWORDS:** Teachers' vocational skills, Quality instructional delivery, Relationship, Technical skills, Business studies, Junior Secondary Schools.

## INTRODUCTION

Education is a tool that facilitates socio-economic development of individuals and nations. It is the means through which people gain new skills required to deal with life situations. Education equips an individual to attain a certain level of life through acquisition of skills, morals and knowledge thereby becoming a useful member of the society (Adebayo, Kehinde & Olusanya, 2016). According to Nworgu (2019), it is because of the value of education to individual and national development that the government of different countries invests tremendous resources in the provision of education for its citizen. There are three levels of education in Nigeria, namely; primary level, secondary level and tertiary level. At each of these levels, certain core subjects are taught while some are optional. Secondary education in Nigeria is grouped under junior secondary school and senior secondary school. Business Studies is one of the core subjects taught at the junior secondary schools.

Business Studies is an introductory subject for Upper Basic level teaching and learning in business. It is one of the subjects' student's studies in the three years of the Upper Basic Education popularly known as junior secondary school in preparation for the study of other business subjects in the senior secondary and tertiary levels. Business Studies is an integration of office practice, commerce, book-keeping, and typewriting, shorthand and computer studies. The Federal Republic of Nigeria (FRN, 2013) described Business Studies as a prevocational subject which aims at equipping recipients with the practical skills for useful living within the society and lifelong education. According to Agbagbue (2018), the fundamental aim of teaching Business Studies at the junior secondary school level is to prepare the of students for roles in enterprises such as paid employees, entrepreneurs or simply as self-employed and employers of labour. In other words, the aim is to ensure that individuals who complete the level should be able to fend for themselves and also cater for others without difficulty since they have been equipped with relevant knowledge to scale through in life with or without white collar jobs.

Furthermore, teaching of Business Studies helps in the production of competent, skilled and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. FGN (2013) outlined the objectives of Business Studies to include:

1. Basic knowledge acquisition to enable students to gain foundational knowledge in business concepts.
2. Skill development to equip students with essential skills for office occupations and personal business applications.
3. Preparation for further training to prepare students for advanced studies in business related field.

4. Economic relevance to relate business knowledge and skills to the national economy
5. Entrepreneurial orientation to foster an understanding of entrepreneurial and self-employment opportunities.

The Business subject taught at this education includes book-keeping, commerce, office practice, Accounts, typewriting and shorthand. The major aim of Business Studies is primarily to harness competent, skilled and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. While its fundamental aim, is the preparation of students for roles in enterprises; such roles could be as employee entrepreneurs and employers or simply as self-employed (Agbagbue, 2018). In other words, the aim of the introduction of Business Studies in the junior secondary school is to ensure that an individual who has passed through school at this level should be able to fend for himself and also cater for others without complain haven been equipped with knowledge of various skills which would make him scale through in life with or without the white collar- job.

According to Lawal (2019) Business studies enhances skill acquisition through series of activities to enable students effectively manage material and human resources in future towards economic growth. As a prevocational subject, Business Studies equips students with the knowledge of vocational and technical skills, enabling them to effectively apply the acquired skills towards the economic growth of the society. To achieve the aims and objectives of Business Studies, it is necessary for teachers to possess relevant vocational skills that will ensure high quality instructional delivery. Teachers' vocational skills are set of skills that help teachers perform and demonstrate expertise in the teaching career. Salami and Adigin (2016) explained that they connote professional skills, expertise in teaching and learning and discipline specialism. According to Morrison (2018), teachers' vocational skills refer to specific competencies and abilities that educators need to effectively teach and support their students in a vocational and technical education setting. Morrison posited that key components of teachers' vocational skills are pedagogical skills, assessment and evaluation skills, communication skills, computer skills, industry knowledge, professional proficiencies, collaborative skills and technical skills. Morrison further averred that these skills are essential for preparing students for career in various trades and professions, helping them to acquire the knowledge and experience they need to thrive in the workplace and contribute to the economy. This is because teachers' vocational skills help s in bridging the gap between academic learning and practical application, preparing individuals for successful career. Similarly, Uzoka (2018) explained that teachers acquire vocational skills through theoretical and practical training to prepare them to play a crucial role in equipping other individuals with practical skills for the workforce and life in general.

The effectiveness of teaching and learning when it comes to students' rate of assimilation and instructional outcomes depends on the level of vocational skills

applied by teachers during teaching. According to Candolfi (2019), teachers who possess high vocational skills are generally in high demand because they understand the student's diverse needs and learning styles and employ various teaching methods to cater for these differences. In the teaching of Business Studies, vocational skills possessed by teachers are key determining factors on the rating of how well they will perform the role of imparting knowledge to students. It is, therefore, expected that teachers who have high vocational skills will be able to handle both the practical and theoretical aspects of Business studies for quality instructional delivery. In the same vein, Yakmuz and Ojede (2019) stressed the need for recruiting adequate number of teachers with vocational skills in junior secondary schools for quality instructional delivery to promote saleable skill acquisition and possible employment generation. In view of all the above there is need for teachers of Business Studies to possess vocational skills such as technical skills, computer skills, financial skills and communication skills among others. The study, however, covered technical skills and computer skills because of their importance. Technical skills facilitate an in-depth knowledge of business concepts and principles and a thorough understanding of various components of Business studies which are shorthand, typewriting and computer (keyboarding), commerce, and office practice. Technical skills focus on providing students with hands on training and practical knowledge in a specific area. New technologies and techniques emerge regularly and a good teacher should be able to adapt and learn new skills in order to stay current and give students the best through designing curriculum that is centered around practical applications, solving problems and project-based learning to prepare students for the demands of the workforce. Teachers of Business Studies should be proficient in using technology tools and resources to enhance their instructional delivery and enable students develop digital literacy skills.

The level of education and training received by a teacher plays an important role in determining their ability to deliver quality instructions. Highly qualified and trained teachers, according to Pupet (2019) are more likely to use effective teaching strategies and techniques that engage students and promote learning. Clearly, Emeasoba (2015) noted that technical skills required by Business studies teachers include shorthand, typewriting, book-keeping, computer, and commerce and office practice. Furthermore, Bello (2016) stated clearly that when a teacher has mastery of his subject, he exhibits confidence and boldness in guiding, directing and issuing instructions during the lesson. Technical skills become more efficient when complemented by computer skills.

Computer skills refer to the ability to operate a computer machine, proficiency in using Microsoft office suit (Word, Excel, PowerPoint), experience with virtual teaching platforms and online learning management systems, effectively use and navigate computer hardware, software and application to complete tasks and solve problem.

Computer skills deal with all activities involved in coupling and bringing together the hardware components to make a functional unit as well as accessing and utilizing the operating system and programs. Okwuanaso (2015) explained that computer is an aspect of Information and Communication Technology used in almost every kind of endeavor including teaching to improve efficiency and productivity. Application of computer skills helps teachers in utilizing various audio-visual aids in teaching and makes learning more interesting for students. Nworgu (2018) observed that computer skills are innovations that enable the teachers to modify the teaching and learning process in order to increase and sustain students' interest and ensure quality in instructional delivery.

Quality instructional delivery is where teachers of any school subjects use suitable methods, strategies and instructional materials to enhance the presentation of the content to clearly convey information to students to enhance their assimilation and retention. Madeleine (2018) defined quality instructional delivery as teachers' effective presentation of content and facilitation of learning in the classroom using suitable instructional strategies, clear and engaging communication, appropriate pacing and differentiation, among others in order to meet the needs of all students. By tailoring lessons to meet the diverse needs and abilities of individual learners, teachers ensure that every student has equal opportunity for growth and development. The primary goal of quality instructional delivery according to Yakmez and Ojedele (2019) is to ensure that a greater percentage of students understand, assimilate, are able to retain, recall and use the acquired knowledge and skills in examinations or other real life situations. David (2018) affirmed that the quality of any educational system is dependent on the quality of its teaching staff and that no educational system can rise above the quality of its teachers. Quality instruction is an essential factor that influences students' learning outcome, academic achievement and retention rate. It is pertinent to note that quality instructional delivery of business studies is a factor of teachers' vocational skills. Hence this study to determine the extent teachers' vocational skills correlates quality instructional delivery of business studies in public junior secondary schools in Ebonyi state.

### **STATEMENT OF THE PROBLEM**

Teacher's vocational skills play a vital role in the quality of instructional delivery of the practical components of Business studies, namely; shorthand, typewriting and computer studies (keyboarding) A junior secondary school student who has been taught the theoretical and practical aspects of Business studies well should be able to construct words meaningfully in letter writing, pronounce words properly when communicating with clients in business and visitors in the office, produce malleable documents, serve as a good clerical staff in an office, possibly, run a commercial business center and so become self-employed and can also employ others with little or no assistance by his parents. Most principals in junior secondary schools in Ebonyi

state have not given attention to the vocational skills of the crop of teachers posted to teach business studies as a pre-vocational subject. It appears that most of the teachers do not possess adequate vocational skills for quality instructional delivery in Business Studies leading to students' poor attitude towards and achievement in shorthand, typewriting and computer studies (keyboarding) undermining the achievement of the aims and objectives of the subject. Consequently, there is general lack of instructional materials such as typewriters, computers (laptops), keyboarding studio and non-inclusion of business studies in the list of pre-vocational subjects to be offered in most of the schools. This also results to poor level of readiness by students after JSCE for self-employment as expected. Regrettably, there is no empirical evidence on the extent to which teachers' vocational skills are correlated with the quality of instructional delivery of business studies in public junior secondary schools in Nigeria generally and Ebonyi State in particular. This made it imperative to conduct this study to reveal the relationship between teachers' vocational skills and quality instructional delivery of business studies in public junior secondary schools in Ebonyi state to provide empirical data for remedial actions by relevant stakeholders.

#### **PURPOSE OF THE STUDY**

The purpose of the study was to determine the relationship between teachers' vocational skills and quality instructional delivery of Business studies in junior secondary school in Ebonyi state. Specifically, the study sought to determine:

1. The extent teachers' technical skills relate to quality instructional delivery of Business studies in junior secondary schools in Ebonyi state.
2. The extent teachers' computer skills relate to quality instructional delivery of Business studies in junior secondary schools in Ebonyi state.

#### **RESEARCH QUESTION**

The following research questions guided the study:

1. To what extent do teachers' technical skills relate to quality instructional delivery of Business studies in junior secondary schools in Ebonyi state.
2. To what extent do teachers' computer skills relate to quality instructional delivery of Business studies in junior secondary schools in Ebonyi State.

#### **HYPOTHESES**

The following null hypotheses were formulated and tested at 0.05 level of significance.

- Ho<sub>1</sub> There is no significant relationship between teachers' technical skills and quality instructional delivery of Business studies in Junior secondary school in Ebonyi state.

H<sub>02</sub> There is no significant relationship between teachers' computer skills and quality instructional delivery of Business studies in Junior secondary school in Ebonyi state.

### **METHODS**

The study adopted a correlational research design. The population of this study consisted of 301 teachers and students of Business studies in the 222 public junior secondary school in Ebonyi state. A sample of 172 respondents was drawn from the three educational zones in Ebonyi state, using a multi-stage sampling procedure. Two sets of questionnaires developed by the researcher and titled ÷ Teachers' Vocational skills questionnaire (TVSQ) and quality of instructional delivery questionnaire (QIDQ) designed to collect information on vocational skills of teachers and quality instructional delivery respectively. The instrument was validated by three experts, two experts from Business Education and the other from measurement and evaluation all in the college of Education, Micheal Okpara University of Agriculture, Umudike, Abia state. Cronbach Alpha statistical tool was used to determine the internal consistency of the instruments and reliability coefficient values of .74. and .71 were obtained respectively. The researcher administered the instruments with the help of three research assistants who were briefed on what to do using on the spot method. 172 copies of questionnaire administered, 162 copies representing 94% return rate. Pearson Product Moment correlation was used to answer the research questions based on Rumsey (2016) correlation coefficient scale with the following ratings.

± 70 to 1.0 = strong/high extent relationship  
 ± 40 to 0.69 = moderate/medium extent relationship  
 ± .00 to 0.39 = No correlation/weak/low extent relationship

Linear regression was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was not rejected where the p –value is equal to or greater than the alpha-value of 0.05 otherwise it was rejected.

### **RESULTS**

The result of the analysis was presented in the table as follows;

**Table 1 Correlation matrix of teacher technical skills and quality instructional delivery of Business Studies in public junior secondary school in Ebonyi state.**

Business studies		Teacher technical skills and instructional delivery of Business Studies	Quality
Teachers technical correlation skills	Pearson	1	0.80*
	sig(2- tailed)		.11
	P- value	172	172
	N		
Quality Instructional Delivery correlation (tailed)	Pearson	0.80*	1
	sig( 2 tailed)	0.64 (64%)	
	R <sup>2</sup>	.11	172
	P. value	172	
	N		

Correlation is significant at the 0.05 (2 tailed) N = Number of respondents

Table 1 shows a correlation index of .80 which is positive and within  $\pm 70$  to 1.00 correlation coefficient of Rumsey (2016). This indicates that teacher’s technical vocational skills relate to quality delivery of business studies to high extent. The coefficient of determination skill contribution  $R^2$  0.656 indicate that teachers technical vocational skills contribute to 64% of the variance observed in quality instructional delivery. The table also shows a p-value of .11 which of greater than the alpha value of .05. Therefore, the hypotheses showed that there is a significant relationship between teacher’s technical skills and quality instructional delivery was not rejected. This implies that teacher’s technical vocational skills significantly relate to quality instructional delivery of business studies

**.Table 2: Correlation matrix of teachers’ computer skills and quality instructional delivery business studies in public junior secondary schools in Ebonyi state.**

Business studies	Teacher computer skills and delivery of Business Studies	Quality instructional delivery of Business Studies
Teachers technical skills	1	.76*
Pearson correlation		000
sig(2- tailed)		.19
P- value	172	172
N	000	
Quality Instructional Delivery	0.578 (58%)	
Pearson correlation	.19	
R <sup>2</sup>	172	172
P. value		
N		

Correlation is significant at the 0.05 (2 tailed) N = Number of respondents

Table 2 shows a correlation index of 0.776 which is positive and within ± 0.70 to 1.00 correlation of Rumsey (2016). This indicates that teachers’ computer skills relate to quality instructional delivery of business studies to high extent. The coefficient of determination (R<sup>2</sup>) 0.624 indicates that teachers’ computer skills contribute to 58% of the variance observed in quality instructional delivery of business studies. The table also shows P-value of .19. Which is greater than the alpha value 0.05? Therefore, the hypotheses that there is a significant relationship between teacher’s computers skills and quality instructional delivery of business studies were not rejected. This implies that teachers’ computer skills significantly relate to quality instructional delivery of business studies.

**DISCUSSIONS**

**Extent to which teachers’ technical skills relate to quality instructional delivery of Business studies.**

The finding of the study revealed that teacher's technical skills positive relate to quality instructional delivery of Business Studies to a high extent. Meanwhile the corresponding hypothesis indicated that there is a significant relationship between teacher's technical skills and quality instructional delivery of business studies in public junior secondary schools in Ebonyi state. This finding aligns with the findings of Bello (2016) which stated that when a teacher has mastery of the subject, he exhibits confidence and boldness in guiding, directing and issuing instructions during the lesson. The finding also agrees with Emeasoba (2015) which asserted that there is a significant relationship between teachers' vocational skills and the teaching of typewriting, book-keeping and computer studies. Thus, for teachers to effectively deliver quality instructions there is need for mastery of the components of business studies.

Extent teachers' computer skills relate to quality instructional delivery of business studies

Table 1 revealed that teachers' computer skills positively to a high extent relate to quality instructional delivery of business studies while the corresponding hypothesis indicated that there is a significant relationship between teachers' computer skills and quality instructional delivery of business studies in public junior secondary schools in Ebonyi state. Supporting this finding, Akphogere (2015) revealed that computer skills gives teachers the ability to effectively use and navigate computer hardware, software and applications to complete task and solve problems. Computer skills enhance teacher's instructional functionality and students' activity in learning. This implies that it is very important in quality instructional delivery. Thus, it can then be concluded that teachers' computer skills has significant relationship with quality instructional delivery.

## **CONCLUSION**

Based on the findings of the study that teachers' technical and computer skills have significant correction with quality instructional delivery of Business studies in Junior Secondary schools, it was concluded that posting teachers of the subject who lack these skills to the schools will defeat the aims and objectives.

## **RECOMMENDATIONS**

Based on the findings and conclusion of the study, the following recommendations were made

1. Only teachers with vocational skills such as technical, computer, keyboarding among others should be posted to public secondary schools to teach Business studies.
2. Government as well as principals of public schools should plant necessary equipment such as keyboarding/computer studio to ensure practicum in business studies for students to improve their skills for effective instructional deliver.

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