

**IMPACT OF TEACHERS' COMPETENCE ON THE TEACHING OF  
BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOL IN ADO EKITI  
LOCAL GOVERNMENT AREA OF EKITI STATE**

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**Abstract**

The study examined the impact of teacher competence on the teaching of business studies to junior secondary school students in Ado Ekiti local government area of Ekiti State. This study adopted a descriptive research design, surveying 250 teachers from ten selected secondary schools in the Ado Local Government Area of Ekiti State. The sample for the study comprised 200 business subjects teachers purposively selected in the selected secondary schools. The study utilized a questionnaire named 'Questionnaire on the Impact of Teachers' Competence on the Teaching and Learning of Business Studies' (QITCTLBS) to gather pertinent data. The instrument for data collection was subjected to face and content validity by two experts from the College of Education, Bamidele Olumilua University of Education, Science, and Technology, Ikere Ekiti, Ekiti State. The reliability of the instrument was tested using test-retest methods on 10 teachers from two secondary schools not included in the main study. Pearson product moment correlation was used to test the reliability of the instrument, and 0.98 was obtained. The research questions were answered using the mean and standard deviation. The hypotheses were tested using chi-square. The two hypotheses were tested at the 0.05 level of significance. The findings revealed that planning instruction competency has a significant impact on effective teaching of business studies in junior secondary schools. In junior secondary schools, classroom instruction competency has a significant impact on effective business studies teaching. The study concluded that because planning instructional and classroom instruction competencies have a significant impact on effective teaching of business studies, junior high school students in Ado local government greatly benefit from the business studies lessons taught by qualified teachers. Therefore, the study recommended that the school authority should see the need to regularly contribute to the development of teachers' competency in order to help them improve their functionality in the teaching job.

**Keywords:** Planning of Instruction, Classroom Instruction, Teachers, Competence.

**Introduction**

Teachers play significant roles in the teaching process in ensuring a robust educational system. So, teachers must display a high level of competency in the delivery of instructions in the classroom. Competence is the ability displayed by someone in carrying out an assigned activity efficiently and effectively. It is the performance of an expression of what one is capable of doing.

It is the ability required by individuals to function effectively in a business environment. Arikwandu, Okoro and Ozoemenam (2016), defined competencies as the personal characteristics and capabilities to perform certain task or carry out specific functions. It is 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 in secondary schools is centered on their ability to utilize knowledge, methodology, experience, instructional materials etc. available at their disposal to bring about learning and a productive life.

The field of business studies provides a solid groundwork for academic achievement, technical development, economic growth, and national prosperity (FGN, 2019). Graduates of business programmes are better able to adapt to the ever-changing economic and business landscape, which in turn allows them to create wealth and jobs for themselves rather than just seeking for job. This is because they gain the personal skills, consumer knowledge, and knowledge necessary for administrative and managerial abilities. Aliyu (2016) see business studies as comprehensive, practical and skill subjects. Business studies equip students with knowledge and skills that will help them to find a job after schooling or create their own employment. Furthermore, this researcher perceived business studies as that aspect of educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills necessary for industry and personal use.

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 are devoid of the skill or knowledge of such skills. Eferakeya and Onyene (2017) 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 (2019) stated that majority of teachers in the secondary schools were not competent enough to teach skilled subjects. Ihebereme (2017) further stated that teachers cannot give what they do not have. For business studies teachers to be successful in the classroom, they need to have a number of skills and qualities. Consequently, this research takes a close look at four main areas of competence that business studies educators need to have in order to do their jobs well. Any competent business studies teacher at the junior high level needs to be able to plan their lessons. Because it equips them with skills like selecting and developing instructional materials appropriate for each lesson, motivating students, organising lesson topics to meet instructional objectives, and planning instruction to fit into school activities, this competency is essential for business studies teachers. Judging on the results of business studies students recently, it appears that not all business studies teachers have the necessary expertise in this essential area of competence.

Achieving the goals of business education in secondary schools also requires competence in the field of classroom instruction. For secondary school business teachers to effectively carry out their educational responsibilities, they are expected to have obtained essential skills in this field. Possessing competences in this area would equip business teachers with a range of abilities, including the capacity to engage students through the use of concrete examples, to reinforce knowledge without promoting memorization, and to make connections between classroom concepts and real-world scenarios. The business studies instructors surveyed by Ekoh and Okwuanaso (2018) shown a lack of competence in implementing classroom instruction. This resulted to Secondary school students underwhelming results in business classes. The majority of electrical and electronics teachers in Northern Nigeria lacked proficiency in the delivery of education, according to research by Saba, Ma'aji, and Tsado (2016) that evaluated their pedagogical skills. It was observed that failure of business subject teachers to acquire relevant skills in this area would prevent them to provide adequate information needed by students to function effectively in the contemporary society.

Practical demonstration skill is another competency area where business teachers need to show or display the relevant and needed skills during teaching and learning. Given the course's emphasis on skill development, it's imperative that secondary school business education instructors be able to model effective classroom practices for their students. Assuming all else is equal, a business studies teacher who has mastered the necessary competencies in this area would, among other things, be able to incorporate practical sessions into their lessons, make effective use of the resources at their disposal, guide their students in developing their manipulative skills, and outline the necessary steps for their students to do so. Competencies were urgently required, according to Enemuo (2019), for successful entrepreneurship to be demonstrated. All of the aforementioned points to the importance of business studies instructors showcasing the real-world applications of their lessons. In addition, Ma'aji (2017) emphasised the significance of techniques and materials in assisting learners' success objectives when it comes to effective skill activity teaching.

The study of Ede and Ariyo (2015) discovered that metalwork instructors' information and communication technology (ICT) abilities were insufficient to enable them to effectively utilise computers in the classroom. The failure of any type of teacher to possess appropriate information and communication technology skills could impede the achievement of modern society's educational objectives. Teachers of business subjects would benefit greatly from acquiring the necessary information and communication technology skills so that they can access Microsoft Word, share files via a network, and create their own instructional programmes. Also, studies show that these competences are a great way to organise all the many kinds of information and abilities that are out there for creating a successful educational system.

Awotua-Efebo (2017) ascertained that the effectiveness of teaching and learning of Business studies depends on how well a teacher prepares his or her lessons, how well the lessons are implemented and how well the teaching process is evaluated bearing in mind the importance of evaluation in ensuring that stated objectives are attained. 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.

Ann (2021) assessed the competencies of Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State. 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. Therefore, the authorities 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.

In order to have an understanding of the competences that are required but not possessed by business educators in Osun State, Oluseyi (2020) conducted an investigation into the competency needs of those educators. According to the findings of the study, out of the four competencies that were evaluated, two were somewhat possessed (knowledge of classroom instruction and planning of instruction), one was fairly possessed (knowledge of practical demonstration skills), and the other one was not possessed (knowledge of information and communication technology). In order for business educators to obtain the necessary abilities, it was suggested, among other things, that the government and other relevant authorities should provide a series of training sessions for them.

Ogwunte (2017) examines the six instructional strategies that business teachers in south-south Nigeria found helpful for teaching new business subjects in secondary schools. Teachers of business in secondary schools in south-south Nigeria gave high marks to interactive and indirect methods of education, while those that relied on autonomous and experiential learning were deemed very effective. In contrast to direct instructional methods, which were deemed ineffective when it came to teaching business-related subjects at the secondary school level, material/visual assistance strategies were deemed rather effective. Consequently, secondary school instructors in Ekiti State's Ado Local Government Area who wish to become proficient in the art of teaching and learning business must acquire such skills.

### **Statement of the Problem**

Business studies teachers were expected to acquire the knowledge and skills that will enable them function effectively and efficiently in the classroom. Business studies teachers have not



been so effective because they have not improved on the needed competencies for teaching Business Studies. This has contributed to the production of half-backed business studies students who as a result of above could not perform up to the standard expected of them. It will always be acknowledged that the fundamental responsibility of teachers is to impart information and skills. Because of the importance of this position, a teacher should be effective in it. Indeed, this is a test of the instructors' knowledge, skills, and credentials. The incompetence of educators is likely to blame for the low enrollment in business studies programmes (Nwosu, 2016). Furthermore, it has been noted that many secondary school Business Studies teachers in Nigeria do not hold certification as professional educators, which contributes to the current situation of the subject. Competency is a key component of employability in any field, and business studies instructors would do well to keep in mind that the profession's stated roles for teachers inform the development of each skills.

In order to accomplish the goals set out in the business curriculum, it is expected that business studies teachers will have specific competences. A successful teacher, according to Cope (2019), should be able to incorporate the concepts covered in their professional courses into their lessons in a way that helps students grow as individuals. According to Ekoh and Okwuanaso (2015), there appears to be a discrepancy between the pedagogical competences that business studies teachers actually have and the competencies that are required of them.

This could be a contributing factor to students' declining performance in the class. Therefore, educators in the field of business studies should reflect on their own teaching abilities and ask: Do I possess the necessary academic and professional capabilities to effectively convey the subject matter? In accordance with the evaluation protocols, are I competent to conduct the evaluation? From experience and complaints from stakeholders in education the performance of junior secondary school students in business studies have not been encouraging. It is in the light of above that the researcher intends to examine the impact of teachers' competence on the teaching of Business Studies among junior secondary school students in Ado local government area of Ekiti State.

### **Purpose of the Study**

The main purpose of this study was to examine the impact of teachers' competence on the teaching and learning of business studies among junior secondary school students in Ado local government area of Ekiti state. In specific term, the study sought to:

1. Examine the extent to which teachers possessed planning of instruction competency for effective teaching and learning of business studies in Junior Secondary Schools;
2. Examine the extent to which teachers possessed classroom instruction competency for effective teaching and learning of business studies in Junior Secondary Schools.

### **Research Questions**

The following research questions will guide the study:

1. To what extent do teachers possessed planning of instruction competency for effective teaching and learning of business studies in Junior Secondary Schools?
2. To what extent do teachers possessed classroom instruction competency for effective teaching and learning of business studies in Junior Secondary Schools?

### **Hypotheses**

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

1. There is no significant impact of planning of instruction competency on effective teaching and learning of business studies in Junior Secondary Schools.
2. There is no significant impact of classroom instruction competency on effective teaching and learning of business studies in Junior Secondary Schools.

### **Methods**

The descriptive research design of survey type was adopted for this study. This study is carried out in Ado Local Government Area of Ekiti State Nigeria. It is important to note that the choice of this town for the research is purposive, to enhance quick access to the respondents. The population of this study consisted of 250 teachers in ten selected secondary schools in Ado Local Government Area of Ekiti State. The sample for the study comprised of 200 Business subjects teachers purposively selected in the selected secondary schools. The instrument used to collect relevant data for the study is a questionnaire titled 'Questionnaire on Impact of Teachers' Competence on the Teaching and Learning of Business Studies' (QITCTLBS) which was designed by the researcher and comprised of two sections: I and II. Section I elicits information on the demographic characteristics of the teachers. Section II is made up of 20 item statements which collect information pertaining to the research questions. A 4-point rating scale was used ranging from very high extent 4, high extent 3, low extent 2, and very low extent 1. The instrument for data collection were both face and content validated by two experts from College of Education, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State. The reliability of the instrument (QITCTLBS) was tested with test-retest methods on 10 teachers from the two secondary schools which was not included in the main study. Pearson product moment correlation was used to test the reliability of the instrument and 0.98 was obtained. it implies the instrument was reliable. Descriptive statistics including mean, standard deviation, and Chi-Square were used for statistical analysis of the data collected. To get the answers to the study questions, mean was employed. To test the hypotheses, Chi-Square was employed a significance level of 0.05. A mean criterion was established with a value of 2.50. The estimated mean was considered high extent if it was equal to or more than 2.50, and low extent if it was less than 2.50.

### **Results**

**Question 1:** To what extent do teachers possessed planning of instruction competency impact effective teaching and learning of business studies in Junior Secondary Schools?

**Table 2: Mean and Standard Deviation for extent to which teachers possessed planning of instruction competency impact effective teaching and learning of business studies**

S/N	Items	Mean	St.D	Decision
1.	I am able to create a practical lesson plan within the allotted time	3.41	0.69	VH
2.	I am able to organise lessons such that it's complement extracurricular events.	3.71	0.50	VH
3.	I am able to plan lessons in a way that achieves certain learning outcomes.	3.34	0.70	VH
4.	I am be able to inspire their pupils through lesson planning.	3.19	0.89	VH
5.	The capacity to choose appropriate pedagogical resources for each class is a characteristic of effective teachers.	3.42	0.68	VH
<b>Grand Mean</b>		3.42	0.69	VH

Mean: 3.00-4.00 (Very High); 2.50-2.99 (High); 2.00-2.49 (Low); 1.00-1.99 (Very Low)

The result of analysis presented in Table 2 revealed the extent to which teachers possessed planning of instruction competency for effective teaching and learning of business studies in Junior Secondary Schools. The mean values in the table ranges from 3.19 to 3.71 which showed that majority of the respondents indicated very high extent to the statements in item 1-5 of table one. This means that teachers can: create a practical lesson plan in the allotted time; integrate instruction into existing school activities; organise lesson topics to achieve learning goals; motivate students through lesson planning; and choose appropriate instructional materials for each class. Also, the grand mean is very high at 3.42, therefore it's safe to say that business education teachers in junior highs have a high level of proficiency when it comes to instructional planning.

**Question 2:** To what extent do teachers possessed classroom instruction competency impact effective teaching and learning business studies in Junior Secondary Schools?

**Table 3: Mean and Standard Deviation for extent to which teachers possessed classroom instruction competency for effective teaching and learning business studies**

S/N	Items	Mean	Standard Deviation	Decision
1.	Teacher possess ability to use different teaching methods	3.82	0.48	VH
2.	Teacher possess ability to communicate with students by giving explicit examples	3.85	0.44	VH
3.	I am able to reinforce concepts without promoting memorization.	3.42	0.62	VH
4.	Teacher possess ability to relate lesson to real life situation	3.58	0.61	VH

5.	Teacher possess ability to summarize and evaluate lessons	3.64	0.59	VH
<b>Grand Mean</b>		3.66	0.55	VH

Mean: 3.00-4.00 (Very High); 2.50-2.99 (High); 2.00-2.49 (Low); 1.00-1.99 (Very Low)

The result of analysis presented in Table 3 revealed the extent to which teachers possessed classroom instruction competency for effective teaching and learning of business studies in Junior Secondary Schools. The mean values in the table ranges from 3.42 to 3.85 which showed that majority of the respondents indicated very high extent to the statements in item 1-5 of table two. This means that the teacher: can adapt their teaching style to meet the needs of their students, effectively communicate with them by providing concrete examples, reinforce their knowledge without encouraging memorization, make connections between classroom concepts and real-world situations, and finally, summarise and evaluate their lessons. Teachers in junior highs demonstrated a high level of classroom instruction competency for students to learn business courses, as indicated by the extremely high grand mean (3.66).

**Hypothesis 1:** There is no significant impact of planning of instruction competency on effective teaching and learning of business studies in Junior Secondary

**Table 6: Chi-square Statistics for impact of planning of instruction competency on effective teaching and learning of business studies in Junior Secondary Schools**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	128.390 <sup>a</sup>	9	.000
Likelihood Ratio	69.543	9	.000
Linear-by-Linear Association	12.221	1	.002
N of Valid Cases	200		

**P < 0.05 (Significant)**

The result of analysis presented in Table 6 revealed a very high value for Chi-square ( $X^2$ ) (128.390) and the P-value (0.00) less than 0.05 level of significance. This indicated that the null hypothesis one was rejected. Hence, there is significant impact of planning of instruction competency on effective teaching and learning of business studies in Junior Secondary Schools.

**Hypothesis 2:** There is no significant impact of classroom instruction competency on effective teaching and learning of business studies in Junior Secondary Schools.

**Table 7: Chi-square Statistics for impact of classroom instruction competency on effective teaching and learning of business studies in Junior Secondary Schools**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	100.875 <sup>a</sup>	9	.000
Likelihood Ratio	65.309	9	.000
Linear-by-Linear Association	17.543	1	.000
N of Valid Cases	200		

**P < 0.05 (Significant)**



The result of analysis presented in Table 7 revealed a very high value for Chi-square ( $X^2$ ) (100.875) and the P-value (0.00) less than 0.05 level of significance. This indicated that the null hypothesis two was rejected. Hence, there is significant impact of classroom instruction competency on effective teaching and learning of business studies in Junior Secondary Schools.

### **Discussion of the Findings**

The first research question aimed to determine how competent teachers were in business studies lesson planning in junior high schools so that students could understand the subject. According to the research, a large number of secondary school teachers in the study region are competent in the following areas: creating effective lesson plans within given time constraints; integrating instruction into extracurricular activities; organising lesson topics to achieve instructional goals; designing lessons to inspire and engage students; and choosing appropriate instructional materials for each class. These results validated the notion that business studies instructors in junior highs had a high level of skill in lesson planning, which is crucial for their students' success in the subject. The significance of the learning plan lies in its ability to help teachers comprehend their students' needs and adjust their lessons accordingly. The findings revealed that there is significant impact of planning of instruction competency on effective teaching and learning of business studies in Junior Secondary Schools. This allows teachers to concentrate on developing lessons and activities that will positively affect their students' learning outcomes, as stated by Alves et al. (2017) and Taylan (2018). This study answered the second research question, which aimed to determine how well business studies instructors in junior highs were able to guide their students through the subject. The study found that effective teachers are versatile in their approach to the classroom, can connect with students on a personal level by providing concrete examples, can reinforce concepts without promoting memorization, can make connections between classroom material and real-world scenarios, and can summarise and assess their own teachings. This finding suggests that teachers in junior high schools have a high level of classroom instruction competency for teaching business subjects effectively. Finding also showed that there is significant impact of classroom instruction competency on effective teaching and learning of business studies in Junior Secondary Schools. This finding is in line with what Josiah and Okaoboh (2018) found: that students' engagement, understanding, and performance in business studies classes are impacted by teachers' abilities to employ instructional resources effectively. As Josiah and Okaoboh (2018) point out, however, using the wrong resources in the classroom can lead to a host of problems for students' academic performance, including widespread low scores on standardised tests and a general decline in school quality. This finding is in line with what Onasanga and Adegbija (2018) have said about instructional materials: that they alleviate a lot of stress for teachers and help students understand the content better.

### **Conclusion**

Teachers of business studies at the junior secondary schools demonstrated competence in both lesson preparation and classroom delivery, according to the results. It is concluded that Because planning instructional and classroom instruction competencies have a significant impact on effective teaching and learning of business studies, junior high school students in Ado local government greatly benefit from the business studies lessons taught by qualified teachers.

### **Recommendations**

Based on the findings of this study, it was recommended that:

1. The school authority should see the need to regularly contributing to the development of teaches' competency in order to help them improve their functionality in the teaching job.
2. Business studies teachers should be allowed to attend training and seminar on how to improve on the possessed competences to enable them acquire more knowledge on different strategies that could be adopted to achieve their objectives in the classroom.

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