

**BECOMING A BUSINESS TEACHER IN NIGERIA: A
PROCEDURAL ANALYSIS.**

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Abstract

This paper discussed rudiments of becoming a Business Teacher. The paper discussed different definitions of Business Teacher education, objectives of Business Teacher Education, among others. It is apparent that Business teacher education cannot prepare her students without the use of different resources such as model office, Stapling machine, Stapling remover, Perforator, Stop watch, Wall clock, Shorthand dictionary, Demonstration stand, Filing cabinet, Tape recorders/consols, Head phones, Air-conditioning systems, Lecturers demonstration stand, trained personnel and so on. The paper revealed that some of the professional ethics of a Business Teacher include Maintenance of confidentiality of learners' personal Information, not administering corporal punishment on learners, Shunning sexual and related abuses of power, Inspiring self-discipline among learners, must be a vanguard against examination misconduct to mention but a few. To produce quality Business Teacher, it was revealed in the paper that such individual must be groomed on subject matter mastery, be flexible, be equipped with pedagogical knowledge, and be exposed to teaching practice among others. The paper identified challenges confronting BTE to include none commitment to academic engagements by BTE students, Corruption, Poor supervision and Inadequacy of instructional resources. It was recommended that managers of BTE programs should ensure that those admitted into the program are qualified and has the capacity to effectively acquire the needed skills as would be offered in the program, tertiary institutions should ensure that BTE teaching practice students has no other academic activity to involve themselves in through the period of teaching practice among others.

Key Words: *Business Teacher, students, learning, educational system Nigeria*

Introduction

Business teacher education (BTE) is one of the teacher education programs in Nigeria with very little literature. Though a lot has been written in the area of teacher education by different scholars from different educational background but that of BTE is yet to be extensive (Okifo and Ayo, 2015). Ekpenyong in Ekpenyong and Nwabuisi (2003) noted that BTE was abandoned by government from its introduction into educational system because they did not recognize its importance. This neglect is persisting as it is evident that little or no literature in BTE exists. Despite this obvious neglect, the need for Business Teachers (BTEs) in our schools at different levels is continually on the increase as the society is in dire need of skilled personnel to handle business activities. This makes it imperative for improved effort in recognizing BTE programmes in order to produce quality manpower that can effectively train students towards becoming self reliant thereby helping the government in winning war against unemployment in the country. Udoye and Ndum (2013) lamented that much emphasis on theoretical education has led to the production of graduates who do not possess employable skills thereby increasing the number of unemployed graduates. Be it as it may, graduate unemployment could be alleviated through production of quality Business Teachers (BTs) that effectively prepares students with relevant skills for self reliance after graduation.

Business Teacher Education (BTE) is an aspect of business education that prepares its recipients with needed skills for delivering business subjects at all levels of Nigerian Education. Ubulum (2000) defined BTE as an educational program that prepares its recipient with pedagogical and business competencies that are needed for teaching and learning different business subjects. BTE ensures that students are equipped with relevant skills necessary for impartation of business attitudes, skills and processes of

business into other people. Teacher Education (TE) generally assumes that learners are uninformed and unskilled until been exposed to activities and tasks that helps them in gaining necessary experience. According to Njoku (2002), the goal of BTE is the production of competent human resources who contributes to societal development through teaching of business subjects in schools and industries. BTs are prepared in different units of Business Education program to enable them acquire professional skills necessary for training of students and organizations in diverse business contents. It is imperative therefore to observe that BTs are well positioned to handle business related courses at all levels of Nigerian Educational system and as well facilitate business knowledge improvement in industries. From the foregoing, the following are some of the objectives of Business Teacher Education in Nigeria:

1. Production of manpower with necessary knowledge for impartation of business contents
2. Production of motivated individuals who will play vital roles in advancement of the visions of Business Education
3. Preparing the recipients with needed skills for further training in business studies
4. Producing individuals with prerequisite skills to contribute to educational development of the country
5. Equipping students with necessary competencies towards assisting business organizations in achieving their objectives.

Resources needed in preparing Business Teachers

Training of Business teachers cannot be effective without the use of different resources that enhances their experience. These resources needed for effective training of BTs are expected to be replica of those they will use in their workplace after graduation (Chika, 2000). Resources required for training of BTs as identified by National Commission for Collages of Education minimum standard in Aliyu (2016) include:

1. **Machines and materials:** Manual typewriters of various makes and types, Computers, Swivel typing chair, Drop desk, typist, convertible desk, Instructor's Table, Instructor's chair, Stapling machine, Stapling remover, Perforator, Stop watch, Wall clock, Shorthand dictionary, Demonstration stand, Filing cabinet, Tape recorders/consoles, Head phones, Air-conditioning systems, Lecturers demonstration stand, Punching machine, File cabinet and Appropriate furniture as technology may dictate from time to time among others.
2. **Model Office:** Executive table with drawers and chairs, Secretary's table with drawers and swivel chair, Photocopier, File trays and string, Manual typewriters and computers, File cabinets, Adding and listing machines, Waste paper baskets and Any other latest office equipment in the market
3. **PERSONNEL:** Personnel should be at least one (1) academic staff per subject area with minimum qualification of first degree. The Staff/students ratio for skilled subjects should be 1:20 and 1:30 for other subjects. Other personnel at the departmental office include one senior typist or secretary, one (1) messenger/cleaner, one (1) technician/typewriter machine and studio attendant.

Professional ethics in Business Teacher Education:

The Teachers Registration Council of Nigeria (TRCN) (2012) identified the following as some of the professional values, attitudes and conducts guiding teaching profession (BTE inclusive):

1. Honor learners' rights and dignity
2. Serve as model and mentors to learners
3. Have empathy for learners
4. Be corruption-free
5. Maintains confidentiality of learners' personal Information
6. Do not administer corporal punishment on learners
7. Shun sexual and related abuses of power
8. Inspire self-discipline among learners

9. Be a vanguard against examination misconduct
10. Check their ideological beliefs in dealing with learners
11. Uphold learners human right and discourage any form of discrimination
12. Do not plagiarize
13. Promote democratic decision-making
14. Control personal bias and apply objectivity in discharge of their professional duties
15. Contribute to academic development through teaching, research and community service
16. Treat parents and guardians with respect and courtesy
17. Stick to their areas of professional competence
18. Project exemplary character in society

Preparing Professional business teacher education graduates

Business teacher education students are prepared to be able to teach both practical and theoretical aspects of business subjects at all levels of education. This however bestows them with the responsibility of ensuring that students are exposed to varying perspectives and views about world of business in order to broaden their interest to engage in business activities after graduation. Okolo & Okoli (2001), noted that Business Education aims at training needed human resources for industries and schools therefore the need for them to be competent to handle emerging challenges in their workplace. Building Professional skills and proficiency of Business Teacher Education graduate is not solely the responsibility of the school. The BTE graduates have also roles to play in preparing themselves for successful teaching career after graduation by improving their knowledge and skills towards meeting up with teaching realities. Therefore, products of BTE are expected to be prepared in these basic professional requirements for effective practice:

1. Knowledge of subject matter: the central requirement in BTE is the ability of BTs to understand what is to be taught (**America, 2014**). This is important as teaching means helping others to learn and have a change

in behavior. All other aspects of teaching such as content selection, content explanations, students evaluation among others are dependent on the knowledge of the teacher on what to teach. (Shantz and Latham, 2012) explained that specializing on subject to teach and its interrelatedness equips the teacher with scholarly knowledge which leads to professional performance. Therefore BTE students ought to be groomed in subject mastery to keep abreast with reality of interrelating different parts of an instruction into a whole for better understanding amongst students.

2. **Adaptability to situations:** since teaching profession exposes BTs to different learning environments, they are expected to be prepare to always adjust their teaching and learning according to the environment, needs of the students and location of their schools. This is very important as challenges in urban schools may not be the same with that of rural schools and BTs are expected to deliver optimally in their professional engagements. BTs ought to be trained to be flexible and adapts to instructional contexts, school posed challenges and environment posed challenges among others and improvise resources needed for effective teaching and learning.
3. **Practical teaching:** the essence of teaching practice in BTE among others is to bridge the gap between theory and practice (Aglazor, 2011). It is during the period of teaching practice that student teachers are exposed to practical aspects of teaching such as lesson planning, lesson note writing, classroom management, teaching methods, students' assessment among others. BTE students are exposed to real life classroom teaching under the supervision of professional teacher(s). Teaching practice helps in familiarizing the student teachers with the school as a workplace after graduation thereby becoming motivated to venture into teaching after graduation.
4. **Pedagogical learning:** there are different teaching methods applicable in teaching and learning of business subjects. Before embarking on practical acquisition of those teaching method skills, student teachers are

expected to have been exposed to different pedagogies theories in Business Education to arm them with the knowledge before teaching practice. Training the student teachers on different methods of teaching business studies will position them with expertise ability to know the one to use, how to use it and when to use it. With this, student teachers will be knowledgeable in selecting appropriate teaching methods that suit his/her instructions and peculiarities of the students.

5. Communication: the imperative of communication in classroom cannot be overemphasized. Despite how good an instructional content may seem, if the teacher lack basic communication skills to impart them to the learner, the content will be rubbish and achieving the instructional objectives will be near impossible. Leyaley (2015) noted that teachers need to be able to communicate effectively in order to deliver their instructions effectively to the learners thereby achieving the specific objectives of the instruction. When BTE graduates are prepared to communicate effectively, they will contribute to enhancing the students learning process thereby motivating them to learn both in classroom and outside the classroom.
6. Systematic information gathering: to be effective in teaching, a BTE graduate is expected to be able to gather information needed for quality instructional preparation and management and successful teaching career. According to Adeosun (2011), ability of a teacher to access information effectively and efficiently and also evaluate it critically propels a teacher towards functioning very well in the knowledge economy. Information gathering skills could not be solely learned in the school but BTE students can develop such through interactions with colleagues, students, parents, books and getting involved in professional trainings.

Challenges Confronting Business Teacher Education

there are many challenges affecting training of BTs in Nigeria some of which include:

1. None commitment to academic engagements by BTE students: it is evident that desire not to be stressed has led many students into not taking their academic programs serious thereby contracting tasks assigned to them to others. For instance, it is glaring that most students in recent time does not write their assignments, research report, lesson notes among others themselves. The students makes payment to other persons to help them prepare these teacher training tasks.
2. Corruption: corruption in BTE has led to discouragement of hard work as both lecturers and students engage in varying unethical practices. Some shylock lecturers awards scores indiscriminately to students who meets up with their demands. Some of these demands including giving and receiving money, sex, and gift items with the intentions of influencing the receiver to award marks to the giver.
3. Poor supervision: the essence of supervision in education is to assist in ensuring quality of an educational program. Unfortunately, in BTE, some of the supervisors of the program either interlopers or shows apathy in discharging their duty appropriately.
4. Inadequacy of instructional resources: instructional resources are paramount in preparing BTE students. Worryingly, most BTE offering institutions lack necessary instructional materials for training their students in line with contemporary development in teaching and learning business subjects.
5. Unethical teaching practice: the importance of teaching practice in preparation of would-be teachers cannot be overemphasized. As important as it is, it is heartbreaking that students and their schools of attachment are no longer ensuring effectiveness of the program. This is a fact as most schools does not allow their TP students to handle instructions, record preparation and management thereby negating essence of the program.
6. Unsteady power supply: unsteady electricity supply negatively affect the activities of preparations BTs. With the trend in use of Information and communication Technology (ICT) in teaching and learning, teachers

trainees are expected to be trained with such resources but unsteady power supply handicaps utilization of such resources.

7. Societal neglect of BTE: despite the role of BTE in producing human resources for national development, it is unfortunate that it is seen as a program for less intelligent or poor students. In this regard, during admission process, it is always evident that most students sent to BTE programs are those that were unable to secure admission into some other programs. With this, BTE is bedeviled with admission of some students who finds it difficult to acquire needed skills the program offers.
8. Poor condition of service to teachers: the working condition of teachers generally is a crack in effective discharge of their duties. These teachers are not adequately motivated by their employees to put in their best in training the BTE students for optimal productivity. In view of this, some teachers involved in training BTE students prefer engaging in their private businesses to taking extra time in ensuring effectiveness of their instructions.

Conclusion

Business education is a noble program for production of skilled business human resources for the world of business and knowledge economy. The production of those that will be training learners in business studies is of a great essence in producing handlers of business activities. Since wrong teaching has long-term effect in the life of a learner, BTE ought to be carefully positioned to give out to the society quality business teachers for effective teaching and learning of business studies. As an aspect of business education, BTE programs if well equipped will contribute in improving the standard of education in Nigeria through production of quality business teachers.

Recommendations

Based on the discussions in this paper, the following are recommended

1. Managers of BTE programs should ensure that those admitted into the program are qualified and has the capacity to effectively acquire the needed skills as would be offered in the program.
2. Tertiary institutions should ensure that BTE teaching practice students has no other academic activity to involve themselves in through the period of teaching practice.
3. Supervisors of academic tasks in BTE should encourage their supervisee to understand that there is dignity in labour thereby motivating them to be executing their tasks by themselves.
4. Government at all levels, individuals, alumni association and philanthropists should be encouraged towards providing/donating needed resources for training of BTE students.

Managers of BTE programs should endeavour to procure, install and maintain alternative source of electricity in order to avoid over dependency on public power supply.

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