

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a huge industry in Nigeria and consumes a greater amount of gross domestic product that is more than 26 percent of the national budget Ereh (2004). The introduction of public mass education system geared towards the eradication of illiteracy in Nigeria by the year 2020 has given education a complex dimension. In consonance with the above, Ereh (2004) affirmed that the complexity of the education industry needs absolute attention. The author added that the need for quality and functional education entail that various school activities must be efficiently and effectively supervised to ensure optimal performance. Achievement of educational objectives is a top priority in the scheme of national growth. The process of teaching, training and learning takes place in schools and colleges for the development of knowledge, skills and attitudes.

A school is a small community consisting of teachers and learners, who operate under a set of rules and regulations within administration and structure in which an individual is assigned different functions with duties clearly spelt out (Adegbesan, 2013). A framework of rules, regulations and policies for attaining State and National objectives guides all efforts towards teaching and learning, administration of personnel and facilities.

Secondary education in Nigeria and in Akwa Ibom State in particular has certain objectives. The National Policy on Education (FRN, 2013) enumerated such objectives to include:

1. to inspire the students with a desire for self-improvement and achievement of excellence;
2. to raise a generation of people who can think for themselves;
3. to respect the views and feeling of others, respect the dignity of labour; and
4. to appreciate those values specified under our broad national goals and live as good citizens. (p. 55)

School administration requires leadership to coordinate, supervise, monitor, and evaluate performance and report activities of its members towards goal attainment. School principals are leaders who implement educational programmes or policies in the educational enterprise such as schools (Adegbesan, 2013). School principals are grouped, based on positions and functions they perform. Adegbesan categorized secondary school principals into two: the principals and vice-principals.

The school principals, rectors, provosts and vice chancellors are the leaders, whose key responsibility is to oversee the day-to-day running of the schools' affairs, working with people, equipment and materials towards achieving set educational goals. Borole (2010) stated that the school principal is responsible for the operation and maintenance of the school buildings, and property under his or her control. He performs the role of instructional

evaluator of subject teachers and assists teachers in determining the right methods of teaching. He determines physical settings and classroom attributes that are most likely to promote effective learning outcomes. The importance of instructional supervision and teacher performance evaluation by the principal is to facilitate attainment of effective teaching performance. The principal engages other key players such as vice principals, subject heads of departments, parents within and outside the school in achieving the goals embedded in the mission of education and training (Borole ,2010).

The vice principal is an important personnel in the secondary school. He or she assists the principal in the overall administration of the school. Unlike the principal, the vice principal does not have the decision-making authority unless he or she is given authority. Vice principals' tasks according to Oghuvbu & Okoro (2007) include scheduling students' classes, ordering textbooks and supplies, coordinating transportation, custodial, and cafeteria. He handles students' disciplinary problems and attendance problems. He ensures that academic success of students is improved. He acts as instructional leader. In the absence of principal, the vice principal acts as interim principal. He is involved in planning and preparing courses and monitoring, evaluating lessons and overseeing the work of subject heads of department/unit.

The heads of departments are also involved in the administration of secondary school and they are generally known as subject heads of department. Subject heads of department occupy an important position at the

interface of management and delivery of instruction. The role of head of department in secondary schools ranges from teaching to managing the school's department in a diligent way. Failure of heads of department to be part of the leadership in the school, at the same time manage their departments, and engage in teaching duties, results in a school becoming dysfunctional (Brown & Rutherford, 2010). In addition, Brown & Rutherford identified functions of subject heads of departments as preparing the syllabus for both junior and senior classes. The head of department is responsible for maintaining liaison with subject teachers in secondary school teaching. He is responsible for providing a role model for other members of the department. He advises teaching staff on the modes of pedagogy, maintains awareness of the quality of teaching in the department, and does what can possibly be done to raise the quality of teaching in school.

In the past, instructional performance evaluation as a function of the school principal did not pose much problem because schools were few in number and small in size. This made the teacher performance evaluation possible and the expected goals of secondary schools were easily achievable. State and school districts set expectations for principals through their principal evaluation criteria and procedures (Borole, 2010). In the later part of the twentieth century, as schools began to increase in number and size, school principals began to shoulder more responsibilities in addition to teaching and learning in their schools. Babayemi (2006) reported that the interest for

education increased the number of schools and subsequently large enrolment of students particularly in the urban areas. Secondary schools have grown to have many teachers and classrooms and instructional supervision became a problem. Babayemi further explained that poor instructional supervision by school principals was occasioned by their preoccupation with other demanding routine functions. They spend the major part of their time in offices attending to students' enrolment and other administrative functions. The consequence was reduction of time spent in supervising teaching.

Business teachers are those required to transmit knowledge and skills to the learners. The teacher directs the affairs of the class in order to bring the desired change and goals. Teachers who teach effectively are competent in their areas of specialization. Business teachers are expected to possess and utilize relevant knowledge, abilities, skills and attitudes in discharging their functions creditably. Business subjects offered in Nigerian secondary schools include business studies in junior secondary while commerce, financial accounting, typewriting and shorthand subjects are offered in senior secondary.

Teaching according to Adeola (2011) cited in Okolocha and Onyeneke (2013) referred to as a process of imparting in the student knowledge, skills and attitude in order to bring about a desirable change in learners. Okolocha and Onyeneke (2013) said that teachers are the most important factor in students learning next to students themselves. They also stated that the pre-eminence of teachers, the application of pedagogical knowledge into

classroom oriented plan of actions constitute most fabric upon which the success of the school, its administration and the entire education system rest. The success of secondary school depends among other elements on the school students, teachers, quality of teaching, devotion and effectiveness of the teachers. To be effective implies the ability of individual to bring about the expected result from a particular job. Effectiveness of business teacher implies that such teacher applies all the necessary skills, materials, time and all it takes to teach learners to acquire the learning outcome. In support of this, Awojobi (2008) contended that for effective teaching, and to achieve the stated business education objective as laid down by the National Commission, a business education teacher must be well prepared and equipped, and must be well grounded in the core course of his subject area. Teacher effectiveness according to Okolocha and Onyeneke (2013) citing Diamond (2004) is the teacher's ability to produce desired results measured in terms of how well the teacher is able to maximize learning in the students.

The federal government recognizes the importance of teacher competence; hence, the provision for teacher education in the national policy on education. The policy instrument prescribes that teachers in all educational institutions shall be professionally trained (FGN, 2013). Therefore, without effective skills or competencies, the teachers cannot be classified as professional practitioners. Teacher professional competency is said to consist of the knowledge, abilities and beliefs as confirmed by Jones (2005) and Malm,

Lofgren & Host (2006). Competency refers to the abilities or power and authority or skills, knowledge, attitudes that are needed to accomplish tasks on the job (Achilike & Okwuanaso, 2001). Efficient and effective teaching can help achieve the objectives of secondary education, if such variables as technical competency, communication, motivation, instructional materials, classroom management and evaluation competencies are employed in the teaching process (Esu, 2005). The use of the foregoing variables is associated with the stimulation of students' interest.

Teaching business subjects requires teachers' possession of socio-psychological skills and psycho-productive skills that could enable them to render effective instruction to the learners. Technical task skills take care of the application of information communication technology (ICT) in teaching business subjects. Other technical skills include the use of machines/equipment such as typewriters, calculating machines, accounting machines and other stenographic equipment such as stopwatch, earphone and radio cassette. Many secondary schools, which cannot acquire computers, continue to use machines/equipment mentioned above in their instructional delivery. Classroom management competency is an important variable for effective discharge of instruction. It has direct relationship with effective teaching and students' learning achievements. Motivational competency is another aspect of instructional management. It is important because the

teacher can use it to manage individual differences, which often influences the learners' academic performances.

Communication competency is one of the variables for effective classroom instruction. Communication is the transfer, transmission or exchange of ideas, knowledge, beliefs and attitudes from one person to another in a given organization. Communication skill is necessary in ensuring effective teaching and learning by both teachers and students.

A skill in the use of instructional materials is an important factor in instructional process. Instructional materials competency implies the teacher's ability to select and use appropriate materials for the achievement of effective teaching and learning. Evaluation competency is the skill in finding out what the learners have gained from learning activities in terms of knowledge, attitude and skills (Ukpong, 2008). The result of evaluation shows whether the objectives of instruction have been achieved. Teachers who lack evaluation skills cannot accurately judge or measure students' performance against instructional objectives. This evaluation report checks students' learning performance as well as teachers' instructional performance.

It is disheartening to observe that the present day secondary school business subject teachers seem to neglect or lack the necessary skills, abilities and competencies necessary for effective classroom instruction. This particular deficiency surfaces because of inappropriate application of teaching competencies by teachers. In addition, there is absence of frequent

instructional evaluation. This is attributable to the inability of the school principals to carry out regular classroom visitations in ensuring that teachers do what they are expected to do. In view of the above, Oghuvbu and Okoro (2010) frowned that teachers (including business teachers) are not making concerted efforts to appropriately and effectively use these teaching competencies during their instructional delivery for the enhancement of students' learning achievement. Sergiovanni (2011) lamented that upon all the executive and administrative functions to be performed by school principals, there is deficiency in the instructional monitoring, supervision and assessment function. Ineffective monitoring of teachers during instructions by school chief executives has caused lack of improvement in teaching. Sergiovanni added that due to high increase in student enrolment in schools, the school principals sit in offices to carry out interactive issues from parents and other community members at the detriment of effective and improved teaching. Effective teaching and learning is demonstrated when a teacher is able to understand the strengths and weaknesses of teaching competencies and apply them efficiently and effectively.

To facilitate teachers' effective use of teaching competencies, principals have specific function to perform among others. This function is teacher performance evaluation. The appraisal of teaching effectiveness depends on the principal while teacher performance depends on his ability to adopt and use appropriate teaching skills. Bark (2005) suggested that with passage of time,

an assessment of the teachers' job performance should be undertaken as an immediate feedback provided for the teachers to ascertain the quality of their efforts. In rating the teachers' performance, Jacob and Lefgren, (2006) suggested consideration of such factors as school location, gender and teaching experience of the principals. The authors considered school location to mean where the school is either located in the urban or rural areas which may influence principals' assessment of teachers. In addition, gender bias play a role in administrators' rating of teacher effectiveness in school subjects including business subjects. Teaching experience denotes number of years put in the service by the principal in the present office. Jacob and Lefgren (2006) affirmed that effects of experience are particularly visible when teachers/principals with less than five years of experience are considered in a study. The principals evaluate subject teachers (including business teacher) by rating them and discussing their strengths and weaknesses for improved pedagogical performance in the future. Therefore, there is the need to determine the extent of business teachers' effectiveness on the use of professional teaching competencies in teaching students based on the school principals' rating.

Statement of the Problem

In recent times, government has shown a strong desire for quality education, innovations and policies aimed at improving the learning of secondary school subjects (business subjects inclusive) in secondary schools in the country and Akwa Ibom State in particular. Government has expanded

efforts to improve education through huge investments, engagement of right quality human resource and provision of instructional materials for the achievement of secondary education goals (Akiri & Ugborugbo, 2009). Okon (2006) in a strong term explained that the effort of government has not yielded adequate dividends. The problem of students' failure in both internal and external examinations in business subjects and lack of acquisition of practical skills by business students in secondary school in the State is a clear evidence. In support of this Nwadiani (2012) cited by Okolocha and Onyeneke's (2013) field study with West African Examination Council (WAEC) results of 2010 shows that out of 9565 candidates that registered for selected subjects, 8106 (84.75%) sat for the examinations; 4218 (52.04%) got credit and above and the rest either got ordinary pass, failed or were absent.

This has led to high rate of unemployment and students' low of interest in the business field in higher institution. The question at this point is, why do government's efforts fail to yield the much-desired improvements in secondary education in Akwa Ibom State? Why does the business world in Nigeria lament about the quality of business graduates? There may not be any ready and clear-cut answers to the foregoing questions because research evidence on the situation is either lacking or very limited. Observations have shown that non-business teachers/unqualified business teachers employed to teach business subjects are incompetent in the application of teaching competencies. What may appear to constitute the answers to questions is opinion based which

lack empirical support. Furthermore, what appears to be answers to the current problems may have been obtained from a situation outside the research at hand. Such answers are not likely to serve the purpose of this investigation. The question therefore is, how effective are the business teachers in professional competencies when teaching business subjects based on the secondary school principals' ratings?

Purpose of the Study

The main purpose of this study was to determine public secondary school principals' ratings of business teachers' effectiveness in professional teaching competencies in Akwa Ibom State. Specifically, the study determined the ratings of public secondary school principals on business teachers' effectiveness in the use of:

1. technical competencies in public secondary schools in Akwa Ibom State;
2. classroom management competencies in public secondary schools in Akwa Ibom State;
3. motivational competencies in public secondary schools in Akwa Ibom State;
4. communication competencies in public secondary schools in Akwa Ibom State;
5. instructional materials usage competencies in public secondary schools in Akwa Ibom State; and

6. evaluation competencies in public secondary schools in Akwa Ibom State.

Significance of the Study

The findings of the study would be of immense benefits to business teachers, business students, public secondary school principals, employers of labour, training institutions and future researchers. The results of the study would help to alert business teachers on the professional teaching competencies to be used in improving their efforts at equipping the secondary school students with the desired skills. This would enable them be aware that using teaching competencies to facilitate teaching and learning pose performance.

The results of the study would be of immense benefit to secondary school business students, as it would help to direct their attention to the need for the acquisition of skills needed for entrepreneurial activities, office works and aspiration for higher education. This in turn could also enhance their enthusiasm and arouse their interest toward entrepreneurial activities. This would enable believe that entrepreneurs give the best of abilities in their investments.

The outcome of the study would be useful to the secondary school principals in that it would enable them find out how efficient business subject teachers are in the use of professional teaching competencies in teaching business subjects. It would also assist them to monitor and guide business

teachers' effectiveness in professional teaching competencies, which would enhance business students' learning achievements and teachers' productivity. They would rest assure that their teachers and students would exhibit maximum performance in teaching and learning activities.

The outcome of the study would be useful to the employers of labour in that it could enable them select and recruit qualified and competent business teachers into teaching service in secondary school and offices. This would enable them be rest assured that recruited business teachers give quality classroom instruction to improve the standard of secondary school education.

The findings of the study would serve as guide for recruiting body for selecting professionally competent teachers to equip the business students with requisite skills for general employment or for entrepreneurial exploits.

The results of the study would be useful to the training institution as it would help them to come up with professional teaching skills and monitor their business teachers' effective use of those skills during classroom instructions. This could enhance quality of instruction and increased teacher productivity. They would believe that the aims of training institutions are achieved and outputs are good quality.

The results of the study would help to stimulate interest in further research in the area of teaching competencies use in teaching business subjects by business educators. This enable them hope that more materials would be readily available for future research in business education.

Scope of the Study

This study covered secondary school principals' rating of business teachers' effectiveness on the use of professional teaching competencies in the classroom. This study covered technical, classroom management, motivation, communication, use of instructional materials and evaluation competencies as professional teaching competencies necessary for effective teaching of business subjects. The study covered only the public secondary schools in Akwa Ibom State. Only principals of secondary schools participated in the study. Also, gender, years of experience and location were covered as important variables.

Research Questions

The following research questions guided the study:

1. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of technical competencies?
2. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of classroom management competencies?
3. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of motivational competencies?
4. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of communication competencies?

5. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of instructional materials competencies?
6. What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of evaluation competencies?

Null Hypotheses

The following null hypotheses were formulated and tested at 0 .05 level of significance.

1. Public male secondary school principals do not differ significantly from their female counterparts in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.
2. Public secondary school principals with less years of experience do not differ significantly from those with more years of experience in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.
3. Public urban secondary school principals do not differ significantly from those in rural areas in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with a review of related literature under the following sub-headings:

Conceptual Framework

Secondary School Principal

Rating of teaching effectiveness

Business Teacher Teaching Effectiveness

Theoretical Framework

Gagne's Learning Theory

Psychological Principles/theories of teaching and learning

Prosser's Theory of Vocational Education

Theoretical Studies

Professional teaching competencies

Technical competencies

Classroom management competencies

Motivational competencies

Communication competencies

Teaching methods competencies

Instructional materials usage competencies

Evaluation competencies

Related Empirical Studies

Summary of Review of Related Literature

Conceptual Framework

The following concepts are discussed secondary school Principal, rating and business subjects' teacher teaching effectiveness.

Secondary School Principal

Principal involves in the planning and execution of activities that are aimed at actualizing a particular objective (Ogbiji, 2004). The principal is a secondary school administrator. To Nwankwo (2010), the principal involves in the process of directing, coordinating, modifying the effort of people and machinery towards the attainment of organizational goals. He gets things done in order to achieve set objectives. The ability to harmonize people who may be or have divergent or conflicting ideas and energies into a unity for pursuing a common goal is one the principal's role. For any organization, such as school, to succeed that organization must have a structure in which people are assigned different functions with their duties clearly spelt out. Such organization must have a leader at the top that must coordinate, supervise, monitor and report the activities of its members towards goal attainment. In the school, there are three cadre principals. They are principals – principal as the head, vice principal academics and vice principal administration.

Principal is one whose role is geared towards recruitment and training of teachers for effective pedagogic services. Any effective service must be quality service. He or she must be a professional with both professional skills and desirable personal characteristics associated with quality training output. The Principal must understand those goals clearly and cause others to understand them if they must be achieved through collective efforts. The Principal has to evolve a procedure for attaining these goals. The procedure so

evolved becomes the formalized framework of administration (Ekundayo, 2010).

The school principal is that person who is concerned with implementing educational programme or policies in the secondary education (Peretomode, 1995). The principal, headmaster, vice principal and head of department are administrators in different capacities. The school principal needs a keen understanding of the basic principles of management because this understanding helps to increase his/her efficiency and effectiveness as established guidelines and procedures to help solve day-to-day problems of the school (Peretomode, 1995 and Adegbesan, 2013). The school principal according to Nkang (2002) is one who administers an educational organization or unit within the organization. Educational principal here is a leader who co-ordinates both human and material resources for effective and functional teaching and learning in educational settings. The ultimate about who a principal is lies in the fact that he co-ordinates the efforts of the people in an organization in pursuing and achieving its primary goals. The principal must be well versed in making decisions, understanding and analyzing problems and finding solutions to them. A teacher becomes school principal because of long years of teaching experience, qualifications and seniority. The principal is also an evaluator and supervisor of teaching activities of subordinate teachers. He measures teaching effectiveness of teachers as well as monitors

progress. Berk (2005) viewed communication skills as essential leadership skills for effective administration or management.

In assessing teaching effectiveness particularly in the area of demonstrating the learned teaching competencies, Berk (2005) pointed out that other people are also involved in measuring teaching effectiveness. The evaluation of teaching effectiveness is a group task involving students, peers, alumni, employers and self. Berk expressed that the reason for measuring teaching effectiveness is that it provides evidence as a basis for major decisions about the future academics. The formative decision uses the evidence to improve and shape the quality of teaching while summative decision evidence is used to sum up the overall performance or status to decide annual merit pay, promotion and tenure. The principal and other people use various measuring techniques to evaluate teaching performance of subject teachers. According to Feldman (2007), Berk (2005) and Young, Rush & Shaw (2009) agreed that teaching effectiveness of subject teacher could be measured based on percentage rating, high and low performance rating, and adequate etc. In addition, these researchers made it clear that certain factors could serve as determinants of effective instructional performance assessments. Factors influencing secondary school principal's rating of teaching effectiveness include:

- a issue of seniority
- b years of service

- c the age of the assessor versus the assessed
- d qualification of the both administrator and the teacher
- e religious belief
- f attitude of the both parties involved
- g cultural and societal beliefs
- h personality of both parties
- i physical location of the school
- j. the gender of the assessor and the assessed

Rating of teaching effectiveness

Hornby (1995) viewed rating as measurement of how good, popular, important somebody or something is especially in relation to other people or things. Rating is a set of figures that shows how many people watch and listen to a particular discourse or programme. Rating is relatively a number or letter that shows which groups of people in a particular environment or work place in organization are suitable. The process of presenting rating is in a term called rating scale approach. Rating scale is an instrument showing a set of categories designed to elicit information about a quantitative or qualitative attribute Adu & Olatundun (2007). The rater selects the number considered to reflect the perceived quality of a product. Osuala (2005) and Adu & Olatundun (2007) classified rating scale into four categories:

Ordinal level: here, some data are measured at ordinal level. Numbers indicate the relative position of items, but not the magnitude of difference. Example of this is the Likert scale, which may show response options.

Interval level: most data are measured at the interval level and the numbers indicate the magnitude of difference between items, but there is no absolute zero point. Examples are attitude scales and opinion scales.

Ratio level: many researchers use ratio level to measure some data. Numbers indicate magnitude of difference and there is a fixed zero point. Ratio can be calculated. An example of this includes age, income, price, cost, sale volume and market.

Graphic rating scale: This is widely used by most researchers. Respondents are asked to rate themselves or by checking the point at which they would fall on the scale running from one extreme of the attitude in question to the other (Osuala, 2005).

School administrators, principals, students, colleagues and the teachers' self-evaluation are strategies used to evaluate and measure teachers' effectiveness and productivity. Yusuf and Adigun (2010) expressed and maintained that principals' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. The accuracy of school principals' evaluation of teachers has been identified and studied because Barnett, Matthews and Jackson (2003), Jacob & Lefgren (2006) and Yusuf & Adigun (2010) pointed out that positive correlation exists

between principal's assessment of how effective teachers raise classroom instructions and teachers' success in doing so as measured by the value added approach. The above statement suggests that principals' rating is one of a comprehensive ways of ensuring teaching effectiveness and productivity of teachers.

Business Teacher Teaching Effectiveness

Teaching is the opposite of learning. A lesson is not taught until it has been learned. Therefore, teaching is a process that facilitates learning (Farrant, 1985). Teaching is a series of interactions between someone in the role of teacher and someone in the role of a learner, with the explicit goal of changing one or more of the learners' cognitive state (what he knows or believes or his skills in performing cognitive tasks) or affective state (his attitudes, values or motives (Emeh & Erukoha, 2001).

Teaching is an aspect of instruction. It is an attempt to assist someone acquire or develop skills, attitudes, knowledge, ideas of appreciation after he/she has been perfectly provided with the teaching opportunities. Learners are influenced by the instructional activities that cause individual learners to attain a desirable change in behavior, attitudes and knowledge. Teaching and learning depend on teachers; this is the reason why an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Akiri & Ugborugbo, 2009).

In the same vein, any systematic, rational and organized process of transmitting knowledge, skills, attitudes and values in accordance with particular professional principles is regarded as teaching (Dareng, 2005). This definition implies that the professional principles instituted during the process of transferring knowledge, ideas, attitudes etc are called out by teachers. The principles are:

- a active learning
- b variety of methods
- c motivation
- d well-balanced curriculum
- e individual differences
- f lesson planning
- g the power of suggestion
- h encouragement principles
- g stimulation
- i integration
- j life-like situation
- k independence
- l remedial teaching
- n democratic environment

With the foregoing principles, good teaching evolves and good teaching of business subjects therefore inspires rapt attention. The domains found in the definition of teaching as given by Emeh & Enufoha (2001:12) embody:

- a. cognitive domain – that is the knowledge, concept or ideas
- b. psychomotor domain – entails the skill in all its forms, and,
- c. affective domain – the attitudes, beliefs and values to be acquired or developed.
- d. Perceptual domain (Uoro & Akpan, 2012:37)

The point, here therefore is that teaching activity in a small way creates product. Behavioural changes cannot be separated from teaching and learning. The specific products of teaching are the concept, knowledge, ideas, skill and attitudes acquired when taught which must manifest in the behaviours of learners. Therefore, the main aim of teaching is to make students or learners acquire desirable changes in behaviour by the teacher.

A teacher is the person who has the knowledge about teaching and learning principles. A teacher is a professional with pedagogical skills, values, knowledge and competences (Nwalado & Nwalado 2007). A teacher is a person who helps students to know how to learn. A teacher is one who can translate knowledge, skills, attitudes, values, culture of the people with certain pedagogical principles. According to Ezoem (2001), a teacher is a person engaged in interactive behavior with one or more students with a view to effecting change in the students. A teacher may be seen as:

- a. a source of inspiration to learner
- b. a change agent in the behaviour of learners
- c. a possessor of knowledge about teaching and learning principles.
- d. a professional with pedagogical skills, values, knowledge and competencies
- e. a helper of students to know how to learn.
- f. a translator of knowledge, skills, attitudes, values, culture of the people with certain pedagogical principles to learners
- g. a mediator of learning,
- h. a manager of instruction,
- I. a planner of instruction,
- j. a disciplinarian (controller of student behaviour),
- k. a confidence of students,
- l. a parent substitute,
- m. a judge of achievement,
- n. a scholar/research specialists
- o. a curriculum implementer
- p. a evaluator of the learning achievement.
- q. a motivator of the students

(Ibe-Bassey 2004, Ezoem 2005, and Nwalado & Nwalado 2007:127).

For a business teacher to possess the above qualities, he/she must undergo professional training in education.

The quality and caliber of teachers that service the educational systems of a country could serve a valid index of the country's development and progress. The quality of the school shows the status of the society. Therefore, the mission of teacher education should be the production of professionalized and career – oriented teachers who would actualize what Ekanem (2004) described as “manpower” services model education.

This condition is very necessary for task of vocationalising business education or business subjects, which require the cultivation of the right attitude to teaching and learning especially the attitude of doing things correctly and thoroughly (Ireyefoju, 1999 and Obeta, 2007). Secondary school teachers work under the supervision and directive of the school administrators. The principal as the head of the school is in the right position to carry out teacher performance evaluation among other administrative functions. This crucial role of the principal is to ensure effective instructional processes as well as attainment of secondary education objectives. Teacher effectiveness according to Okolocha and Onyeneke (2013) citing Diamond (2004) is the teacher's ability to produce desired results measured in terms of how well the teacher able to maximized learning in the students. Effective teaching according to Feldman (2007), Omoifo and Urevbu (2007) means the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desires knowledge content, apply the knowledge to

classroom and other related problem, think and take independent decision and the use of effective evaluation techniques by the teacher.

Theoretical Framework

This investigation is related to the framework of theories/principles. These are theories and principles:

1. Gagne's learning theory
2. Psychological Principles/theories of teaching and learning
3. Prosser's theory of vocational education

Gagne's Learning Theory

Dr. Robert M. Gagne propounded the learning theory and published in his book titled "The conditions of learning" in 1977 in New York. Gagne's work has been of immense use in relation to this study. Human beings learn everyday in their lives. This activity is recognized when there is change in their disposition. Learning activity is possible when conditions exist to make it takes place. Gagne in Usoro & Akpan (2012) defined learning as a change in human behaviour or capability which persist over a period, and when is not simply ascribable to process of growth. The source further envisaged that any type of change viewed as ways exhibits itself as a change in behaviour and the inference of learning is made by comparing what behaviour was before the individual was exposed to a learning situation and what behaviour can be displayed after such treatment.

Farrant (1985) viewed learning as the process by which individuals acquired and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth.

Different types of learning according to Farrant (1985) go by different name:

- a. Affective learning: this has to do with feelings and values of individual. These go along way to influence individual attitudes and personalities.
- b. Cognitive learning: this relates to the mental processes of reasoning, remembering and recall. Learning is achieved through these mental processes when there is effective teaching.
- c. Psychomotor learning: there is close relationship as regards to the development of skills that require efficient coordination between brains and muscles. This is evidenced because of the learner taking part in reading, writing, or physical skills activities.

Effective learning occurs in two different ways such as:

1. Deductive learning: the general principle is presented to a learner and he or she applies a number of tests to it to discover whether it is factual or not.
2. Inductive learning: the learner examines related matters to see whether any general conclusion can be drawn based on what the teacher teaches.

In like manner, Gagne learning theories identified four types of learning which can take place as a result of productive teaching. These classes of learning have basic elements that bring about learning:

1. The learner who possessed sense organs through which he or she receives of stimulation. A brain by means of the signals originating in his sense is transformed in a number of complex ways. A set of muscles by means of which he or she exhibits the various performances that show what he or she has learned.
2. Stimulus situation involving events that stimulate the learner's sense.
3. The learner's memory is impact learning. The memory contains what the learner has already learned or previously experienced.
4. A response: This action results from the learning inputs and their subsequent transformation. The learner's response must be described in terms of its effects rather than in terms of its appearance. The responses are therefore classed performances.

Usoro & Akpan (2012) reported that Gagne classed learning based on the approach undertaken by him. Gagne classed daily observation about learning to identify and distinguish varieties of situation in which learning occurs as well as noting conditions that influence occurrences. Further explanation indicates that teaching implies arranging the conditions that are external to the learner. Clark (2000) and Usoro & Akpan (2012) affirmed that these conditions need to be constructed in a stage by-stage fashion taking into

consideration at each stage the just previously acquired capabilities of the learner, the recruitment for retention of these capabilities and specific stimulus situation needed for the next stage of the learner. The level of learning by Gagne according to Uoro & Akpan (2012:88) is illustrated in figure 1 below:

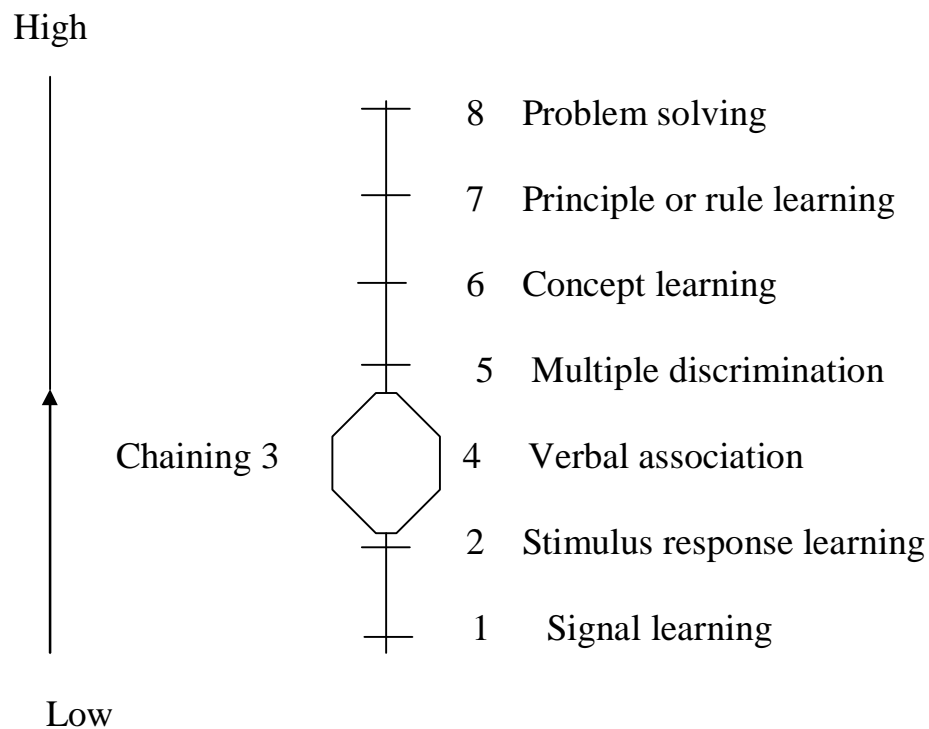


Figure 1: Diagrammatic representation of Gagne's levels of learning.

The importance of Gagne's Hierarchy of learning

1. It makes it possible to relate learning of the content of instruction in the orderly manner.
2. The mapping sequence of learning enables the teacher to avoid the mistakes that arise from skipping essential steps in the acquisition of knowledge of content area.

Application of Gagne's levels of Learning to productive teaching of business subjects/ business education:

The theory relates to this study, from diagram of Gagne's levels of learning in figure 1 above, the first two levels are rarely used in education because they involve natural reflexes or involuntary responses. Level two to four require lots of teaching for learning to occur. Level three and four have limited application to productive teaching in vocational business subjects. They aid in the acquisition of prevocational skills. It is practically impossible to provide all the learning situations but one has to present levels five to eight to the students to enable them solve studio or laboratory problems. Problem solving is the highest level of learning because it allows higher order principles to emerge. Teaching is productive only to the extent that knowledge gained there from increases the learner ability to provide solutions to problems in novel situation, discover new ideas, or achieve vocational business education in general. Hence, the learning hierarchies define what intellectual skills are to be learned and sequence of instruction in business subjects.

Psychological Principles/theories of Teaching and Learning

American Psychological Association Work Group of the Board of Educational Affairs developed and published in 1997 in Washington D.C. 14 psychological principles of teaching and learning. As far as productive teaching and learning is concerned the teacher has to study with understanding and apply these principles in every classroom situation achievement of the

learning categories via verbal information, intellectual skills, cognitive strategies, motor skills and attitudes.

Several theories of teaching and learning processes have been studied as long as human being is involved in the process. The principles of teaching and learning process are generated in order to provide framework for school redesign and reform. The principles are about learners and learning otherwise referred to as learner-centered practices. The principles are intended to deal entirely with learners in the learning situation involving the teacher. McCombs (2000:120) identified 14 principles of teaching and learning as stated below:

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience. Successful learning occurs as learners actively participate to their learning. The teacher is effective if necessary techniques that could help students are applied to give meaning from information and learning experiences.
2. The successful learning, over time and will support and instructional guidance, can create meaningful, coherent representations of knowledge. Here, learners must be goal directed and pursue relevant goals individually. A teacher is responsible for creating meaningful learning goals for students, which are consistent with learners' personal and educational aspirations and interests.

3. The successful learner can link new information with existing knowledge in meaningful ways. It means effective learning occurs, as the students are able to build a link between new information and experiences and already existing knowledge base. An effective teacher is responsible to apply all strategies and competencies to assist learners in acquiring and integrating knowledge.
4. The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals. The teacher exercises his function effectively if learners have been assisted to develop, apply and assess their learning skills.
5. Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking. An effective and competent teacher must use appropriate instructional methods that can help students to develop higher order strategies to enhance learning and critical thinking.
6. Learning is being influenced by environmental factor, including culture, technology and instructional practices. For learning to occur, the classroom environment must be well set and have relevant impacts on students' learning by the teacher.
7. What and how much is learned is influenced by the learner's motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interest and goals, and habits of thinking. A committed and effective

teacher has the responsibility assist learners avoid intense negative emotions (examples, anxiety, panic, rage, and related thoughts (examples; worrying about competence, ruminating about failure, fearing punishments, and ridicule or stigmatizing labels).

8. The learners' creativity, higher order thinking, and natural curiosity all contribute to motivation to learning. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulties relevant to personal interests, and providing for personal choice and control. Teachers must encourage and support learners' natural curiosity and motivation to learn. Teachers must be ready to attend to individual differences in learners' perceptions of difficulty issues relevant, choice and control.
9. Acquisition of complex knowledge and skills requires extended learners' effort and guided practice. Without learner's motivation to learn, the willingness to exert this effort is unlikely without coercion. Learning takes place as learner acquires the necessary skills devote time, energy, effort to learn what is taught. For teachers, necessary and appropriate motivational strategies must be applied in order to facilitate and enhance learners' effort and commitment to learning for achievement of required standards.
10. As individual develops, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is

taken into account. An effective and competent teacher has to be aware of and understand different developmental differences among students, which may be either with or without emotional, physical or intellectual disabilities to facilitate learning attainment and creation.

11. Social interactions, interpersonal relations, and communications with others influence learning. These crucial elements can enhance learning. It implies that teachers should allow free atmosphere for interactive and instructional context exist to provide learners opportunity for perspective taking and reflective thinking that may lead to high levels of cognitive, self-esteem and moral developments.
12. Learners have different strategies, approaches, and capabilities for learning that are function of prior experience and heredity. Teachers must be able to help learners examine their learning preferences, expand and modify them.
13. Learning is most effective when the differences in learners' linguistic, cultural, and social backgrounds are taken into account. For effective learning, teachers should be able to observe these factors particularly during instruction; these enhance possible designing and implementing appropriate learning environment.
14. Setting appropriate high and challenging standards and assessing the learners as well as learning process – including diagnostic process, and outcome assessment - are integral parts of the learning process.

Effective teaching and learning takes place if teachers use different assessment techniques that can enable learners have clear picture of what they are learning.

Effective teaching learning theories could help teachers to be effective in the following ways:

1. It must help teachers to understand all processes of human learning.
2. It must extend teachers understanding of the conditions or forces that stimulate inhibit or affect learning in any way.
3. It must enable teachers to make reasonable and accurate predictions about the outcomes of learning activity.
4. It must be a source of hypotheses, cues and concepts that teachers can use to become teachers that are more effective.
5. It must be a source of hypotheses or informed hunches about learning that can be tested in the classroom as well as through experimentation and research, thus extending teachers' understanding of teaching-learning processes.

(Lindgren, 1976:250)

Application of APA psychological principles to the teaching and learning of business subjects/business education

Based on the above reasons for effective teaching/learning theory, the following facts of an effective teaching theory are assumed in relation to this work:

- a. Human competence and effectiveness are principally the result of learning.
- b. Each human being has a continuing drive to become more competent and effective.
- c. The development of competence demands on learning process that are set in motion when the individual perceives events in his or her internal or external environment that are new and different from the ones previously experienced.
- d. Learning to be competent and effective is a continuous, lifelong process.

Therefore, effective learning of business subjects takes place when –

1. There is positive teacher-student relationship.
2. There is an opportunity to practice what is being taught.
3. Appropriate motivational techniques are adopted thereby facilitating students' learning.
4. Conducive environment are readily made available. (Lindgren, 1976: 256).

Prosser's Theory of Vocational Education

The proponent of this theory is Dr Charles A. Prosser who was the first National Director of Vocational Education in United State of America. With his wide of experiences as director in the establishment, Prosser developed and published the sixteen principles/theorems of vocational education in 1940 as a basis for sound and successful teaching and learning of vocational education (business subject/business education inclusive).

The issue of Prosser's principles for quality administration is necessary in this investigation. This theory has greater positive influence on the administration of any educational institution and of vocational education programme. Though these theorems or principles were specifically made for education in United State of America, it is still useful in this investigation if effective vocational business subjects or secondary education administration is to attain the minimum standard.

Okoro (1993:30) postulated that Prosser's theories are worthy of serious consideration by every administrator of vocational education and stated as follows:

1. Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.
2. Effective vocational training can only be given where the training jobs are carried out in the same way, with the same operations, the same tools and the machines as in the occupation itself.
3. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking and the manipulative habits required in the occupation itself.

4. Vocational education will be effective in the proportion as it enables each individual to capitalize his or her interests, aptitude and intrinsic intelligence to the highest possible degree.
5. Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want, and are able to profit by it.
6. Vocational training will be effective in proportion as the specific training experiences for from right habits of doing are those of the finished skills necessary for gainful employment.
7. Vocational education will be effective in proportion as the instruction has had successful experience in the application of skill and knowledge to the operations and processes he undertakes to teach.
8. For every occupation, there is a minimum of productive ability, which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially.
9. Vocational education must recognize conditions as they are and must train individuals to meet the demand of the market even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable.

10. The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercise or pseudo jobs.
11. The only reliable source of content for specific training in an occupation is in the experience of masters of the occupation.
12. For every occupation there is a body of content which is peculiar to the occupation and which practically has no functioning value in any other occupation.
13. Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time they need it and in such a way that they can most effectively profit by the instruction.
14. Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group that it serves.
15. The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.

Application of Prosser's theory in the teaching of business subjects/business education

The theories and principles are related to this work in that they have direct contribution to the desired quality of teaching and learning of business

subjects. Thus, the professional and competent business subject teacher should embrace these theories and principles in every classroom instructions to ensure effective teaching and learning outcome. The necessary modern teaching/learning technologies as well as appropriate teaching methods capable of enhancing particular learning situation effectively should be utilized in every level of business subject classroom instruction by business subject teacher as put by the proponents of the above theories and principles. Sound and productive teaching and learning would be achieved if business subject teacher(s)/business educator(s) responsible for subject and programme instruction would only maintain this list of sixteen principles.

Theoretical Studies

This section discusses business subjects, professional teaching competencies of business subject teacher such as technical, classroom management, motivation, communication, use of teaching methods, use of instructional materials and evaluation.

Business Subjects

Training in business subjects is training with its roots at the domestic level. The quality of concept grows from there. Business training is training for all and training that survives on quality service the world over (Anao in Isaac, 2009).

Business subjects are educational subjects relevant to the nation. They help individuals or youths to acquire knowledge, skills and attitude for

employment. Business subjects in secondary school are business studies, Book keeping and Accounts or financial accounting, commerce, typewriting and shorthand (Osuala, 2004:112). The teaching of typewriting and shorthand has given way to the teaching of computer studies. Business education graduates from College of Education and Universities teach these subjects. These categories of teachers are expected to give effective teaching because of their professional training.

The fundamental prerequisite for the desired technological development for self-sustenance and productivity is the availability of capable work force that has passed through a viable and sound educational programme, for example business education. They should be interested and prepared to take up the challenge that they are likely to face after the successful completion of their course of study. It is belief that the present economy needs people who are vocationally skilled in various occupations (Isaac, 2009). In addition, this author stressed that the ultimate of any kind of education and training is gainful employment. Education actually, unavoidably becomes a vehicle for acquiring the required skills and knowledge that an individual needs to fit into any given work place.

Ihekwoaba in Isaac (2002: 101) provided the reasons for the study of business subjects in secondary schools as follows:

1. it assists in career selection
2. it gives opportunities for self-employment.

3. it leads to better consumer decisions
4. it is one of the most relevant studies in contemporary society.
5. it assists in building entrepreneurship abilities/skills in businessmen.

Specifically, the aims of teaching business subjects at secondary school level are that it helps students to attain the goal of general education, objectives of vocational and technical education as well as gaining the general exploratory background knowledge that enables learners, to prudently, select occupations of interest effectively (Isaac, 2002). In order to achieve the above objectives the teaching of business subjects requires the application of professional competencies. As interesting as the teaching of business subjects is, there are challenges against the practice.

Problems with the teaching of Business Subjects

In spite of the laudable intentions of the visionaries of business education programme/subjects in our educational institutions particularly, at the secondary school level, its implementation is beset with problems as identified by Akpan (2008:107), and Isaac (2009:120):

- a. Business subjects are poorly funded by the agencies that could help salvage this important programme.
- b. There is lack of human resources. Business subjects' teachers are not adequate. Most of the business subjects' teachers are not professionally qualified. Most schools are full of academically qualified business subject teachers who

possess no teaching qualification. This inadequacy of professionally qualified and competent business subject teachers is a serious impediment.

- c. Opportunities for training and updating the skills of the business subjects teachers available are very limited.
- d. Non-availability of sufficient instructional resources for effective teaching and learning of business subjects/courses.
- e. Inability to identify the mission of business subjects and to make it clear to many people in the society as well as those in the academic community.
- f. The curricula of business education till now are structurally defective.
- g. Absence of teacher – coordinator in business subjects who can encourage and ensure effective coordination.
- h. Poor instructional supervision of instructors' activities by the team leader or principal or the administrator.

Therefore, the concept of quality permeates all business-training efforts. The foregoing explanation justifies quality as the main concept of this study.

Professional teaching competencies on the teaching of business subjects

The professionalism within the education sector especially teaching is a recurrent issue that is yet to be settled. Jones (2005) opined that professionalism refers to that peculiar nature of a specific occupation that entails, for commencement as well as continuation, maintenance individually and collectively of certain standards relating to knowledge, skills and behavior, which standards are such that they ensured the user of the services. The

professionalism implies a high expected and usually objectively measurable level of competence and commitment. Profession has a legitimate status, establishes right to privileged communication and relatively great autonomy. This is because of the general confidence in the individual and collective maintenance of standards in the profession, from societal supervision and control. Profession, according to Hornby (1995) is a type of job that needs special training or skill especially one that needs a high level of education. Profession according to Ogwudire (1993) is an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary. A professional is one who acquires a special and high level of training, skills and qualification in a particular occupation. For an individual to be professionally competent he or she must satisfy the criteria demanded by that profession.

Teacher professional competency has been recognized as a critical component of teaching-learning process related to academic achievements of every learner (Malm, Lofgren & Host, 2006). Jones (2005s) defined teacher professional competency as those knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Teacher professional competency is refers to the stable characteristics of the teacher that do not change appreciably when the teacher moves from one situation to another. For the success of any educational programme be it business education or other areas, the teaching learning process must involve a vast array of interventional

processes at the centre of which the teacher remains pivotal. Classroom teaching requires effective demonstration of a repertoire of necessary skills that would unavoidably help students learn effectively thereby increasing their learning achievement. Esu (2005) disclosed that there is confusion among people as to what teachers' behaviour or performances and the competencies they are expected to demonstrate. The author however further added that a competent teacher is one who is very knowledgeable in the area of teaching. As a professional, he should possess requisite teaching skills that cover the four domains of learning – cognitive, psychomotor, affective and perceptual domains.

However, competency according to Achilike & Okwuanaso (2001) is a manner in which one uses the performance of a task relevant to a course of study. In view of this, they summed up that, success in work is related to basic and consistent academic skills, but manual competence takes place based on repetitive performance of the professional tasks. Repetitive skill performance makes it habitual in the learner. Skills acquired by this process result in problem-solving competencies. In the same vein, Olaitan & Ali (1997) viewed competency as being the knowledge, skills, attitudes and judgment generally required for the successful execution of a given task. This therefore implies that a teacher must actually acquire the required knowledge, skills in discharging his teaching functions, which involve display of fairness desirable attitude, ability to evaluate his teaching and student's performance against the

pre-stated objectives and goals of education. Competency is seen as a twin concept of functionality and relevant to one's career or vocational practice.

Kerr (1983) asserted that the pool of available teachers is becoming less competent because teaching itself is losing ground. Competency is required in proper performance of any task. In teaching, several attempts have been made to define who is a competent teacher. A competent teacher is an effective teacher. An effective teacher calls for ingenuity, sound knowledge of the subject matter, professional commitment and imaginative ability on the part of the teacher. Hence, a competent teacher is one who is knowledgeable in his subject matter as well as the sound knowledge of the underlying psychology, history, sociology and philosophy of the subject matter (Esu, 2005 and Afe, 2003). The professionally competent teacher is one who has a broad general education and the relevant skills as well as some basic knowledge of other areas of learning. He must understand the role of the school in the society and at the same time has interest of the students at heart.

Etuk, Udosen & Edem (2004) stated that the need to determine what really constitutes teaching competency has been a matter of great concern. They identified 23 teacher competencies and further grouped them into five categories such as communication competency, basic knowledge competency, and technical competency, administrative and inter-personal competencies. Esu (1995) and Smith (2005) identified 14 skills meant for effective teaching at

all levels of education. Esu (2005:22) considered the following as qualities of professional competent teacher:

- a he is fully prepared for his/her subject;
- b he has a broad general education that is professional qualification in education;
- c he understands the role of the school in our society;
- d he holds an adequate concept of himself/herself;
- e he understands basic principle of the learning process;
- f demonstrates effective techniques of instruction or teaching;
- g he should efficiently handle management of the classroom; and
- h he possesses personal characteristics conducive to success in the classroom.

Similarly, Esu (2005) suggested descriptions that contain teaching competencies and requisite skills of new professional teacher. He pointed out that new professionally competent teacher must exhibit the following traits:

- a is interested in students as individuals;
- b Patience and willingness to repeat comments and issues of his or her previous teaching;
- c displays fairness;
- d explains things very thoroughly;
- e humour and open-mindedness;
- f informal, friendly and easily approachable; and
- g knowledge of his/her specialty area.

A closer look at the above traits indicates that a professional teacher is a proponent of good human relations. An atmosphere of good human relations fosters quality learning involving cognitive, affective and psycho productive skills. Almost all of the above constitute the contents of a rating scale to be used by administrators in evaluating the new business teacher. The teacher training programmes must of necessity base their training on the said three broad educational skills – cognitive, affective (character training) and psycho productive skills.

Ibe-Bassey (2004), postulated that a teacher is a professional with pedagogical skills values, knowledge and competencies. The professional and effective teacher is one who is a mediator of learning manager of instruction, planner of instruction, communicator of instruction, controller of student behavior, confidant of student, parent substitute, judge of achievement and curriculum implementer (Ibe-Bassey, 2004). For a business subject teacher to function effectively at the secondary school level, he/she needs to exhibit pedagogical competence and consistency and exhibit a mastery of his subject. In addition, a teacher must seek to improve himself, acquire good management skills, and learn to build good teacher-student relationship, have a good talent with the use of teaching machines, equipment and instructional materials and apply them to classroom practice.

Suffice to say that effective teaching of business subjects and proper acquisition of the necessary skills by students occur as teacher makes good use

of the following competencies: ability to use machine/equipment (technical ability), classroom management, motivation, communication, varying of teaching method, instructional materials, student evaluation, mastery of subject matter, lesson preparation skills and good human relation. According to Okeye (2011), a teacher may be tidy and efficient and still not achieve significant results in teaching. Based on this, Esu (2005) and Adediwura & Tayo (2007), upheld that effectiveness in the use of professional teaching competencies is of paramount importance to the attainment of quality learning and moral discipline.

Technical Competency:

Teaching business subjects requires the teacher to possess the necessary technical skills that would enable him/her to render effective instruction to the learners. Skill is the expertness in learning something, practical ability, dexterity and tact. It is the proficiency exhibited displaying a flexible in systematic pattern (Perkinson, 2005). The global innovations in the educational system at all levels due to the emergence of information and communication technology (ICT) have tremendous effect on every sphere of life. Osuala (2004) and Ojo (2005) asserted that business subject teacher needs to keep up with new processes and equipment if they must be effective. The teaching of business subjects and the attainment of business education (studies) goals at secondary school level would be possible through adequate provision of teaching materials and equipment since much of the work done involve both

the conduct of classroom instruction in theory and practice. Students at secondary school level would acquire the necessary skills and abilities, if their business subjects' teachers were able to demonstrate technical competency. The aim of introducing and incorporating ICT in the school system is to make teaching and learning exciting and challenging. Teachers and students gain both qualitative and quantitative understanding of the topic being studied (Okujagu, 2008). ICT therefore holds great promise in improving teaching and learning of school subjects including business subjects. Relevance of information and communication technology has been identified by many authors to refer to the use of computer instruction particularly in secondary school. The process of using computer for the purpose of facilitating teaching and learning is referred to as Computer-Assisted Instruction (CAI). Laferrier (1996:167) identified the relevance or impact of CAI in teaching and learning in classroom to include:

- a. the use of computer can develop intellectual skills in the learner
- b. it contributes to the ways learners acquire knowledge, skills and attributes.
- c. it enables learner to concentrate better than in the traditional setting.
- d. it provides collaborative learning.

The adoption of ICT in the Nigerian education helps to multiply the teaching reach of the classroom practitioners. It facilitates collaboration among teachers. Ukeje in Imoniwerha (2010) asserted that teachers are the main determinants of quality in the school. In addition to this, what teachers know

and can do make a great difference and what they do not know and cannot do can be an irreparable loss not only to the child but also indeed to posterity. The competency of business subject teacher in ICT skills is one of the components in ensuring that ICT becomes and continues to be an integrated part of learning experiences of business subjects in the secondary schools. ICT is a stimulus for exciting new teaching opportunities as it is used to infuse subject knowledge and skills from across the curriculum to achieve individual learning objectives for students and teachers. According to Oviogbodu (2010), there are general competencies and abilities common to all approaches to infusing ICT in learning and the management of learning. Teachers who acquire ICT skills understand how to transform their teaching practices as well as the learning of their students. Teachers competences include, the understanding of why, when and how ICT tools will contribute to learning objective and choosing from a wide range of ICT tools in order to select the appropriate ones to stimulating students' learning such as:

- a. Choosing and recommending ICT tools and teaching methods appropriate to students' learning objective.
- b. Planning completely learning programme that allows a range of ICT tools and teaching methods to use when required.
- c. Choosing tools and teaching methods that allow the teacher and students to manage their own learning.

- d. Managing difficulties that can arise when using ICT to minimize impact on planned lesson objectives
- e. Participating in, and contributing to group discussions on the use of ICT.

(Ovigbodu, 2010:210).

The competency of a teacher in ICT has involved the teacher's ability to do the teaching activities to a level that has received widest acceptance by the society and stakeholders in education. The individual has to acquire the knowledge, skills, attitude and judgment, which he requires to perform successfully at a specific proficiency level in any given work such as teaching profession. A teacher is competence in ICT when he is able to integrate ICT in his teaching effectively. Therefore, certain ICT skills are expected to be possessed and demonstrate by the teacher in teaching business subjects in secondary school. The use of ICT in acquiring knowledge and skill is an essential element in education and training. That is why Okute & Agomuo (2009:150) identified the various technological competencies required of a teacher purported to teach business education in schools and colleges. These include among others:

- a. ability to use computer software such as ms – word, spreadsheet, in processing information;
- b. ability to use computer to teach;
- c. ability to use different computer operating systems;

- d. willingness to be involved in a life-long learning and improve on personal skills or competencies for effective e-learning delivery;
- e. ability to transit from traditional teaching based delivery method to computer based delivery method;
- f. ability to provide content that is learner centered, interesting and well design; and
- g. ability to use personal computer, laptop power point to deliver instruction.

Business teachers could teach business subjects effectively if they are competent in the application of other necessary equipment. Nevertheless, Ojo (2005) and Perkinson (2005) explained equipment as business appliances or office type machines that a teacher uses in teaching and learning of business subjects. Such equipment include computer used in teaching, students could be taught quite clearly, the typing and typesetting of letters, memos, various documents and correspondences which could be involved in the day-to day office operation of business.

Onyekonwe (2008) supported above fact that when a teacher of business education uses teaching equipment/machines, students would operate such machines as computer sets, tele printers, photocopiers, fax machines. Others are telephone, adding and calculating machines etc. Onyekonwe concluded that some of these machines do facilitate teaching and learning processes as well as the quality and efficiency of the school. The business subject teachers

need to be trained on these skills. There is need for the teacher to possess ability to use appropriate technology in teaching and learning process to achieve instructional and curricular goals and objectives. The skills needed by a professional business subject's teacher include among others:

- a skills in the use of computer and internet browsing;
- b skills in the operation of keyboard;
- c skills in setting and operation of power point in the teaching of school subjects;
- d use of adding and calculating machine in teaching book-keeping, commerce and office practice;
- e use of photocopier in the teaching of office practice, and
- f ability to use various machines/ equipments as instructional aid during instructional delivery.

Any business subject teachers who lack skills in any of the stated and other technological and technical gadgets cannot offer effective instruction. The learners involved may not acquire any pre-requisite competence for the labour market.

Classroom Management Competencies

Classroom management and management of students conduct are skills that business subject teachers should acquire and develop over time. A professional teaching competency variable has direct relationship with effective teaching and students' learning achievement. Effective teaching

requires demonstration of ability to create conducive atmosphere for learning to thrive; because an enriched and conducive environment is an important asset to effective learning. Burris & Burris (2004) and Esu (2005) stressed that effective teaching involves having managerial skills for effective classroom control and discipline. Thus, it implies teachers' ability to manage both the materials and students for the purpose of instruction and learning.

Ellect (1989) opined that effective teaching requires considerable skills in managing the various tasks and situations that occur in the classroom daily. The effective classroom management skill is central to teaching and requires "common sense, consistency, a sense of fairness, and courage". This skill at the same time requires teachers' understanding in varied ways the psychological and development level of their students.

Accurate and effective management of classroom by business subject teachers would help them maintain and make the classroom a pleasant business like and enjoyable place for learners. In like manner, Vikoo (2003) agrees that when this situation occurs, students are likely to be motivated to learn; and invariably, failure to institute adequate classroom management the resultant effect would be an environment replete with confusion, misbehavior, antagonism, anger, and unpleasantness. Improper classroom management also leads to students impeding the learning of other students in the class. Teachers faced this frustration. Based on this problem, the teacher has a significant role to play in establishing rules and procedures that govern all students'

participation and routines in the classroom. A competent teacher who does the teaching activities effectively would be required to:

- a. set out classroom routines and procedures for using class resources and physical movement.
- b. Set out and formulate standard for student behavior in the classroom.
- c. Identify causes of classroom misbehavior and adopt a strategy for correcting it.
- d. sDevelop a system for keeping records of class and individual student's progress (Vikoo, 2003:230).

These classroom administrative competencies assume that effective teaching that leads to students' learning achievement requires teacher's effort to identify and incorporate socially accepted norms into a standard for student behavior in the classroom. The implication of this competency is that the teacher becomes aware of the physical environment of students, teaching techniques and resources. The effective teacher ensures that there is orderliness in the classroom. The teacher should possess the ability to make appropriate decisions about classroom instruction. The students' behavior is an important ingredient of the classroom management competence for a business subject teacher.

Olivia & Pawless (2001) stated that teachers who demonstrate effective classroom management must at the same time consistently monitor the behavior of students and redirect inappropriate behavior immediately.

Effective management of instructional time and students' behavior taking place in the learning environment indicates evidence of effective teaching. Students must engage in instructional activities for maximum duration of time in a class period. Effective management of time is demonstrated through prompt class beginnings and prompts accessibility of materials (Udoisong, 2007). This signifies that, students' achievement is greater when students spend more time on task.

Time can be used wisely; it can also be wasted, depending on the motive. Prudent use of class time is crucial for instructional purposes. The school and class timetable must be wisely observed and followed accordingly. Starting and ending a class activity on time can enhance the teaching – learning process. In the classroom, time may be measured by the extent to which the students and the teacher use the available time, based on the timetable, to achieve their learning-teaching objectives prudently and diligently.

Classroom discipline and order may be measured by the extent to which the students are self-controlled and are willing to devote themselves to the tasks given by their teacher. Students should work in groups and talk together to have real orderliness. It produces noise, but the proof of whether it is good or not will be found in the result. In the same manner, Umoren (2002) stated that the test of the teacher's success in class management would be seen in his good relationship with his students and in the fact that the activities in the classroom follow a plan that is both purposeful and efficient. Disorders occur

in the classroom because the classroom is a very artificial kind of place. Students from different backgrounds came together to learn by specified methods within the confines of a single room. Anything is expected to take place such as noise, inattention or restlessness, deliberate naughtiness, unexpected events and general indiscipline. Each of these is associated with or caused by a particular event occurring in the classroom. Indiscipline is arises when the rules and regulations are not kept. Harmony in the classroom is dependent upon the keeping of rules and good relationship by the members of the classroom.

Classroom management consists of three major components, namely; leadership, classroom atmosphere and discipline. Personal characteristics of a teacher influence his leadership style; he may be warm, caring, fair, funny and interesting. He may be commanding, domineering, sharp and permissive. A teacher may be inclined to authoritarian, democratic or liaises-faire type of leadership. The teacher's leadership style may be influenced by factors such as: the subject and grade he teaches as well as the policies and abilities of the students (Vikoo, 2003).

Students are sometimes over submissive for fear of punishment when they are working with authoritarian teachers. They may also become aggressive and unco-operative, when they are left on their own. A democratic teacher sees himself as a leader not boss and uses friendly voice in talking to his class. He needs to encourage and acknowledge students on their achievements.

Greemers (2003:30) outlined four fundamental guidelines in achieving and effective classroom management for having effective teaching and facilitating learning achievements of learners:

- a know what you want, acknowledge (not praise) it;
- b show and tell your students what you want;
- c when you get what you want, acknowledge (not praise) it; and
- d when you get something else, act quickly and appropriately.

In the same vein, Umoren (2002:40) provided other things to observe for an effective classroom management/teaching. They include:

- a command authority wisely, because without authority, any management is bound to break down;
- b maintain your dignity;
- c be consistent and firm;
- d. use punishments and rewards wisely;
- e. be self-critical;
- f. avoid trying to be popular with students; it is the mark of weak character; and
- g. be efficient, because the efficiency of a class is the measure of its teacher. To be efficient implies being punctual, knowing the job, organizing all routine matters, being prepared and energetic and enthusiastic.

Bellow and Lawton in Babayemi (2006) pointed out that class management to the teacher is what house keeping is to the house wife. It involves the careful harmonization of those elements, which help to create good teaching – learning situations. Management elements include:

- a. the physical condition within the classroom ventilation, equipment and general appearance;
- b. the seating arrangement of students, and their movement from one room to another;
- c. the scoring, distribution and collection of books and materials; and
- d. the keeping of necessary report records and attendance registers (p.174).

Therefore, the business subject teachers in their classroom management should be able to establish and reinforce expectations for students' behavior that promote citizenship in a classroom. Maintain smoothness and momentum during classroom transitions. He should prepare and arrange materials in advance for easy student accessibility. Minimize distractions and interruptions as well monitor and direct student behaviour effectively and appropriately. He should also develop a classroom management system that promotes acceptable and appropriate student behaviour. Hence, the performance of students whether in internal examination will be good.

Motivational Competencies

The importance of being able to explain and predict students leaning outcomes has lead to a number of studies on teachers' motivation

competences. Chauhan (2002) and Oyewole & Alonge (2013) showed that human behaviour depending on the concept of the nature of man, which man's behaviour originates from psychological drives that can affect relationship. Motivation is a critical issue in education. It is seen as an essential component of teaching. Motivation, which is an urge to act, may result from internal or external stimulus.

Motivation, according to Reginald (1997) is the arousal of tendency to act to produce one or more effects. This simply implies that behind any motivation, there is some element of need demanding satisfaction. The learned and socially conditioned formulation of needs follow the principle of avoiding unpleasantness and striving toward happiness. The teacher is to lead the students. In the process of exhibiting leading role, he attempts to harness students' motivation, select and apply appropriate teaching strategies in order to realize learning objectives. In the same vein, Oyewole & Alonge (2013) asserted that motivation is the arousal of tendency to behave in a particular way. This means that the teacher needs to possess ability to gear learning situation so that the learner is urge to learn perform better from the learning experiences. The business subject teacher must demonstrate motivation skills during lesson instruction, thereby shows the extent of his effectiveness in the class.

Motivation has been subdivided into cardinal types. Farrant (1985) Oulube (2006) posited that intrinsic motivations are the content factors that are

inherent in either the job one does or the learner himself. It is through enrichment that student or individual can achieve. Learner is intrinsically or internally motivated as long as one feels the need and urge to face the challenge of a particular activity. The exploration and curiosity are internal to most people. The next area of motivation is the external or extrinsic motivation, which connotes to the content factors imposed on the task or job one does or the student by the teacher and even external agents (Oulube 2006 and Oyewole & Alonge, 2013). This type of motivation is in form of reward, praise, punishment and so on. The competent teacher must be able to utilize motivational factors to motivate and encourage students learning thereby improve performance result. This signifies that the teacher is delivering effective instruction.

Ogbiji (2004) enjoined that class environment provided by the teacher, the way the teacher relates with students, assignment or assessment, recognition of student view, when effectively used can motivate student to learn. However, when there is inability to apply these content factors by the business teacher most students would feel dissatisfied thus, their learning outcomes will be low and ineffective instruction result.

The teacher should use various motivational approaches in his classroom work. The principle of pleasure and pains, reward and punishment, aspiration level, use of praise and blame and use of competition and co-operation are to be cautiously applied by the business teachers. Motivation is one of the

factors of learning. A competent teacher must possess motivational skills that will help him or her to inspire students to learn effectively or productively. Motivation is all-important for getting learners to learn mostly when the learning situation many learners shown negative attitude towards learning, it is therefore advisable for the teacher who is competent to adopt force to enforce learning to take place. This, Oyewole & Alonge (2013) affirmed that motivated learners learn more than unmotivated learners do. The teacher should utilize all the available resources to motivate the students to learn. Student's motivation to learn according to Marshall in Oyewole & Alonge (2013) is the meaningfulness, value and benefits of academic tasks to the learning regardless of whether or not they are intrinsically interesting. Motivation to learn is characterized by long-term quality involvement in learning and commitment to the process of learning.

Motivation plays a vital role in the teaching/learning of business (education) subjects such as business studies, commerce, account, typewriting, and shorthand in both junior/ senior secondary schools. Students in the classroom need constant motivation to enable them maximize their talents in the learning process. Eshiet (1993) however, posited that the predominant factor in the classroom is the individual differences as such; the teacher should employ a variety of motivational techniques to take care of these inferences in the learners. Techniques of motivation may be viewed as follows:

- a use mild criticism or constructive remark

- b use of fear
- c use of reward and disapproval
- d use of encouragement
- e use of praise
- f use of classroom atmosphere
- g use of instant feedback
- h use of pleasure and pain
- i use of novelty and variety
- j setting aspiration level
- k blames and ridicules have a negative effect on the learner
(Eshiet, 1993 and Oyewole & Alonge, 2013)).

These should be avoided in the classroom; the teacher should try as much as possible to respect each child as an individual giving individual learner name need not be mentioned among professionally qualified teachers. The adoption of fear as motivational technique produces an unpleasant emotional condition in the classroom. These are not good learning (Oyewole & Alonge, 2013).

Use of reward and punishment: rewards have positive impact in motivating students to learn. The marks, grades and physical rewards given by the teacher directly with the learning situation have significant effect in students. Motivation reward creates interest in students. The use of punishment is necessary factor in learner motivation to learn. Reward and punishment are used in school to induce better learning performance. These

are otherwise called carrot and stick methods these strong motivators. The teacher must remain cautious when administering reward and punishment, because they do not become an end in themselves but they create learning desire in the learner (Ogbiji, 2004).

The use of force by the teacher can make learners pay attention as well as compelling to learn with threats of punishment and promises of reward (Farrant, 1985). In addition, praise is one of the motivator often use by teachers to motivate learners leant it consists of a smile, nodding head by teacher, pleasant facial expression gesture and verbal praise. The teacher should be cautions while using praise in the classroom.

The classroom atmosphere constitutes a positive effect in student learning. A class atmosphere that is conducive induces student learning and students themselves would absorb whatever they are taught by individual business subjects (business education subjects). A competent effective teacher uses a variety of teaching strategies and motivational techniques to cater for individual differences among students in business subjects' classroom.

Teaching is effective when the business subjects' teacher is able to provide instant feedback. Michael (1993) believed that teaching/learning is faster and effective when the learners are provided with the knowledge individual teacher is endeavour to give proper and immediate feedback to the students. It fosters their urge to learn business subjects in secondary schools. Similarly, the use of pleasure and pain, novelty and aspiration level are

additional motivators to students learning. These should be wisely used in order to effect a positive motivation in students learning.

Lumsden (1994) and Hardre & Reeve (2003) stressed that as children grow, their passion for learning consistently seems to shrink. Thus, learning, they affirm, is associated with hard work instead of delight. They highlighted four basic principles of motivation applicable to teaching and learning. These principles of motivation are as follows:

1. The environment: There is demand that teachers should create warm and acceptable professional atmosphere to promote effort and favourable attitudes toward teaching and learning. Such professional atmosphere is characterized by interesting visual aids – booklets, poster practice equipment, which motivates learners by capturing their attention and curiosity. Strong and lasting memory is to be created and connected with emotional state and experience of the teacher learners remember what they learn well when the learning is accompanied by strong emotions (Aigboje, 2007 and Adeyemi, 2008). In the same manner, when a teacher make something funny, exciting, happy, loving, frightening students will learn more readily and the learning will last much longer. Emotions can be created by classroom attitudes by doing something unexpected or outrageous and by praise. These are to make the teaching of subject to be effective.
2. Incentive for motivating learning: this motivation principle includes privileges and receiving praise from the teacher. He should determine an

incentive that will motivate individual learner at a certain time. Students find satisfaction in learning based on the understanding that the goals are useful to them or less commonly, base on the pure enjoyment of exploring new things. Aigboje (2007) suggested that extrinsic motivators in form of reward help students who lack powerful intrinsic motivation to learn. Reward for good work generates good feeling of achievement and recognition.

3. Readiness to teach/learn; most often, student's readiness to learn come with time; the role is to support its development. Students must take active involvement in their learning. A competent teacher should get students involved in actives, group problem solving exercises, homework etc. These help to bring out the inner self of the teacher that is ready to teach and students that are ready to learn (Ololube, 2006).

4. Instructional material principle: well-organized materials that make motivational skills are identified. These are:

- a. ability to use learners aims to motivate their learning.
- b. ability to direct full energy of learners' towards worthwhile learning
- c. ability to reinforce desirable learner behaviour.
- d. ability to vary methods
- e. ability to give stimulating introductions to lessons
- f. ability to encourage learner participation
- g. ability to display enthusiasm, and
- h. ability to recognize learners' need (Farrant, 1985)

The foregoing principles indicate the importance of the teachers' ability to be prudently used motivational techniques to encourage students learning.

Communication Competencies:

Besides the above competencies, business subject teachers are expected to demonstrate effective communication skill while teaching. The life-wire of human activities and existence is communication. It brings people together, and keeps people together and ensure that individuals and groups understand one another. It is fundamental to all working relationships. Inadequate communication causes more controversy in school environment, business and industry. Communication skills involve the ability of the business education teacher to communicate effectively with his students. The teacher's ability to communicate fluently and interact meaningfully in the classroom is very important.

Communication according to Ibe-Basse (1992) is the transfer, transmission or exchange of ideas, knowledge, beliefs and attitude from one person to another within a given social organization. Oliveria in Enudi, Okagbare & Geraldine (2008) said that communication is the transfer of lead or knowledge in ways that enable the recipient to understand, react to and act upon, the information received. In addition, Thompson in Ukeje, Akebusgu & Ndu (1992) opined that good communication means successful exchange of information between those involved in the designed process and which can be achieved by various techniques including speaking, writing, photography and

models. Hennings & Antes (1986) captured communication skills as that which involve demonstration of the ability to communicate oral information on a given topic in a coherent and logical, easily understood style with appropriate grammar and sentence structure. Another view about communication is that of Ukeje, Akabugu & Ndu (1992) who described as the process whereby we attempt to transmit our thoughts, ideas, wishes, attitudes or motions to others we are communicating. A professional and competent business education teacher who possesses communication skills has the ability to comprehend, interpret professional materials in business subjects as well as messages after listening. Communication involves two-way traffics, the sending and receiving of information from the sender to the receiver.

An effective (business) teacher is one who recognizes and employs as many as possible the components of communication skill in his or her pedagogy task (Esu, 2005). Giving adequate attention to student's responses and rewarding their performances in whatever manner he/she deems fit are all crucial elements of communication which motivate learning.

Effective communication skills lead to effective teaching and learning. Communication skill in effective teaching is similar to the nervous system in the functioning of human body. Without communication skill, teaching efforts cannot yield the expected learning outcomes.

In support of his view, Ekwue (1993) observed that the accounting teacher has many strategies he could use to motivate students interest. The study also

showed that it is unfortunate to note that most teachers (of business subjects) in secondary schools today often dictate notes and assignments on various business subjects' concepts to students without explanation. These actions by some of our teachers of (business subjects) tell us that those teachers lack language power to explain before writing them down. Acquiring effective communication competencies by the teacher presupposes that the teacher must demonstrate the basic knowledge of language skills. Teaching and learning processes are important activities that require active participation of both the teacher and the students in order to achieve the intended objectives. In consideration of this fact, it is necessary and significant for the teacher to utilize vocabulary suitable to the topic and audience (learner). Thus, the language skills include listening, speaking, reading and writing. These components of language skills are grouped into two areas- the receptive and the productive skills.

- a. The receptive skills: connote those skills that enable the communicator to acquire language. Such skills are needed for the development of linguistic capacity. This involves listening and reading skills in order to achieve the positive aim of his teaching.
- b. The productive skills:- refer to those skills that help one to use language effectively. They are required for the development of linguistic performance in any given language. Such skills are that of speaking and writing (Ekwue, 1993).

Therefore, there is necessity to utilize principles of simplicity in organization of oral presentation. In cognizance of these views, Ezeji (2001) and Esu (2005) stressed that a competent teacher is not competent and cannot teach effectively if he/she claims only the qualification competence and the knowledge of the subject matter. This reminds us of the reason why one of the greatest Roman philosophers, Quintilian (95 AD) remarked, “Knowledge without ability to impart effectively to learners is ineffective or useless”.

Furthermore, the various communication skills such as listening, reading, speaking and writing need to be understood and the necessity of these skills in teaching/learning situation must be emphasized. Skills for effective classroom communication according to Hennings & Antes (1986) and Uwatt (1995:170) include:

1. the teacher must prepare towards the lesson he is to teach in the class;
2. there must be adequate space arrangement of the class. This help to generate the desired positive attitude among the communicators (teachers and students);
3. the teacher’s appearance is another source of information. The use of cosmetics generates information about teacher’s disposition as well as attitudes towards job.
4. The teacher should and must be able to establish eye contact with the students before the commencement of his instructional delivery. This in turn helps in arousing students’ interest and attention.
5. There should be proper use of voice in carrying message;

6. the teacher must animate his voice that will enable him to carry the message and underlying vision or tone;
7. proper utilization of linguistic markers by both teacher and students to enhance communication in the classroom should be encouraged;
8. the teacher should make use of facial expression; and,
9. utilization of gesture, that is, use of bodily movements should be encouraged.

Communication in the classroom is very important and relevant to education. It is the sum total of every meaningful and properly coordinated instructional or learning activities between the teacher and the students and among students during the learning process with the sole aim of achieving learned behaviour(s). This is the aim of classroom communication. It is the life wire of any educational programme. Its relevance cannot be over emphasized. Through communication in the class, new contents are made known to the learners. The contents or ideas are examined, related, synthesized and evaluated to the learners in the learning situation. The function of education, particularly, that of business education subjects is achieved through the effective use of language. The school is an organization, which by implication needs effective communication if the academic objectives as well as administrative goals of the school must be achieved. Hence, the teacher who has good communication abilities always makes the students to understand the lesson and perform better.

According to Hennings & Antes (1986), Uwatt (1995) and Enudi et al (2008) communication takes place in two major forms: the verbal and written form. The teacher is usually in position to communicate using those forms in order to get students understand the lesson. The teacher used verbal or oral activities to give instructional directive. These directives function when the teachers want to guide the learners through procedures, activities or skills. The teachers make good use of oral communication in the classroom, as he wants to evaluate the leaning process. The teacher to gain and test properly the area of knowledge the learners achieve better used verbal questioning. The oral form of communication that often uses verbal in the classroom situation should be properly organized and presented; the teacher should bear in mind the three parts of oral presentation, which are introduction, body, and conclusion (Ezeji & Osuala, 2001).

Similarly, the teacher attempts to involve in the expressive use of acceptable written symbolic representation of ideas through words and sentences in order to make the difference between verbal and written of communication. in support of this view, Hennings & Antes (1986), Uwatt (1995) and Ezeji & Osuala (2001) stressed that written communication activities which are expression of messages on the chalkboard and projector, written essays, solving problems in content area, note making, printers, textbooks, literary pieces etc should be encouraged. The business teacher

should be obliged to take into consideration certain rules and skills that relate to effective written communication particularly in the classroom.

Student learns and achieves better, when the teacher shows communication competence. However, the reverse may be the case when the teacher is incapacitated in communication skills within and outside the classroom situations. The ineffective communication in the classroom is a serious impediment as well as the administration of school and other business organization. Ineffective communication in classroom occurs because of the following problems:

- a. When the teacher is not adequately prepared for adequate information on the subject.
- b. When there is poor assessment of the student's background in terms of language competence etc. by the teacher himself strength language and vocabularies presented to the students add more difficulties to students' learning achievement.
- c. When there is absence of clarity in teacher's communication.
- d. Lack of conciseness on the part of the teacher. Teacher's inability to use exact words and concepts during instructional directives and going straight to the point of expression or lesson tantamount difficulty.
- e. Absence of courteousness hinders effective classroom communication.
- f. The art of correctness in speech and written activities need to be observed. Incorrect speech and writing can hinder effective communication in the class.

- g. Poor foundation of communication skills acquired by the parties involved hinders learning. The resultant effect of uncoordinated acquisition of those skills is often the poor application of those skills in communication situation.
- h. Class size and class arrangements constitute impediment to effective classroom communication because when the class is too large, the tendency to have rowdy and unruly crowd exist. Noise is subject to occur. (Ezeji & Osuala (2001 :133)

The achievement of the goal of education depends on communication effectiveness. The business teacher must be competent in communication before he can adequately and perfectly transmit his knowledge of the subject to students in a manner they could understand and internalize them. Most teacher fail to think about communication as the primary process that can transmit information to the students. The needs for students to communicate with teachers and with one another tend to be subordinate, overlooked, or dismissed as unimportant. Most teachers forget that communication should be a two-way or at best a three-way process for their teaching to be effective. The business teacher has the task of demonstrating communication in classroom as an educated and mature person. He must possess demonstration ability to create the kind of emotional climate that could facilitate communication not frustrate it. The teacher is made to be the central and dominant figure in the learning situation, as such; he is expected to communicate information usable to the students at present and in future. The teacher communicates with and obtains

feedback from students in a manner that enhances students learning and understanding.

Teaching Methods Competencies

Educational instruction is a serious activity of a teacher. Instruction may refer to actual guiding of learners learning; it is a transaction model of the teaching learning process. What teachers know and can do is the most important influence on what students learn and perform better. Instruction is a dynamic and complex process which involves resource management, whereby teachers use instructional strategies (teaching methods) together with other planning processes to achieve the intent of the instruction (Ibe-Bassey, 2004). According to this source, effective learning tends to produce effective teaching, effective teaching methods facilitates higher students' learning achievements.

Generally, teaching is a complex process. This complexity arises from certain basic elements that influence teaching/learning. These elements are contents and methods, personality of the teacher and student characteristics, quality of teaching/learning environment, and learner's self-perception must know to manipulate the foregoing elements for desired learning outcomes. It is the teacher's ability to manage the above and more elements that makes him or her a professional and on this note, only professional should be trusted with the task of educating. In support of this view, Ukeje, Akabugu & Ndu (1992) agreed that teaching is a profession and should be left only for well-trained

persons in the field of pedagogies of teaching. They are of the opinion that (business education) teaching without the knowledge of psychology of learning will eventually compounds the problems of the students.

Method is ways by which teachers get the learners into contact with the subject matter. It is the method, which effectively directs the subject matter to the desired result (Okoye, 2011). The success or failure of any teaching of (business) subjects depends largely upon the method or strategy used by the teacher. Akpan (1997) equally pointed out that knowledge of principles and methods or techniques of teaching are very necessary in preparation of business education teachers. The instructional presentation is the outcome of lesson planning prior to presentation. Planning requires written good stated objectives, analyzed and described tasks, selected methods and resources, assessed entry skills of learners and a developed unit plan (Ellect, 1989). It implies that selection and utilization of teaching strategies is as essential as planning to the achievement of the desired learning achievements.

Udofot (2000) asserted that teaching strategies are crucial in educational delivery, the kind of teaching methods used in teaching students, teachers should be those that would equip them not only with knowledge imparted to them but also with the relevant skills required for the world of work. Taylor in Udofot (2000) observed that teaching methods / strategies, which involve the student teacher directly in the learning process, are more beneficial than the traditional modes of instruction used by colleges. Armstrong (1985) and Ibe-

Bassey (2004) agreed by identifying four teaching strategies as follows: dependent, independent, initiatory and interactive teaching strategies. Based on the above reference, the dependent teaching is used when the students greatly depend on the teacher for guidance, a sort of teacher-dominated classroom while independent strategy is used when students tend to work on their own with little or no guidance from the teacher. Initiatory teaching strategy refers to that which the student or the teacher formulates or initiates communication concerning the instruction, which is sent across to either the student or teacher. There is hardly any serious feedback in this strategy. The interactive teaching strategy is one in which both the students and teacher communicate reciprocally such that there is interactive behavior in support of the instructional situation. In other words, the class is neither teacher nor student centered, but interactive.

Ivowi in Sizemore, Brossard & Harrigan (2000) suggested some of the teaching techniques to be employed during the period of interaction with the students, to arouse their interest. The identified ones include:

- a. teacher using questioning and jokes to ensure students attention using discussion that will involve students in the process of teaching and learning science;
- b. using practical for giving the students an opportunity to find the truth and verify claims in order for meaning to be attached to the lesson;

- c. using project method for allowing student to do some independent investigation by consulting literature, peers and other individuals; and
- d. using summary to present in a concise form what has been taught for reference and application.

A competent teacher should possess certain abilities in order to be able to vary his teaching techniques to attain the purpose of education as well as ensuring students learning to an appreciable level. According to Sizemore, Brossard and Harrigan (2000), successful and competent teacher is a professional who is efficient and well organized. Such teacher is clear about the purpose of his lessons and he structures his lesson accordingly. Though these factors are associated with effectiveness, it has been shown that students learning are enhanced when teachers are aware of differences in students, learning styles and can use appropriate strategies.

Teaching of business subject involves both computations, practical and non-practical skilled subjects. The efficiency of business subject teacher depends on method chose and how it is used. Project method should be used since students would solve problem given to them and by so doing would help them gain understanding and discover the fundamental principles of the subject. Beyond this level, it stimulates interests and aids self-discovery. Demonstration method has gained wide acceptance because learners learn better, when they follow steps shown by the teachers in solving problems given to them (Okoye, 2011).

In the selection of methods for teaching, it is acclaimed that there is no one method of good teaching, the method to be utilized will certainly depend on the subject matters, students, teachers and the environmental factors (Ekanem, 2004). The ability of business education teachers to select and utilize method of teaching is indicated in the course of implementing the objectives of the lesson, because teachers has a lesson objective to achieve by the end of his instruction. Business teacher should embrace appropriate procedures to achieve proper/effective instructional delivery. He should map out their method and strategies during lessons planning to reach their desired goals. Teacher's knowledge of method and its selection in teaching play a vital role for predicting the outcome of instruction.

Selecting the right method of teaching, and its appropriate utilization also assist the business educator in giving guidance and counseling services to the student. Business subjects require reading, understanding, and computation where necessary. At times, many students are afraid especially those who lack reading skills and have no good background in mathematics. In this case, the teacher must possess knowledge of academic counseling service. The business education majors could also provide guidance/counseling services in social and vocational areas as they have ability and skills to use appropriate method of teaching. Students would be assisted in developing good study habit/skills. The success in studies depends not only on ability and on hard work, but also on effective method of study, and students learning achievement is enhanced

with appropriate choice of teaching methods higher (Nwanewezi & Isifeb – Okpokwu, 2008).

Instructional Materials Usage Competencies

The selection and utilization of instructional materials during teaching and learning processes is one of the professional teaching competencies. The selection and use of appropriate materials for instruction is an important component of the instructional system. Instructional materials store, distribute human experiences and efficient leaning outcomes. The ability of the teacher in using appropriate and best materials in the teaching of business subjects brings out best learning results.

Instructional materials can widen horizons. According to Udoh (2004), “the media can take a man up to a hill higher than we can see on the horizon and let him look beyond”. This in essence implies that any instructional medium used for instruction can at the same time focus attention on who and what is important and interesting to the learners towards the ideas or message that the teacher intends to communicate. Before a competent teacher begins his teaching, he must be able to know that the instructional objective, contents and procedural strategy become the bases for determining the type of materials to be used. Instructional materials when appropriately and effectively used by a competent teacher do increase the rate of learning; and learners are encouraged to involve in the process of learning. It enhances the achievement

of behavioural objectives. Furthermore, it gives instruction a more scientific base (Ibe-Basse, 1993 and Udo, 2004).

Selecting appropriate instructional materials in the teaching of the individual business subjects in schools, good organization and effective use of those materials in learning situation is a prerogative of the teacher. It is in this point that a professional competent business educator is distinguished from a non-business educator (non-professional). The ability to select and use instructional materials effectively as well as efficient way of presenting a lesson would clearly notice. A competent teacher must be encouraged to adopt certain principles, as learning is a continuous process. Such principles according to Vandermer in Anah (2005:86) include:

- a. arranging teaching experience in such a way that previous lesson is likened to the present and future once but at the same level of difficulty.
- b. Sequencing calls for the re-occurrence of learning from known to unknown, from simple to complex and from concrete to abstract depict sequencing, integration and scope of teaching materials.

This implies that the competent teacher should possess skills that would help him present simple material to the students to form a very strong base upon which more difficult concepts are built. If this is neglected in instructional organization, students would find it difficult to understand the content, the objective of teaching business subjects will not be achieved. The appropriate use of instructional materials enables the students with varied characteristics,

abilities and background to understand the lesson in the classroom. The teacher's competency to handle and manage materials during instructional process stimulates learning.

Effective utilization of instructional materials in the class lesson can provide direct experience with reality; encourage active participation and acquisition of skill (Alade, 1991, Akpe, 1993, Isaac, 2002, Abdulmumini, Hammani & Usman, 2012). These researchers explained that effective use of instructional materials in the teaching of business studies could promote perception, understanding, and transfer of learning. It provides reinforcement of knowledge of result and retention. Furthermore, the effective use of instructional materials by any competent teacher will help him in introducing the lesson thus making him to clarify the objectives of the lesson, and highlight what are to be learned to the students in the lesson. Proper use of instructional materials will help the teacher during the period of lesson presentation, evaluation and lesson closure. This means that both the teacher and the students are evaluated in order to investigate how best and effective the lesson has been discharged. Based on the relevance of effective and appropriate use of instructional materials in teaching, Carey & Dick (1996) conducted a study on the systematic design of instruction and asserted that; to achieve the stated relevance, the teacher should have a focus of the use of instructional materials and resources in primary schools. The use of instructional materials in

teaching is essential for accelerating teaching processes and increase students learning outcomes and vice versa.

McCloskey (1997) in his study on teaching strategies and classroom realities, posited that audio-visual materials when properly used in classroom make learning to be much easier, more meaningful, concrete and permanent. Audio visual, visual and audio materials in teaching are capable of producing high academic performance than mere verbal facts to the students. Ibe-Bassey (1993) postulated that these classes of material are depending on the sense organ or organs the materials appeal to. Any instructional materials that appeal to the sense of sight are classified as visual materials resources. Those that appeal to the sense of hearing are termed as audio materials, while those that appeal to both sight and hearing senses are called audio-visual materials. Alternately, many teachers are not adequately exposed to the knowledge and skill of the production, management, selection, operation and utilization of instructional materials and equipment. Such teachers are not adequately aware of the relevance of instructional materials in the teaching of school subjects including vocational business subjects. Fagbeza (1998) and Isah (2006) reported that the present situation in the classroom gives the impression that in spite of the invaluable contributions instructional materials make towards effective classroom and workshop learning, some teachers are not in the habit of using them in their teaching process. Therefore, the business subject teacher must be committed, fully prepared, and ready and have a very

objective self-assessment and superiors' assessments. Most teachers in this regard have problem on how to convey effective knowledge, skill and other capabilities to students. Isaac (2002:102) identified the following constraints on the use of instructional materials in classroom:

- a. there are variations in the level of learners' understanding, their ages and abilities. Their cultural background is associated. The learners herself constitute a hindrance.
- b. When the behavioural objectives of the lesson cannot match with the instructional materials, its utilization process does not yield the expected result.
- c. The actual time allotted for the subject is insufficient for the teacher to use the materials during instructional delivery; hence, the use of instructional materials is inappropriate.
- d. The teacher lacks necessary skills to operate and use materials and equipment during classroom instruction.

Other influencing factors include lack of funds, inadequate instructional materials and non-availability of laboratory and storage facilities in most of the schools, where they are available the competency to use them is non-existing. When these take place in a school where business subjects are taught, we notice that students' learning achievement tend to be poor. According to Ibe-Bassey (1993), Fagbeza (1998) and Isaac (2002), teacher teaching school subject (especially, business subjects) needs to posses necessary skills

concerning the use of instructional materials in school. For the successful use of the materials, the business subject teacher must:

1. have the ability to preview the materials before use. This will help him to ensure the viability of the materials to aid in achieving the desired objectives;
2. possess ability to put the classroom environment conducive to ensure the room to be used is in good condition in terms of ventilation comfortable sitting arrangement and adequate facilities;
3. have ability to prepare the learners for the lesson. This involves directing attention, arousing motivation and providing a rationale of the objectives. It involves providing for individual practice.
4. The ability to present materials during the teaching and learning process. (Ibe-Basse, 1993)

Thus, Dale used old Chinese proverbs reported by Isaac (2002) to restate this fact thus:

I hear, and I forget

I see, and I remember

I do, and I understand

It is the manipulative skill aids that lead to understanding while visual aids in remembrance. The materials after use should be well cleaned, packed if need be, and stored for future use. It is important for the teacher to be equipped with the knowledge and skill on how to make learning effective and his

students benefit thereof by means of good academic achievement. The importance of the application of instructional materials appropriately in the teaching of business education subjects in school and colleges cannot be overstressed. The teachers therefore must be encouraged to make maximum and effective usage of them in their teaching.

Evaluation Competency:

Evaluation is a continuous, systematic and constant activity for individuals irrespective of the type of engagement, circumstances that prevail around us, and the background in which one finds himself. Hence, Lee Cronbach in Christopher, (2003) defined evaluation as a collection and use of information to make decisions about an educational programme including the learning outcomes on student. Thus, evaluation involves the application of techniques for the process or task of appraising the progress and achievement of students. The teacher in his normal classroom functions uses evaluation to appraise or judge the performance, progress and achievement of each student. Evaluation is a method of finding out what the learners have gained from learning activities in terms of knowledge, moral reasoning and character development (Ukpong, 2008). In the same manner, evaluation refers to the procedure concerned with finding out in a systematic manner, the over all gains that a student has made in term of knowledge, attitude and skills after a given set of teaching experiences (Christopher, 2003). Similarly, evaluation signifies a method whereby the progress and achievements of students in the classroom

are evaluated. This approach is to help teachers find out what students are learning in the classroom and how well they are learning it. The ability/skill is required in performing the evaluation function. The evaluation functions are based on:

1. Learner-centered. The focus of evaluation is the primary concerned of teachers and learners in observing and improving teaching/learning activities. Thus, it gives information to guide teachers and students in making adjustments to improve learning.
2. Teacher-directed: There is possibility of the autonomy, academic freedom and professional judgment by College faculty. The teacher tries to decide what and how to evaluation. To do this, there is need for the teacher to posses ability and be effective.
3. Formative: Evaluation purpose is to improve on the quality of students' learning, not to provide evidence for assessment or always anonymous.
4. Content specific: Evaluation have to respond to the particular needs and characteristics of the teachers, students and disciplines to which they are applied because what works well in one class will not necessary work well in another (Asuquo, 2004:122).

The teacher sees the growth of education and progress of the learners as part of and parcel of his life calling. A competent but professional teacher adequately does the work of evaluation. A teacher without evaluation skills cannot give effective teaching functions. Evaluation is an instrument used to

check the academic performance of students in school subjects, example, Typewriting. The parents, school authority, employer of labour and government are so much interesting in seeing students' progress report, because it is through evaluation activity that enable the interested individuals and agents know how well a student performs and vice versa. These individuals having interest in learners' progress report rely on the outcome of the assessment or evaluation. Afolabi (2004) supported this by saying that evaluation gives reliable and valid statement over all activities presented by a student/candidate who claims to have graduated from any aspect or level of education.

The teacher must be competent before evaluation could function well when he uses it as a medium to integrate assessment systematically and upgrading each (business subjects) blamelessly into the traditional classroom teaching and learning. Grades are used as a strategy in finding out how proficient a learner is following a series of behavioural objective/contents materials, which they are exposed to. Most teachers are not capable of grading students since they are not trained teachers. A business teacher who uses evaluation strategies effectively will be able to find out the extent of manifestation of traits expected to be brought out in a learner following a learning situation. However, students perceived that evaluation as used by a teacher is characterized with favouriticism and fraud (Stakes, 1989). Thus, Nwosu (2001) reported that students who are relations or close to the teacher

could be awarded better marks in classroom while distant students stand the risk of failing or getting low marks in their classroom evaluation. The attitude of evaluator adds more problems to students in class performance.

In school, teaching activity requires varied skills. These skills when effectively employed by the teacher who acquired adequate and professional training contribute to students' learning outcomes. According to Farant there are certain skills expected of teachers, which are related to evaluation. A competent teacher should be able to recognize and assess learner progress. Failure on the teachers' part to exercise this important function will cause students' achievements to be questionable. The weak point of the teacher may be easily noticed.

Business subject teachers should exercise the skill of diagnosing problems faced by students in class. Learners have individual problems that may hinder their progress in school. Adequate care must be taken to address the situation so that students can give adequate attention to the teacher's lesson while teaching. Problem discovered is tackled effectively with appropriate measure. Joshua, Joshua & kritsonis (2006) disclosed that effective evaluation involves asking the right questions. Absent of these skills tend to have negative effect on student's learning progress. A teacher makes use of student evaluations, assessment results and other feedback within a course in order to improve practice and maximize student learning. A teacher should understand the purpose of assessment in terms of students' learning and evaluation. A

teacher must possess ability to use assessment strategies to assist the continuous development of the learners.

Evaluation is benefiting in the following ways according to (Guasch , 2009:49):

- a. it helps in guidance;
- b. there is maintenance of standard;
- c. it guides teaching;
- d. self-evaluation is possible; and
- e. it helps in selecting pupils.

The success or failure of any evaluation depends on the evaluation competency of the (business education) teacher. This is because he knows the most suitable procedure to follow in conducting the exercise, he knows what data to collect and who should be included for the successful execution of the evaluation exercise.

Challenges against business teachers' effectiveness in the use of Professional Teaching Competencies.

In the field of education, the teaching and learning of school subjects suffer a lot of set back. Teachers are the important elements in the implementation of educational programmes and during the process of implementation, that is instructional delivery, most teachers fail to demonstrate the professional skills acquired while in teacher training period. It is

disheartening to observe that teacher utilization of professional teaching competencies is faced with a number of problems.

The following problems ranges from lack of motivation, inadequate finance, authority and power, remuneration, problem of time, teaching efficiency, administrative constraints of the school, inadequate instructional materials, facilities and equipment, large class size and manpower preparation.

Lack of Motivation

There is problem of motivational incentives. Vocational business educators are given low or no appropriate incentives compared to those given to those in the medical field – doctors and nurses, engineers. The conditions of service and welfare packages of educators are not worth commendation in Akwa Ibom State. In support of this view, Akpan (2008) observed that this situation has made teaching job to be non-lucrative and prestigious job or even go along way to search for and invest in profitable business opportunities. These inadequate motivational incentives have made business teachers relax their efforts in ensuring that teaching competencies are put to use.

Inadequate Finance

For business teacher to function effectively or demonstrate his teaching competence during lesson delivery there should be adequate provision of instructional facilities. absence of provision of funds by government for acquisition of instructional facilities tends to hinder teachers use of such facilities where adequate funds to acquires the needed teaching facilities and

materials imposes a lot of teaching problems to the teacher who finds it difficult to teach effectively with inadequate materials and facilities

Authority and Power

The teacher finds it difficult to exercise authority over students. The power to control students is wholly vested on the principal who sometimes determine when the teacher is to use certain learning equipment as well as student's liberty to use same equipment and library. There is restricted authority and a teacher has to obtain permission from the head of business education department before using computer and typewriting studios. Ezeocha (1985) lamented on the poor situation and added that this is because of over-centralization of authority and power at the administrators of secondary schools. With such situation and condition of work, business teacher may be aggressive during lesson delivery then fail to use professional competence.

Poor Remuneration

The issue of non-payment of teachers' salaries is another challenging factor encountered by teachers in discharge of their teaching assignment. The teachers become aggressive, uncontrollable and very difficult to discipline when they are found wanting. This unacceptable attitude to work is when they are not paid. The administrator have no justification to query the absenteeism of a teacher who does not get salary when due. Thus, Ihebereme (2008) disclosed that when a teacher has not paid regularly, there is no effective

teaching and learning going on in the school; the students become unruly and uncontrollable too.

Problem of Time Allocation

Inadequate teaching hour allocated to the subjects in the timetable becomes important impediment to teacher effectiveness concerning application of teaching competence. Time is important factor in every human endeavour. The teaching of business subjects is unfruitful if teachers could not demonstrate their teaching competence. The teaching hour allocated for the business subjects is side lined basing on non-science oriented in most schools.

Teachers' Inefficiency

Lack of commitment, dedication, focus and application of professional knowledge and experience on the part of teachers constitute another challenge of the teacher's use of competence. The researcher is of the opinion that business subject teachers should be made to work efficiently because school administrators do not show concern whether these teachers are doing their duties efficiently to eliminate academic problem.

Administrative constraints of the school

Teachers' application of teaching competencies is beset with administrative constraints. These constraints are administrator's attitudes toward subordinates, favouritism and discouragement of teacher's application of teaching competencies to the favour of students' quality learning. Ezeocha (1985) disclosed that when the school principal has not carry every staff

member along in his/her administration process to create conducive atmosphere for staff members irrespective of sex and relationship teachers (business inclusive) in such schools take advantage of this administrative anomalies claimed not to have any knowledge of the teaching competencies.

Inadequate instructional materials and equipment

Provisions of instructional materials such as computers, textbooks, equipment and machines are inadequate for effective lesson delivery such that teachers could not demonstrate their teaching skills. Poor or lack of knowledge about modern technologies use in education, example online usage and so on by the business teacher continues to increase teaching and learning problem. In support of this, Okoye (2004) contended that teachers trained under old dispensation find it difficult to adjust to the new methods of teaching.

Large class size constraints

Large class size sometimes impedes teacher's use of teaching skills while teaching. The teacher fails to exercise teaching skills in a crowded classroom instruction. In urban schools, students are greater in number than those in the rural schools because of urban cities congestions. This makes it virtually impossible for them to impart the necessary skills and knowledge to the students.

Manpower Preparation Constraints

This implies there is a problem of teacher preparation faced by our education sector in the country. Many teachers of business subjects are not professionally trained. These are graduates of management science. This has posed problem on the efficient lesson delivery. Such non-professional teachers had not receive their training in teacher institution or faculty of education of a university attended but joined teaching service on the ground of unemployment, as such they could not demonstrate teaching competence during their lesson delivery (Ezeocha, 1985). Okoye (2004) contended that teachers trained under old dispensation find it difficult to adjust to the new methods of teaching. For these crop of teachers to function effectively in terms of using the teaching competencies they need to undertake additional training to update their knowledge in the area of information communication technology.

Inadequate Instructional Facilities

Many survey researches carried out concerning the state of learning facilities in our educational institutions revealed that the present situation of training facilities in these training institutions is inadequate. At the secondary school level, there have been general complaints about the non-availability of training facilities which have dwindling the effective teaching learning processes and acquisition of the needed skills. Every teaching process is effective when there is adequate provision of needed facilities.

School facilities are necessary for effective teaching and learning of school subjects because they provide the physical setting in which instructional programmes is conducted. According to Ogunsaju (1982), for effective teaching and learning situation and to achieve staff effectiveness, school facilities and educational goals be viewed to be closely interwoven and independent. Thus, the quality of education given bears direct relevance to the availability of physical and instructional facilities and the overall atmosphere in which teaching and learning takes place.

Ogunsaju is of the view that the way school grounds and building are maintained influence the quality and academic performance of the staff and students. The quality of education that our children receive bears direct relevance to the availability or the lack of facilities. The school facilities is a pre-condition for effective management of school programmes such that when it is not fulfilled, the ability of teachers to perform in the school environment becomes severely constrained. School facilities ensure systematic planning, preparation and organization of materials as well as presentation of lessons by teachers. School facilities motivate interest in teaching and enhance the development of positive attitude to work by teachers (Uko, 2001). Therefore, good quality/ relevant school facilities must be in place for qualified teachers to use in providing quality instruction and subsequently quality learning by students; else ineffective teaching take place.

Based on the above-identified facts, business subjects' teachers, business educators, teacher training institutions as well as state and federal governments, should indicate a positive concern to the challenges that impede teachers of business subjects' use of teaching competence in order to achieve students' high academic achievements.

Empirical Studies on the teaching of business subjects

Several studies have been conducted on the teaching of school subjects including business subjects in secondary schools and others. Works that are closely related to this present study are discussed in this section under sub-headings:

Use of Technical, Classroom Management and Motivational Competencies

Okon (2000) investigated on the teachers' competency and students' performance in senior secondary school commerce. The study was designed to ascertain competencies that could be used in teaching commerce that are capable of creating impact on students' performance. The design used for the study was survey design. The simple random sampling technique was used to obtain a sample of 100 commerce teachers in selected secondary schools in Ikom, Calabar and Biase areas of Cross River State. Simple percentage was used to determine the extent of influence of teacher competency in commerce teaching on students' performance in subject. Okon used structured questionnaire to obtain information from the respondents; and 80% of the

respondents agreed that teachers' incompetence tended to influence students' performance in commerce in the studied areas. The results of the study revealed the following.

1. Most of the commerce teachers do not possess the necessary competencies such as knowledge of the subject matter, communication skills, use of instructional materials and classroom management skills. These according to the researcher influenced students learning and performance in the subject.
2. Some of the commerce teachers do not acquire requisite training as teachers and because of this; they cannot apply these competencies adequately for student's optimum learning performance.

Okon's study differ from the present study because while Okon focused his study on commerce teachers in secondary schools in Cross River State, the present study was concentrated on secondary schools in Akwa Ibom State and is aimed at ascertaining the school business teachers' effective use of professional competencies in teaching as determine by the principals' ratings. Okon's study is related to the present study in that it investigated on the teachers' competencies in teaching commerce as one of the business subjects in secondary schools.

Afangideh (2001) conducted a study on "teachers and needed competencies in secondary schools". The study was carried out using all the secondary schools teachers in Odukpani, Calabar South and Calabar municipal

areas in Cross River State. The study aimed at assessing the competencies required by teachers for effective teaching performance. The study was a survey study which *expo facto* design was used. Simple random sampling technique was used to select a sample size of 180 out of 360 respondents. Structured questionnaire developed by the researcher was used for data collection. Statistical tool used for analyzing data was simple percentage. A total of 180 teachers responded to the questionnaire. In the study, 113 respondents representing 75 percent agreed that teachers in secondary schools in the state should acquire certain competencies for effective teaching. The study revealed the following, which include:

1. A teacher must be competent before he can offer effective instruction.
2. The needed competencies recommended for effective teaching performance are:
 - a. lesson preparation
 - b. student-teacher relationship
 - c. use of teaching methods
3. Reasons for the needed competencies are:
 - a. improved performance in teaching
 - b. rise in academic performance of students
 - c. improvement in the application of teaching methods
 - d. arouse student interest. (Afangideh, 2001)

Afangideh's study differ from the present study because while Afangideh focused on teachers' needed competencies in secondary schools in Cross River State the present study was concentrated on effective use of teaching competencies by business subject teachers in Akwa Ibom State as was determined by the secondary school principals' ratings. Both studies are however related since competencies needed for effective use by teachers in secondary schools are considered.

Communication, Instructional Material Usage and Evaluation Competencies

Udonkang (1981) also carried out a study titled student rating of instruction and students' achievement: The researcher studied 15 secondary schools in Akwa Ibom state. The study was aimed at investigating the student ratings of their teachers teaching Business (education) subjects and students' achievements. Three hundred (300) students were randomly selected from 14 senior secondary schools and 15 junior secondary schools using stratified random sampling technique. The instrument for data collection was a structured questionnaire. The statistical instruments used for data analysis included mean and standard deviation. The findings of the study according to researcher revealed that:

1. Students respond is positive and their performance is encouraging because of effective teaching in the classroom.

2. Many Business subject teachers lack competence in handling instructional materials for teaching the subject; and there was ineffectiveness in the teaching competence.

Udonkang (1981) used Akwa Ibom State as the study area and business education students from senior and junior secondary schools were used as respondents' while the present study used secondary school principals in Akwa Ibom State in rating the extent of business subjects' teachers' effectiveness in using professional teaching competencies in the teaching business subjects. The previous study has led to an understanding that student ratings are a valid way to evaluate teaching and there are ways teachers can be effective. Udonkang's study has been related to the present study because both studies used Akwa Ibom State as their study area conducted in secondary schools teacher's teaching.

Jacob & Lefgren (2006) also conducted a study titled "when principals rate teachers". The study was designed to ascertain teachers' instructional effectiveness in the South West. The researcher selected and studied 100 principals in the South West secondary schools of Nigeria. The study was a survey and simple random sampling technique was adopted in selecting the sample. Structured questionnaire developed by the researcher was used for data collection. The researcher used mean and standard deviation to answer the research questions while t-test instrument was used to test the null

hypotheses. A total of 100 respondents responded to the questionnaire. The findings of the study revealed the following:

1. communication skills and speaking ability
2. favorable attributes toward students
3. fairness in examining and evaluation of students' learning
4. encouragement of students taught
5. instructional material utilization
6. professional usage of teaching method

It was also examined that whether gender and roles have an influence on principal's perceptions of teaching effectiveness. In general, the results have been contradictory. Male principals were more likely than female principals to select a male as their best teacher, and female principals were more likely than male principals to select a female as the best teacher. Jacob & Lefgren's study differ from the present study because South West secondary schools were used as the study area while the present study was concentrated in Akwa Ibom State secondary schools. The study used principals to rate all teachers in their secondary schools whereas this study was used principals to rate only business subjects teachers in the effective use of professional teaching competencies. Both studies are related because principals were the respondents who rated the teachers to determine their level of teaching effectiveness.

Feldman (2000) also conducted a study titled “instructional effectiveness of college teachers as judged by teachers themselves, current and former students, colleagues, administrators, and external (neutral observers)”. The study was designed to ascertain teachers’ instructional effectiveness in the North West Netherlands. The study was a survey and simple random sampling technique was adopted in selecting the sample size. A structured questionnaire developed by the researcher was used for data collection. A total of 300 respondents made up of 80 teachers, 60 students both current and former, 25 colleagues, 20 administrators and 15 observers responded to the 25 items questionnaire. The findings of the study revealed the following:

1. Teachers who considered their teaching as being effective as assessed colleagues who teach in the same school and gave a different opinion about teaching effectiveness of their colleagues.
2. Administrator is those take care of the administration of a school, chieftain of department, dean and supervisor had 195 representing 65% effectiveness of their teachers over colleagues different in opinion.

Feldman (2000) studied 6 higher institutions comprising 2 Universities, 2 Polytechnics and 2 Colleges of Education in the North West of Netherlands while present study used secondary schools in Akwa Ibom State of Nigeria. This study used school principals only as respondents. This study had not been conducted in this part of the country before to assess business subjects’ teachers’ effectiveness in post primary institutions. It is therefore pertinent to assess

business subjects' teachers to ensure they are made to be equal with their counterparts in other part of the world. Feldman's study was related to the present study in that both studies focused on the teaching effectiveness of teachers.

Summary of Review of Related Literature

The major ideas covered in this chapter may be discussed as:

Productive teaching and learning of business subjects in secondary schools depends on the effectiveness of the teachers' application of professional teaching competencies. Productive teaching and learning takes place when there are qualified and competent teachers, good quality and relevant training facilities. School principal or administrator is in the right position to assess teaching performances of every teacher concerning effective application of professional teaching competencies to the teaching of school subjects.

From the reviewed literature, the following theories and principles were found to be very relevant to this study. These include Gagne's learning theory, psychological principles/theory of teaching and learning and Prosser's principles of Vocational Education. The theories help teachers to attain productive teaching, as they understand all processes of human learning as well as making reasonable and accurate predictions about the outcomes of learning activities. Effective teaching and learning takes place when learners have opportunity to practice what has been taught. The reviewed theories and

principles have direct contributions to the desired quality of teaching and learning.

From the reviewed literature, identified professional teaching competencies include technical, classroom management, motivation, communication, appropriate teaching methods, instructional materials usage and evaluation competencies. The authors affirmed that secondary school business subjects' teachers are required to be professionally competent and effective in the use of the professional teaching competencies. Furthermore, principals or administrators are solely responsible for the assessment of business subjects' teachers to ensure effective application of the professional teaching competencies during classroom instructions to achieve productive teaching and learning in their schools. Factors influencing principal's or administrator's rating of teaching effectiveness include seniority, years of service, age, qualification, religious beliefs, attitudes, cultural and social belief, personality of both parties and physical location of the school. Reviewed literature further revealed that lack of inadequate teacher motivation, provision of instructional facilities, and provision of finance by government, authority and power, inappropriate time allocation of subject on the time-table and large class size are constraints to teachers' use of identified professional teaching competencies.

The study on instructional effectiveness of college teachers as judged by teachers themselves, current and former students, colleagues, administrators,

and external (neutral observers) in North West Netherlands surveyed and adopted simple random sampling technique in selecting the sample size. Other researchers carried out studies only on few single subjects without considering combination of subjects such as this. The information is not sufficiently enough to justify the extent of teachers' effectiveness in using professional teaching competencies. The effective teaching of business subjects in secondary schools was not assessed by principals and the studies felt to cover Akwa Ibom State.

It also failed to identify whether personal characteristics such as gender, experience and school location of respondents could influence their assessment.

CHAPTER THREE

METHOD

This chapter was concerned with the description of the method used for the study under the following subheadings: research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection; validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

Descriptive survey research design was used for the study. The design aimed at ascertaining the public secondary schools principals' ratings of business teachers in professional teaching competencies in Akwa Ibom State. According to Kerlinger (1997), survey research design seeks for information, facts, opinions and attitudes of respondents. Nworgu (2006) also maintained the view that survey research design is one of the research designs which is used in the collection of information. Hence, the design was suitable for this study because it involved collecting information on Akwa Ibom State public secondary school business teachers on the use of professional teaching competencies from the point of view of their principals.

Area of the Study

The coverage area of this study was Akwa Ibom State. Akwa Ibom State was created 1987 and was formally part of Cross River State. The capital of Akwa Ibom State is Uyo. There are thirty-one local government areas in the

State. The state is in the Niger Delta in South-South of Nigeria. The population of the state is 3.9 million and land mass is 245,935 sq km (Akwa Ibom year book, 2009).

Akwa Ibom State is bounded by Abia State in the North in the south by Cross River States and Atlantic Ocean, while in the East by River state and Abia state. The occupation of the people of Akwa Ibom includes trading, fishing, farming, hunting and civil service. The people are very industrious, resourceful and hospitable. The state has a wide coastal belt interlaced with rivers and streams that form part of Niger. There are various mineral deposits in the state, which placed the state as one of the major oil producing area in Nigeria.

The State has 10 education zones namely; Uyo, Etinan, Ikot Ekpene, Eket, Abak, Ikot Abasi, Oron, Ikono, Itu and Ukanafun (see appendix H). Choice of the area for the study was informed by the large number of secondary schools where business subjects are offered with a large number of business subjects teachers. There are 235 public secondary schools in Akwa Ibom State. Each secondary school has a principal or administrator who manages the affairs of the school under his or her control. The State is characterized by highly enterprising and academically informed people with five tertiary institutions (two Universities, two Polytechnics and one College of Education).

Population of the Study

The population for the study consists of all the 235 principals of all the public secondary schools in the 10 education zones of the State. Information gathered from the State Secondary Education Board indicated that there are 235 schools with 235 school principals as at 2013/2014 session. There was no sampling for the study since the population was manageable. Platton (2001) and Tongco (2007) observed that when the population is few in number it could be studied in entirety without sampling.

Instrument for Data Collection

A 36-item questionnaire developed by the researcher and titled Business Teachers Professional Teaching Competencies Questionnaire (BTPTCQ) was used for data collection. The instrument was sub-divided into two sections - A and B. Section A- sought information on the demographic data of the respondents. Section B had six clusters (section B1 to B6) according to the research questions and structured on a 5 point of Highly Effective (HE), Effective (E), Somewhat moderately effective(SME), Ineffective (IE) and highly ineffective (HIE). Section B1 to B6 had six items each.

Validation of the Instrument

The instrument for the study was subjected to face validity carried by three experts from the Department of Educational Foundations, University of Uyo, Uyo, Akwa Ibom State and two from Department of Vocational Education, Nnamdi Azikiwe University, Awka. The experts were presented

with the draft instrument that had 70 items as well as the purpose of the study, research questions and hypotheses and requested to freely modify them to ensure the validity of the instrument for the study. Guided by their recommendations, which trimmed down the items from 70 to 36, the corrected instrument was presented to the supervisor before the final version was produced and used for the study. The validators' inputs are attached as in Appendix M at page 210.

Reliability of the Instrument

To establish the reliability of the instrument, it was administered to 20 secondary school principals in Cross River State. Cronbach Alpha coefficient as recommended by Ogbazi & Okpala (1994) analyzes of data because the information is continuous and non-dichotomous and provides a useful bound on reliability. The reliability co-efficient values of 0.99, 0.73, 0.75, 0.95, 0.89 and 0.90 were obtained for different clusters of the instrument. A general value of 0.87 obtained which was high enough to conclude that the instrument was reliable for the study.

Method of Data Collection

The researcher first approached the public secondary school principals with a letter containing the six professional teaching competencies requesting them to observe their business teachers on their use for two weeks. After the two weeks of observation, the researcher personally administered 235 copies of the instrument to the principals in their schools with the help of ten research

assistants. During the initial contacts with the principals, it was noted that 105 schools have only one business teacher each, 90 schools have two each, 25 have three each and 15 have four each. However, the principals were given one form each for rating their business teachers irrespective of the number.

Method of Data Analysis

The arithmetic mean was used to analyze the research questions while the student t–test was used to test the null hypotheses at 0 .05 level of significance. The decision in respect of the questionnaire items was based on the real limits of numbers.

Response Variable	Category	Rating scale	Real limit of numbers
Highly Effective	HE	5	4. 5 - 5. 00
Effective	E	4	3. 5 - 4. 49
Somewhat Moderately Effective	SME	3	2. 5 - 3. 49
Ineffective	IE	2	1. 5 - 2. 49
Highly Ineffective	HIE	1	0. 5 - 1. 49

Therefore, an item that had mean ratings ranging between 4.5 and 5.00 was regarded as highly effective, those that fell between 3.5 and 4.49 were regarded as effective, and those that ranged from 2.5 to 3.49 were regarded as moderate effective. Those that fall between 1.5 and 2.49 were regarded as ineffective and those that fall between 0.5 and 1.49 were regarded as highly ineffective. A hypothesis was rejected if the calculated t value was equal to ‘or greater than the critical t value, otherwise the null hypothesis was accepted.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected for the study according to the research questions and hypotheses.

Research Question 1

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of technical competencies?

Analysis of data in respect of research question 1 is presented in Table 1.

Table 1

Mean rating of public secondary school principals on business subject teachers' effectiveness in the use technical competencies

(N = 235)

S/N	Use of Technical Competencies	Item Mean	Decision
1.	Ability to utilize accounting machine for effective teaching and learning	4.84	Highly Effective
2.	Ability to operate typewriter	4.87	Highly Effective
3.	Ability to use computer input and output units to aid teaching and students' learning	1.56	Ineffective
4.	Speed and accuracy in key boarding	4.65	Highly Effective
5.	Ability to utilize stop watch to aid skills development	2.15	Ineffective
6.	Time management skill for effective teaching/learning	4.55	Highly Effective
	GRAND MEAN	3.77	Effective

Table 1 presents the result on the level of effectiveness of secondary school business subjects' teachers in the use of technical competency in the training of business students in Akwa Ibom State. From the result four items

(1, 2, 4 and 6) had mean ratings ranging from 4.55 to 4.84 within the real limits of 4.5 to 5.00 and were regarded as highly effective. The data also shows that, two items (3 and 4) had mean ratings ranging from 1.56 to 2.15 which fell below the cut off point of 3.00 and thus regarded as ineffective. The grand mean for this category of 3.77 was regarded as effective. This therefore means that the use of technical competency in the training of business students in Akwa Ibom State by the secondary school business subjects' teachers is effective.

Research Question 2

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of classroom management competencies?

Analysis of data in respect of research question 2 is presented in Table 2

Table 2
Mean rating of public secondary school principals on business subjects' teachers' effectiveness in the use of classroom management competencies

		N = 235	
S/N	Use of Classroom Management Competency	Item Mean	Decision
7.	Ability to arrange classroom furniture and equipment to facilitate movement in favour of students' learning	4.86	Highly Effective
8.	Ability to create conducive atmosphere for effective teaching and learning	4.12	Effective
9.	Ability to set out and formulate standard for students' learning behavior in the classroom	2.11	Ineffective
10.	Ability to identify causes of classroom misbehaviour.	4.59	Highly Effective
11.	Effective management of instructional time during instruction in the classroom	4.78	Highly Effective
12.	Ability to encourage active participation of students' in classroom activities	4.24	Effective
	GRAND MEAN	4.12	Effective

Table 2 presents the result on the level of effectiveness of secondary school business subjects' teachers on the use of classroom management competency in the training of business students in Akwa Ibom State. The school principals rated three items (7, 10, and 11) highly effective with mean ratings ranging from 4.59 to 4.86. The mean ratings fell within the real limits of 4.5 to 5.00 and were regarded highly effective. The school principals also rated two items (8 and 12) effective with mean ratings of 4.12 and 4.24 respectively. These mean ratings fell within the real limit of 3.5 – 4.49 and were regarded as effective. The data also indicated that one out of six items had mean ratings of 2.11 within the real limits of 1.5 – 2.49 and was regarded ineffective. The grand mean of this category was 4.12. Considering that the grand mean of this

category fell within the range thus regarded as effective. This therefore means that the use of classroom management competency in the training of business students in Akwa Ibom State by the secondary school business subjects' teachers is effective.

Research Question 3

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of motivational competencies?

Analysis of data in respect of research question 3 is presented in Table 3.

Table 3
Mean rating of public secondary school principals on business subjects' teachers' effectiveness in the use of motivational competencies
(N =235)

S/N	Use of Motivational Competency	Item Mean	Decision
13	Ability to reinforce desirable students' behaviour during lesson delivery.	4.99	Highly Effective
14	Ability to use varied methods of motivation	2.81	Somewhat Moderately Effective
15.	Ability to stimulate inductions' in lessons to aid student's learning.	3.44	Somewhat Moderately Effective
16.	Ability to encourage students' Participation in class work.	4.89	Highly Effective
17.	Ability to foster inquiry mindset in learning	2.72	Somewhat Moderately Effective
18.	Ability to provide feedback for student to aid learning	4.81	Highly Effective
	GRAND MEAN	3.94	Effective

Table 3 presents the results on the level of effectiveness of secondary school business subjects' teachers in the use of motivational competency in the

training of business students in Akwa Ibom State. From the result, school principals rated three items (13, 16 and 18) highly effective with the mean ratings ranging from 4.81 to 4.99. These mean ratings fell within the real limits of 4.5 to 5.00. The data also indicated that three items (14, 15 and 17) had mean ratings of 2.81, 3.44 and 2.72 respectively within the real limits of 2.5- 3.49 regarded as somewhat moderately effective. The grand mean in this category was 3.94. Considering that grand mean of this category fell within the range regarded as effective. It was concluded that business subjects' teachers were effective on the use of motivational competency in the training of business students in Akwa Ibom State.

Research Question 4

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of communication competencies?

Analysis of data in respect of research question 4 is presented in Table 4.

Table 4
Mean rating of public secondary school principals on business subjects' teachers' effectiveness in the use communication competency

(N = 235)

S/N	Use of Communication Competency	Item Mean	Decision
19	Ability to speak clearly	4.78	Highly Effective
20	Ability to communicate using all modes of communication.	4.9	Highly Effective
21	Ability to listen effectively for understanding students' learning needs.	3.79	Effective
22	Ability to use language/words effectively to enhance students' proficiency in the use of English language	2.39	Ineffective
23	Reading ability	4.78	Highly Effective
24	Ability to write logically on the chalkboard.	4.92	Highly Effective
	GRAND MEAN	4.26	Effective

Table 4 presents the results on the level of effectiveness of secondary school business subjects' teachers on the use of communication competency in the training of business students in Akwa Ibom State. From the result, it was observed that school principals rated four items (19, 20, 23 and 24) highly effective with mean ranging from 4.78 to 4.92. The mean ratings fell within the real limits of 4.5 to 5.00, which was regarded as highly effective. The data also indicated that item 21 had been rated effective with mean ratings of 3.79 which fell within the real limits of 3.5 to 4.49. Item 22 with mean ratings of 2.39 had been rated ineffective which the mean fell within real limits of 2.5 – 3.49. The grand mean of this category was 4.26. Considering that the grand mean of this category fell within the range was regarded as effective. This therefore means that the use of communication competency in the training of

business students in Akwa Ibom State by the business subjects teachers were effective.

Research Question 5

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of instructional materials competencies?

Analysis of data in respect of research question 5 is presented in Table 5.

Table 5

Mean rating of public secondary school principals on business subjects' teachers' effectiveness in the use of instructional materials usage competencies

		(N = 235)	
S/N	Instructional Materials Usage Competency	Item Mean	Decision
25	Ability to select appropriate instructional materials for each lesson.	4.78	Highly Effective
26	Ability to introduce instructional material before use	4.90	Highly Effective
27	Ability to preview the material before use.	4.97	Highly Effective
28	Ability to relate instructional materials used to the lesson taught.	4.70	Highly Effective
29	Ability to improvise materials that are unavailable in original form.	2.13	Ineffective
30	Ability to assess the suitability of the materials.	4.70	Highly Effective
	GRAND MEAN	4.36	Effective

Data in Table 5 presents the results on the level of effectiveness of secondary school business subjects' teachers on the use of instructional materials competency in the training of business students in Akwa Ibom State.

The results showed that five items (25, 26, 27, 28 and 30) out of the six listed instructional materials usage competencies have mean rating of 4.70 - 4.97. This means that the school principals rated the business subjects' teachers as highly effective in using the competencies. The teachers were rated ineffective in improvisation of instructional materials. However, the grand mean of 4.36 means that, on the average, the business subjects teachers were rated effective in the instructional materials usage competencies.

Research Question 6

What is the rating of public secondary school principals' ratings of business subject teacher's effectiveness in the use of evaluation competencies?

Analysis of data in respect of research question 6 is presented in Table 6

Table 6

Mean rating of public secondary school principals on business subjects' teachers' effectiveness in the use of evaluation competency

N = 235

S/N	Use of Evaluation Competency	Item Mean	Decision
31	Ability to recognize students' level of performance and competence.	4.89	Highly Effective
32	Ability to assess student learning.	4.99	Highly Effective
33	Ability to encourage self evaluation.	3.48	Somewhat Moderately Effective
34	Ability to select appropriate assessment tools for specific learning achievement.	2.45	Ineffective
35	Ability to maintain documentation of student progress.	3.64	Effective
36	Ability to use continuous assessment strategies to ascertain students' strength and weaknesses.	4.98	Highly Effective
	GRAND MEAN	4.07	Effective

The data in Table 6 above indicated that out of six items of evaluation competency rated by school principals, three items (31, 32 and 36) were rated highly effective. These three items had mean ratings ranging from 4.89 – 4.99 with the real limits of 4.5 – 5.00 regarded as highly effective. The data also shown that item 35 had mean rating of 3.64 within the real limits of 3.5 4.49 regarded as effective. The data also showed that item 33 had mean rating of 3.48 which fell within the real limit of 2.5 – 3.49 and was regarded as somewhat moderately effective. Only one item (34) with mean rating 2.45 fell within real limits of 1.5 to 2.49 regarded as ineffective. The grand mean of this category was 4.07. This fell with the effective range. It was concluded that secondary school business subjects' teachers were effective in the use of evaluation competency despite the fact that they lacked ability to select appropriate assessment tools for specific learning achievement.

Hypothesis 1

Public male secondary school principals do not differ significantly from their female counterparts in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.

In order to test the hypothesis, the analysis is presented follows:-

Table 7
Student t-test analyses of male and female principals mean ratings of business teachers' effectiveness in the use professional teaching competencies.

Variables	N	\bar{X}	SD	t
Technical Competencies				
Male	179	23.06	3.27	4.18*
Female	56	21.22	0.76	
Classroom Management Competencies				
Male	179	25.11	3.31	3.81*
Female	56	23.41	0.50	
Motivational Competencies				
Male	179	24.12	3.35	4.25*
Female	56	22.20	0.75	
Communication Competencies				
Male	179	25.98	3.04	4.31*
Female	56	24.21	0.76	
Instructional Material Usage Competencies				
Male	179	26.55	3.12	3.70*
Female	56	25.00	0.63	
Evaluation Competencies				
Male	179	24.74	3.50	2.83*
Female	56	23.41	0.80	
Teaching Competencies				
Male	179	149.59	19.44	3.87*
Female	56	139.45	3.28	

***Significant at 0.05 level; df= 233; N= 235; critical t-value = 1.960**

The above Table 7 presents the obtained t- value as 4.18, 3.81, 4.25, 4.31, 3.70, 2.83 and 3.87 for technical competence, class management, evaluation, communication, instructional material usage, motivational and teaching competencies respectively.

motivational competency, communication competency, instructional material usage competency and evaluation competency. These values were tested for significance by comparing them with the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The obtained t-values were greater than the critical t-value (1.960). Hence, the results were significant and the null hypothesis was rejected. The result therefore means that there is significant difference in the mean rating of the effectiveness of business teachers in the use of professional teaching competencies in the training of business students by male school principals and that of female school principals in Akwa Ibom State.

Hypothesis 2

Public secondary school principals with less years of experience do not differ significantly from those with more years of experience in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.

In order to test the hypothesis, the analysis is presented follows:-

Table 8
Student t-test analyses of principals mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies based on years of experience.

Variables	N	\bar{X}	SD	t
Technical competencies				
Long years of experience	168	23.86	2.49	13.54*
Short years of experience	67	19.49	1.39	
Classroom Management Competencies				
Long years of experience	168	25.92	2.53	12.90*
Short years of experience	67	1.49	21.6	
Motivational competencies				
Long years of experience	168	24.86	2.65	12.12*
Short years of experience	67	20.66	1.60	
Communication competencies				
Long years of experience	168	26.72	2.31	13.45*
Short years of experience	67	22.66	1.38	
Instructional material Usage Competencies				
Long years of experience	168	27.32	2.38	12.77*
Short years of experience	67	23.33	1.49	
Evaluation competencies				
Long years of experience	168	25.73	2.45	13.54*
Short years of experience	67	21.15	2.04	
Teaching competencies				
Long years of experience	168	154.41	14.64	13.26*
Short years of experience	67	128.94	9.03	

*Significant at 0.05 level; df= 233; N= 235; critical t-value = 1.96

The above Table 8 presents the obtained t- value as 13.54, 12.90, 12.12, 13.45, 12.77, 13.54 and 13.26 for technical competence, classroom management, motivational competency, communication competency, instructional material usage competency and evaluation competency. These values were tested for significance by comparing them with the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The obtained t-values were greater than the critical t-value (1.960). Hence, the results were significant and the null hypothesis was rejected. The result therefore means that there is significant difference in the mean rating of the effectiveness of business teachers' use of professional teaching competencies in the training of business students by the school principals with many years of experience and those with less years of experience in Akwa Ibom State.

Hypothesis 3

Public urban secondary school principals do not differ significantly from those in rural areas in their mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.

In order to test the hypothesis, the analysis is presented follows:-

Table 9
Student t-test analyses of urban and rural principals mean ratings of business subjects' teachers' effectiveness in the use of professional teaching competencies.

Variables	N	\bar{X}	SD	t
Technical Competencies				
Urban	145	23.68	2.81	7.80*
Rural	90	20.90	2.40	
Classroom Management Competencies				
Urban	145	25.83	2.79	8.34*
Rural	90	22.89	2.33	
Motivational Competencies				
Urban	145	24.83	2.82	8.49*
Rural	90	21.78	2.42	
Communication Competencies				
Urban	145	26.52	2.64	7.48*
Rural	90	24.10	2.27	
Instructional Material Usage Competencies				
Urban	145	27.21	2.66	8.03*
Rural	90	24.52	2.20	
Evaluation Competencies				
Urban	145	25.53	2.76	7.69*
Rural	90	22.64	2.86	
Teaching Competencies				
Urban	145	153.61	16.30	8.07*
Rural	90	136.74	14.30	

***Significant at 0.05 level; df= 233; N= 235; critical t-value = 1.960**

The above Table 9 presents the obtained t- value as 7.80, 8.34, 8.49, 7.48, 8.03, 7.69 and 8.07 for technical competence, class management,

motivational competency, communication competency, instructional material usage competency and evaluation competency. These values were tested for significance by comparing them with the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The obtained t-values were greater than the critical t-value (1.960). Hence, the results were significant and the null hypothesis was rejected. The result therefore means that there is significant difference in the mean rating of the effectiveness of business subjects' teachers' use of professional teaching competencies in the training of business students by the school principals from urban and those from rural area in Akwa Ibom State.

Summary of Major Findings

Major findings of the study are summarized as follows:

1. Secondary school business subjects' teachers in Akwa Ibom State were effective in the use of technical competencies in teaching business subjects.
2. Secondary school business subjects' teachers in Akwa Ibom State were effective in the use of classroom management competencies in teaching business subjects.
3. Secondary school business subjects' teachers in Akwa Ibom State were effective in the use of motivational competencies in teaching business subjects.
4. Secondary school business subjects' teachers in Akwa Ibom State were highly effective in the use of communication competencies in teaching business subjects.

5. Secondary school business subjects' teachers in Akwa Ibom State were effective in instructional materials usage competencies in teaching business subjects.
6. Secondary school business subjects' teachers in Akwa Ibom State were effective in the use of evaluation competencies in teaching business subjects.
7. There was a significance difference in the mean ratings of business subjects teachers' effectiveness in the use of the six professional teaching competencies by the secondary school administrators based on the administrators' gender, years of experiences and location.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussion of the findings, conclusions and recommendations. The chapter also dealt with implication of the findings, limitation of the study and suggestions for further research for further study.

Discussion of the Findings

The findings of this study are organized and discussed under the following sub-headings:

Secondary School Business Subjects' Teachers' effectiveness in the use of Technical Competencies.

The result of the analysis in Table 1 showed how school principals in Akwa Ibom State secondary schools rated their business subjects' teachers' effectiveness on the use of technical competency in the training of business students. They rated business subjects teachers highly effective in the following aspects of technical competency; ability to utilize accounting machine for effective teaching and learning, ability to operate typewriter, speed and accuracy in keyboarding and time management skills for effective teaching/learning. Secondary school business subjects' teachers were also rated ineffective in the aspects of ability to use computer input and output units to aid teaching and students' learning, and ability to utilize stop watch to aid skill development. This is not in agreement with Okute & Agonuo (2009) who explained that when a teacher is not able to use computer to teach makes

the teacher to be incompetent and ineffective. They also added that a business subject's teacher purported to teach business subjects in schools and colleges must acquire the various needed technological competencies.

The data revealed that the use of technical competency in Akwa Ibom state secondary schools as believed by the school principals is that business subjects' teachers were effective. These findings are in agreement with the opinion of Osuala (2004) and Ojo (2005) who asserted that business subjects' teachers need to keep up with new processes and equipment if they must be effective. The result also supports the opinion of Onyekonwe (2008) who supported that when a teacher of business education uses teaching equipment/machines, students would operate such machines. Such machines are computer sets, printers, photocopiers, fax machines and in his conclusion was that some of these machines do facilitate teaching and learning processes as well as the quality and efficiency of the school.

The researcher is of the view that some teachers in the course of delivering their lesson may inform students of the topics that require the use of computer and other necessary office machines such as stopwatch. Onyekonwe (2008) lamented that any business subject teacher who lacks skills in any aspect of the technical gadgets cannot offer effective instruction.

Secondary School Business Subjects' Teachers' effectiveness in the use of Classroom Management Competencies.

The result of the analysis presented in Table 2 suggests that in the course of teaching any lesson in business subjects, business subjects' teachers were ineffective in the aspects of ability to set out and formulate standard for students' learning behaviour in the classroom. This agrees with the suggestion of Vikoo, (2003) to the effect that a business subject's teacher is incompetent and ineffective if he or she is deficient in this aspect of classroom management competency. Therefore, the researcher is of the view that when some business subjects teachers are effective in the setting out and formulating standard in the classroom, it will make them involve actively in monitoring the behaviour of students and redirect inappropriate behaviour among students. It further showed that secondary school principals believed that business subjects' teachers were able to arrange room furniture and equipment to facilitate movement in favour of students' learning, create conducive atmosphere for effective teaching and learning, identify causes of classroom misbehaviour, manage instructional time during instruction in the classroom and encourage active participation of students in classroom activities.

The study indicates that school principals agreed that business subjects' teachers were effective in the classroom management competency. This is in agreement with the opinion of Ellect (1989) who opined that effective teaching requires considerable skills in managing the various tasks and situations that

occur in the classroom daily. The result also supports the opinion of Esu (1987) and Burris & Burris (2004), who stressed that effective teaching involves having managerial skills for effective classroom control and discipline and that this implies teacher's ability to manage both the materials and students for the purpose of instruction and learning. The result also agreed with the opinion of Umoren (2002) who stated that the test of the teacher's success in class management would be seen in his good relationship with his students and in the fact that the activities in the classroom follow a plan that is both purposeful and efficient.

Secondary School Business Subjects' Teachers' effectiveness in the use of Motivational Competencies.

The result of the data in Table 3 revealed that secondary school principals believed that business subjects' teachers were highly effective in some aspects of motivational competency. These include ability to reinforce desirable students' behaviour during lesson delivery; ability to encourage students' participation in class work and ability to provide feedback for students to aid learning. School principals were also agreed that business subjects' teachers were moderately effective on the aspect of ability to use various method of motivation, ability to stimulate inductions in lessons to aid students' learning and ability to foster inquiry mindset in learning. Based on these, other aspect of the research is of the view that school principals were sure of their business subjects' teachers' competency and effectiveness. Ogbiji (2004) frowned that

when there is inability to apply these content factors by business teachers, most students would feel dissatisfied, thus, their learning outcomes would be low and ineffective instruction result. However, the overall result revealed business subject teachers effectiveness in the application of motivational competency in the training of business students of Akwa Ibom State secondary schools as perceived by school principals.

This finding is in agreement with the opinion of Reginald (1997), who defined motivation as the arousal of tendency to act to produce one or more effects. This simply implies that behind any motivation, there is some element of need demanding satisfaction. The result also supports the opinion of Michael (1993), who believed that teaching/learning is faster and effective when the learners are provided with the knowledge individual teacher is endeavour to give proper and immediate feedback to the student. The business subjects' teacher who demonstrates motivational skills during lesson instruction shows the extent of his effectiveness in the class is high.

Secondary School Business Subjects' Teachers' effectiveness in the use of Communication Competencies.

The result of the data analysis in the Table 4 shows that in the course of instructional delivery, business subjects teachers were effective in some aspects of communication; ability to speak clearly, ability to listen effectively for understanding students' learning needs; reading ability and ability to write logically on the chalk board. Whereas, the respondents observed and indicated

ineffective as business subjects teachers were either able to use and not able to use language/words effectively to enhance students' proficiency in the use of English language.

As business subjects teachers lack ability to use language/words effectively to enhance students' proficiency, Ekwe (1993) lamented that it is unfortunate that most business subjects teachers lack language power to explain certain concepts before writing them down, of which the effect is teaching ineffectiveness as well as ineffective learning. As the result showed that, the secondary school principals rated business subjects' teachers effective on the application of communication competency. This is in agreement with the opinion of Esu (1995), who said that an effective teacher (business subjects teachers inclusive) is one who recognizes and employs as many as possible, the components of communication skills in his or her pedagogy task and that effective communication skills lead to effective teaching and learning. The researcher is of the view that knowledge without ability to impart effectively to learners makes teaching and learning ineffective and vice-versa.

Secondary School Business Subjects' Teachers' effectiveness in Instructional Materials usage Competencies.

The result of the data analyses represented in Table 5 revealed that school principals rated secondary school business subjects teachers highly effective in almost all the aspect of the instructional material usage competency. Others are ability to select appropriate instructional material for each lesson, ability to

introduce instructional materials before use, ability to relate instructional materials used for the lesson taught and ability to assess the suitability of the materials. Whereas they rated their business subjects teachers ineffective regarding the ability to improvise materials that are not available in original form. The result supported the opinion of Udoh (2004) who said that when business subjects teachers use instructional materials appropriately and effectively, it will increase the rate of learning and learners are encouraged to be involved in the process of learning. In addition, it enhances the achievement of behavioral objectives. The result of the use of instructional materials by business subjects' teachers is effective. This is in agreement with the opinion of Carey & Dick (1996), who conducted a study on the systematic design of instruction and asserted that; to achieve the stated relevance, the teacher should have a focus of the use of instructional material and resources in secondary school. The result also supports the opinion of Ibe-Bassey (1993), Fagbeza (1998) and Isaac (2002), who said that any teacher teaching school subjects (especially business subjects) should possess necessary skills concerning the use of instructional materials in school.

Secondary School Business Subjects' Teachers' effectiveness in the use of Evaluation Competencies

The result of the data analysis in Table 6 revealed that school principals rated secondary school business subjects teachers highly effective in some of the aspects of evaluation competency such as ability to recognize students'

level of performance and competence, assess students' learning and ability to use continuous assessment strategies to ascertain students' strength and weakness whereas ability to maintain documentation of students' progress was effective. It also showed that business subjects' teachers were ineffective in the ability to select appropriate assessment tools and strategies for specific learning achievements according to school principals while ability to encourage self evaluation was moderately effective.

The researcher is of the opinion that when a business subject's teacher lacks ability to select appropriate evaluation skills, such teacher cannot give effective teaching function. If the teacher fails to exercise this aspect of evaluation skills, it will cause students' achievement to be questionable and the weak point of the teacher may be easily noticed. Based on the overall result which revealed business subjects teachers' effective application of the evaluation competency in the training of business students in secondary schools in Akwa Ibom State, according to the school principals. This is in agreement with the opinion of Christopher (2003), who saw evaluation as a collection and use of information to make decisions about an educational programme including the learning outcomes on students, and that evaluation involves the application of techniques for the process or task of appraising the progress and achievement of students. The result also agrees with the opinion of Ukpong, (2003) who saw evaluation as the method of finding out what the learners have gained from learning activities in terms of knowledge, moral

reasoning and character development. The findings is not different from the views of Afolabi (2004) who supported this fact by saying the evaluation gives reliable and valid statement over all activities presented by a student/candidate who claims to have graduated from any aspect or level of education.

A business teacher who uses evaluation strategies effectively will be able to find out the extent of manifestation of traits expected to be brought out in learners following the learning situation (Stakes, 1980). Farrant (1985) disclosed that effective evaluation involves asking right questions and absent of these skills tend to have negative effects on students' learning progress. The success or failure of any evaluation depends on the evaluation competency of the business teacher.

The results of the data analysis in Table 7 was significant because the obtained t-values 4.18, 3.81, 4.25, 4.31, 3.70, 2.83 and 3.87 for technical competency, classroom management competency, motivational competency, communication competency, instructional material usage competency and evaluation competency were greater than the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The results implies that there is significant difference in the mean rating of the effectiveness of business subjects teachers in the use of professional teaching competencies in the training of business students by male school principals and that of female school principals in Akwa Ibom State. Based on the significant difference of the null hypotheses is thereafter rejected.

The results of the data analysis in Table 8 were significant due to the fact that the obtained t-values 13.54, 12.90, 12.12, 13.45, 12.77, 13.54 and 13.26 for technical competency, classroom management competency, motivational competency, communication competency, instructional material usage competency and evaluation competency were greater than the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The result implies that there is significant difference in the mean rating of the effectiveness of business subjects' teachers in the use of professional teaching competencies in the training of business students by the school principals with many years of experience and those with less years of experience in Akwa Ibom State. Based on the significant difference of the null hypotheses is thereafter rejected.

The results of the data analysis in Table 9 was significant because the obtained t-values 7.80, 8.34, 8.49, 7.48, 8.03, 7.69 and 8.07 for technical competence, classroom management competency, motivational competency, communication competency, instructional material usage competency and evaluation competency were greater than the critical t-value (1.960) at 0.05 level with 233 degree of freedom. The results implies that there is significant difference in the mean rating of the effectiveness of business subjects teachers in the use of professional teaching competencies in the training of business students by the school principals from urban and those from rural area in Akwa Ibom State. Based on the significant difference of the null hypotheses is thereafter rejected.

Conclusions

Based on the findings of the study, the following conclusions were drawn. Secondary school business subjects' teachers are making appropriate use of the technical, classroom management, motivational, communication, use of instructional materials usage and evaluation as professional teaching competencies in the training of business students. Effective use of recommended professional teaching competencies by business subjects' teachers are of great significance for the teaching of business students to achieve its goals of equipping business students with the necessary skills required for office occupation.

There is significant difference in the mean rating of the effectiveness of business subjects' teachers in the use of professional teaching competencies in the training of business students by the school principals with many years of experience and those with less years of experience in Akwa Ibom State. There is significant difference in the mean rating of the effectiveness of business subjects' teachers in the use of professional teaching competencies in the training of business students by the school principals from urban and those from rural area in Akwa Ibom State. There is significant difference in the mean rating of the effectiveness of business subjects' teachers in the use of professional teaching competencies in the training of business students by male school principals and that of female school principals in Akwa Ibom State.

Implications of the study

The result revealed the ineffectiveness of the business subjects' teachers in the use of computer and stopwatch as aspects of technical competency in the teaching of business students. It has implications for teachers, students, schools and school principals. Business education teachers should be exposed and encouraged to undergo additional training on computer application as this will enable them give effective teaching. This will aid the prospective teacher gain a deeper understanding on the application of various aspects of technical competency. Students should know that if they are taught with the aid of computer and are timed using stopwatch, they would develop skills required to effectively perform office occupation. Government should distribute equipment and machines e.g. laptop computer to every business education teacher for effective teaching of business subjects.

It showed that all aspects of classroom management skills are necessary classroom administrative competencies required for effective teaching which lead to students' learning achievement. The teacher should be aware of the physical environment of students, teaching techniques and resources as well as possess the ability to make appropriate decision about classroom instructions. Students should be encouraged to work in groups and talk together to have real orderliness in and outside situation. School principal should know that working out modalities and standards for business teachers to follow would maintain discipline that will improve students' learning. Since education is for the

human development, government should ensure that business subjects' teachers utilize modern teaching/learning technologies and appropriate teaching methods capable of enhancing particular learning situation in every level of classroom instruction.

It showed that business subjects' teachers could not vary the motivational methods and foster inquiry mindset in learning and stimulate inductions in the lessons to help students' learning. This has some implications for business subject teachers in that, the business teacher should endeavour to demonstrate skills during lesson instructions that would show his level of effectiveness in the class. The students who are still on training should be rewarded when positive performance is exhibited to avoid unpleasantness behaviour but strive toward happiness and spur more interests. The school principal should monitor business subjects' teachers' use of motivational competency during lesson delivery.

The study revealed that business subject teachers' use of language/words to enhance students' proficiency in the use of English language was uncertain. The inadequate use of correct language/words during lesson delivery causes controversy in school environment and negative students' performance. This has some implications. Business subject teacher should demonstrate basic knowledge of language skills during lesson delivery that lead to students' learning. Students still in training should always endeavour to arrange their classroom and communicate with their teachers and mates during lesson and

after lesson delivery, which leads to more positive and effective teaching and learning. The school principals should encourage business teachers and students in proper utilization of linguistic markers to enhance communication in the classroom.

The study revealed that business subject teachers did not make any improvised materials when the actual or real materials were not available during classroom instructions. Many business teachers are not exposed to the knowledge and skills of the production or improvising or utilization of the improvised and real materials. The result is ineffective teaching and low academic performance by students. This has some implications. Business subject teachers should be exposed to the relevance of instructional materials, knowledge and skills of production, management, selection, operation and utilization of real or improvised materials and equipment to enhance effective teaching and learning during instructional process. Students should understand that when materials either real or improvised are available and used by the teacher would increase students' learning outcomes. The school principals should encourage business teachers on the appropriateness and effectiveness on the use of instructional materials and produce improvised material where necessary as this may lead to effective teaching. Government should make instructional materials and equipment available in schools for prompt and effective utilization during instructional process in the classroom. Parents

should make available learning materials that could enhance students' learning at home.

The study revealed that business subjects' teachers were not able to select appropriate assessment tools and strategies for specific learning achievement as aspects of evaluation competency. The business teacher without all aspects of evaluation competency cannot give effective teaching functions. This has some implications for the business subjects' teachers, students, school principals, parents, employers of labour and government. The business subjects' teachers should be given orientation on various evaluation strategies; the selection and utilization of appropriate technique for a particular lesson to enable them give effective teaching and check academic performance of students in school subjects. Students who are still in training should be made to know and understand the purpose of assessment strategies to help them give adequate attention to the teacher's lesson while teaching thus increases students' achievements. School principals should encourage business teachers to exercise skills of diagnosing problems faced by students in the class, tackle the problem effectively with appropriate measure and intimate students the negative effect on their learning progress if the students neglect assessment exercise use by their teachers. Employer of labour should be interested in candidates' claim of academic progress and carry out appropriate investigation about the claims to enable him place applicant in correct position of employment. Government should encourage and motivate teachers that make

use of these competencies effectively by awarding them financial and promotion incentives.

The study also sharpens the perception of secondary school principals on the need for them to create a platform for the secondary school business subject teachers to be given adequate orientation on the use of professional teaching competencies. This study also has implication for students as the use of professional teaching competencies is mainly in the training of the students.

Recommendations

Based on the findings and conclusions of the study the following are recommended.

1. Business subject teachers should acquire classroom management skills for effective classroom control and discipline to enhance the learning of students.
2. Teachers of Business subjects should utilize motivational factors like reward and praise to encourage students learning in order to improve their performance result.
3. Secondary school principals should ensure that teachers of Business Subject improve in their training in instructional skills to effectively plan instruction, implement and evaluate teaching and learning achievement in their subjects. They should devote more time to supervise and monitor teachers' instructional delivery as part of their

instructional leadership functions and reward teachers with high performance.

4. The school principals should be fair in appraising teachers to ensure that credit is given to who ever deserves it and those who need to be blamed are blamed.
5. Ministry of education should liaise with the related educational commissions / institutions, the National Teachers Institute and school administrators to review their present curriculum to be in line with identified tasks of typewriting and Information Communication Technology (ICT) in which teachers of business subjects need improvement.
6. Government should organize seminars and workshops for teachers of business Studies in the areas of keyboarding, office practice, bookkeeping and commerce as well as on the application of professional teaching competencies for effective teaching outcomes.
7. Sufficient funds should be budgeted to education sector for the purpose of acquiring needed instructional facilities, enhancing effective school administration and providing adequate teachers' welfare needs.
8. Secondary school business subjects teachers in the quest for in training of business students should strive hard in the use of professional competencies in order to help the learners benefit immensely. teaching competencies include technical competencies, use of management

competencies, motivational competencies, competencies, instructional materials usage competencies and competencies.

Limitation of the Study

There were many limitations to the success of this study. As in order to adequately prosecute this research thoroughly, so as to permit valid generalizations, the researcher needed to cover sufficiently large population of the respondents. This might not have been quite possible since, to achieve such ideal coverage implies demand for corresponding large sum of money, energy and time.

Furthermore, because the nature of the subject matter under investigation administrator and teachers, it can reasonably be expected that there may arise the bias as well as “response set” effects on some data to be generated. There is the possibility of school administrators not having enough time to observe their teachers well and therefore supplying information. Finally, there was the problem of convincing the respondents on to respond to the questionnaire.

Suggestions for further research

Based on the fact that this study could not be considered exhaustive for improving teaching and learning of business subjects in secondary schools and colleges, it is suggested further studies be conducted on the following topics:

1. Evaluation of business education teachers’ use of teaching techniques in the south-south zone of Nigeria.

2. Assessment of the business educators' utilization of instructional resources in tertiary institutions in Akwa Ibom State.
3. Determination of Information and communication technology competencies required of secondary school business studies teachers for effective teaching.

REFERENCES

- APA Work Group of the Board of Educational Affairs (1997). *Lerner-psychological principles: A framework for school reform redesign*. American Psychological Association. Washington, D.C.
- Abdulumuni, U., Hammani, B and Usman, A.(2012). Teacher competencies in the use of instructional materials for teaching agricultural science, its impart on students' academic performance. *African Journal of Research and Administration* 5(2), 112 - 116
- Achilike, A. N. & Okwuanaso, S. I (2001) Competencies expected of National diploma accounting graduates of polytechnic as perceived by employers of labour. *Journal of Business and Office Education*, 1(2), 40 - 44.
- Adeola, L. K. (2011). An agreement of the teaching effectiveness of prevocational subjects in Ogun State, Nigeria. *International Journal of Vocational and Technical Education*, 3(1), 5-6
- Adegbesan, S. O. (2013). Effect of principals' leadership style on teachers' attitude to work in Ogun State secondary schools, Nigeria. *Turkish Online Journal of Distance Education*, 14(1), 220 – 225
- Adeyemi, t.o.(2008). Predicting students' performance in secondary school certificate examination from performance in junior secondary school examination in Ondo State, Nigeria. *Humanity and Social Science Journal*, 3(1): 26 – 36.
- Adediwura, A. A. & Tayo, B. (2007). Perception of teachers' knowledge attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, 2(2): 165 – 171.
- Aigboji, C. D. (2007). Strategies for improving the quality of academic staff in Nigerian University for quality assurance. In J. B. Babatunde, G.O. Akpa, O. Ayeni and S.O.Adediji (eds) *Access Equity and Quality in Higher Education*. A publication of National Association for Educational Administration and Planning. 455 - 461
- Adu, E. O. & Olatundun, S.O.(2007). Teachers' perception of teaching correlates of students' academic performance in OyoState, Nigeria. *Essays in Education*, 20: 57 – 63.

- Afangideh M. E. (2001). Teachers and needed competencies. *In D. N. Umoren and Ogbodo, C. M. (eds) A handbook on Teaching Profession in Nigeria.* Afe City Guide Post Publishers. P.56 – 67.
- Afe, J. E. (2003). *Vocational competencies and academic performances.* Lagos: Jojo Education Research and Publishers Ltd.
- Afolabi, E. E. (2004). *Curriculum improvement and supervision.* Port Harcourt: C. A PUC Publishers.
- Aghenta, T. R. (1990). Teacher's competency and students' performance in senior secondary school mathematics. Ibadan. *Journal of Education Foundation*, 2 (1), 28.
- Akiri, A. A. and Ugborugbo, N. M (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Student Home Comm. Science*, 3(2), 107-113
- Akpan, V. C. J (1997). *Business education: contemporary issues and strategies.* Uyo: Dorand Publishers.
- Akpan, I. U. (2008). The state of vocational Education in ensuring effective economic participation in the 21st century. *Journal of Qualitative Education*, 4(3), 101- 105.
- Akpe, C. S (1993). Instructional and resources in primary schools. *In A. M. Wokocha (eds). Trend and issues in the Nigeria primary school system.* Lagos: Ivy Press Ltd. Pp. 102 – 133.
- Akubue, A. (1997). The role of communities in secondary schools administration. *In B. S. Okoro (ed) Dynamics of educational administration and management. The Nigeria perspective.* Awka: Meks Publishers Ltd. Pp. 89 – 102.
- Alade, B (1991). Production of instructional materials in technical education programmes with emphasis on verification and utility. *In Unuegie, et al (eds) Trends and research in educational technology,* Ibadan: ABM Books Publishers.
- Anah, A. U (2005). *Teachers class management styles and students academic performance in introductory technology in secondary and technical schools in Akwa Ibom State.* Unpublished M. Sc. (Ed) Thesis University of Uyo. Akwa Ibom state.

- Armstrong, T. M (1985). Attitudes towards mathematics: Personal and environmental influence. *Journal of Research in Mathematics Teaching*, 14, 121-126.
- Asuquo, J. A. (2004). *Influence of evaluation on secondary school students' academic performance in financial accounting in secondary schools in Ikot Ekpen Local Government Area of Akwa Ibom State*. M.sc (Ed) Thesis University of Uyo, Uyo.
- Awojobi, A.O. (2008). Reforming the content of business education programme in Nigeria for National Development. *Book of Reading of Association of Business Educators of Nigeria*, 1 (8), 238 – 240.
- Azuka, M. N. (2000). Career opportunities in business education in Nigeria. *Business Education Journal*, 111 (3), 78.
- Babayemi, A. (2006). Principal. In J.B. Babalola, A.O. Ayeni, S. O. Adedeji, A. A. Suleiman and M. O. Arikewuyo (eds) *Educational management: thoughts and practice*. Ibadan: Cadat Publications. 242 - 261
- Bakare, R. D. (2007). Business education and needs: instruments for economic empowerment. *Business Education Journal*, 1(7), 209- 221.
- Barett, C. W., Matthews, H. W. & Jackson, R. A (2003). Comparison between student rating and faculty self- rating of instructional effectiveness. *American Journal of Pharmaceutical Education* 67(4) 1-6
- Bellow, J. Y. (1996). *Basic principles of teaching*. London: John Wiley and Sons- America.
- Benz, C and Blatt, S. J. (1995). Factors underlying effective college teaching: what students tell us? *Mid-Westerner Educational Researcher*, 8(1), 27-31.
- Berk, R. A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in higher Education*, 17(1) 48-62 retrieved from <http://www.isetl.org/ijtlhe/> on 25 – 6 – 2013
- Borole, T. O. (2010). *Management and leadership functions of heads of department in technical high school*. Electronic Thesis and Dissertation North – West University, 1 - 13

- Brown, M and Rutherford, D. (2010). Leadership for school improvement: the role of the head of department; submitted for publication in *School effectiveness and school improvement*. Pp 1- 13
- Burris, K & Burris, L. (2004). Competency and comfort: teacher candidates' attitude toward diversity. *Journal of Research in Childhood Education, Washington, USA, 5(4), 84-88.*
- Carey, L. & Dick, W. L. (1996). *The systematic design of instruction (4th ed.)* New York: Longman Publishers.
- Chauhan, S. S. (2002). *Advanced educational psychology*: New Delhi: Vegas Publishing Ltd.
- Christopher, K. (2003). *Classroom assessment and Nigerian education systems*. Ibadan: Macmillan Press.
- Clark, D. (2000). *Instructional design: Robert Gagne's conditions of learning*. Retrieved from <http://www.nwlink.com/~donclark/hrd/history.html>.on 29- 09- 06.
- Clayson, D. E. (1999). Students' evaluation of teaching effectiveness: some implications of stability. *Journal of Marketing Education, 21, 68-75.*
- Comm. C. L. & Mathaisel, D. F. (1998). Evaluating teaching effectiveness in America's business schools: implications for service marketers. *Journal of Professional Services Marketing, 16, 163-170.*
- Diamond, R. M. (2004). *Preparing for promotion, tenure, and annual review: A faculty guide (2nd ed)*. In B. Olton, Ma: Anker.
- Danganda, A. Y. (2004). Human resources development and management its relevance in business education programme. *Journal of Research and Development, 1. (1), 86-90.*
- Dareng, M. K. (2005). Minimum standard and accountability in the teaching profession. *International Journal of Research in Education, 2(1 and 2), 108.*
- Ekanem, T. F (2004). *Principles and method of teaching. An introduction.* Uyo: Minder International Publishers.

- Ekanem, E. O (2004). The role of expectations of a professional teacher. In T. F. Ekanem (eds), *Principles and methods of teaching. An introduction*. Uyo: Mac Grace Publishers.
- Ekundayo, H. T. (2010). Administering secondary schools in Nigeria for quality output in the 21st century: The principals' challenge. *European Journal of Educational Studies*, 2(3), 187.
- Ekwue, K. (1993). Teaching of accounting in secondary schools: an appraisal of instructional materials. *Business Education Journal*, 3(1), 28-29
- Elect, C. D (1989). *Anointed guide to teaching and learning*. Boston Rouge. LA: Louisiana Teachers Internship.
- Emeh, J. U. & Enuokoha, O. I (2001). The philosophy of teaching. In S. C.Uche & I. O. Enuokola (ed), *Professional skills for effective teaching*. Calabar: Stiffauth Prints & Supplies.
- Ereh, C. E. (2004). The need for effective supervision of non teaching (custodian)staff in Nigerian secondary schools. *International Journal of Educational Development (IJED)* 7(2), 113 – 119.
- Eshiet, J. T. (1993). *Motivation and teaching*. Calabar: Brother & Sons Publishers.
- Esu, A. E. O. (2005). Competencies for effective teaching. In S. C. Uche and O. I. Enuokoha (eds), *Professional skills for effective teaching*. Calabar: Stiffaith print and supplies.
- Enudi, S. O. Okagbare, E. & Geraldine A. (2008). Development of effectiveness in communication skills: An imperative for human capital development. *Delta Business Education Journal*, 1 (3), 78-84
- Enuokoha, O. I (1991). Teacher competencies in primary education. In G. C Okonkwo, R. N. Achurine & I. L. Anukam (eds) *Primary education in Nigeria: issues and administration*. Owerri: International Press.
- Etuk, G. K. Udosen, A. E. & Edem, E. (2004). *Curriculum studies for Colleges and Universities*. Uyo: Interconnect Publishers.
- Ezeji, H. G. (1995). *Supervision behaviour in education*. Englewood Cliffs, New Jersey: Prentice Hall Inc.

- Ezeji, H. A. & Osuala, E. C. (2001). Non-verbal listening and speaking skills: a desideratum for business communication. *Journal of Business and Office Education*, 1(2), 7-8.
- Ezenwafor J. I. & Ndinechi, G. I. (2003). *Use of standard instructional methods by secondary school business teachers*. A paper presented at annual national conference of the national association of business educators RSUST, Port Harcourt.
- Ezeocha, P. A. (1985). *School management and supervision*. Nsukka: NewAfrica Publishing Co. Ltd.
- Ezoem, N. I. (2005). *Teachers companion*. Asaba: View point publishers.
- Fagbeza, I. O (1998). *Utilization of instructional materials by student teachers of the faculty of education*. Unpublished M.Ed Thesis, University of Ibadan.
- Farrant J. S. (1985) *Principles and practice of education*. Singapore: Longman Group Publishers ltd.
- Federal Republic of Nigeria (2013), *National Policy on Education*. Yaba, Lagos: NERDC Press.
- Feldman, K. A. (2000). Instructional effectiveness of college teachers as judged by teachers themselves, current and former students, colleagues, administrators, and external (neutral) observers. *Research in Higher Education*, 30 (2), 137-194.
- Feldman, K. A. (2007). College students' view of male and female college teachers: part 1 evidence from students' evaluations of their classroom teachers. *Research in Higher Education*, 34(2), 151-211.
- Filani, E. O. (2006). Business education: a golden gateway to national survival. *Business Education Journal*, 5 (2), 1-7.
- Greamers, B (2003). *The effective classroom*. London: Cassel.
- Guasch, T. (2009). University teacher competencies in a virtual teaching/learning environment; analysis of a teacher training experience. *Journal of Teaching and Teacher Education*, 2 (18), 15-19.

- Harder, P. L. & Reeve, J. (2003). A motivational model of rural students intentions to persist in, versus drop out, if high school. *Journal of Education Psychology*, 95 (2), 347-356).
- Hennings D. G. & Antes, R. L. (1985). *Classroom measurement and evaluation* (2nd ed). Hasca, H; Peacock Publishers.
- Hornby, A. S. (1995). *Oxford advanced learner's dictionary*. New York: Oxford University Press.
- Ibe-Bassey, A. U. (1993). *Instructional material utilization in home economic education*. Presented at the Nigeria vocational association 8th annual conference, University of Uyo.
- Ibe-Bassey, G. S. (1992). *Principles and practice of instructional communication*. Uyo: Dorand Publishers.
- Ibe-Bassey, G. S. (2004). *Team building in teaching school subjects*. A paper presented at a train, the teacher workshop for capacity building for lecturers in college of education in Nigeria at federal college of education (technical). Asaba.
- Ihebereme, C. (2008). Factors militating against effective performance of principals in secondary schools in Nigeria. *Journal of Qualitative Education*, 4(1), 38-42.
- Imonivwerha, P. A. (2010). The challenges of adopting ICT in the teaching of English language in secondary schools in delta state. *Multidisciplinary Journal of Research Development*, 15(3), 1-7.
- Isah, M. P. (2006). *Teachers' competency in the utilization of instructional materials in automobile technology*. Proceeding of the 19th annual national conference of National Association of Teachers of Technology, Kwara State.
- Isaac, I. J. (2002). Problems and prospects of the use of instructional materials for the teaching and learning of business studies. *International Journal of Research in Agricultural Education and Related Discipline*, 1 (1), 115-127.
- Jacob, B. & Lefgren, L. (2006). *When principal rate teachers*. *Education*. Next retrieved 10 November 2009.

- Jonathan, R. (1983). Manpower services model of education. *Cambridge Journal of Education*, 128-135.
- Jones, R. (2005). The professional competencies. *Australia Journal of Special Education*, 20(1), 65.
- Joshua, M. T., Joshua, A.M. & Kritsonis, A.W (2006). Use of students' achievement scores as basis for assessing teachers' instructional effectiveness and research results. *National Forum of Teacher Educational Journal*, 17(3): 1 – 13.
- Kerr, D. (1983). Teaching competence and teacher education in the U.S. *Teacher College Record*, 84, 525-530.
- Lafferrier, T. (1996). *The contribution of new technologies to learning and teaching in elementary and secondary school* shho :v11www.tact.bulaval.ca/fr/ht/impactnt.html.
- Lumsden, L.S. (1994). Student motivation to learn. Educational Resources Information Centre (ERIC) clearing house on Educational Management. Finland.
- Malm, B, Lofgren, C. & Host, R. (2006). *Teacher competency and students' conflict handling strategies* *Australia Research in Education*, 187.
- McCloskey, M. G. (1997). *Teaching strategies and classroom realities*. Englewood Cliffs NJ: Prentice Hall p. xxiii in Preface.
- McCombs, B. L. (2000). *Assessing the role of educational technology in the teaching and learning process: a learner-centered perspective*. Presented at the Conference on Educational Technology. University of Denver Research Institute.
- Michael, J. A. (1993). *Motivation in classroom teaching*. England: Exerter Publisher Press.
- Nkang, I. E. (2002). *Fundamentals of educational administration – planning and supervision*. Uyo: Afahaide & Bro. Printing Co.
- Nwalado, S. H & Nwaldo, E. N. (2007). Enhancing primary school teachers' welfare for an effective implementation of the universal basic education programme. *Journal of Childhood and Primary Education*, 3(1), 121-128.

- Nwosu, A. E. (2001). *Classroom assessment: a simple guide for teachers*. London: Temple Smith Publishers.
- Nwogu, U. F. (2011). *Strategies considered effective by business Educators for improving the teaching of business subjects at the senior secondary schools level*. M.Sc thesis, Department Nnamdi Azikiwe University, Awka.
- Nwanewezi, M. C. & Isifeh – Okpokwu (2008). Utilization of ICT as instructional material in the teaching of secretarial courses in tertiary institutions in Niger State. *Business Education Journal* (2), 126-134.
- Nwankwo, J. I. (2010). Effects of principals leadership style on staff performance in the Imo state secondary schools. *African Journal of Educational Research*, 2(2)
- Ogbazi, N. J. & Okpara, J. C. (1994). *Writing research report guide for researchers in education, social science and humanities*. Owerri. Prime Time Ltd.
- Obeta, A. N. (2007). Reforms in the education sector. A case for vocationalization of primary education in Nigeria. *Journal of childhood and primary education*, 3(1), 80-86.
- Obikoya, J. O. (1995). *Business education implication for the family support programme*. A paper presented at the Federal College of Education, Abeokuta: Business Week.
- Offorma, G. C. (1995). The teacher of the 21st century. *Pen Echoes*. 1(1), 50
- Ogbiji, J. E. (2004). *Educational administration*. An introduction. Enugu: Master's Press & Co.
- Oghuvbu, E. P. Okoro, J.(2007). Assessment of secondary school administration: the community perspectives. *Student Home Comm. Science*, (1), 77 – 83.
- Ogwudire, H. U. C. (1993). Constraint in curriculum development, implementation and evaluation in higher education: the lecturer and student factor In Nwougu (eds) curriculum development implementation and evaluation. A book of readings. Published by *Association for Promoting Quality Education in Nigeria*, 4, 143.

- Ogunsaju, S. (1982). A prognostic view of Nigerian secondary school building design in the 90's and after. *Calabar educator* 3, 67.
- Ojo, M. O. (2005). Information and communication technology (ict) and teacher preparation for basic education. *Journal of teacher education*, 8(1), 30-35.
- Okolocha, C. C and Onyeneke, E. N. (2013). Secondary school principals' perception of business studies teachers' effectiveness in Anambra State, Nigeria. *Journal of Education and Practice*, 4(2), 171-177
- Okoro, O. M. (1993). *Principles and methods in vocational education*. Nsukka: Enugu, University Trust Publishers.
- Okoye, A. C. (2004). Professional growth activities expected of secondary school business teachers by administrators of secondary schools in Anambra state. Unpublished Master's Thesis, Nnamdi Azikiwe University, Awka.
- Okeye, N. E. (2007). *Methods of teaching business subjects*. Umunze: Divine Love Computers and Printing Press.
- Okoye, A. C. (2011). *Assessment of Anambra State secondary school business teachers' effectiveness in using standard teaching strategies*. Unpublished Ph.D Dissertation, Nnamdi Azikiwe University, Awka.
- Okpan, M. O. (2006). Business education competencies required for entrepreneurship development. *Business Education Journal*, 5(2), 24 - 31.
- Okujagu, A. A. (2008). Information and communication technology (ICT) and universal basic education (UBE). *Journal of Childhood and Primary Education*. 4 (1), 78-86.
- Okute, A. L. And Agomuo, E. E. (2009). Business teachers' perception of the technological competencies required for the adoption of e- Learning (electronic learning) in teaching business courses in tertiary institutions in Cross Rivers State and Akwa Ibom State. *Business Education Journal*, 7 (1), 144 – 146.
- Olaitan, S. O. and Ali, A (1997). *Making of a curriculum (theory, process, production and evaluation)*. Onitsha: Cape Publishers International Ltd.

- Oliver, P. and Pawless, G. (2001). *Supervision for today's schools. 4th edition.* New York: John Wiley. & Sons.
- Ololube, N. P. (2006). *Benchmarking the motivational of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools.* Nwachukwu. Ololube @ helsonki. Fi.ololube prince @ yahoo.co.
- Onyekonwe, P. I. (2008). The secretarial programme. Asset to entrepreneurial skill development. *Delta Business Education Journal.* 1(3), 46-51.
- Osuala, E. C. (2005). *Introduction to research methodology – the millennium edition (fifth edition).* Enugu: Cheston Agency Ltd.
- Osuala, E. C. (2004). *Foundations of vocational education, (fifth edition)* Enugu: Cheston Agency Ltd.
- Oyewole, B. K. & Alonge, H. O. (2013). Principals ; instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria. *Journal of Educational and Social Research,* 3(2): 1 – 14.
- Oviogbodu, C. (2010). Information and communication technology a means of achieving effective teacher education in Nigeria. *Multidisciplinary Journal of Research Development,* 15(3) 69-74.
- Platton, M. (2001). *Quantitative research and evaluation methods.* Thousand Oaks, CA: Sage Publications.
- Peretomode, V. E. (1995). *Introduction to educational administration, planning and supervision.* Lagos: Joje Educational Publishers.
- Perkinson, R. (2005). *Beyond secondary education in the promise of ICT for high education and life long learning.* In R. Schwares (Ed) *development from excitement to effectiveness.* Washington D. C. The Word Bank. 101-126.
- Reginald, N. N. (1997). *Practical proposals for motivating students.* San Francisco: Jossey-Bass Publishing Press.
- Sergiovanni, T. J. (2011). *The principalship: a reflective practice perspective,* 4th edition. Boston: Allyn and Bacon.

- Shantz, D. & Ward, T. (2000). Feedback, conservation and power in the field of experience of pre-service teachers. *Journal of Instructional Psychology* 27(4), 288-294.
- Stakes, R. E. (1989). The evaluation of teaching. In H. Simons and J. Elliot (eds) *Rethinking appraisal and assessment*. Milton Keynes: Open University Press.
- Smith, T. C. (2005). Fifty-one competencies for online instruction. *The Journal of Education Online*, 2(2), 108.
- Sizemore, B., Brossard C. & Harrigan, B. (2000). *An abashing anomaly: the high achieving predominantly black elementary school*. Pittsburgh: University of Pittsburgh Press.
- Tongco, M. D. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Application* 5: 147 – 158.
- Udo, A. D. (2004). The teacher and the instructional materials – (media) . In T. F. Ekanem (ed) *Principles and methods of teaching: An introduction*, Uyo Mac Grace Academic Resource Publishers.
- Udofot, M. A. (2000). Teacher trainers. *International Journal of Educational Development*. (IJED) 3 (1), 1-7.
- Udoisong, M. A. (2007). *Teachers' competency and students' academic performance religious education in secondary schools in Uyo L. G. Area*. Unpublished Masters Thesis. University of Uyo, Uyo
- Udonkang, M. J. (1981). Student rating of instruction and students' academic achievement. A paper presented at teachers' forum of SSEB, Uyo.
- Ufot, U. O. (2010). *Research methods and quantitative analysis for tertiary institutions*. Abakaliki: Shadow Publishers Ltd.
- Ukeje, B. O. Akabugu, G. E. & Ndu A. (1992). *Educational administration*. Enugu: Fourth Dimension Publishers.
- Uko, E. S. (2001). *Principalship and effective management of secondary schools in Cross River State*. Unpublished Corporation.
- Ukpong, D. (2008). *Essentials of sociology of education for Colleges and Universities*. Uyo: Assurance Publications Network.

- Umoren, U. W. (2002). *Theories and methods of vocational education*. Uyo: University of Uyo.
- Underwood, R. A, Kenner, J. O. & Mccune, S. (2002). Principal's perception of teaching effectiveness as defined by teacher dress. *Journal of Family and Consumer Science Education*, 20(2), 48 – 54.
- Usoro, H. & Akpan, E. O. (2012). Conditions of learning and productive teaching in vocational education: Gagne's Approach, *Journal of sustainable Education (JOSE)* 4(1), 1 – 13.
- Uwatt, L. E.(1995). *Classroom communication*. In S.C. Uche and O. I. Erukoha (eds) *professional skills for effective teaching*. Calabar: Stiffaith Prints & Supplies Rehoboth Favours Books.
- Vikoo, B. (2003). *Learning theories and instructional process*. Owerri: Spring Field Publishers Ltd.
- Young, S, Rush, L & Shaw, D. (2009). Evaluating gender bias in rating of university instructors' teaching effectiveness. *International Journal for the Scholarship of Teaching and Learning*. 3(2), 130 - 138
- Yusuf, M. A. & Adigun, J. T. (2010). The influence of school location on teachers' productivity and students' achievement. *Journal of Researcher in National Development*. 8(2), 53 – 66

APPENDIX A

LETTER TO VALIDATORS

Department of Vocational Education
Nnamdi Azikiwe University,
Awka
15th March 2014.

Sir/Madam

The attached questionnaire is designed to collect data from the secondary school principals on rating of business subjects teachers' effective use of professional teaching competencies for facilitating effective teaching and students' learning achievements in Akwa Ibom State.

I hereby humbly request you to assist me to validate the instrument concerning:

- a. Appraisal of the language and clarity of the questionnaire items.
- b. Assessment of the possibility of the questionnaire to elicit the anticipated responses from principals.
- c. Assessment of the extent to which the questionnaire items cover the subject matter.

Details of the purpose of the study, research questions and research hypotheses are attached to give you full information about the proposed study.

You are free to recommend any amendments and /or additions to enhance the validity of the instrument.

Thank you for your co-operation.

Yours faithfully,

Ime J. Isaac.
Researcher

APPENDIX B**LETTER TO PRINCIPALS TO OBSERVE TEACHERS**

Department of Vocational Education
Nnamdi Azikiwe University,
Awka
12th February, 2015

Dear Principal,

The researcher is currently a doctoral student in the above named institution. He is conducting a research study to determine the rating of Akwa Ibom State secondary school administrators on business subject teacher effective use of the professional teaching competencies. I wish sir, that you observe your business subjects teachers for one week from the date of receipt of this letter on their effective use of the under listed teaching competencies below:

1. Technical competency
2. Classroom Management competency
3. Motivation competency
4. Communication competency
5. Instructional Material usage competency
6. Evaluation competency

Your response to this would be strictly used for the purpose of this research and it shall be treated in strict confidence.

Thank you.

Yours faithfully,

Ime J. Isaac.
Researcher

APPENDIX C

LETTER OF TRANSMITTAL

Department of Vocational Education
Nnamdi Azikiwe University,
Awka
15th March, 2015

Dear Principal,

Request to complete a Research Questionnaire

In my letter dated 12th February, 2015, I requested you to observe business subjects' teachers in your school for two weeks on their use of six identified professional teaching competencies. Having completed the exercise, I hereby attached a questionnaire designed for the assessment and requests you to assist me by completing it to indicate how effective or otherwise the teachers are.

Yours faithfully

Ime J. Isaac
Researcher

APPENDIX D

BUSINESS SUBJECTS TEACHERS PROFESSIONAL TEACHING COMPETENCIES QUESTIONNAIRE (BSTPTCQ)

A questionnaire on principals' rating of business subjects teachers' effectiveness on the use professional teaching competencies

Section A: Personal Data

Instruction: Please tick () or write in the blank space as provided to indicate your response to the following personal data.

i. Gender: a. Male b Female

ii. Years of experience in your current position

 a. Below 10 years b. 10 years and above

iii. Location of your school: Urban b. Rural

Section B: Use of Professional Teaching Competencies

Instruction:

This study seeks to ascertain the level of effectiveness of business subjects' teachers in using technical, classroom management, motivation, communication, instructional materials usage and evaluation as professional competencies in their teaching. Please rate your business subjects teachers in all the components of the classified teaching competencies by ticking () in the appropriate column using the following keys for the response options:

Highly effective	(HE)
Effective	(E)
Somewhat Moderately Effective	(SME)
Ineffective	(IE)
Highly ineffective	(HIE)

Section B
Aspect of Teaching Competencies

S/N	SECTION B1:Technical Competency	HE (5)	E (4)	SME (3)	IE(2)	HIE (1)
1.	Ability to utilize accounting machines for effective teaching and learning					
2.	Ability to operate typewriter					
3.	Ability to use computer input and output units to aid teaching and students' learning					
4.	Speed and accuracy in key boarding					
5.	Ability to utilize stop watch to aid skills development					
6.	Time management skill for effective teaching/learning					
	SECTION B 2 Classroom Management Competency					
7..	Ability to arrange classroom furniture and equipment to facilitate movement in favour of students' learning.					
8..	Ability to create conducive atmosphere for effective teaching and learning.					
9.	Ability to set out and formulate standard for students' learning behavior in the classroom.					
10.	Ability to identify causes of classroom misbehavior.					
11.	Effective management of instructional time during instruction in the class.					
12.	Ability to encourage active participation of students in classroom activities.					
	SECTION C Motivational Competency					
13.	Ability to reinforce desirable students' behavior during lesson delivery.					

14.	Ability to use varied methods of motivation					
15.	Ability to stimulate inductions in lessons to aid students' learning.					
16.	Ability to encourage students' participation in class work.					
17.	Ability to foster inquiry mindset in learning.					
18.	Ability to provide feedback for student to aid learning.					
	SECTION D Communication Competency					
19.	Ability to speak clearly					
20.	Ability to communicate using all modes of communication.					
21.	Ability to listen effectively for understanding students' learning needs.					
22.	Ability to use language/words effectively to enhance students' proficiency in the use of English language.					
23.	Reading ability					
24.	Ability to write logically on the chalkboard.					
	SECTION E Instructional Materials Usage Competency					
25.	Ability to select appropriate instructional materials for each lesson.					
26.	Ability to introduce instructional material at the appropriate time.					
27.	Ability to preview the material before use.					
28.	Ability to relate instructional materials used to the lesson taught.					
29.	Ability to improvise materials that are unavailable in original form.					

30	Ability to assess the suitability of the materials.					
	SECTION F Evaluation Competency					
31	Ability to recognize students' level of performance and competence					
32	Ability to assess student learning.					
33	Ability to encourage self-evaluation.					
34	Ability to select appropriate assessment tools for specific learning achievement.					
35	Ability to maintain documentation of student progress.					
36	Ability to use continuous assessment strategies to ascertain students' strength and weaknesses.					

APPENDIX E

Table 1: Population Distribution per Education Zone

S/N	Education Zone	Number of School	Number of School Administrators (Principals)
1.	Abak	33	33
2.	Eket	22	22
3.	Etinan	31	31
4.	Ikono	20	20
5.	Ikot Abasi	23	23
6.	Ikot Ekpene	22	22
7.	Itu	18	18
8.	Oron	19	19
9.	Ukanafun	11	11
10.	Uyo	36	36
	Total	235	235

Source: State Secondary Education Board Annual Report 2012

APPENDIX H

Test-Retest Reliability Technique of (BSTPTCQ) .

Variables	N0.of item	X	μ	R
Technical competency	6	22.35	8.03	0.99
Classroom management competency	6	24.50	8.26	0.73
Motivational competency	6	22.8-	8.37	0.75
Communication competency	6	25.40	9.22	0.95
Instructional materials competency	6	25.65	7.41	0.89
Evaluation competency	6	23.80	8.03	0.90
Average	-	-	-	0.87

APPENDIX I

APPROVED LIST OF SECONDARY SCHOOLS IN AKWA IBOM STATE

S/N	NAME OF SCHOOLS IN EDUCATION ZONE	L. G. AREA
	ZONE ONE: UYO	
1.	Asutan Ekpe Comp. Sec. Sch. Okop Ndua Erong	IBESIKPO ASUTAN
2.	Commy Sec. Gram. Sch. , Ikot Essien	„
3.	Brotherhood Sec. Sch., Ikot Ide Akpakpan	„
4.	Ibesikpo Sec. Comm. School, Nung Udoe	„
5.	Ndikpo Grammar School, Ikot Obio Nko	„
6.	Comp. Sec. School, Ikot Akpa Etok/Ediam	„
7.	Secondary Comm. Sch., Iwawa Usung Eket	„
8.	Eastern Nsit Secondary School, Odot	NSIT ATAI
9.	essien itiaba comty Sec. School, Ikot Asua	„
10.	Comty sec. Comm. School, Iwok	„
11.	Comty Secondary School, Ikot Ubok Udom	„
12.	Comty sec. Comm. School, Ikot Akpan Ike	„
13.	Comty Secondary School, Ibedu/Idikpa	„
14.	Adiahaobong Sec. School, Ekpene Ukim	URUAN
15.	A.m.e. Zion Sec. Comm. School, Ndon Ebom	„
16.	Atakpo Comty Sec. School, Mbiaya Uruan	„
17.	Comty Sec. Comm. School, Ifiayong Usuk	„
18.	Holy Trinity College, Mbiakong	„
19.	Idagha Secondary School, Nung Oku Uruan	„
20.	Methodist Sec. School, Ibiaku Issiet	„
21.	Secondary School, Adadia	„
22.	Secondary School, Ibiaku Uruan	„
23.	Comty Comp. Sec. School, Four Towns, Uyo	UYO
24.	Comty Sec. Comty Sch., Ikot Oku Ikono	„
25.	Comty Sec Comm. School, Ikot Okubo	„
26.	Comty. Sec. Comm. Sch., Ikot Ekpeyak Ikono	„
27.	Comty Secondary School, Aka Offot	„
28.	Christian Sec. Comm. School, Uyo	„
29.	Comty Secondary School, Mbak Etoi	„
30.	Cornelia Connelly College, Afaha Oku	„
31.	Ikono Ibom Comp. Sec. Sch., Ikot Ayan Ikono	„
32.	Secondary School, Etoi	„
33.	Northern Ikono Comm. Sec. Sch., Ikot Odung	„
34.	Offot Ukwa Sec. School, Obio Offot	„
35.	Uyo High School, Uyo Town	„
36.	Govt. Technical College, Ewet, Uyo	„
	ZONE TWO: IKOT EKPENE	

37	Govt. Secondary School, Ntok Nsek	ESSIEN UDIM
38	Comty Secondary School, Ntok Usung	„
39.	Secondary School, Odoro Ikot	„
40	Okon Sec. Comm. School, Iko Oko	„
41	Independence High School, Ukana	„
42	Kizito Comp. Secondary School, Adiasim	„
43	Comp. Secondary School, Ikpe Annang	„
44	Ukana East Comty Sec. Sch., Ukana Iba	„
45	Comty Comp. Sec. School, Ukana West	„
46	Abia Okpo Comm. Comp. Sec. Sch, Ikot Ukana	OBOT AKARA
47	Fida Sec. Comm. Sch., Urua Offiong Etor Udo	„
48	Comty Sec. Comm. School, Nto Edino	„
49	Methodist Sec. School, Nton Ndang	„
50	Comty Comp. Sec. School, Obon Ukwa	„
51	Comp. High School, Ikpe Mbak Eyo	„
52	State College, Ikot Ekpene	IKOT EKPENE
53	State Sec. Comm. School, Okop Eto	„
54	Goretti Girls Sec. Comm, School	„
55	Comty Sec. Comm. School, Ikot Inyang	„
56	Comty Sec. School, Ikot Abia Idem	„
57	Sec. Comm.. School, Ndon Ide	„
58	Amayam Comm. Sec. School, Mbiaso	„
	ZONE THREE: ETINAN	
59	Etinan Institute, Etinan	ETINAN
60	St. Theresa's Sec. School, Edem Ekpat	„
61	Comp. Secondary School, Ukana	„
62	Comty Sec. Grammar Sch. Ikot Itina	„
63	Comty Sec. Grammar Sch. Ikot Akpabio	„
64	Comty Sec. Comm. School, Ikot Eba	„
65	Comty Secondary School, Asuna	„
66	Comty Secondary School, Mbioto II	„
67	Salvation Army High School, Efa	„
68	Comty Sec. Comm. School, Ikot Nte	„
69	Etinan comty comp. Sec. Sch. Etinan	„
70	Apostolic church Sec. Sch., Ikot Oku Nsit	NSIT IBOM
71	Comp. Sec. Sch., Oboetim Ikot Ekong	„
72	Comp. Secondary School, Edebom I	„
73	Comty Sec. School, Afia Nsit Urua Nko	„
74	Nsit Peopl's Gramm. Sch. AFAHA offiong	„
75	Secondary School, Mbiokporo II	„
76	Govt. Sec. Comm. School, Ikot Nya	„
77	Unity Model College, Obo Ntong	„

78	Comp. Secondary School, Nung Obong	NSIT UBIUM
79	Comp. Secondary School, Ndiya	„
80	Comty Comp. Sec. Sch., Ikot Ekpene Udo	„
81	Comty Secondary School, Ikot Ubo	„
82	Comty Comp. Sec. School, Ikot Eyo	„
83	Comty Secondary School, Ndukpoise	„
84	Comty Secondary School, Ikot Ewang	„
85	Itreto Comty Sec. School, Ikot Okobo	„
86	Ubiom Comty Sec. School, Ikot Okwot	„
87	Western Nsit Sec. School, Ukatan Aran	„
88	Adiahaobong Girls Sec. Sch., Ikot Imo	„
89	Christian Comp. Sec. Sch., Edem Idim Okpot	„
	ZONE FOUR: ORON	
90	Ewang Comp. Sec. School, Ewang	MBO
91	Comty Sec. Comm. School, Udessi	„
92	Comty sec. Grammar School, Ebughu	„
93	Comp. Secondary School, Okobo	OKOBO
94	Comty Sec. School, Odobo Okobo	„
95	Comty Secondary School, Urua Ita	„
96	Eastern Okobo High School, Obufi	„
97	National High School, Nung Atai	„
98	Methodist Secondary School, Offi	„
99	St. Vincent's Sec. School, Oti Oro	„
100	Union Sec. School, Nsie Atak Oro	„
101	Comty Secondary School, Eyo Abasi	ORON
102	Mary Hanney Secondary School, Oron	„
103	Mainland Technical College, Oron	„
104	Comty Secondary School, Udung Uko	UDUNG UKO
105	Comty Secondary School, Okubo	ORUE OFFONG/ORUKO
106	Comty Sec. Sch, Mbukpo Eyokan	„
107	Comprehensive High School, Okossi	„
108	Ubodung Comty Sec. School, Oruko	„
	ZONE FIVE: ABAK	
109	C.J.C. Comp. Sec. School, Atai Otoro	ABAK
110	Nigerian Christian Sec. School, Ukpom	„
111	St. Comp. Sec. Sch., Ikot Oku Mfang	„
112	Mcintire Sec. Comm. Sch., Utu Abak	„
113	Comp. Secondary School, Midim	„
114	Comty High School, Afaha Obong	„
115	Comty Sec. School, Ediene Abak	„
116	Secondary Comm. Sch, Ikot Etok Udo/Ibong	„
117	Army Day Secondary School, Ibagwa	„

118	Govt. Technical College, Oku Abak	„
119	Comty Comp. Secondary School, Ikot Esop	ETIM EKPO
120	Comty Sec. Comm. School, Eka Obong	„
121	Comty Secondary School, Ikot Ese	„
122	Comty Sec. Sch. Eka Uruk Eshiet	„
123	Comty Sec. Sch. Etok Uruk Eshiet	„
124	Comty Secondary School, Uruk Ata II	„
125	Northern Annang Sec. Comm. Sch. Utu Etim	„
126	Iwukem High School, Iwukem	„
127	Ikono Annang Comp. High Sch; Etim Ekpo	„
128	St, Augustine's Sch., Urua Inyang	IKA
129	Ika Comp. High Sc., Ikot Akpan Anwa	„
130	Ika Comp. Sec. Comm. Sch., Ikot Osukpong	„
131	Govt. Technical College, Ikot Uko Ika	„
	ZONE SIX: EKET	
132	St. Francis Sec. School Ikot Ataku	EKET
133	Girls High School Ikot Ibiok	„
134	Govt. Secondary School, Afaha Eket	„
135	Comty Sec Comm. Sch. Ikot Uso Ekong	„
136	Comty Sec. Comm. Sch. Idung Inang	„
137	Cda Secondary School, Iko Eket	„
138	Comty Sec. Comm. School Odio	„
139	Nduo Eduo High Sch., Nduo Eduo	„
140	National High School, Etebi	ESIT EKET
141	Secondary School, Edor	„
142	Eket Modern High Sch., Ekpene Obo	„
143	Comty Sec., School Akpa Utong	„
144	Union Technical College, Ikpa	„
145	Secondary Grammar Sch., Ibeno	IBENO
	ZONE SEVEN: IKONO	
146	Ikono People High School, Nung Ukim	IKONO
147	Urban Sec. Comm. Sch. Ibiaku Ntok Okpo	„
148	Comty Sec. Sch. Nkwot Ikot Obok Idem	„
149	St. Mary Sec. Comm. Sch. Ikot Nseyen	„
150	Archibong Memorial Gram Sch., Ukpom	„
151	Comp Secondary School, Ukpom	„
152	Comp Secondary School, Ndiya	„
153	Ediene Comty Sec. Sch., Ikot Ayan	„
154	Trinity Acaademy, Iton Odoro	„
155	Unity High Schol, Mbiabong Ukan	„
156	Wommen Education Centre, Itak Ikot Akpa	„
157	Comty Sec Sch., Obio Ediene, Ikono	„

158	Odoro Ikono Sec. Sch., Mbiabong Ikot Udofia	INI
159	Ini Secondary School, Ikpe Ikot Nkon	„
160	Comty Secondary School, Ukwok	„
161	Ikpe Comty Secondary School, Ibam Edet	„
162	Comty Secondary School, Nkari	„
163	Ogu Comty Sec. Comm. Sch., Itu Mbon Uso	„
164	Secondary Sch., Itu Mbon Uso	„
165	Iwere Comty Sec. Sch., Obotme	„
	ZONE EIGHT: ITU	
166	Ibiono Comty Sec. Sch., Edem Urua	IBIONO IBOM
167	Lott Carey Bapt. Sec. Sch., Afaha OBIO eno	„
168	Comty Secondary School, Itukho	„
169	comty Secondary School, Ididep	„
170	Comty Secondary School, Idoro	„
171	Comty Secondary School, Ikot Usen	„
172	Comty Sec. Sch., Ibiaku Ibiono Western	„
173	Comty Secondary School, Ono	„
174	Comty Comp. Sec. Sch., Ikot Uneke	„
175	Comty Sec. Sch., Use Ikot Amama	„
176	African Church Comm. Sec. Sch., Oku Iboku	ITU
177	Comty Comp. Sec. Sch., East Itam	„
178	Comty Sec. Comm. Sch., Ibiaku Itam	„
179	Itam Secondary School, Itam, Itu	„
180	Comty Sec. Comm. Sch., Ikot Andem Itam	„
181	Ntiat/Mbak I Comp. SEC. Sch., Itu Urban	„
182	Ukpaubong Comty Sec. Sch., Itam	„
183	West Itam Sec. School, Ekit Itam II	„
	ZONE NINE: IKOT ABASI	
184	Comprehensive High School, Edemaya	IKOT ABASI
185	Secondary Comm. School, Ibekwe	„
186	Comty Sec. Comm. School, Odor Atan	„
187	Ukpum Okon Comp. Sec. Sch., Okon Town	„
188	Comty Sec. Sch., Iko Town	EASTERN OBOLO
189	Comty Secondary school, Okoroette	„
190	Govt Comp. Sec. School, Amadaka	„
191	Asong Comty Grammar School, Asong	MKPAT ENIN
192	Comty High School, Ikot Esen	„
193	Comty Sec. Comm. School, Esa Ekpo	„
194	Comty Secondary School, Mkpat Enin	„
195	Comty Secondary School, Nya Odiong	„
196	Edu Secondary Comm. Sch., Ikot Edeghe	„
197	Esetang High School, Ekim	„

198	Ibiaku Clan Comty Sec. Sch., Ikot Ebak	„
199	Ikpa Ibom comp. Sec. Sch., Ikot Ekong	„
200	Q.I.C. Sec. Comm. School, Minya	„
201	Secondary School, Ibotio/Ndon	„
202	Secondary School, Ukam	„
203	Comty Sec. Comm. Sch., Iffe Town	„
204	Father Fintan Mem. Comp. Sec. Sch., Ikot Ntot	„
205	Adiaha Obong Girl's High Sch., Ikot Ekop	„
206	Comty Technical College, Ikot Akata	„
207	Afaha Inyang Sec. Sch., Ikot Idem Udo	ONNA
208	Comty Sec. Comm. School, Ikot Ebiere	„
209	Comty Sec. Comm. Sch., Ikot Akpan Ishiet	„
210	Nung Oku Itina Comty Sec. Sch., Ikoy Mbong	„
211	Onion East Comty Sec. School, Ikwe	„
212	Oniong West Sec. Sch., Ikot Ekor	„
213	Onna People's High School, Abat	„
214	Secondary Sch., Okat	„
	ZONE TEN: UKANAFUN	
215	Comty High sch., Ekoarakwa	ORUK ANAM
216	Comty Secondary School, Inen Ekoffe	„
217	Comty Sec. COMM. school, Ikot Inuen	„
218	Comty Sec. School, Mbiakot	„
219	Comty Sec. School, Ikot Esenam	„
220	Comty Sec. Sch., Nung Ita/Ikot Ibritam	„
221	Comty Secondary School, Ikot Afanga	„
222	Comty Sec. Comm. Sch., Ikot Osute	„
223	Eastern Midim Sec. Sch., ikot owobo	„
224	Madonna Comty Girls Sec. Comm. Sch., Obo Atanya	„
225	Otop Christian High Sch., Ikot Ukpong Eren	„
226	Q.I.C. Secondary School, Ibesit	„
227	Q.I.C. Secondary School, Ika Annang	„
228	Southern Annang Comp. Sec. Sch., Ikot Okoro	„
229	Comty Secondary School, Afaha Obo	Ukanafun
230	Comty Sec. Sch., Nkek	„
231	Comty Sec. School, Urua Ekpa Enang	„
232	Comty Comp. High Sch., Ntak Afaha	„
233	Western Annang Sec. Com. Sch., Ikot Akpa Nkuk	„
234	Afaha High Sec. Sch., Ikot Udo Mbang	„
235	Christian Secondary School, Okoyo	„

