

Related Work Experiences and Teaching Effectiveness of Business Studies Teachers in Akwa Ibom North East Senatorial District

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Abstract

The major purpose of this study was to determine the difference in teaching effectiveness of Business Studies teachers in Akwa Ibom North East Senatorial District based on related work experiences. To guide the study, two research questions and two null hypotheses were formulated. Survey research design was adopted. The population consisted of 195 Business Studies teachers and 30,556 Junior Secondary School two (JSS 11) students in public secondary schools in Akwa Ibom North East Senatorial District. Cluster sampling technique was used for the study. Using Taro Yamane's sampling formula a total of 130 Business Studies teachers and 397 Junior Secondary School two (JSS 11) students in the district constituted the sample size of the study. The researchers-structured instruments tagged "Related Work Experiences Questionnaire (RWEQ) and Teaching Effectiveness Questionnaire (TEQ) were face validated by three experts, one from the Department of Educational Foundation and two from Vocational Education Department all from Faculty of Education, University of Uyo. The reliability of the instrument was obtained using Cronbach's Alpha which produced a reliability coefficient of .86. Mean was used to answer the research questions while Analysis of Variance (ANOVA) was used in testing the null hypotheses at .05 level of significance. The findings of the study indicate that there is a significant difference in teaching effectiveness of Business Studies teachers in Akwa Ibom North East Senatorial Districts based on related work experiences. Sequel to the findings of the study, it is concluded that for Business Studies teachers to teach effectively according to today's standard, they must strive for higher qualification and have an in-depth knowledge of Business Studies curriculum content. They must strive to improve themselves by participating in training programmes. It is recommended among others that only qualified teachers be employed to teach; teachers training and retraining programmes such as seminars, workshops and conferences should be resuscitated and made compulsory for Business Studies teachers.

Introduction

In a school system, the most important asset is its teaching force as it constitutes the nexus of any sustainable transformation of the system. It could be recognized that although content, textbooks, buildings, equipment, libraries, laboratories, examination and testing systems are all important factors, learning outcome would be fairly meager if unqualified and ineffective teachers are allowed into classroom. Virtually all stakeholders in education agree

that teachers represent a centripetal force in educational system and their performance is inextricably linked to educational outcomes for both learners and the system..Alaka (2005) opined that the teacher is the captain that pilots the ship of education. A teacher is one who arranges learning activities aimed at assisting the learner acquire knowledge, attitude, values, habit and skills. Unachukwu(2009) viewed a teacher in professional usage as a person trained or recognized and employed to help learning in a classroom situation in order to achieve set educational goals. A teacher is someone who has gone through a level of professional training and is both certified and actively teaching in a school. Thus, National Policy on Education (2013) stated that no educational system can rise above the quality of its teachers.

Moreover, a Business Studies teacher is one who possesses either Nigeria Certificate in Education (NCE), B.Sc. (Ed), M.Sc. (Ed), Ph.D. in Business Education and is familiar with the current technological changes in the offices and world of work as well as plans the learning activities with the view of current and global changes and practices in the business world. Business Studies is a dynamic integrative subject which prepares students for the challenges of the 21st century by introducing them to the world of business. Business Studies is taught to students in junior secondary school level. Business Studies is an integrated subject that comprises Book-keeping, Commerce, Shorthand, Office Practice and Typewriting and it is a practical and applied subject that helps equip students with many life skills for gainful employment. Such skills include communication, problem solving, time management, and decision making.

A high quality assurance in schools entails providing most of the factors that enhance teaching effectiveness and learning which ultimately affect students' academic achievement. These factors as enumerated by Rostlethwate (2007) include but not limited to teacher variables, environmental variables and school variables. Of all these factors, according to Rostlethwate, the ones that exert most influence on the learning outcome are the "teacher-variables" as the teacher is the ultimate implementer of the curriculum and one of the teacher variables which contributes immensely to enhance students' academic achievement is the teaching (teacher) effectiveness. Teaching effectiveness is defined by Evans (2006) as a measure of the extent of realization of the instruction objectives and that it is a net growth in intellectual aptitude and skills as measured by students' achievement. The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies such as those conducted by Adediwura and Tayo(2007); Adu and Olatundun(2007);Schacter and Thum (2004) and Starr (2002). The above studies suggested that teaching effectiveness is a significant predictor of students' academic achievement because the quality of education depends on the teacher as reflected in the performance of their duties. Therefore effective teachers should produce students of higher academic performance.

Beatrice and Beatrice (2009) defined related work experience as an act of performing a peculiar job of any profession that helps in building the worker's knowledge of the job. Agbo, Raymond and Edi (2000) see related work experience as the requisite human resource activities which every employee in the organization is expected to know and act towards the accomplishment of the corporate goals of the firm. It is an experience one might have had that would qualify one for a job. In the teaching profession, related work experiences refer to

those activities that teachers are expected to observe in the classroom situation that will help them to solve similar problems that they may encounter in the future. Related work experiences according to Awotua-Ebi (2006) refer to the intriguing and inherent exposures that are peculiar to a particular vocation or occupation. They are those events and occasions experienced by participants of a particular occupation to make them more skillful and effective. Related work experience is believed to confer valuable knowledge and skills that can be applied to the current work content. Bello (2010) opined that since the classroom process is composite and challenging yet a rewarding one, it requires the input of several variables among which is the related work experiences garnered by the teacher externally and internally which makes him effective and experienced, whereby is able to control the variables involved in the classroom in order to bring about effective teaching-learning process. Therefore, related work experiences that are prerequisite for Business Studies teachers' effectiveness within the context of this study are teachers' academic qualification and mastery of curriculum content

Teachers' qualification may be used to determine teachers' teaching effectiveness. Chacko (2009) described qualified teachers as teachers who received relevant training in education for their teaching subjects up to minimum level which is Nigeria Certificate in Education (NCE). The National Policy on Education (2013 revised) recognized that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education. Onyekuru and Ibegbunam (2013) opined that the quality of educational system of the country depends upon the academic and professional qualification of teachers of that country. Nwachukwu (2007) in his study on teachers' qualification and areas of specialization as predictors of students' performance in Integrated Science observed that students taught by qualified integrated scienceteachers performed better than those taught by unqualified ones. For instance, a chemical engineer who teaches chemistry, physics or mathematics in secondary school is regarded as unqualified teacher as he neither received training in physics education, chemistry education nor mathematics education as the case may be. Such teachers may not be familiar with the intricacies of teaching, they have low motivational level and may not bother much about their efficiency or teaching effectiveness. Koledoye (2011) carried out a study on the effect of teacher academic qualification on students' performance at secondary school level. The study aimed at identifying potential differences between the effectiveness of qualified English language teachers and other teachers with formal education as regards teaching English Language at secondary school level. The result of the study showed that teachers with higher academic qualification have more knowledge of the subject matter, effectiveness and skills of teaching and have more impact on the teaching-learning process than those with lower academic qualification.

Efanga (2002) opined that a teacher can make or mar the entire teaching processes because a teacher who is not educationally qualified can terminate the growth of the educational system. Taylor (2001) observed that qualified teachers have a very high degree of resourcefulness, creativity and sense of devotion. This goes to show that a qualified teacher can bring about a considerable improvement in the academic performance of students in that area since the certification helps in shaping the teaching-learning process. The better trained and qualified a teacher is, the more prepared he is for effective teaching outcome.

Teachers' mastery of curriculum content is another very important factor for achieving effective teaching. Curriculum content mastery is in-depth knowledge about the actual subject matter and its organizing structures that is to be learned and the content to be covered. It has to do with knowledge of central facts, concepts, theories and procedures within a given field of study. Teachers with knowledge of curriculum content will ensure that learning experiences are consistent with the background, interest and motivation of the learners. He will also be able to break key knowledge relating to each subject area into units with clearly specified objectives which are pursued until they are achieved.

Beewick and Beewick (2007) are of the opinion that to teach all students according to today's standard, teachers need to have an in-depth knowledge of curriculum content, understand subject matter deeply and be flexible so they can help students create useful cognitive maps, relate one idea to another and address misconceptions. There is nothing more important in the classroom than a teacher who is an expert in his respective field. A teacher needs to have in-depth knowledge of what he is teaching which in turn gives him authority, confidence and boldness. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others. Teachers' knowledge of curriculum content is one of the teachers' most consistently and strongly quality associated with improving student's achievement.

To be considered effective, the teacher must demonstrate an understanding and in-depth knowledge of content and maintain an ability to convey these contents to students, demonstrate sufficient experience in the subject he is teaching, maintains on-going knowledge and awareness of current content development, design and implement standard based lessons using national standards and have knowledge of appropriate content vocabulary. Mastery of curriculum content enables the teacher to adequately address detailed order questions in the field of study as such he is not found wanting. Teachers' mastery of curriculum content is crucial for teaching effectiveness of Business Studies teachers because teaching is a challenging practice that requires an interweaving of many kinds of specialized knowledge. Darling-Hammond (2001) found that, although other factors have a strong association with student achievement and teaching effectiveness, the presence of a teacher who is not specialized in the subject he is teaching and who does not have an in-depth knowledge of the subject matter accounts for ineffectiveness and poor performance. Esu and Inyang (2004) reported that teachers with knowledge of curriculum content have a rich knowledge of the subject matter and pedagogical knowledge while those who do not have may induce boredom and uneasiness among learners. Under such situations the teacher looks confused, the class becomes noisy and learners exhibit restive behaviours as well as negative attitude towards the subject. Therefore sound knowledge of curriculum content is vital to teachers' confidence and effectiveness because it is a consistently strong predictor of teaching effectiveness and students' positive performance.

Kimberly (2009) stated that teachers must be knowledgeable in their area of study. According to Kimberly, if a teacher is not enlightened in his subject, then any hope of effectiveness goes out the window. Hence, effective teaching could be measured by the level of a teachers' subject matter competence which is regarded as a prime predictor of students

learning. According to Koledoye (2011) content mastery enables the teacher to adequately address detailed higher order questions in the field of study thereby enabling the teacher to demonstrate a clear competence and systematic understanding of the course content. The success or failure of any curriculum developed depends heavily on teachers' knowledge of curriculum content because they exert control over the learning experiences that take place in the classroom where teacher qualification and professional competences come into play. According to Etuk, Udosen and Edem (2004) teachers without curriculum content knowledge wrongly defined objectives, poorly utilized teaching methods, ineffectively and inadequately use of teaching materials whereby the learners needs are not met. Teachers with knowledge of curriculum content will be able to fill the frustrating gap between educational interests and educational realities which is known as theory and practice. Therefore to close or reduce this gap teacher's special knowledge, skill, interest and understanding of curriculum content is very important.

Statement of the Problem

Considering the way some Business studies teachers handle classroom instructions and the persistent poor performance of Business Studies students in public secondary schools during internal and external examinations is a strong indication that teaching is not going on effectively and this is reflected on the instructional quality in schools. Experts' opinions indicated that among the plethora of problems militating against effective teaching of Business Studies, poor quality teachers stand supreme. According to Eze (2010), among the factors that constrain effective implementation of Business Studies curriculum in public secondary school in Nigeria, inexperience and ineffectiveness on the part of the business teachers stand out.

Njoku (1992) found out that a good number of teachers who teach business subjects are not qualified to teach the subject because they are not trained in Business Education. In recent years, opinions and complaints have been made by parents and stakeholders about students' poor performance, lack of interest and motivation in Business Studies. The reason for these is partly attributed to the handling of the subject by unqualified, inexperienced and ineffective teachers with poor attitude to work, poor teaching habits, lack of commitment, lack of curriculum content knowledge and lack of subject mastery among other factors. It has been observed that students taught by inexperienced and unqualified teachers are unable to follow instructions, they become bored and thereby develop negative attitude towards the lesson and the subject as a whole which leads to poor performance.

Although studies are found in the areas of environmental variables, sociological variables and teachers characteristics as they influence teaching effectiveness, very little literature is found on related work experiences and teaching effectiveness of Business Studies teachers. It is against this background that this study was carried out to determine the difference in teaching effectiveness of Business Studies teachers in Akwalbom North East Senatorial District based on related work experiences.

Purpose of the Study

The main purpose of this study was to determine the difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on related work experiences. Specifically, the study sought to;

1. determine the difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on academic qualification;
2. determine the difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on curriculum content mastery;

Significance of the Study

The findings of the study would be of significance to Business Studies teachers and other teachers, AkwaIbom State Secondary Education Board, Teachers Registration Council as well as Researchers. The findings of the study would help the teachers to know the importance of improving themselves educationally in order to effectively impart knowledge to the students and effectively handle the intriguing processes that do take place in our today's 21st century classroom. The findings of this study would help the State Secondary Education Board, to effectively employ only qualified teachers with relevant qualification in order to re-shape the educational fortunes of the students. Finally, the study would be significance to Teacher's Registration Council (TRC) and policy makers in that it would help them to discover the importance of enacting law on teacher professionalization by making it mandatory that any employee in the teaching profession must possess qualifications in the educational courses.

Research Questions

The following research questions guided the study:

1. What is the difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on academic qualification?
2. What is the difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on curriculum content mastery?

Null Hypotheses

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

Ho₁ There is no significant difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on academic qualification

Ho₂ There is no significant difference in teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District based on curriculum content mastery.

Research Methodology

The study adopted survey research design. The study was carried out in AkwaIbom North East Senatorial District. The Senatorial District comprises nine Local Government Areas. The population of the study consisted of all the 195 Business Studies teachers and 30,566 Junior Secondary School II (JSS II) students from 86 public Secondary Schools in AkwaIbom North East Senatorial District as at 2013/2014 school year. The data were obtained from AkwaIbom State Secondary Education Board (2014). The sample of the study comprised 130 Business Studies teachers and 397 Junior Secondary School II (JSS II)

students. The sample size was obtained through the Taro Yamane’s sampling formular. The researchers developed structured instruments titled: Related Work Experiences Questionnaire (RWEQ) and Teaching Effectiveness Questionnaire (TEQ) and used them to collect data for the study. The research instruments (RWEQ) and (TEQ) were subjected to face validation by three experts, two from the Department of Vocational Education and one from Tests and Measurements Unit of the Department of Education Foundation all in the Faculty of Education, University of Uyo. Cronbach’s Alpha () reliability test was used to determine the internal consistency of the instrument. Data collected from the questionnaires were analyzed using Mean to answer the research questions while Analysis of Variance (ANOVA) was used for testing the null hypotheses at 0.05 level of significance.

Presentation of Findings

Research Question 1: What is the difference in teaching effectiveness of Business Studies teachers in Akwa Ibom North East Senatorial District based on academic qualification?

Table 1 Mean Difference in Teaching Effectiveness of Business Studies Teachers based on Academic Qualification

| | N | Mean | Std. Deviation |
|-------------|----|-------|----------------|
| NCE | 9 | 39.78 | 4.06 |
| B.Sc. (Ed.) | 68 | 44.25 | 10.83 |
| PGDE | 22 | 36.68 | 1.17 |
| M.Sc. (Ed.) | 17 | 62.82 | 17.14 |
| Ph.D. | 14 | 70.36 | 8.64 |

Result in Table 1 shows the cumulative means of 39.78, 44.25, 36.68, 62.82 and 70.36 for teaching effectiveness of Business Studies teachers based on NCE, B.Sc. (Ed), PGDE, M.Sc. (Ed) and Ph.D. academic qualification respectively. This means that Business Studies teachers with Ph.D. qualification have the highest mean of 70.36. Thus they are more effective in teaching than others with lower academic qualification. Other teachers differ in teaching effectiveness in this order: M.Sc. (Ed), B.Sc. (Ed), NCE and PGDE

Null Hypothesis 1: There is no significant difference in teaching effectiveness of Business Studies teachers of Akwa Ibom North East Senatorial District based on academic qualification.

Table 2: Analysis of Variance (ANOVA) of Teaching Effectiveness of Business Studies Teacher based on Academic Qualification (N = 129)

| Source of variation | Sum of Squares | df | Mean Square | F |
|---------------------|------------------|------------|-------------|--------|
| Between Groups | 32687.860 | 4 | 8171.965 | 74.645 |
| Within Groups | 13684.763 | 125 | 109.478 | |
| Total | 46372.623 | 129 | | |

Significant at .05. critical $F = 2.46$, $df = 125$

The result of analysis in Table 2 shows the calculated F-value of 74.645 and critical F-value of 2.46. The calculated F-value from the result is greater than the critical F-value at .05 level of significance with 4 and 125 degrees of freedom. Therefore, the null hypothesis that there is no significant difference in teaching effectiveness of Business Studies teachers in Akwa Ibom North East Senatorial District based on academic qualification is rejected. This result means that teaching effectiveness of Business Studies teachers differ significantly based on their academic qualification. The significant F did not indicate which category of academic qualification differed significantly to teaching effectiveness of Business Studies teachers. To determine the qualification category that contributed significantly to teaching effectiveness of Business Studies teachers, a multiple comparison of the years of experience was conducted by a post hoc analysis using Scheffe's test significant difference approach. The result of the post hoc test of four group comparison in Table 2 reveals that the significance lies between teachers with Ph.D. and M.Sc. (Ed) academic qualification.

Research Question 2: What is the difference in teaching effectiveness of Business Studies teachers in Akwa Ibom North East Senatorial District based on curriculum content mastery?

Table 3: Mean Difference in Teaching Effectiveness of Business Studies Teachers based on Curriculum Content Mastery

| | N | Mean | Std. Deviation |
|-----------------|----------|-------------|-----------------------|
| Commerce | 8 | 74.13 | 18.67 |
| Typing | 14 | 48.21 | 19.17 |
| Shorthand | 55 | 44.38 | 19.86 |
| Office Practice | 38 | 58.18 | 14.14 |
| Book Keeping | 15 | 52.67 | 19.66 |

The result of analysis in Table 3 shows the cumulative means of 74.13, 48.21, 44.38, 58.18, and 52.67 for teaching effectiveness of Business Studies teachers based on Commerce, Typing, Shorthand, Office practice and Book-keeping curriculum content mastery respectively. This shows that Business Studies teachers with commerce curriculum content mastery have the highest mean of 74.13. Thus they are more effective in teaching than others. Other teachers differ in teaching effectiveness in this order, office practice, bookkeeping, typing and shorthand.

Null Hypothesis 2: There is no significant difference in teaching effectiveness of Business Studies teachers of Akwa Ibom North East Senatorial District based on mastery area of curriculum content.

Table 4: Analysis of Variance (ANOVA) of Teaching Effectiveness of Business Studies Teacher based on Mastery Area of Curriculum Content (N = 129)

| Source of variation | Sum of Squares | df | Mean Square | F |
|----------------------------|-----------------------|------------|--------------------|----------|
| Between Groups | 5049.365 | 4 | 1262.341 | 3.818 |
| Within Groups | 41323.253 | 125 | 330.586 | |
| Total | 46372.623 | 129 | | |

Significant at .05.critical F = 2.46, df = 125

The result of analysis in Table 4 shows the calculated F-value of 3.818 and critical F-value of 2.46. The calculated F-value from the result is greater than the critical F-value at .05 level of significance with 4 and 125 degrees of freedom. Therefore, the null hypothesis that there is no significant difference in teaching effectiveness of Business Studies teachers in Akwalbom North East Senatorial District based on mastery area of curriculum content is rejected. This result means that teaching effectiveness of Business Studies teachers differ significantly based on their mastery area of curriculum content. The significant F did not indicate which category of curriculum content mastery area differed significantly to teaching effectiveness of Business Studies teachers. To determine the mastery area that contributed significantly to teaching effectiveness of Business Studies teachers, a multiple comparison of the curriculum content mastery was conducted by a post hoc analysis. The result of the post hoc test of four group comparison in Table 3 reveals that the significance lies between teachers with mastery of commerce.

Discussion of the Findings

Academic Qualification and Teaching Effectiveness

The findings of the study revealed that there is a significant difference in the teaching effectiveness of Business Studies teachers based on academic qualification and that for every unit rise in qualification, teaching effectiveness increases. It is speculated that this result could be attributed to the fact that the higher the qualification one obtained, the more effective one becomes. The finding draws support from the findings by Koledoye (2011) who found that teachers with higher academic qualification have more knowledge of the subject matter, competence and skills of teaching process. A Business teacher who is qualified has a repertoire of knowledge that in turn makes him able to teach effectively. The findings go in line with the observation by Taylor (2001) who observed that qualified teachers have a high degree of resourcefulness, creativity and sense of devotion. This is further supported by Efanga (2002) who opined that a teacher can make or mar the entire teaching process because a teacher who read Business courses without bias in education though brilliant, may not have the pedagogy and so may find teaching very tedious due to multi-dimensional challenges of teaching-learning process.

Curriculum Content Mastery and Teaching Effectiveness

The findings of the study revealed that there is a significant difference in teaching effectiveness of Business Studies teachers based on curriculum content mastery. The findings of this study is consistent with that of Koledoye (2011) who found that content mastery enables the teacher to adequately address detailed higher order questions in the field of study thereby enabling the teacher to demonstrate a clear competence and systematic

understanding of the course content. The effectiveness of teacher in terms of area of specialization truly determines the teachers' mastery of the content and ability to initiate and innovate to make him more effective in teaching.

The findings of the study go in line with the observation by Esu and Inyang (2004) who reported that teachers with knowledge of curriculum content have a rich knowledge of the subject matter and pedagogical knowledge while those who do not have may induce boredom and uneasiness among learners. Furthermore, the finding of the study is in agreement with the assertion by Kimberly (2009) who stated that teachers must be knowledgeable in their area of study. Kimberly stated that if a teacher is not enlightened in his subject, then any hope of effectiveness goes right out of the window. Therefore teaching effectiveness could be measured by the level of teachers' subject matter competence which is regarded as a prime predictor of students learning.

Conclusion

Related work experience variables used in this study have been found to have a significant relationship with teaching effectiveness of Business Studies teachers in AkwaIbom North East Senatorial District. Therefore, it is concluded that all the variables focused viz: academic qualification and curriculum content mastery are factors that lead to teacher effectiveness consequent upon which might contribute to students' achievement in Business Studies. These important factors should be focused when trying to look for solution to related persistent poor performance of students. Sequel to the findings of the study, it is concluded that for Business Studies teachers to teach effectively according to today's standard they must strive for higher qualification, have an in-depth knowledge of Business Studies curriculum content and must have mastery of the content.

Recommendations

Based on the research findings and the conclusion drawn, the following recommendations were made.

1. The State Secondary Education Board should regularly organize seminars, workshop and training programmes to foster teachers' mastery of the subject and effectiveness and adequate budget and allocation of funds for training and retraining of teachers should be put in place.
2. Government should make sure that teachers employed possess the necessary teaching qualifications that certify them to teach
3. Business Studies teachers should endeavor to improve themselves in the profession. They should make attempt to upgrade their certificates and knowledge by going for further studies, trainings and attending conferences.

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