

Influence of Work Ethics on Effective Teaching of Business Education Courses in Colleges of Education in Nigeria

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Abstract

This study investigates the influence of work ethics on the effective teaching of business education courses in colleges of education located in North Central, Nigeria. It is a perception study. The study had two specific research purposes, research questions and hypotheses tested at 0.05 level of significance. The study adopted descriptive survey research design. Population of the study was 290 comprising of 258 lecturers, 16 HODs and 16 Deans. A sample of 179 respondents was selected for the study comprising 155 lecturers sampled using the Researcher Advisors, 12 HODs and 12 Deans. The instrument for data collection was a 13 item structured questionnaire tagged Work Ethics and Effective Teaching of Business Education Courses Questionnaire (WEETBECQ) with 4points rating scale. The instrument went through face and content validation by four experts. The reliability of the instrument was ensured using Cronbach Alpha method and the result yielded a reliability coefficient of 0.93 Mean and standard deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using One-way Analysis of Variance (ANOVA). The findings of the study identified work ethics in terms of punctuality to class, dedication to duty, on a high extent for effective teaching of business education courses in colleges of education in North Central, Nigeria. Based on the findings of the study, it was concluded that punctuality to class contributes to the effective teaching of business education courses. This is because punctuality to class indicates respect of others; helps establish strong work ethics and enhance productivity; credibility and professionalism. It was recommended among others that business educators should make punctuality to their classes a priority, because it develops in the student a sense of direction. This will promote business education to have wide acceptability by the students.

Keywords: Work ethics, effective teaching, business education, colleges of education.

Introduction

The empowerment of a nation's population towards nation building is facilitated by education at all levels, which is a crucial tool for national development. It also serves as the process of imparting knowledge, character, and talents to the individual. Education is a training process that aims at imparting knowledge, foster abilities, and cultivate skills that may help people become more mentally attentive and adopt t proper outlook about life. This indicates that if education is properly instilled in people, they would actively benefit and favorably contribute to the development and welfare of their local community. Realizing this, the Federal Government of Nigeria declared education for its inhabitants in her National Policy on Education (FRN, 2013). The education provided should be of the highest caliber, complete, useful, and pertinent to societal demands. The policy further stated that functional education needed to be current and applicable, with people developing the necessary skills and abilities to survive in society and contribute to its growth.

According to Asaju and Adogba (2014), the effectiveness of education is the degree to which it alters or improves student behavior, attitude, values, and knowledge. As a learning facilitator, the teacher must be able to influence students' attitudes, values, knowledge, emotions, and behaviors by his own attitude and behavior towards teaching as a profession. Students look up to the teacher as a role model when carrying out their responsibilities. He further says, that commitment to high-quality teacher education programme at colleges of education (COE) is taken for granted. In order to provide Student-teachers with the necessary preparation for the many obstacles of today's real-world employment, teacher education programs at this level must be of a high caliber.

Business education, according to Nwabufo and David (2018), is a crucial component of vocational education that gives students the self-actualization and independence skills they needed to actively contribute to their own economic well-being as well as local and global industrial growth. It was also said that business education fosters an understanding of the corporate world, economic literacy, and the capacity to succeed in a number of jobs. Therefore, business education is a subject of study that aims at providing students the knowledge, abilities, and attitudes necessary to succeed in the workplace and develop independence in all aspects of their lives. It is a vocational program created to give students real-world experience at the end of their course in order to prepare them to become self-sufficient by finding work for themselves and possibly hiring others. According to Agboola (2015), business education is the sum of all activities that are planned, organized, and developed in order to prepare young students for ethical economic engagement in the community. As a result, it is a vocational component of technical and vocational education that is taught to students at the secondary level of education as business studies and at the tertiary level of education as business education. Business education, according to Kulo, Effah, and Okudare (2015), is a program of study that aims at increasing awareness of business education in business occupations, prepare

young people for work in business occupations, improve citizens' ability to make informed purchasing decisions, and prepare business teachers.

The definition of business education is given as education that helps people learn skills and find solutions to issues in office and business education. According to this description (Nwaiwu et al. 2015), asserted that business education helps to equip students with the skills necessary for careers in business and office work as well as for independence. Shuaibu and Ahmadu (2015) conceptualized business education in a similar vein, defining it as the totality of knowledge, skills, and aptitudes necessary for the effective promotion and management of a business firm. The authors defined the objectives of business education as the creation of a workforce with the necessary knowledge, abilities, and skills for utilizing other resources and bringing them together in a cooperative way to produce the goods and services required by society to meet its demands.

Work ethics, according to Luenendonk (2017), encompass attitude and behavior and how people feel about their jobs or careers. It also has to do with how they perform their duties or the obligations that go along with them. Their work ethics are also reflected in how they engage and communicate with coworkers and other persons they come into contact with at work. The author further asserted that work ethics is important traits that a worker should possess, such as accountability, honesty, and integrity. These qualities or attributes will determine how the worker will respond or behave in a certain setting or environment. The employee's reaction will demonstrate the quality of their work ethics. Work ethics will demonstrate a business teacher's moral fortitude and portray him as a positive individual in general since these qualities will help the organization achieve its objectives and vision. According to Ademiluyi (2021), "a teacher may possess all the necessary abilities and ambition, yet he may find his path to the peak continuously blocked by causes beyond his grasp. On the other hand, a man with average skills may consistently display higher accomplishments, much to the dismay of his more equipped colleagues, boosted by superior personality qualities.

In Ryan (2019), the National Association of Colleges and Employers (NACE) defined work ethics as the practice of personal accountability and productive work habits, such as punctuality, productive teamwork, time management, and awareness of how nonverbal cues affect one's professional work image. The person exhibits honesty and moral character, behaves honorably with the interests of the greater community in mind, and is able to grow from their mistakes. The working environment has shifted from being centered on industrial production to being centered on information and media, as well as having better educational skills. Work ethics are a set of principles based on self-control and diligence. It has an impact on how one manages obligations and how seriously they approach the work. In order to maximize the attainment of teacher work standards, one of which is the professional competency requirements of teachers, instructors will maximize their adherence to work ethics (Hamdani, Kesumawali, & Kristiawan 2018). Therefore, it

is necessary to train talent and hire character. Having a person who can be trained on pertinent skills is nice. But character is one thing that a boss cannot always teach.

One aspect of work ethics is punctuality, which is staying on task and not leaving the office until all of the day's tasks or assignments have been completed, rather than whenever you feel like it. The success of lecturers at work is impacted by their timeliness behavior. Employers anticipate lecturers to arrive on time for courses each and every time, as required by law. It involves consistently being prepared to begin teaching at the times indicated on the timetable. Students can learn to behave professionally by observing an on-time instructor as a role model. He will have time to prepare and be prepared to start working right away if he arrives to the office at least thirty minutes before the start of the class. As a result, effective teaching may result. Punctuality, explained Igwe (2017), is attending to class regularly, using time effectively and promoting the interest of the students at all time for effective teaching. A deep relationship between the employees and the institutions they work for is necessary for dedication to work. This intimate relationship should begin when an employee is hired by a company and should continue all the way up to and including the employee's retirement. Dedication is a crucial component of an organization's successful human resource management. It makes a significant contribution to the overall accomplishment of any organization's goals and objectives. Therefore, it is a problem that will always exist and should worry an organization's management, directors, and policy makers. To put it another way, it refers to an employee's ongoing dedication to the company, regardless of their current circumstances at work. Teachers' dedication is an important aspect of any learning institutions success and one of the most significant factors of school staff teaching effectiveness. It is the aspect of a favourable, and most important link between the teacher, his students, and the school is a teacher dedication. As explained by Akram et al. in Oludeyi (2015), employee commitment is appreciated by employers because it reduces withdrawal behaviours like lateness, truancy, and turnover. These virtues appear to have major consideration for total teacher dedication and teaching effectiveness. Teachers who are committed to providing their time in and strength to the success of the college goals are gradually distinguished as a learning institution's most priceless possession, Hunjra, et al. in Wapmuk, et al. (2022).

An excellent teacher will undoubtedly possess a strong sense of dedication. With dedication, comes a passion for teaching, and a passionate teacher will always strive to make their classroom a better place for everyone. They will also work enthusiastically to engage students and perform extra duties outside of the classroom in order for good teaching to occur.

According to Job (2017), teaching effectiveness actually entails all necessary tasks that must be completed in order to reach predetermined goals. So, in order to achieve instructors' effectiveness, it is crucial to consider work ethics and supervision methods, and this can be emphasized through teacher traits. Since graduates will not only be job seekers but also employment creators, achieving

effective teaching in business education should be the top priority for colleges of education. This is important because schools are responsible for carrying out the curriculum that is based on the culture and requirements of the community. In this study, indices for gauging work ethics included punctuality to class, dedication to duty, work loyalty, and effective communication skills.

Statement of the Problem

The world is facing challenges and increasing demands for better delivery of education services, hence, the education sector must play a significant role. Teachers are expected to exhibit acceptable and conventional behavior that will guarantee quality educational output, promote harmonious relationships and the attainment of educational goals. Teachers equip their students with the knowledge, abilities, and competences necessary for future tasks as well as with desirable traits of conduct and character. They serve as role models for students, and their behavior affects the students they instruct. As a learning facilitator, a teacher has certain talents and traits that represent eloquence abilities. As a result, their influence on students' learning is significant through their behavior, attitudes, and sentiments in the classroom.

In the educational industry, issues with teachers have been linked to absenteeism, tardiness to work and classes, a lack of dedication to their jobs, and engaging in side jobs that interfere with their core responsibilities. The majority of teachers act carelessly in their professions; they are frequently dissatisfied with their current employment and actively seek out places that are better suitable for them (Sharma,2016).Furthermore, failure to do work-related tasks by teachers negatively affects the accomplishment of organizational objectives and job performance (Osibanjo, et al., 2015).

What might be the causes of this weak work ethic? Could this be a result of the actions, perspectives, and convictions that college professors have toward their profession? Tolbize in Osibajo et al. (2015) asserts that there is also a perceived loss in work ethics, which is supported by the widespread integrity violations committed by instructors in the modern educational environment. The authors claimed that issues with misconduct, absenteeism, information manipulation, and the like are now well documented.

Emilia, Happy and Yenny (2021) conduct research on the impact of teacher work ethics and classroom management on the effectiveness of the teaching and learning process in Indonesia. The impact of work ethics and discipline on the performance of teachers at Sultan Agung Private Middle School was studied by Darwin, Sherley Edy, and Acai in 2019. In Ondo State, Nigeria, Adeleke, Adeyi, and Ogunmilade (2019) investigated how to use work ethics to boost teachers' productivity. In Ondo state, Nigeria, The Lorestan province's Education Department's employees' productivity and work ethics were examined by Ahmadi et al. (2017). From the results of hypothesis testing, it was found that there was a significant and positive influence between the work ethics of the teacher and the

effectiveness of the teaching and learning process.

Understanding work ethics used in the academic setting is crucial for schools and instructors to become more effective. To do this, it is crucial to examine what teachers may do to enhance their instruction. In order to close the knowledge gaps regarding the impact of work ethics on the successful delivery of business education courses in our institutions of education, the study set out to determine the answers to these questions.

Purpose of the Study

The main purpose of the study was to investigate how work ethics are believed to affect how business education is taught in North-Central Nigerian colleges of education.

Specifically, the study seeks to:

1. determine the extent to which business educators' punctuality to class influence the teaching of business courses in colleges of education.
2. examine the extent to which business educators' dedication to duty influence the teaching of business education courses in colleges of education.

Research Questions

The following research questions were raised in line with the specific purposes of the study:

1. To what extent does business educators' punctuality to class influences the effective teaching of business education courses in colleges of education?
2. To what extent does business educators' dedication to duty influences the effective teaching of business education courses in colleges of education?

Research Hypotheses

The following hypotheses are formulated for this study and will be tested at 0.05 level of significance.

- H₀₁: There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of punctuality to class for effective teaching of business education courses in colleges of education North Central, Nigeria.
- H₀₂: There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of dedication to duty for the effective teaching of business education courses in colleges of education North Central, Nigeria.

Methodology

The study covered two Federal COE, seven State COE including two Technical COEs and three private COEs. Specifically, the study purposefully focused on the institutions offering business education courses in North Central Zone, Nigeria. These colleges are the FCE Kontagora and Okene, State Colleges of Education in Ankpa, Kabba (T), Ilorin, Oro, Minna, Lafiagi (Technical), Akwanga. Nana Aishat, Muhyideen, and Adeshina colleges of education represented the private colleges of education offering business education courses. The study adopted a descriptive survey research design and use the researcher 13 designed questionnaire to 179 respondents of the total population. The data for the study were gathered using a structured questionnaire tagged Work Ethics and Effective Teaching of Business Education Courses Questionnaire (WEETBECQ). Four - point rating scale of Very High Extent (VHE) 4 points, Moderately High Extent (MHE) 3 points, High Extent (HE) 2 points, Low Extent (LE) 1 point was used. The questionnaire was validated by three experts in Business and Entrepreneurship Education and one from Measurement and Evaluation in Kwara State University, Malete and University of Ilorin respectively. Cronbach Alpha procedure was used to ascertain the internal consistency of the instrument with a reliability index of 0.93. After a proper briefing on the purpose of the study, the questionnaires were administered with the help of two trained research assistants. The copies of the instruments were administered online (Google survey form). All the questionnaire (100%) were retrieved and found usable. Data collected were analysed using One Way Analysis of Variance (ANOVA) to test the hypotheses.

Research Question 1: To what extent does business educators' punctuality to class influences the effective teaching of business education courses in colleges of education?

Table 1: Mean and Standard Deviation of respondents

S/N	Item Statements	N	Mean	St. D	Remark
1	Punctuality is the teaching of students at the appointed time	179	3.51	0.523	Very High Extent
2.	Not leaving the school until course schedule on the timetable for the day is taught.	179	3.35	0.602	High Extent
3.	Being ready for teaching as scheduled on the timetable on a constant basis.	179	3.67	0.495	Very High Extent
4.	Being a role model who can inculcate punctual behaviour in students.	179	3.65	0.594	Very High Extent
5.	Is a reflection of individual's interest and commitment towards teaching business education courses.	179	3.44	0.662	High Extent

6.	Always beside the lecture hall at least fifteen minutes before the commencement of the lesson.	179	3.03	0.718	High Extent
7.	Punctuality is a reverence for time and respect for other people in teaching business education courses.	179	3.37	0.599	High Extent
	Weighted Average	179	3.43	0.60	High Extent

Source: Field Survey, 2023

Table 1 shows the results of the research question which focuses on the extent to which business educators' punctuality in class influences the effective teaching of business education courses in colleges of education. The table presents seven criteria related to punctuality, along with the corresponding mean values and standard deviations.

Punctuality is teaching students 'at the appointed period of time.' The mean value of 3.51 suggests that, on average, business educators demonstrate a very high extent of punctuality in terms of teaching students at the designated time. The relatively low standard deviation of 0.523 indicates a minor variation in responses, implying that most educators adhere to this punctuality to class criterion.

Not leaving the school until the course schedule on the timetable for the day is taught. With a mean value of 3.35, this criterion indicates a high extent of punctuality. However, the slightly higher standard deviation of 0.602 suggests a bit more variability in responses compared to the first criterion. It implies that while most educators do not leave until the scheduled course is taught, there may exist some degree of variation in adherence to this criterion.

Being ready for teaching as scheduled on the timetable on a constant basis. The mean value of 3.67 reflects a very high extent of punctuality concerning being prepared for the class as per the timetable. The relatively low standard deviation of 0.495 indicates a minor variation among the responses, suggesting that educators generally strive to be consistently prepared for their classes as scheduled.

Being a role model who can inculcate punctual behavior in students. had a mean value of 3.65, suggesting a very high extent of punctuality in terms of educators being role models for their students. As reflected by the standard deviation of 0.594, there might be some degree of variability in responses, indicating that while most educators are seen as role models for punctuality, there may be some variation in the perception of their influence.

Being a reflection of an individual's interest and commitment towards teaching business education courses, the mean value of 3.44 indicates a high extent of agreement among respondents. This suggests that punctuality is seen as an important indicator of an educator's dedication and passion for teaching business education courses.

Also, “Always being beside the lecture hall at least fifteen minutes before the commencement of the lesson: With a mean value of 3.03, it suggests a relatively lower extent of punctuality compared to the other criteria. However, it still falls within the high extent category. This could imply that while educators generally prioritize punctuality, there may be some room for improvement in terms of arriving well in advance of the scheduled class time.

Punctuality as a reverence for time and respect for other people in teaching business education courses: The mean value of 3.37 again indicates a high extent of agreement among respondents. This suggests that punctuality is viewed as a virtue that not only shows respect for time but also respects the students and others involved in the teaching process.

Overall, based on the mean values and standard deviations, it can be concluded that punctuality to class is highly valued among business educators in relation to the effective teaching of business education courses in colleges of education as the data from this table indicate that business educators in colleges of education tend to demonstrate a high level of punctuality to class in their teaching practices. Their punctuality to class, as perceived by respondents, is generally rated as very high across all seven criteria. While minor variations exist in some criteria, the data suggested that punctuality to class is an important aspect of effective teaching in business education courses.

Research Question 2: To what extent does business educators’ dedication to duty influences the effective teaching of business education courses in colleges of education?

Table 2: Mean and Standard Deviation of respondents' perception on the extent to which business educators’ dedication to duty influences the effective teaching of business education courses in colleges of education

S/N	Item Statements	N	Mean	St. D	Remark
1.	Dedication is showing a deep positive emotional connection with teaching business education.	179	3.61	0.603	Very High Extent
2.	Guiding business education students’ intellectual and moral development to enhance their academic performance.	179	3.50	0.612	Very High Extent
3.	Willingness of business educators to invest personal resources into the teaching task.	179	3.23	0.572	High Extent
4.	Being consistently committed towards ensuring successes of business education students’ while teaching.	179	3.40	0.706	High Extent

5.	Devoting most of my time to teaching.	179	3.42	0.710	High Extent
6.	Feeling enthusiastic and proud about teaching business education courses.	179	3.58	0.678	Very High Extent
	Weighted Average	179	3.46	0.65	High Extent

Source: Field Survey, 2023

The results on Table 2 shows that dedication is showing a deep positive emotional connection with teaching business education: The mean value of 3.61 suggests a very high extent of dedication among business educators. This implies that they have a strong emotional attachment to their teaching profession, which can positively influence the effective teaching of business education courses.

Also, guiding business education students' intellectual and moral development to enhance their academic performance: The mean value of 3.50 indicates a very high extent of agreement among respondents. This implies that business educators prioritize not only academic performance but also the holistic development of their students, including their intellectual and moral growth.

Willingness of business educators to invest personal resources into the teaching task: With a mean value of 3.23, there is a relatively high extent of agreement among respondents. This suggests that business educators are willing to invest their personal resources, such as time and effort, into their teaching responsibilities, which can contribute to effective teaching.

Being consistently committed towards ensuring the success of business education students while teaching has a high extent to effective teaching of business education courses

Devoting most of my time to teaching: The mean value of 3.42 also indicates a high extent of dedication among business educators. This implies that they prioritize their teaching responsibilities and invest a significant amount of time in providing quality education to their students.

Feeling enthusiastic and proud about teaching business education courses: The mean value of 3.58 indicates a very high extent of enthusiasm and pride among business educators. This suggests that they have a positive attitude towards their teaching profession, which can contribute to their effectiveness in teaching business education courses.

In summary, the data indicates that business educators demonstrate a high level of dedication, commitment, and enthusiasm, which can have a positive impact on the effective teaching of business education courses in colleges of education.

Research Hypotheses

Test of Hypotheses

H₀1: There is no significant difference between the mean responses of lecturers, HODs, and the deans regarding the work ethics dimensions of punctuality for the effective teaching of business education courses in colleges of education North Central, Nigeria.

Table 3: Summary of Analysis of Variance (ANOVA) on the perceived influence of work ethics dimensions of punctuality to class on effective teaching of business education courses.

	Sum of Squares	Df	Mean Square	F-ratio	P-Value	Decision
Between Groups	0.053	2	0.026	0.210	0.811	Not
Within Groups	22.068	176	0.125			

Source: Field Survey, 2023

Table 3, shows that the $F_{(2,176)} = 0.210$ and p-value = 0.811 is > 0.05 . This reveals that there is no significant difference among the groups of punctuality to class. Therefore, the null hypothesis which stated that there is no significant difference in the mean response of the respondents on the perceived influence of work ethics on effective teaching of business education courses based on punctuality to class was not rejected. This means that, based on the data analyzed, the researchers found no substantial variation in opinions about punctuality to class among the different groups when it comes to effective teaching of business education courses.

H₀2: There is no significant difference between the mean responses of lecturers, HODs, and the deans regarding the work ethics dimensions of dedication to duty for the effective teaching of business education courses in colleges of education North Central, Nigeria.

Table 4: Summary of Analysis of Variance (ANOVA) on the perceived influence of the work ethics on the effective teaching of business education courses based on dedication to duty

	Sum of Squares	Df	Mean Square	F-ratio	P-value	Decision
Between Groups	0.127	2	0.064	0.287	0.751	Not rejected
Within Groups	39.005	176	0.222			

Source: Field Survey, 2023

The table 4 shows that $F_{(2,176)} = 0.287$ and p-value is 0.751. In this case, since the p-

value = 0.751 > greater than 0.05, the null hypothesis is not rejected. This reveals that there is no significant difference found in the mean responses of lecturers, HODs, and deans on the influence of work ethics on effective teaching of business education courses based on dedication to duty by business educators. This indicates that the respondents in the three groups do not differ significantly in their responses regarding the perceived influence of work ethics on effective teaching of business education courses.

Discussion of Findings

From the analysis of research question 1, punctuality to class is perceived, to a high extent as a work ethics that determines the business educators in colleges of education in North Central, Nigeria, course content coverage capacity and it is only when they are punctual to classes that can make students see them as being dutiful. This result supports the fact that punctuality is generally the discipline which can make an effective teacher. In the same vein, the hypothesis indicated no significant difference in the opinions of respondents on the perceived influence of punctuality on effective teaching of business education courses. This finding agreed with Igwe (2017) who stated that punctuality is an attribute that encompasses all the work ethics of a teacher as it is based on their ability to cover the content of the courses which is equally hinged on the attendance to class regularly, using time effectively and promoting the interest of the students at all time..

This study in respect to research question two identified dedication to duty for effective teaching of business education courses. The analysis of the research question indicated that business educators who have affection to the teaching profession are dedicated to their job and to the students under their care. They provide all needed efforts to assist their students to succeed and the school they work for. They are dedicated to delivering effective teaching and are willing to go above and beyond to ensure that their students succeed. The finding is supported with the study of Wapmuk, et al. (2022), where it was agreed that teachers who demonstrate enthusiasm, have affection for and are bound to their teaching job perform effectively in teaching.

Conclusion

Based on the findings of this study, it was concluded that work ethics (punctuality, dedication to work) are forces that inspires teachers to invest more time and willingness of promoting ways to enhance teaching profession and establish an effective teaching. Teachers with good work ethics devote themselves to their students, school and teaching profession. This implies that business educators who demonstrated strong work ethics are more effective in imparting knowledge and fostering positive learning experiences among their students. They are inspired by being role models to learners as a result of dedication and good behavior. Moreover, the study highlighted the importance of ethical behavior, professionalism, accountability, and dedication in the teaching of business education courses.

Recommendations

Based on the findings of the study and conclusion reached, the following recommendations are made:

1. Business educators should make punctuality to their classes a preference, because it develops in the student a sense of direction.
2. Management should encourage lecturers to have favourable impression of recognising with, liking to, and participation in their workplace. Management should also encourage and motivate employees to have a sense of rapport and determination to increase their participation in the college goals and thus having a desire to stay with the college.

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