

Inhibitors of Continuous Professional Development of Business Studies Teachers in Junior Secondary Schools in Anambra State

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Abstract

The study determined inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 684 business studies teachers from the 258 public secondary schools in Anambra State. Through simple random sampling technique the researcher sampled 40% of the total population of 684 business studies teachers which amounted to 273 business studies teachers in public secondary schools in Anambra State. The instrument for data collection was a structured questionnaire developed by the researcher. The instrument was validated by three experts in education. The test of reliability through Cronbach Alpha technique yielded an overall coefficient value of 0.79. Mean and standard deviation were used to answer the research question while t-test was used to test the hypotheses. Findings revealed that the benefits of Continuous Professional Development (CPD) to business studies teachers are that it keeps teachers' abreast with the latest innovation in the teaching profession, keeps business studies teachers informed on the current trends in business and entrepreneurship, equips business studies teachers with skills among others. Findings also revealed that the inhibitors of CPD of business teachers in Anambra State include insufficient funds, lack of appropriate reward for professional growth and poor attitude of teachers and tight school schedule among others. Based on these findings, recommendations were made.

Keywords: Inhibitors, Continuous Professional Development (CPD), Business Studies, Junior Secondary Schools

Introduction

Education in Nigeria is the instrument for achieving national development. It is an instrument for awakening national consciousness and self-development in an individual. The Federal Republic of Nigeria (FRN) (2013) saw education as an instrument for preparing the people for useful living in the society. Furthermore, FRN (2013) averred that the Educational system in Nigeria is structured into early child care development (0-4years), basic education (includes one year of pre-primary, six years of primary education, three years of junior secondary education), post basic education of 3 years in senior secondary schools and technical colleges and tertiary education which is offered in monotechnics colleges of education, polytechnics and universities.

In this vein, the junior secondary education which is offered at the basic education level is the education provided to a child after primary school. Its goals include provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; develop patriotic young people equipped to contribute to social development and performance of their civic responsibilities, inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour and inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background (FRN, 2013; 17). In order to achieve these laudable objectives, various subjects were put in place to equip students with the needed skills and competencies for success. One of the subjects is business studies.

Business studies is an important subject at the junior secondary education. This is because it is a subject that is geared towards equipping its students with the necessary entrepreneurial and business knowledge and skills as enshrined in the first objective of the national policy of education of Nigeria. Adeleye (2017) defined business studies as a subject designed to facilitate the acquisition of business knowledge and practical skills that help students to fit into post-school working environments. According to Emeasoba (2018), business studies is structured to facilitate the acquisition of business knowledge and practical skills that help students to fit into post-school working environments. Dike and Menkiti (2019) stated that business studies is designed to provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training, provide basic business skills for personal use now and in the future and develop basic skills in office occupation. The importance of business studies in Nigeria is evident in the decision of the Federal Government of Nigeria to make the subject of business studies a compulsory subject at the junior secondary level. Thus it is pertinent that teachers who teach business studies are knowledgeable of the subject matters and topics as well as their practical application in a business, office or industrial environment.

There is continuous change in the way business activities are conducted and

the skills expectation for successful business. It is imperative that business studies teachers are up-to-date with emerging trends in the business world. This is why continuous professional development has been advanced as a way of ensuring that business studies teachers are well informed on latest trends and technology in business and entrepreneurial practice.

Continuous Professional Development (CPD) embraces the idea that individuals aim for continuous improvement in their professional knowledge beyond the basic training initially required to carry out the job. In teaching, such development used to be called "in service training or 'INSET' with emphasis on delivery rather than the outcome. Padwad and Dixit (2011) defined CPD as a sustained collaborative learning process that systematically nourishes the growth of educators (individuals and teams) through adult learner-centered, job-embedded processes. It focuses on educators attaining the skills, abilities, and deep understanding needed to improve student achievement. Sywelem and Witte (2013) noted that CPD can fulfill some functions. These functions include updating and extending the professional's knowledge and skills on new developments and new areas of practice, to ensure continuing competence in the current job, training for new responsibilities and for a changing role, developing new areas of competence in preparation for a more senior post, developing personal and professional effectiveness and increasing job satisfaction and increasing competence in a wider context with benefits to both professional and personal roles.

According to Onwubuya (2017) suggested that professional development of teachers should take cognizance of study opportunities; regular supportive line management meetings and appraisals; support, evaluations and assessment from in-service advisers and inspectors, schools exchange; and peer consultation and experience sharing in subject theme or provincial level groups. In this case, CPD is an end in itself as it motivates teachers thus contributing to improved quality of education. Uyai (2011) opined that effective CPD is;

- a. Organized with the collective participation of teachers (from the same school, department, or grade level)
- b. Focused on active learning activities (teachers are allowed to apply what they are learning)
- c. Coherent (aligned with teachers' professional knowledge or community as well as with state or district standards and assessments).

According to the Teacher's Registration Council of Nigeria in Uyai (2011), the objectives of Teachers Continuous Professional Development include to provide a forum for cross-fertilization of ideas and experience, to maintain competence and relevance of the teachers in today's economic, technological, political and social environments in the country. Other objectives are to demonstrate the council's social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times, to keep teachers' abreast with the latest

innovation in the teaching profession and to sharpen skills, knowledge and ensure continued relevance of teachers in the educational or school system among others.

The engagement of business studies teachers in CPD programmes has presented a huge challenge in Anambra State. Amadi and Anaemeotu (2013) averred that the inability of business studies teachers to engage in CPD programme results from a lack of plan to meet the genuine training needs of the business studies teachers, failure to select appropriate activities to implement programme plans and failure to effectively implement teacher development activities with sufficient staff and other resources. The attitude of teachers towards professional development is an important factor to consider. Supporting, Macheng (2016) stated that the inhibitors of CPD among business studies teachers include, tight school schedule, insufficient funding, lack of school leadership support, lack of appropriate reward for professional growth and lack of teacher input on professional development initiatives. However, these views have not been empirically proven to be the case in Anambra State. Thus, the study seeks to empirically determine the inhibitors of CPD by eliciting the views of business studies teachers. The researcher is also of the view that the academic qualification of business studies teachers could influence their views on the subject matter of this research. This is because the extent to which teachers with higher educational qualifications like Masters and Doctorate degrees might see the need for CPD and its inherent challenges could be different from the way their peers with degrees and higher national diploma. This view, however, is speculative and has not been empirically proven.

Statement of the Problem

Business studies is a subject that is increasingly influenced by advancement in technology and changes in technology which influence the way business activities are conducted. These changes entails that business studies teachers are constantly updated on new technologies and practices in business. Continuous professional development have been suggested as a development strategy that would help business teachers keep up to date with improvements in business procedures and technologies. This is because through the involvement of business teachers' in professional development programmes improve their knowledge of their subject area, update their professional ethics and also develop their personal life. Sadly, in junior secondary schools in Anambra State, continuous professional development has not been given due attention. This is noticeable in schools where business teachers have consistently been queried for engaging in higher education programmes in tertiary institutions by their principals and supervisors. This situation seems to have affected teachers in their pedagogical skills used in teaching business studies students. Many teachers still engage in traditional methods of teaching business studies and are not also aware of contemporary business practices and procedures. The situation seems to be manifest in students' failure to acquire practical office skills because teachers cannot teach what they do not know. It is against this

backdrop that the researcher sought to determine the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to determine the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State. Specifically, the study determined:

1. benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State.
2. inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State?
2. What are the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business studies teachers on the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State based on academic qualification (Degree or Higher National Diploma/ Post Graduate Degrees (Master's and Doctorate Degree)).
2. There is no significant difference in the mean ratings of business studies teachers on the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State based on academic qualification (Degree or Higher National Diploma/ Post Graduate Degrees (Master's and Doctorate Degree)).

Method

Descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The State has 21 local governments. The population of the study comprised 684 business studies teachers from the 258 public secondary schools in Anambra State. Through simple random sampling technique the researcher sampled 40% of the total population of 684 business studies teachers in the State is in line with Nworgu (2015) who stated that 30% - 80% of a given population is adequate for research work. This amounted to 273 business studies teachers in public secondary schools in Anambra State. Instrument used for data collection was a

validated four point rating scale questionnaire which has two Sections-A and B. Section A dealt with the respondents academic qualification while Section B contained 22 items based on the two research questions guiding the study. Cluster B1 contained 11 items on the benefits of continuous professional development to business studies teachers in junior secondary schools and Section B2 inhibitors of continuous professional development of business studies teachers in junior secondary schools. The instrument was validated by three experts in business education. To determine the reliability of the instrument, copies of the questionnaire were administered to 20 business studies teachers in Onitsha town. The Cronbach Alpha technique was used to test the reliability which yielded a co-efficient value of 0.78 and 0.80 for clusters B1 and B2 respectively with an overall reliability coefficient of 0.79 for the two clusters. The instrument personally and was assisted by three research assistants who were briefed on the mode of the instrument administration and retrieval. Out of the 273 copies of questionnaire distributed, 212 copies were retrieved and returned in good condition. The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the research question while standard deviation was used to determine the harmony in opinions of the respondents. Any items with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. For the hypotheses testing, where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

Results

Research Question 1

What are the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State?

Table 1: Respondents Mean Ratings on the Benefits of Continuous Professional development to Business Studies Teachers in Junior Secondary Schools

S/No.	Benefits of Continuous Professional development to Business Studies Teachers	X	SD	Remarks
1.	Keep teachers' abreast with the latest innovation in the teaching profession	3.35	0.74	Agreed
2.	Keep business studies teachers informed on the current trends in business and entrepreneurship	3.60	0.76	Agreed
3.	Equip business studies teachers with skills and competencies for teaching the subject	3.56	0.81	Agreed
4.	Prepares business studies teachers for school leadership positions	3.44	0.	Agreed
5.	Equip teachers with skills for maintaining professional excellence	3.49	0.71	Agreed
6.	Enables business studies teachers to share ideas with colleagues and other experts	3.59	0.78	Agreed
7.	Ensures continuous relevance of teachers in the school system	3.44	0.85	Agreed
	Cluster Mean	3.49		Agreed

Data in Table 1 reveal that the respondents' agreed that all the items achieved mean ratings ranging between 3.35 to 3.60. This means that they are benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State. The cluster mean of 3.49 indicate that the benefits of continuous professional development to business studies teachers are that it keeps teachers' abreast with the latest innovation in the teaching profession, keeps business studies teachers informed on the current trends in business and entrepreneurship, equips business studies teachers with skills and competencies for teaching the subject, prepares business studies teachers for school leadership positions, equip teachers with skills for maintaining professional excellence, enables business studies teachers to share ideas with colleagues and other experts and ensures continuous relevance of teachers in the school system. The standard deviation scores show that the respondents' opinions were related.

Research Question 2

What are the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State?

Table 2: Inhibitors of Continuous Professional development to Business Studies Teachers in Junior Secondary Schools

S/N	Item Statement	\bar{x}	SD	Remark
1.	Insufficient funds for organizing professional development programmes	3.60	0.73	Agree
2.	Lack of appropriate reward for professional growth	3.40	0.79	Agree
3.	Lack of experts to carryout professional development programmes	2.39	0.67	Disagree
4.	Laziness and poor attitude of teachers towards participating in professional development programmes	3.26	0.75	Agree
5.	Tight school schedule	2.90	0.72	Agree
6.	Failure to relate the professional development plan to the needs of the business teachers	3.12	0.58	Agree
7.	Lack of school leadership support for professional development initiatives	3.63	0.73	Agree
8.	Inability to use appropriate activities to accomplish teachers' professional development plans.	3.56	0.78	Agree
9.	Lack of teacher input on professional development initiatives	3.21	0.75	Agree
	Cluster mean	3.23		Agree

Data in Table 2 reveal that the respondents agreed that items, 1, 2, 4, 5, 6, 7, 8 and 9 with mean ratings ranging between 2.90 to 3.60 were inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State. However, they disagreed on item 3 with mean value of 2.39. This indicates that lack of experts to carryout professional development programmes is not an inhibitor to of continuous professional development of business studies teachers in junior secondary schools in Anambra State. Furthermore, the cluster mean of 3.23 indicate that insufficient funds for organizing professional development programmes, lack of appropriate reward for professional growth, laziness and poor attitude of teachers towards participating in professional development programmes, tight school schedule and failure to relate the professional development plan to the needs of the business teachers are some of the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State. The standard deviation scores showed that the respondents opinion were close.

Hypothesis 1

There is no significant difference in the mean ratings of business studies teachers on the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State based on academic qualification (Degree or Higher National Diploma/ Post Graduate Degrees (Master's and Doctorate Degree).

Table 3: Summary of t-test Analysis on Respondents Mean Ratings on Benefits of Continuous Professional Development to Business Studies Teachers in Junior Secondary Schools Based on Academic Qualification

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
Degree/HND	143	3.21	0.79	210	0.05	0.87	1.96	Not Significant
Post Graduate Degree	69	2.87	0.73					

Data in Table 3 show that the calculated t-value of 0.87 at 210 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business studies teachers on the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State based on academic qualification. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business studies teachers on the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State based on academic qualification (Degree or Higher National Diploma/ Post Graduate Degrees (Master's and Doctorate Degree).

Table 4: Summary of t-test Analysis on Respondents Mean Ratings on Inhibitors of Continuous Professional Development of Business Studies Teachers in Junior Secondary Schools Based on Academic Qualification

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
Degree/HND	143	3.01	0.82	210	0.05	0.31	1.96	Not Significant
Post Graduate Degree	69	3.34	0.70					

Data in Table 3 show that the calculated t-value of 0.31 at 210 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business studies teachers on the inhibitors of continuous professional development of business studies teachers in

junior secondary schools in Anambra State based on academic qualification. Therefore, the null hypothesis was accepted.

Discussion

Finding on the first research question revealed that the respondents agreed that continuous professional development has numerous benefits for business studies teachers in junior secondary schools in Anambra State. The respondents opined that some of the benefits of continuous professional development to the business studies teachers are that it keeps teachers' abreast with the latest innovation in the teaching profession, keeps business studies teachers informed on the current trends in business and entrepreneurship, equips business studies teachers with skills and competencies for teaching the subject, prepares business studies teachers for school leadership positions, equip teachers with skills for maintaining professional excellence, enables business studies teachers to share ideas with colleagues and other experts and ensures continuous relevance of teachers in the school system. This findings is in agreement with Sywelem and Witte (2013) who stated that the benefits of CPD include updating and extending the professional's knowledge and skills on new developments and new areas of practice, to ensure continuing competence in the current job, training for new responsibilities and for a changing role, developing new areas of competence in preparation for a more senior post, developing personal and professional effectiveness and increasing job satisfaction and increasing competence in a wider context with benefits to both professional and personal roles. This shows that CPD as a teacher development programme plays a pivotal role in advancing teachers knowledge to change business practices and technologies. Onwubuya (2017) found that continuous professional development of teachers improve their knowledge of subject matter and put them in better knowledge of the current trends in business studies. Furthermore, findings of the study revealed that there is no significant difference in the mean ratings of business studies teachers on the benefits of continuous professional development to business studies teachers in junior secondary schools in Anambra State based on academic qualification. This implies that business studies teachers irrespective of academic qualification agree that continuous professional development of teacher could improve teachers' knowledge of subject matter, professional ethics and personal development.

Finding on the second research question revealed that that insufficient funds for organizing professional development programmes, lack of appropriate reward for professional growth, laziness and poor attitude of teachers towards participating in professional development programmes, tight school schedule and failure to relate the professional development plan to the needs of the business teachers are some of the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State. This finding is in agreement with Macheng (2016) who found that the reason for the poor engagement of teachers in CPD is because of poor funding, tight school schedules, poor institutional leadership support and lack of appropriate reward for professional development of teachers

among others. Poor attitude of teachers towards CPD has been noted as one factor that affects CPD in secondary schools. According to Amadi and Anaemeotu (2013) lack of plan to meet the genuine training needs of the business studies teachers, failure to select appropriate activities to implement programme plans and failure to effectively implement teacher development activities with sufficient staff and other resources were some of the factors affecting the continuous professional development of business studies teachers.

Furthermore, findings revealed no significant difference in the mean ratings of business studies teachers on the inhibitors of continuous professional development of business studies teachers in junior secondary schools in Anambra State based on academic qualification. This is in agreement with Amadi and Anaemeotu (2013) who found that teachers agree that their professional development is being hindered by certain factors that relate to personal attitude, institutional support and funding.

Conclusion

Based on the findings of the study, the researcher concludes that continuous professional development provides an avenue for the holistic improvement in the professional and personal development of business studies teachers. This is because through continuous professional development, business teachers would be kept abreast of current trends in business, availed training in professional teaching conduct and their personal development. Certain factors related to teachers' attitude, institutional support and poor funding has affected business teachers engagement in continuous professional development programmes in Anambra State. It is therefore imperative that measures are put in place to facilitate business teachers' engagement in continuous professional development programmes in Nigeria as this will lead to school improvement and the realization of the objectives of business studies in junior secondary schools.

Recommendations

The researcher makes the following recommendations based on the findings of the study:

1. The administrators of secondary schools should consistently organize business seminars and conferences where business studies teachers are educated on the need for their involvement in Continuous Development Programmes locally, nationally and internationally.
2. The Federal and States Ministries of Education should engage the private sector in areas of sponsorship of business studies teachers on CPD programmes within and outside the country.
3. The Federal ministry of education should map out a continuous professional development framework for business studies teachers where teachers are allowed periodic leaves and funding for professional training programmes

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