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TEACHERS AND STUDENTS ON THE EXTENT OF READINESS IN THE QUALITY OF COURSE CONTENT FOR CURRICULUM IMPLEMENTATION OF BUSINESS SUBJECTS IN SECONDARY SCHOOLS.

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ABSTRACT

This study investigated readiness for e-learning curriculum implementation of business subjects in secondary schools in Port Harcourt Local Government Area of Rivers State. The population of the study was 26,663 which comprised teachers and students in secondary schools in Port Harcourt Local Government Area of Rivers State. Taro Yamane formula was used to obtain the sample size of 393 from students' population of 25,757, while 35% of teachers' population of 906 was used to determine the sample size of teachers which was 317. The sample size was therefore summed up to 710 respondents and the simple random technique was used. The descriptive survey research was adopted and questionnaire was used in data collection. The instrument was validated by the researcher's supervisor and two other experts from the department of business education. A reliability coefficient of 0.88 was obtained through test-retest method of estimating reliability using Pearson product moment of correlation (PPMC). A total of 710 copies of the questionnaire were administered by the researcher. 650 copies were retrieved and used for the study. The data collected were analyzed using the mean statistics for the research questions and z-test for test of hypotheses at 0.05 level of significance. The finding was made: the extent of readiness for e-learning was low in the quality of course contents curriculum implementation of business subjects in secondary schools. The study concluded that the major determinant of readiness for e-leering curriculum implementation of business subjects was the readiness to use e-learning facilities by teachers and students, the provision of technical support staff and adequate funding. Finally, the study recommended among other things that the Government, Private companies and joint ventures should help in providing and equipping the secondary schools with e-learning facilities, such as private power plants, e-classrooms, e-books and computers.

Keywords: Teacher and Students Readiness, E-Learning Implementation

INTRODUCTION

E-learning is the purposeful use of electronic system to access educational curriculum outside of a traditional classroom. It is supported by electronic hardware and software, either online (synchronous) or offline (asynchronous). E-learning gives the learner and the instructor the opportunity of interacting without physical contact, it is a method adopted as an innovation to the traditional distance learning; where people learned through correspondence, or where institutions have different campuses in different localities. E-learning saves travel costs to both the teacher and the learner and saves time which would be used for other functions since it does not have any restriction of time. It can be done 24 hours in a week. The assessment of learning progress can be so efficient online with the introduction of Learning Management System (LMS). Individuals who do not like group learning can tackle their academic problems through e-learning as it allows the learner to work at his or her own pace. E-learning is a substitute for distance learning (Amirrudin, 2005).

According to Yakaraju (2014), there are different types of e-learning: Synchronous and Asynchronous e-learning. In synchronous learning, the learners and the teacher are online and

interact at the same time from different locations. They deliver and receive the learning resources via mobile, video conference, Internet or chat. In this type of learning the participants can share their ideas during the session and interact with each other and they get detailed queries and solutions. Synchronous eLearning is gaining popularity because of improved technology and Internet bandwidth capabilities such as learning from the sources through virtual classroom, audio and video conferencing, chat, webinars, application sharing, messaging instantly. asynchronous e-learning is student directed, self-paced learning; Asynchronous e-Learning pause-and-resume kind of learning is the type of eLearning in which the learner and the teacher cannot be online at same time. Asynchronous eLearning may use technologies such as email, blogs, discussion forums, eBook's, Compact Disc (CDs), Digital Video Disc (DVDs), etc. Learners may learn at any time, download documents, and chat with teachers & also with co-learners. In fact, many learners prefer asynchronous instead of synchronous learning because learners can take online courses to learn at their preferable time by not disrupting their daily commitments. Learning from the sources of: Self-paced online courses, Discussion forums and groups, Message boards.
Business subjects considered in this work are offered in secondary schools, a comprehensive package which conforms to the Nigeria Educational Research and Development Council (NERDC) curriculum for the upper basic education in business subjects. The subjects aim to equip and engage students with the basic knowledge of office practice, commerce, bookkeeping, shorthand and keyboarding which will help them understand how the business world operates in reality. The use of e-learning will promote vivid photograph, signs and symbols which will help students to visualize the concepts well. And the presentation of tasks, revision questions and activities that will facilitate inquiry, practical work and individual class projects, making each topic not only interesting but also a participatory learning experience for the students of all ability. The question here is: how prepared are secondary schools in Port Harcourt in the use of e-technology in teaching and learning of these business courses in order to achieve the goals of the curriculum.

The premise will basically rest on the management leadership, commitment and financial support to determine the extent of preparedness of the programme and sustainability of resources. This study sought to examine the readiness in terms of facilities, human resources, content, environment, students and general perceptions of the entire school system.

Hypothesis

1 There is no significant difference in the mean rating of teachers and students on the extent of readiness in the quality of course content for curriculum implementation of Business Subjects in Secondary Schools.

Concept of Business Subjects' Course Contents

Business subjects taught in secondary schools include; Commerce, Economics, Shorthand, Typewriting, Bookkeeping, Office Practice, and Business Studies (a component of basic concepts of Commerce, Shorthand, Bookkeeping, Typewriting and Office Practice).

Commerce however, entails the process of exchanging goods and services with the use of money. It involves Trade and aids to trade which includes advertisement of goods and services, transportation, insurance, communication, warehousing, banking, salesmanship, mercantile agents, global organization for international trade (Howel, 2010).

The word "Economic" as a business subject is derived from a Greek word "Oikinomia" which means "Household management". Adams Smith defined Economics as process of generating wealth and how wealth is spent. Alfred (1890) defined it as man and the business of life. However, Lionel Robins opined that economics is a science that studies human behaviiour as a

relationship between ends and scarce means which has alternative uses. Economics as a science therefore studies how people perform economic activities and how they try to satisfy unlimited wants by properly using the unlimited wants. It also studies how to produce and distribute valuable commodities to different people. Economics is divided into micro and macro economics. The micro economics deals with decisions of people and business and the interaction of those decisions in markets. Micro economics explains the price and quantities of goods and services of individuals; it studies government regulations and taxes on the prices and quantities of individual goods and services. In the other hand, Macro economics deals with national and global economics, which explains general price level, national income, employment, production, effect of government action in taxes, spending and the deficit on total income and price level.

Bookkeeping is part of accounting in business. It is the recording of business transaction (purchases, sales, receipts, and payments) that is carried out on a daily bases. Bookkeeping deals with single and double entries. Any method can be taught and used. Other contents include; the day books, petty cash book, journals, ledgers, abbreviations, charts of accounts etc. (Rasviso, 2002).

According to Allen (1998), Shorthand is an abbreviation, symbolic writing method that increase speed and brevity as compared to longhand. The study of shorthand in secondary school deals mainly on vowels, consonants, first, second and third place vowel sounds, consonants, diphthongs, phrases, joining strokes, abbreviations, etc.

Typewriting is the use of typewriter in producing printed documents. In the study of typewriting, speed is encouraged, tabulation and manuscript sign corrections. Basically, the students are exposed to know the typewriter's parts and functions examples are the carriage, typing baskets, keys on the keyboard, cylinder, paper guide, settings etc.
Office Practice is also offered in secondary school. It is designed to teach students to acquire the knowledge and skills of the day-to-day clerical and administrative activities carried out by office professionals in order to support their superior officers in work related functions for decision making of the organization. Office practice exposes students on how to perform office tasks such as; responding to telephones and e-mailing, preparing reservations and itinerary, learning the operations of different types of office machines such as; computer, fax, photocopiers etc. Office practice also covers filing systems, time management and other office assignments.

Concept of Technical Support
The teachers and students are always considered when discussing e-learning. But consideration must be placed on the technician who may be seen as less important, but the most relevant when the need arise in the system for curriculum implementation as asserted by Allah and Qamar, (2010) that "Every e-learning system establishes a basic infrastructure of computers, networks, communications and technical department filled with Information and Communication Technology (ICT) professionals to consistently maintain and upgrade the infrastructure, train the users and continually provide technical support as at and when required". The technicians should of course be accessible by teachers, students and administrators and they should be willing and ready to attend to the needs of the stakeholders. This support staff should be fully employed and paid as other staff and should discharge the duties of e-learning for curriculum implementation as it encompasses.

Review of Empirical Studies
Many people have attempted to study the topic "readiness for e-learning in schools". This work seeks support from these researchers to enhance and boost its authenticity.

In a study conducted by Flammed and Favizs (2017) on teachers readiness to implement digital curriculum in Kuwaiti schools, the purpose of the study was to investigate how teachers perceive their own readiness to implement digital curriculum in public schools. A mixed research was used in this study. Five hundred and thirty two teachers were sampled in an online survey to determine the extent of their readiness. A structured interview with a sub-participant of twenty one(21) respondents were used to explore the factors that affect their readiness. the mean statistics ranged from 2.88 – 3.98. This indicates moderate and high extent of readiness. Teachers indicated a moderate extent of readiness in half of the items (6 out of 12), and the mean statistics of the other half of the items were at the high extent of teachers' readiness. None of the items was at the low extent of readiness. The highest mean statistics was for the item "I can use technology to support my teaching methods", while the lowest was for the item "I believe that high quality of learning experience can occur without interacting with students face-to-face. The study demonstrated that Kuwain teachers were not highly ready to implement the digital curriculum and some issues should be considered to ensure the digital curriculum is effectively implemented. However, it was found in this work that teachers are moderately ready for the implementation of the digital curriculum in both components of readiness; (technical and pedagogical). Teachers identified some factors that hinder their readiness. These factors are related to time constraints, knowledge and skills, infrastructure and technical support. The study however, is in consonance to this work which will discuss teachers' e-learning preparedness as teachers deficiency in e-learning skill is observed. The study also will align to this work in the aspect of lack of e-learning infrastructure which in this work is identified as e-learning environment. Another factor which Flamed and Favizs (2017) looked at which this work will discuss is "technical support".

Concept of Teachers' Readiness in Information and Communication (ICT) Skill Acquisition
The teachers need some basic skills and knowledge before implementing business subjects with e-learning in secondary schools. These basic knowledge according to Todorova, Nikolova, and Valcheva (2006) include: Effectiveness, expedience and Pedagogic competence. The pedagogic competence is defined from the teaching content, the concrete instructive goals and the age of the trainees.

The usage of the Information and Communication Technology (ICT) have to be implemented from the teacher of the concrete disciplines, who must know when, where and how to apply them in his daily work. And the teacher has to be competent in the use of e-learning tools to be able to deliver business subjects accordingly. Basic knowledge and skills for working with a multimedia computer system are Knowledge about the methods and tools for data accumulation, preservation and operation; Knowledge about the computer system organization, technical equipment and work principles; Knowledge about the basic peripheral devices, which are part of the modern multimedia computer configuration; Knowledge and skills for applying the program tools, which maintain the computer system; Knowledge about the potentiality of the software applications, with common purpose for text processing, creation and processing of graphical images and electronic tables; Skills for developing presentations with teaching content; Skills for applying the basic ways for communication and data searching in the internet environment.

Basic knowledge and skills for working with the Web environment are capabilities for working in a visual environment; Knowledge about the current electronic tools with teaching content and skills for applying them in their daily work; Knowledge about the program environments for development of Web-based applications and skills to prepare such materials; Knowledge about the potentiality of the electronic devices for communication in real time; Skills for knowledge transfer.

The usage of technical tools and electronic forms in the teaching process require additional skills that the teachers have to possess

1. To organize and manage the electronic course (e-course);
2. To orientate the trainers in the teaching process;
3. To give clear instructions, if it is necessary, how the technical tools can be used more efficiently;
4. To encourage the students' cooperation and participation in the discussions and teamwork;
5. To ask questions and point the accents;

The teachers in addition have to know:

1. The appropriate technical equipment and the basic program tools for maintenance of the computer system; the potentiality of the software applications, with common purpose, creation and processing of graphical images and electronic tables;
2. The potentiality of the software applications, with common purpose for development of presentation materials with teaching content;
3. The basic ways for communication and data searching in the Internet environment and the current electronic tools with teaching content; program environments for uploading in Internet Web-based materials; The teachers' qualification includes not only perfect knowledge about the teaching matter, but also such skills as adaptability, mobility, communication ability and technical literacy.

Theoretical Framework

This work was based on Learning and Growth theories propounded by Jerome Brunner and Paul Michael Romer respectively. Learning theories are conceptual frameworks that describe how information is absorbed, processed and retained during learning. Cognitive, emotional and environmental influences, as well as prior experience, all play a part in how understanding or a world is acquired or changed, knowledge and skills retained. Behaviorists look at learning as an aspect of conditioning and will advocate a system of rewards and target in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behavior is to study the learner rather than the environment and in particular, the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies to a large extent on what he already knows and understands, and that the acquisition of knowledge should be an individually tailored process of construction.

The Growth Theory by Romer is an economic growth theory that posits humans' desires to unlimited wants which foster on ever-increasing productivity and economic growth. people have to constantly seek better ways to do things in order to gain a higher profit. The theory also argues that innovation and new technologies don't occur simply by random chance. Rather, it depends on the number of people seeking out new innovations or technologies and how hard they are looking for them. In addition, people also have control over their knowledge capital, ie: what to study, how hard to study. It implies that there must be the zeal and admiration of using electronics in teaching business subjects in secondary schools and getting ready for the implementation.

This work was guided by learning and growth theories. The learning theories considered were; behaviorism, cognitive and constructivism theories. Their discuss synchronized with online learning activities. Whereas, the new growth theory which is an economic theory that deals with individual development that affects the gross domestic product of a nation was used for e-learning

preparedness and self development of teachers and students in achieving secondary school's adjectives globally in Business Subjects Curriculum.

METHODOLOGY

The descriptive survey design method was used because, the population of the study was fairly large by its natural settings, and it enabled the researcher to collect original data that described the population of the study. The population of this study comprised teachers and students in Government Secondary Schools in Port Harcourt Local Government Area in Rivers State, Nigeria. The total enrolment of students in secondary schools in Port Harcourt Local Government Area in 2015/2016 session was 25,757; teaching staff 906, the population therefore is 26,663. The sample size of this study was seven hindered and ten (710) generated from the use of Taro Yamane's formula from Students' population and 35% of teachers' population respectively.

The instrument titled "Readiness for E-learning Curriculum Implementation of Business Subjects (ELRECIBSUB)", was to collect relevant information and data for the study. The questionnaire was structured in a way that it minimized bias. Mean and Standard Deviation were used to answer the research questions; a mean statistics of 2.50 and above was accepted and considered high extent while a mean statistics below 2.50 was rejected and considered low extent. The Z-test was used to test the hypotheses at 0.05 level of significant. The hypothesis was accepted if the Z-calculated was less than the Z-tabulated, otherwise, the hypothesis was rejected.

Results

Test of Hypotheses

Ho_1: There is no significant difference in the mean rating of teachers and students on the extent of readiness in quality of course contents and curriculum implementation of Business Subjects in Secondary Schools.

Z-test analysis of responses on the extent of readiness in quality of course contents and curriculum implementation of Business Subjects in Secondary Schools.

Items	N	Mean	Standard Deviation	Df	z-cal	z-tab	Decision
Teachers	266	2.24	1.00	648	0.89	1.96	Accepted
Students	384	2.23	1.14				

Source: Survey Data, 2018

The data presented in Table 1 reveal that z-calculated value of 0.89 is less than z-tabulated value of 1.96 at 0.05 level of significance. Therefore the null hypothesis was accepted. It can then be stated that there is no significant difference in the mean rating of teachers and students on the extent of readiness in quality of course contents and curriculum implementation of Business Subjects in Secondary Schools.

CONCLUSION

Based on the analysis of data and discussion of findings, the study concluded that the preparedness of secondary schools in Port Harcourt Local Government Area towards the use of e-learning technology in delivering instruction in business subjects to students is a major determinant of the extent and speed at which the use of e-learning technology in delivering instruction in business subjects to students can be achieved .Also ,instructional innovations such as the use of internet, educational software, and multimedia should not be undermined, the study also concluded that business subject teachers as well as the students embrace the use of

educational software as e-learning technology in delivering instruction in business subjects to students. Finally, the determinant of readiness is built in the teachers, students and the environment.

RECOMMENDATIONS

Considering the importance of e-learning technology in delivering instruction in business subjects to students, the following recommendations were made:

1. Government should employ professionals who are proficient in e-learning to manage the e-environment and assist the teachers and the students where necessary.
2. There should be adequate funding for e-learning programmes in secondary schools. Companies operating around port Harcourt Local Government Area should be approached to fund this programme and let them understand the need for e-learning programmes in secondary schools
3. Capacity building seminars should be conducted to enhance the skills and willingness of Business subject teachers to the use of e-learning facilities for instructional delivery.

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