

**THE EFFECT OF UNTRAINED TEACHERS ON THE
ACADEMIC PERFORMANCE OF STUDENTS IN TERTIARY
INSTITUTIONS (A CASE STUDY OF NUHU BAMALI
POLYTECHNIC, ZARIA)**

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ABSTRACT: This study was on Effect of Untrained Teachers on the Academic Performance of Students in Tertiary Institutions. The researcher went into the investigation as a result of mass enrolment of Lecturers in Nuhu-Bamalli Polytechnic Zaria into the Postgraduate Diploma in Education (P.G.D.E.) programme. This was prompted because of the new rule by Teachers Registration Council (T.R.C) that by the year 2006 all Teachers should acquire a professional certificate in Education. This rule was upheld by National Board for Technical Education (N.B.T.E.). The philosophy behind this phenomenon is the assumption that before a lecturer can impact the necessary knowledge and skill required by a student to perform well in his field of study, the lecturer must have the required classroom skills, knowledge and method to do that. The researcher was spurred by this development and wants to find out the effect of untrained teachers on the academic performance of students in Nuhu-Bamalli Polytechnic. The case Study area had a population of 520 and a sample size of 104 was used derived through purposive stratified method. The data collection was carried through secondary and primary data. The questionnaire used to collect information from the senior staff of the institution was structured. The data analysis was done by simple percentage frequency analysis. It was found out that: The employees of the polytechnic possess high qualification in their various areas of profession but very few of the teachers have qualification in education or that are trained teachers, but they possess academic excellence in their field of study. The institution employs based on candidates that possess academic excellence in their field of study whether trained or untrained and they contribute to the achievement of the institutions' set objectives. The polytechnic authority is not doing much to improve the professional skills of the untrained teachers. There is a great difference between the performance of trained teacher and that of the untrained with regards to classroom instruction and making a positive learning impact on students. The study recommended that: during employment process in tertiary institution, the authorities concerned should employ their teachers based on acquisition of professional excellence in their field of study and teachers' education qualification (N.C.E or P.G.D.E.). If teachers are employed without the requisite teachers' skills and methodology the institutions should train and retained the trainer. The Nigerian government if, steadily working towards achieving professional status they must think of co-operating with employers, teachers-trainee and sponsors to put the right calibre of teachers in the classroom to enhance their prestige and integrity for purposeful National building.

Keywords: Education, Nation Building, Teachers Training, Teaching Profession, Teaching Skills

INTRODUCTION

In today's Nigeria professionalism is a thing of concern to the government because the importance of specialization in all works of life. The need for mastery skills and knowledge cannot be overemphasized, with respect to any profession. In pursuit of this objective, the government funds and establishes tertiary institutions for this particular purpose in order to develop the country's manpower level. This objective cannot be achieved without trained and skilful teachers who will work in the higher institutions for perfect implementation of the national goals on education.

Recently the federal government demands that all teachers at all levels of education must in accordance with the national policy on education possess a minimum qualification of N.C.E before entry into the teaching profession. Sequel to this the N.B.T.E. in circular letter dated 8th April, 2004 notified all higher institution in the country under their supervision on the importance of registering with the Teachers Registration Council (T.R.C) which the criteria for registering is a minimum qualification of N.C.E. This signifies the importance of professional skills in teaching and also a means to give education its right position in the public sector service.

In the same vein, the government of Kaduna state establishes its own institution of higher learning (Nuhu Bamalli Polytechnic, Zaria) in order to increase the manpower of the state. The polytechnic education in Kaduna state according to Edict No. 3 of 1989 establishing the institution, is designed to "provide for the studies, training and development of techniques in Applied Sciences, Engineering and Commerce as well as in other sphere of learning" is sequential to need and goals of the national policy on education (1989) and in compliance with specific goals of polytechnic education, section 6, sub-section 66 of the nation policy on education.

One therefore, wonders why this new development? Is it because of the observed fall in the standard of education in Nigeria? Does it mean that, teachers who are professionally trained in teaching perform better than those that are not professional teachers but are professionals and masters in their area of study? Can one not be able to impart knowledge and skills to another person or students in his own field of study or profession he/she is practicing?

The emphasis here is that there is need for the ethics, methods, and professional skills to be acquired by those who practice this profession. Also Beverly & Forrest (1990) further stress and support this idea by asking and answering the question; *is teaching a profession?* If it is, they stated, "there should be institutional monopoly of service for effectiveness in discharging of duties and efficiency in total performance".

This study therefore, set to investigate into the effect of the existence of untrained teachers in performances of tertiary institutions with a particular view on Nuhu-Bamalli Polytechnic, Zaria.

Statement of the Problem

The researcher observed as a staff of Nuhu Bamalli Polytechnic that a lot of untrained teachers were employed into the service of the polytechnic. This is contradictory to the criteria set for teaching by the National Policy on education (1998). These teachers have been in the service of the Nuhu Bamalli Polytechnic and have not been retrained based on the fact that, there has not been any negative report on their performance.

Now there is a call from the National Board for Technical Education (N.B.T.E.) for every teacher to register with Teachers Registration Council (T.R.C) with a minimum qualification of N.C.E. one notices that there is a mass enrolment of teachers of the polytechnic in the nearby universities and colleges of education in order to obtain a teaching certificate Post Graduate Diploma in Education (P.G.D.E.). With this development, the researcher considers acquiring professional skills (teaching skills) an important attribute for the practice of the profession.

However, the crux of this study is to find out the effect of the existence of the untrained teachers on the academic performance of the student, with specific objectives as follows:

- I. Find out if there is need for professionalization of teaching in the polytechnic education, since its main aim is to enhance technical and practical skills in technology, science and commerce.
- II. To examine and obtain facts if, the untrained teachers are not contributing to the objective of the institution.
- III. To find out what the management of the institution is doing towards facilitating professionalization of teaching by the year 2006.

Significance of the Study

The study if successfully completed, will be very useful to the institution of the case study and the teachers as a whole, because, the need for the employment of trained teachers and those with academic excellence into the service of the polytechnic will be glaring. This could be why Beverly and Forrest (1990) stress that; “Only those who are certified members of the profession may teach in public school”.

It will expose among things:

1. The need for the teachers to acquire the techniques and skills of imparting knowledge to the students.
2. The importance of the teacher towards the achievement of the institutions set goals and objectives.

Conceptual Review

The concept of training and development is one of the factors that necessitated this research and cannot be easily discussed on a straight forward definition or analysis. Different writers and scholars have diverse ideas, perception, values and judgment on the words.

According to Gray and Smeltzer (1989) employee development is less skilled oriented instead it provides general knowledge and attitude that will be helpful to the employee in higher position, while training according to Armstrong (1981) is a systematic development of skills, knowledge an attitude required by an individual to perform adequately a given task or job.

From the above two authors view it means that, training is more skilled oriented in that, it is needed to enable an employee to perform effectively a given task, to ensure efficiency. The satisfaction that any product gives to the beneficiaries lies on the skills and knowledge of those who produced it. In other words, skills and knowledge for teaching effectively is a needed. Hence, no matter the level of teaching and learning development on the other hand is a continuous process, even if the skills and knowledge are already acquired it needs to be renewed as far as technologies and new ideas are initiated.

Further, according to Bennis (1997) training is a complex educational strategy intended to change the beliefs, attitude, value and structure of individual so that they can better adapt to new technologies and challenges This means training skills is the ultimate needed by an employee to perform any task effectively and efficiently, while development is futuristic in nature. It is the process of acquiring new skills while on the job not the basic skills needed to start performing the job.

Furthermore, Adeleke (1983) stated that it is the acquisition of skills, knowledge and know-how that may enable the employee perform a given task in another environment. Also R.S. Scholar holds the view that, it is the means of preparing an employee for the future for a fairly well paid and defined job at a higher level. In the view of these two authors, employee development is not acquiring basic skills but efforts made towards acquiring new and higher position in a new environment. This means that in as much as the untrained teachers are employed into the service of our tertiary institutions efforts should be made by them or by the management to continue by means of further training to develop their skills and knowledge in order to meet up with the expectation of the new job (teaching).

In summary, the definitions of these concepts are focused on acquiring basic skills and also further development on the job. Hence, the need for continuous training, having basic skill and knowledge in applying teaching techniques and methods for teachers to boost academic performance of students cannot be overemphasized.

The Need for Training and Development.

According to Aton B. (und) the purposes of training are:

- (a) To improve the quality of output
- (b) To improve the quantity of output
- (c) To reduce cost, the waste of material and equipment maintenance.
- (d) To reduce accident rate while on the job.
- (e) To lower turnover and absenteeism and increase employees' job satisfaction.
- (f) To prevent employee obsolescence

Therefore, the purpose of training is to improve quality and quantity of output, reduce waste and cost in order to increase organizational achievements and enhance employees' job satisfaction. It is also applicable to the needs of having trained teachers towards achieving tertiary institution objectives

According to Plunkett and Attene (1992) the objective of training is to supply the skills, knowledge and attitude needed by individual or group to improve their abilities to perform the present job. Rex Strayton (1997), states that training is needed in organization in order to acquire knowledge, this technique, attitude and experience which enables an individual to make his most effective contribution to combine effort of the team of which he is member. Therefore, the objective of training according to these two authors is to equip the employee (teacher) with the necessary skills and knowledge to perform his or her job effectively. On the other hand, the objective of training teachers is to maximize their efficiency and effectiveness in the classroom.

The Concept of Teaching and the Teacher

These two words – teaching and teacher are not easy concepts to define, but according to Reece & Stephen Walker (1995), teaching involves a unique mode of being between teacher and students, a mode of being that can be experienced but not fully defined or described. A teacher will gradually develop the capacity to listen to students to convey an authentic sense of concern for their learning. Whitehall and Lewis in Majasan (1995) state that the teacher is whom the main responsibility for devising the learning experiences is given and the obvious condition of learning is of course in the classroom. Also according to Segun, Adesina, et al (1985) a teacher is that professional man or woman who has been specially trained to teach and is expected to have received some professional training.

From these authors' view, a teacher is someone who is responsible for teaching in a classroom condition or other places, one who imparts knowledge to another person, makes the unknown, known to the learner. Therefore, a relationship exists between the teacher and the learner. The teacher performs the act of teaching. According to the National Open University of Nigeria, (2002), the teacher guides the learner in acquisition of the knowledge, skills and attitudes. Again, it is stated that teaching is the promotion of learning or helping others to learn, therefore

knowing what to teach the learner and ways of imparting the knowledge is the most important aspect, that is the process of inducing learning.

According to Majasan (1995) he states that teaching is the major way of acquiring knowledge, which is of two ways:

- (i) Through activities of an external agent
- (ii) Through one's own effort by trial and error that is, learning by experience.

The learning through an external agent is the teaching this study is referring to; that is the formal type of learning (education) through school's colleges, universities etc. He further stress that teaching is provided by trained experts labelled teachers, instructors, lecturers and professors. But in a non- formal education way, teaching can be performed by parents elders, priests, imams, etc. Teaching therefore, is the most important way of acquiring knowledge today, even though in the ancient days it was by informal method that is, trial and error. Teaching with the present revolution is becoming more learners oriented or centred than teachers centred. Teaching here is the act of imparting knowledge to students.

He further stressed that a "teacher is someone who can exercise efficient management over his pupils, the resources at his disposal and the various programmes of learning, that are going on in each subject to ensure that learning proceeds effectively and that the desired standards of output are maintained.

Summarily, Nwanga (1986) quoted in a lecturer handout described teaching as the process of directing and controlling the experiences of the learner, stimulation of the learner, guiding the learner, organizing experiences for the learning or helping the individual to discover and develop his potentialities for his own happiness and social welfare. On the other hand, a teacher is someone who instructs others or provides activities, mates and guidance that will facilitate learning in wither formal or information from this assertion we call a teacher an educator and his profession education (teaching). Therefore, the task of teaching is not an easy one. Some essential qualities are needed to enable one to perform it successfully.

Qualities of a Good Teacher

The qualities a teacher is supposed to possess in order to be effective and an efficient teacher as stated by different authors from various dimensions Majasan (1995) states that there should be the right combination of personal traits, attitude and background characteristics on the part of teachers in order to be good teachers. And also they should possess some professional qualities This means that, there should be a careful selection of prospective teachers who have the right qualities. He emphasized that Nigeria is to maintain the profession by putting the right caliber of teachers into the classroom. Some of the qualities are as follows:

A. Personal Traits

- (i) Initiatives He must be full of initiative to know what to do at the right time in varying circumstances in order not to endanger the lives or future potentials of his pupils.
- (ii) He must be Patient to master difficult situations and in order to help slow learners and deviants.
- (iii) Sympathy, he must be someone who feels for others with pity and tenderness to his pupil and encourage him to learn.
- (iv) Respect A teacher being a model in the society to the students should always show respect to others
- (v) Flexibility: A good teacher must not be too rigid to rules and regulation He must be flexible in order to listen to the problem of the students.
- (vi) Fairness: A teacher should be principled in order not to be tossed around by his students or subordinates but should go side by side with flexibility
- (vii) Honesty: A good teacher should be an honest person because it is said that honesty is this best policy and honesty exalt a nation.
- (viii) Foresight: He must possess the quality of foresightedness in order to encourage the children/students to project themselves for their future challenges
- (ix) Intellectual Curiosity: He should be someone who is always mentally alert, eager to know more about what he is supposed to do or asked to do. This trait will enable the teachers to expand their knowledge and usefulness and enrich teaching service
- (x) Keenness: The teacher must be interested, sensitive and sharp in order to promote efficiency and success in his job.

All these qualities are to be possessed alongside with the acquired from professional training

B. Professional Qualities

- (i) Parent Substitute: The teachers are second parent to children while at school
- (ii) Disciplinarian: He must be a disciplinarian in order to maintain standard of behaviour in the class or at school.
- (iii) Curriculum Organizer and Achiever. The teacher must know how to organise and implement the curriculum in order to achieve effective learning and teaching because the curriculum is a collection of all the courses to be offered by the student.
- (iv) Achievement Assessor: A teacher should be a reliable because at the end of curriculum implementation assessment has to be made students are to be evaluated to assess the impact of teaching and learning)
- (v) A Bureaucrat: As a group leader he is to observe rules and regulation but must be too rigid to rules.

Summarily, the essential attribute of a teacher is knowledgeable and love. It implies therefore, that a teacher is supposed to be very intelligent, knowledgeable, humane and

loveable so that he can lead and teach the students successfully in order to achieve their personal goals and also achieve the goals of the institution and that if the society in general.

The Role of Teachers

Teachers are curriculum planners, implementers, assessors, organizers, etc. They are the mainstays of students and pupils in any school. In all level without teachers, schools cannot exist. The roles of the teachers are numerous.

According to Majasan (1995) also they play an important role in the society, and at school "They carry out the building of the foundation of knowledge, skills, good behaviour and creativeness in children on their broad shoulder and see to it that the young ones, the pillars of the society for tomorrow are well cared for and guided along the night Ines, even when their parents abandoned them in search of wealth and greatness".

At school the teacher wakens the unwilling learner, they are the models for an affective domain learning and he creates the right environment for learning and inspires the poor students or pupils with charm and enthusiasm that will make him like school, learning and discipline.

At home, the teacher links the school with the home by the subjects, he teaches and build's love and confidence in the pupils for the home and parents.

The teacher plays an important role of interpreting religion to the children even when they are living with the religious at home. Also with the community he is the gate way to organization of active participating groups in the administration and in the performances of community services.

Finally, the specific role of a teacher according to Beverly and Forest (1990) is to play leadership role-that is, group leaders, dealing with discipline and modelling attitudes. This means that teachers are supposed to exert authority and influence over their class, influence others by example and be a good disciplinarian. In order to enable the teachers, do this, Dunhill (1976) states that; the teacher is to be knowledgeable educational psychologist, philosopher, sociologist, with good teaching methodology and history of education.

Goals and Aims of Tertiary Institution

According to the National Policy on education 3rd edition, section 6, Tertiary Education is education given after secondary education and it has the following goals to pursue:

- a. To contribute to the national development through high level relevant manpower training;
- b. To develop and inculcate proper value for the survival of the individual and society;

- c. To develop the intellectual capability of individual to understand and appreciate their local and external environment;
- d. To acquire both physical and intellectual skills which will enable an individual to be self-reliant and useful members of the society;
- e. To promote and encourage scholarship and community service;
- f. To forge and cement national unity; and
- g. To promote national and international understanding and interaction.

These goals as it is stated shall be pursued through teaching researching and development etc.; with view that as teachers they must be trained teachers. The Polytechnic Education is also established to fulfill these goals.

Goals and Aims of Polytechnic Education

According to same National Policy on Education sub-section 6B, the polytechnic shall have as their goals the following:

- a. To provide full-time or part-time courses of instruction in Engineering, technologies, applied sciences, business and management, leading to production of trained manpower.
- b. Provide the technical knowledge and skills necessary for agricultural industrial, commercial and economic development of Nigeria.
- c. Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliance.
- d. Train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and
- e. Give exposure on professional study in the technologies.

In addition to these it is stated that the government shall support the pursuance of these goals by encouraging students to gain work experiences through SIWES: ITF, etc. The crux of this study is therefore how well will our academic staff that are not trained teachers help to achieve these goals.

METHODOLOGY

This research is a quantitative research of a case study of Nuhu Bamalli Polytechnic Zaria. It is set to investigate into the effects of employment of untrained teachers in our tertiary institution.

The source of data was mainly secondary and primary data. The secondary data collection was done by the aid of textual materials, journals and different publications. The population of the study area was 520, while the sampling size was selected in a stratified sampling manner from both senior academic and non-academic staff numbering 104. The primary data was collected through the aid of a structured questionnaire. The method of data analysis was simple percentile method and subsequent textual interpretation.

Discussion of Findings

From the data collected, they showed that most of the employees of polytechnic possess sufficient academic qualification and enough working experience to give valid answers to the questionnaire. The findings from this shows that most of these employees do not have professional teaching skills because only 6% of the total respondents possess, NCE or B.Ed. as the 1st degree. This indicates most of them are not trained teachers.

Further from the data given on tables III, IV it shows that the current employment is based on the National policy on education but ironically table V for question 3, section B indicates that the criterion for employment was on academic proficiency only which shows a total of 65% of the total response which also supports the responses (data) from question 6 table V which shows it was also purely on academic excellence proficiency.

The result also showed that despite the existence of the untrained teachers the institution still achieves her objectives and also fulfills the objectives of the national policy on education and the state (Kaduna) objective for establishing it.

On the question of the differences between the performance of the trained teachers and that of the untrained teachers, which one of them can effectively improve on the academic performance of students of which was the purpose and problem of this study, the data collected showed that the services of the trained teacher are more effective and effective towards the realization of the curriculum objective and more beneficial to the students' future.

It also indicated that the services of the untrained teacher are partially effective, that the differences between their services is very glaring. However, this finding may be true because according to Mukherjee (2002) and Sogun et al (1983) it is only with the knowledge of child development, learning stages and learning theories that a teacher can effectively adopt a good style of teaching in order to create a good learning environment, then effective teaching and learning will be more child-centred. This skill can only be acquired through training.

Furthermore, on the issue of which one among them can effectively apply teaching method and strategy to achieve positive learning and teaching it was found out that the untrained teachers cannot apply teaching method effectively with the reason that they do not have the professional qualities. According to C.N. Aguakogbuo (2000), it is only with good teaching skill that can guide a teacher "in the selection of content, method and techniques as well as structuring the activities which will be engaged in during the teaching process."

Finally, it was found out that the summative performance of the students are not excellent from the results obtained. Also that the institution of the case study not putting enough efforts to facilitate the acquiring of these professional skills by sponsoring and financing their untrained to get this skills and knowledge required for implementing effective learning and teaching it is mostly by set effort of the teachers. This is not enough to groom adequate teachers for the task because, according to Majasan (1995) teachers' professions is more than

a classroom and needs support and encouragement in order to promote culture and the individual growth and development.

Summary of Findings

In the course of the investigation the researcher found out among other things that:

- 1) The employees of the polytechnic possess high qualification in their various areas of profession but very few of the teachers have qualification in education or that are trained teachers, but they possess academic excellence in their field of study.
- 2) The institution employs based on candidates that possess academic excellence in their field of study whether trained or untrained. Hence, they contribute to the achievement of the institutions set objectives irrespective of their non-professional certificate in education.
- 3) The polytechnic authority is not doing much to improve the professional skills of the untrained teachers, but individual lecturers try to improve their knowledge and skills in teaching to meet up with the N.B.T.E. requirement of year 2006. There is a great difference between the performance of trained teacher and that of the untrained with regards to classroom instruction and making a positive learning impact on students

Conclusion

Conclusively, the study is positive even though there are lapses which need to be investigated further but, time has limited it. The study has x-rayed the importance of teachers in the tertiary institution to have professional skills or being trained in order to have knowledge, skills, ethics, methods and strategies of carrying out their profession. According to and Beverly et al (1995) teaching cannot be the only profession that will not be professionalized. It is worth being a profession.

Also according to A.F. Mohammed (2004) the teacher is the key factor or figure in the implementation of any curriculum and therefore the processes of carrying the function out should be mastered. It is also concluded from this study that it is necessary for teachers in the higher institution to possess academic excellence for better achievement of the objectives of the institution and enhanced students' performance.

Recommendations

Based on the findings the researcher proffers the following recommendations:

- i. During the employment process in tertiary institution, the authorities concerned should employ their teachers based on acquisition of professional excellence in their field of study and teachers' education qualification (N.C.E or P.G.D.E.). This is because both are very necessary.

- ii. If teachers are employed without the requisite teachers' skills and methodology the institutions should train and retained the trainer. This will enable the institution to achieve their stated objectives and enhance the students' performance significantly.
- iii. The Nigerian government if, steadily working towards achieving professional status they must think of co-operating with employers, teachers-trainee and sponsors to put the right calibre of teachers in the classroom to enhance their prestige and integrity for purposeful National building.

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