

Professional Improvement Needs of Business Education Lecturers for Effective Teaching in Tertiary Institutions in Rivers State

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Abstract

The study examined the professional improvements needs of business education lecturers for effective teaching in tertiary institutions in Rivers State. Two research questions and two null hypotheses guided the study. Descriptive Survey research designed was adopted for the study. The population consists of 67 business education lecturers in tertiary institution in Rivers state. Purposive sampling technique was adopted for this study as the entire population was used as sample size. A structured questionnaire was used for data collection. The instrument was validated by three experts, Cronbach Alpha reliability method was used to determine the internal consistency of the instrument which yielded a reliability coefficient of 0.79. Data collected were analyzed using mean and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance. The result of the study revealed that 30 pedagogical skills and 13 technical skills were required for competency of the professional accounting lecturers in tertiary institutions. The study also revealed that there was no significant difference in the mean ratings, of the response of business education lecturers in Ignatius Ajuru university of education and business education lecturers in federal college of education (technical) on the competency needs (pedagogical and technical) required for effective teaching in tertiary institutions. The study recommended among others that the pedagogical and technical skills identified be used to improve the lecturer's effectiveness on the teaching of business education courses in tertiary institution in Rivers State.

Keywords: Professional, Competency, improvement, Business Education, Effective Teaching

Introduction

The word profession has been defined as an occupation that can claim exclusive technical competence and also adheres to ethics of professional conduct. Professional in the view of Hornby (2006) is connected with a job that need special training or skills especially one that needs a higher level of education. Suffix is to say that profession or professional is a calling in which one professed to have acquired special knowledge used by either instructing, guiding or advising others or serving in a specific area. In the context of this study, professional

are those skills and attitude that will make a teacher competent and effective to deliver instruction to students of federal government collage in acceptable way. Business teacher education is an educational programme designed to equip young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014). Udoh (2010) described business education as a means by which an individual develops understanding and skills to be able to enter into the business world and become self-reliant. The National Commission for Colleges of Education (NCCE, 2012)highlighted the following as the objectives of business teacher education programme in Colleges of Education to include:

1. To produce well-qualified and competent NCE graduates in business subjects will be able to teach business subjects in our secondary schools and other related educational institutions;
 2. To produce NCE business teachers will be able to inculcate the vocational aspects of Business Education into the society;
 3. To produce NCE business teachers will be involved in the much desired revolution of vocational development right from the primary and secondary schools;
 4. To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education; and
 5. To equip graduates with the right skills that will enable the graduates to engage in a life of work in the office as well as for self-employment.
- Interestingly, the primary function of the teacher is to facilitate learning by various means that is to say that the aim of all teaching activities is to bring about learning, for there is no such thing as teaching without the intention to bring about learning. Teaching is the use of relevant pedagogical teaching strategies and principles, techniques and methods to represent the content of business educators. Ogwo & Orunu (2006) stated that science of teaching entails the use of acquired knowledge from natural and behavioral science in order to help appreciate the circumstances and personality of the learner, while the art aspect of the teaching involves the use of creative and demonstrative skills in aiding and delivering of instruction. Akudolu (2016) stated that teaching involves the setting up of activities to enable someone learn something which can improve his knowledge, skills, attitude and values. Teaching in the context of this study is the process of delivering the content of business education in a professional manner for effective teaching in Colleges of Education in Rivers State. Generally, those who teach others must possess the right characteristics, skills and competency to enable them impart knowledge that will have a durable effect on the lives of the people they teach. The business teacher education programme' characteristics and competence are directly related to the quality of instructions they deliver in the classrooms as well as to the overall academic performance of students (Richards, 2006). The business teachers' education's level of competency and experience determine his level of effectiveness. It is, therefore, necessary to always ascertain the level of competence required and possessed of the teachers in order to determine the professional improvement needs.

Need can be referred to something that is lacking while improvement refers to the supply of what is lacking. Improvement as a change for the better, and that it is a supply of what or something that is lacking. Galesburg (2007) refers improvement as an activity undertaken based on meeting targeted objectives and satisfaction from lower achievement. improvement as noted by Katane (2006), is the process of providing training for business teacher education' up-skilling to achieve better standard or result so that they can meet students' highest expectations.

Teaching is setting up of activities that will enable an individual to learn. Ogwo & Orunu (2006) stated that science of teaching entails the use of acquired knowledge from natural and behavioral science in order to help appreciate the circumstances and personality of the learner, while the art aspect of the teaching involves the use of creative and demonstrative skills in aiding and delivering of instruction. Akudolu (2016) stated that teaching involves the setting up of activities to enable someone learn something which can improve his knowledge, skills, attitude and values. Teaching in the context of this study is the process of delivering the content of business education in a professional manner for effective teaching in Nigerian tertiary institution. Teaching is the use of relevant pedagogical teaching strategies and principles, techniques and methods to represent the content of business education lecturers.

Generally, lecturing has been considered as one of the most interesting and challenging professions in human endeavor (Nwodo, 2006). People need to teach others in order for them to learn and be educated. Those who teach others must possess the right characteristics, skills and competency to enable them impart knowledge that will have a durable effect on the lives of the people they teach. The lecturers' characteristics and competence are directly related to the quality of instructions they deliver in the classrooms as well as to the overall academic performance of students (Richards, 2006). Olaitan, Amusa and Asouzu (2010) noted that there is a relationship between the years of experience of lecturers and the competency level they exhibit. The lecturer's level of competency and experience determine his level of effectiveness. It is, therefore, necessary to always ascertain the level of competence required and possessed of lecturers in order to determine the professional improvement needs.

This implies that the lecturers can use their professional ability to mobilized and manage the most difficult situation in the classroom with high confidence level that they will succeed. The common understandings related to professional improvement of a business teacher education are pedagogical and technical skills needed.

Statement of the Problem

Ideally, teaching in federal government collages in Rivers state is supposed to be dynamic practice, oriented and activity based on application of different planning and teaching strategies but the reversed is the case. Though, a kin observation has showed that most teachers in federal government collages lack pedagogical and technical skills for effective teaching in federal government collages. The effect of not appropriately addressing the above situations will further slowdown professional improvement needs of business teachers' education in federal government colleges

Purpose of the study

The purpose of this study is to determine the professional improvement needs of business education lecturers for effective teaching in tertiary institutions in Rivers State

Research Questions

The following research questions were raised to guide the study:

1. What are the pedagogical skills required of -business education lecturers for effective teaching in tertiary institutions in Rivers State Federal Collage of Education(Technical) Ignatius Ajuru University of Education
2. What are the technical skills needed by business -education lecturers for effective teaching in tertiary institutions in Rivers State

Null Hypotheses:

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the pedagogical skills required for effective teaching in in Rivers State
2. There is no significant difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the -technical skills required for effective teaching in Rivers State

Methodology

The study adopted Descriptive Survey research designed with a population consists of 67 business education lecturers in tertiary institution in Rivers state. Purposive sampling technique was adopted for this study as the entire population was used as sample size. A structured questionnaire was used for data collection. The instrument was validated by three experts and Cronbach Alpha reliability method was used to determine the internal consistency of the instrument which yielded a reliability coefficient of 0.79. Data collected were analyzed using mean and standard deviation to answer the research questions and t-test for testing the null hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the pedagogical skills required of business education lecturers for effective teaching in tertiary institutions in Rivers State Federal Collage of Education (Technical) Ignatius Ajuru University of Education

Table 1: Mean and Standard deviation on the mean response on the pedagogical skills required of business education lecturers for effective teaching in tertiary institutions in Rivers State Federal Collage of Education (Technical) Ignatius Ajuru University of Education

S/N	Items	Federal Collage of Education, (Technical) FCE(T)= 40			Ignatius Ajuru University of Education IAUE=27		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
Pedagogical skills							
1.	Obtaining copy of instructional plan	3.90	0.90	HR	3.90	0.81	HR
2.	Study the instructional plan carefully and be familiar with it	3.95	1.84	HR	3.84	1.54	HR
3.	Formulate objectives content of instruction	3.80	1.80	HR	3.81	1.59	HR
4.	Break the content teachable unites	3.80	1.40	HR	3.80	1.42	HR
5.	Identify the material of instruction	3.89	1.34	HR	3.80	1.39	HR
6.	Select relevant instructional materials for instruction	3.94	1.84	HR	3.94	1.74	HR
7.	Organize material sequentially in order of use	3.99	0.91	HR	3.44	0.94	HR
8.	Identify relevant textbook or information to compliment teachers knowledge	3.35	1.96	HR	3.81	1.86	HR
9.	Study carefully the material	3.40	1.61	HR	3.50	1.69	HR
10.	Prepare a lesson plan	3.88	0.90	HR	3.00	0.90	HR
11.	Arrange instructional materials in order to use during instruction	3.43	1.81	HR	3.13	1.83	HR
Pedagogical skill on instructional implementation							
12.	Review previous knowledge	3.55	1.71	HR	3.00	1.91	HR
13.	Ascertain students knowledge of content	3.00	0.33	HR	3.01	0.93	HR
14.	State the goals of the lesson	3.89	1.98	HR	3.40	1.92	HR
15.	Demonstrate knowledge of the subject matter	3.40	1.03	HR	3.10	1.00	HR
16.	Manage the class effectively	3.08	1.67	HR	3.03	1.69	HR
17.	Make use of teaching/leaning aids	3.00	1.59	HR	3.1	1.79	HR
18.	Present material in small steps with practice at each step	3.69	1.06	HR	3.10	1.00	HR
19.	Give clear and detail instruction and explanation	3.85	1.30	HR	3.33	1.38	HR
20.	Ask questions to check for level of understanding	3.95	0.87	HR	3.00	0.86	HR
21.	Guide learners during vital practice	3.40	0.88	HR	3.00	0.84	HR

22.	Relate teaching technique to keep learners involved	3.45	1.28	HR	3.40	1.20	HR
23.	Pedagogical evaluation skill	3.40	0.50	HR	3.30	0.30	HR
24.	Ask questions and obtain responses to check for understanding	3.48	0.44	HR	3.00	0.74	HR
25.	Develop test examination and rating scale	3.30	0.67	HR	3.00	0.60	HR
26.	Determine quality of question	3.39	1.58	HR	3.31	1.50	HR
27.	Provide systematic feedback and corrections	3.36	1.00	HR	3.00	1.06	HR
28.	Provide explicit instruction and practice for class work exercise	3.40	1.21	HR	3.45	1.27	HR
29.	Monitor student progress	3.49	0.29	HR	3.40	0.29	HR
30	Use of pedegocally skills provides feed back from students	3.45	1.34	HR	3.00	1.34	HR
	Grand mean	3.56	1.19		3.33	1.28	

Keys: \bar{X} -mean, SD=Standard deviation

Data in Table 1. Revealed that all the 30 skills items had their means ranged from 3.00 to 3.90 and where all above the cut-point of 2.50. This showed that all 30 skill items were required by business education lecturers in federal collage of education (technical) Omoku and business education lecturers in Ignatius Ajuru university of education on the pedagogical skills required for effective teaching in Rivers State of Nigeria. The standard deviation ranged from 0.29 to .94 indicating that the respondents are not very far from the mean and from one another in their response

Research Question 2: What are the technical skills needed by business education lecturers for effective teaching in tertiary institutions in Rivers State

Table 2: Mean and Standard deviation on the mean response on the technical skills required pedagogical skills required of business education lecturers for effective teaching in tertiary institutions in Rivers State

S/N	Items	Federal Collage of Ignatius Ajuru University of Education, (Technical) FCE(T)= 40			Education IAUE=27		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
1.	Explain different terms in the area of training	3.32	0.64	HR	3.32	0.63	HR
2.	Explain to the students facilities and equipment needed for specific operations and their uses	3.45	0.87	HR	3.35	0.88	HR

3.	Instruct students on step by step production	3.46	0.56	HR	3.46	0.55	HR
4.	Demonstrate skills step by step while student observe the action	3.44	0.60	HR	3.10	0.60	HR
5.	Let students demonstrate the skills taught while the lecturer observe	3.33	0.50	HR	3.33	0.50	HR
6.	Supervise student during practice	3.47	0.12	HR	3.40	0.11	HR
7.	Correct wrong practices of students	3.45	0.07	HR	3.30	0.07	HR
8.	Students to repeat the skill taught for mastering of skills practice	3.00	0.17	HR	3.45	0.17	HR
9.	Test students for mastering skills practice	3.04	0.21	HR	3.44	0.21	HR
10.	Acquaint knowledge of result to students	3.00	0.45	HR	3.35	0.45	HR
11.	Expose the students to source of fund for establishment	3.00	0.35	HR	3.00	0.35	HR
12.	Expose the students to recording and posting skills in an establishing enterprise	3.31	0.21	HR	3.35	0.20	HR
13.	Familiarize the students with software skills in an enterprise	3.41	0.97	HR	3.44	0.96	HR
Grand mean		3.05	0.47		3.33	0.43	

Keys: \bar{X} -mean, SD=Standard deviation

Data in Table 2 show that all 13 technical skill items required by business education lecturers for effective teaching in tertiary institutions in Rivers State of Nigeria had their mean rating ranged from 3.00 to 3.90 and were all above the cut-off point of 2.50. This revealed that all the 13 competency skill items were required by professional business education lecturers for effective teaching in tertiary institutions in Rivers State of Nigeria. The standard deviation ranged from 0.20 to 0.97 indicating that the respondents were not very far from the mean and from one another in their responses.

Null Hypothesis 1: There is no significant difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the pedagogical skills required for effective teaching in Rivers State

Table 3: Result of t-test statistics of significance on the pedagogical skills required for effective teaching (N = 67)

Respondents	N	Mean	SD	df	t-Cal	t-Crit	Decision
Federal Collage of Education (Technical)	40	3.69	1.19	65	2.04	1.96	NS
Igatius Ajuru University of Education	27	3.33	1.28				

Significant at p ≤ .05

The analysis in the hypothesis one revealed the t-test of difference between business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru University of education on the pedagogical skills required for effective teaching in Rivers State. The calculated value of 2.07 is greater than t- t-critical of 1.96 degree of freedom of 65 and 0.05 level of significance. The null hypotheses were accepted. this means there is no significance difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the pedagogical skills required for effective teaching in Rivers State

Null Hypothesis 2: There is no significant difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the technical skills required for effective teaching in Rivers State

Table 4: Result of t-test statistics of significance on the technical skills required for effective teaching (N = 67)

Respondents	N	Mean	SD	df	t-Cal	t-Crit	Decision
Federal Collage of Education (Technical)	40	3.03	0.47	65	2.00	1.96	NS
Igatius Ajuru University of Education	27	3.33	0.43				

Significant at p ≤ .05

The analysis in the hypothesis two revealed the t-test of difference between business education lecturers in federal collage of education (technical) Omoku and business education lecturers in Ignatius Ajuru university of education on the pedagogical skills required for effective teaching in Rivers State. The calculated value of 2.00 is greater than t-critical of 1.96 degree of freedom of 65 and 0.05 level of significance. The null hypotheses were accepted. this means. There is no significant difference in the mean responses of business education lecturers in federal collage of education (technical) and business education lecturers in Ignatius Ajuru university of education on the technical skills required for effective teaching in Rivers State

The hypotheses tested in table 2, further revealed that all the 13 skills items had their calculated t-value less than the t-table of 1.96 at 0.05 degree of freedom. This indicated that there is no significant difference in the mean ratings of the responses of the two groups of respondents on the 13 technical skills items required by professional business education lecturers for effective teaching in tertiary institution in Nigeria.

Discussion of Finding

The of this study on competency needs of professional business education lecturers for effective teaching in tertiary institution findings of Aguolu (2004) in his study on competency improvement needs of supervisors of teachers of management in primary and post primary schools in federal capital territory, Abuja found out that supervisors of teachers of business needed improvement in 8 modules with their 97 corresponding supervisors competencies in which supervisors of teachers of business studies required. The result of this study were also in conformity with the findings of Sowande (2002) who in a study on technical competency improvement needs of metal work teachers in Nigerian colleges of educations found out that metal work teachers needed improvement in thirteen (13) competency items for better performance on the field. The result of this study were also in consonance with the findings of Abu (2008) who in a study on competency improvement needs of lecturers in management in Kogi State found out that lecturers required improvement competencies in delivery course contents.

Conclusion

This study concluded that the 30 skill items identified by the study for the competency needs of professional business education lecturers of tertiary institutions pedagogically and the 13 skill items for technical needs of professional business education lecturers to be used to improve the lecturers and make them effective in order to train the students

Recommendations

1. There should be training programmes and skill development for business education lecturers
2. Management of tertiary institutions encourage business education lecturers to have the requisite skills, competences in the utilization of various multiple modes of assessment strategies in assessing their students' learning achievements.
3. Federal Government through ministry of education should integrate the Identified professional competencies into business education curriculum through workshop and seminars
4. Business education lecturers in Ignatius Ajuru University of Education should endeavor to provide regular feedback to their students as regards their achievements in various assessment procedures.

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