



COMPETENCIES REQUIRED BY BUSINESS EDUCATION LECTURERS AND INSTRUCTORS FOR EFFECTIVE MANAGEMENT OF INSTRUCTIONAL RESOURCES IN COLLEGES OF EDUCATION IN SOUTH-EAST, NIGERIA

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Abstract

The study investigated challenges and competencies required by Business Education lecturers and instructors for effective management of instructional resources in Colleges of Education in South-east, Nigeria. Two research questions were answered while two hypotheses tested at 0.05 level of significance. The study adopted survey research design. The sample for the study was 107 respondents comprising 92 Business education lecturers and 15 instructors. Instrument for data collection was a 30-item structured questionnaire. The instrument was face-validated by three experts while reliability was established using Cronbach Alpha reliability technique which yielded a coefficient of 0.891. Data were collected with the help of six research assistants and the data were analysed using mean and t-test statistics. Based on the data collected and analysed, the study identified 9 challenges in effective management of instructional resources and 20 competencies required by Business education lecturers and instructors for effective management of instructional resources. The study among others therefore recommended that states and federal governments through the ministries of education should package the identified instructional resource management competencies into workshop materials for retraining Business education lecturers and instructors for effective use of instructional resources.

Keywords: Challenges, Business Education, Instructional Resources, Management

Introduction

Colleges of Education are established in Nigerian by law to provide knowledge, skills and training to students who shall be enterprising and self-reliant on graduation. Federal Government of Nigeria (2014) described College of Education as one of the tertiary institutions that provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. In the opinion of Onyesom (2013), College of Education is a post-secondary education institution in Nigeria designed specifically to train and prepares students for the teaching industry. Colleges of Education is train-the-



trainers colleges, established with the objectives of training and equipping teachers for their esteemed functions in teaching profession (Excellence and Education Network, 2014). The government of Nigeria established college of education system to specifically address certain educational and socio-economic issues. Hence, the goals of Colleges of Education as highlighted by Federal Government of Nigeria (2014) include to: encourage further the spirit of enquiry and creativity in teachers, provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, provide the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria, give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising. One of the vocational courses in Nigerian colleges of education where students can enrol and be equipped with saleable skills for self and paid job on graduation is Business education.

Business education is an important component of vocational technical education programme prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. According to Edokpolor and Owenvbiugie (2017), Business education is a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). Business education, as viewed by Suleiman (2017) is an area of education which deals with the study of the subject of related to or dealing with the art of shorthand writing, typewriting, accounting, business mathematics, secretarial duties, and commerce and office practice. Ajisafe, Bolarinwa and Edeh (2015) identified major aspects in business education as: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing and advertising. The programme of instruction in all aspects of business education cannot be successful without adequate provision and management use of instructional resources.

Instructional resources are physical resources utilized by educational institutions in the process of implementing educational programmes. They act as ancillaries for the achievement of educational goals and objectives (Obua, 2018). Instructional resources are integral part of the achievement of educational objectives in a well-organized school system. Usman (2016) viewed instructional resources as the tangible resources that can easily be seen and observed in any educational institution. Instructional resources according to Odigbo (1999) refers to either fixed or movable objects, equipment, supplies and facilities which may be private, public or government property that may be turned into educational use for attainment of set goals. In technical and vocational education, Ogbuanya, Nweke and Ugwoke (2017) described instructional or material resources as essential concrete features that enable the instructor to teach effectively in Industrial Technical Education workshop and classrooms. Obua (2018) further noted that instructional resources could be understood to be any material such as textbooks, visual aids, charts, maps, laboratories equipment, chalkboard/whiteboard, play ground and other materials which are used to facilitate the overall teaching and learning process in schools. Considering the magnitude of the relevance of instructional resources to the overall achievement of educational objectives, efforts must be made by the instructors or lecturers in higher institutions to ensure effective management of the resources.

Management according to Tarig (2008) is defined as a process of coordinating work activities so that they are completed efficiently and effectively with and through people. Management is a process of planning, organizing, leading and controlling all activities of the organization in pursuit of pre-determined objectives. In the view of Ogbuanya, Nweke and Ugwoke (2017), management functions include all efforts towards: planning, organizing, leading or motivating, coordinating and controlling. Azubike (1993) described material resource management as a process of making decision on how material resources could be



procured, managed, used and maintained for the development of vocational education. Olaitan, Nwachukwu, Onyemachi, Igbo and Ekong (1999) in their own view stated that effective techniques for instructional resource management is the involvement of staff in planning, organizing, controlling, and coordinating facilities for the purpose of learning skills in various occupations. Agabi (2010) noted that the importance of resources in the management of education cannot be over emphasized. It is not possible to deliver effective education without some level of sustainable management of instructional resources.

The management of instructional resources fundamental because instructional resources provide a solid basis for conceptual thinking; increase the propensity of the brain to retain information; make learning more interesting; and take care of differences that may exist among learners (Nchor, 2008). Unfortunately, Agabi (2010) noted with dismay that the resources provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Apart from the shortage of the required instructional resources for functional education, the available instructional resources in Nigerian schools are not well managed for result-oriented teaching and learning. This is true of public colleges of education across southeast Nigeria and the nation in general. The situation has continued to deny Nigeria her desired educational growth and development. Agabi (2010) argued that prudence in the use of education resources begins with the identification and exploration of all instructional sources of resources relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate maintenance of the instructional resources. It is based on this bedrock that this study was carried out to identify challenges and competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of Education using South-east Nigeria as case study.

Research Questions

In line with the two specific purposes, the study answered these two research questions:

1. What are the challenges of Business education lecturers and instructors in effective management of instructional resources in Colleges of education in South East, Nigeria?
2. What are the competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in South East Nigeria?

Hypotheses

The following two research hypotheses were tested at $p < 0.05$ level of significance.

1. There is no significant difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in southeast Nigeria.
2. There is no significant difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in southeast Nigeria.

Method

The study answered two research questions and tested two hypotheses at 0.05 level of significance using survey research design. Survey research design according to Check and Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. Information gathered through survey research must be generalized to



the whole population and thus a survey is useful for development and planning purposes (Eboh, 2009). The study was carried out in southeast Nigeria which comprises of six states namely: Abia, Anambra, Ebonyi, Enugu and Imo States. The sample for the study was selected through multistage, purposive and random sampling technique. At the first stage, three (Anambra, Enugu and Imo) out of the five states in southeast Nigeria were randomly selected. The second stage involves purposive selection of the six public Colleges of Education, hence, private colleges of education in the area were not selected. The third stage involved selection of all the 92 Business education lecturers and 15 instructors from the six purposively sampled public colleges of education in the three states making a total of 107 respondents for the study. Hence, the entire 107 Business education lecturers and instructors from public colleges of education in the three states represented the respondents for the study.

The instrument for data collection for the study was a 30-item structured, close-ended questionnaire. The questionnaire was structured into two sections in line with the two specific purposes of the study. Section one of the questionnaire focused on identifying the challenges of Business education lecturers in effective management of instructional resources while sections two focused on competencies required by Business education lecturers for effective management of instructional resources. The responses options of the two sections were structured on a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face-validated by three experts. Cronbach Alpha reliability method was used to determine the reliability of the instrument which yielded a coefficient of 0.891.

Data for the study were collected with the help of six research assistants with one from each of the six tertiary institutions in the two states. Through effective monitoring of the research assistants, the entire 107 copies of the questionnaire administered to the lecturers were completely filled and returned representing 100% return rate. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. The cut-off point for answering the research question was obtained as 2.50. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "Agree" while those less than 2.50 were interpreted as "Disagree". The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

Results

Research Question One

What are the challenges of Business education lecturers and instructor in effective management of instructional resources in Colleges of education in South East, Nigeria?



Table 1: Mean Ratings on Challenges of Business Education Lecturers and instructors in Effective Management of Instructional Resources in Colleges of Education in South East, Nigeria (n = 107)

SN	Challenges of Business Education lecturers and instructors in instructional resource management include:	\bar{X}	SD	Rmks
1	Inadequate professional experience of some young lecturers and instructors in instructional resource management	3.72	0.44	A
2	Inadequacy of required instructional resources for use in Business education	3.70	0.47	A
3	Obsolete nature of most of the available instructional resources in Business education laboratories and classrooms	3.46	0.51	A
4	Inadequate knowledge of most lecturers and instructors in improvising instructional resources in Business education	3.60	0.55	A
5	Heavy lecturers teaching load create challenges in their management of instructional resources for teaching and learning	2.33	0.72	D
6	Large class size of students reduces lecturers and instructors tendencies for effective instructional resource management	3.54	0.48	A
7	Poor maintenance culture is a bane in the management of available instructional resources	3.65	0.47	A
8	Lack of support from administrations in terms of provision of funds needed instructional materials when need arises	3.34	0.47	A
9	Poor technological skills of most lecturers and instructors in handling modern instructional resources for teaching and learning	3.26	0.55	A
10	Poor power supply is a major challenge of lecturers in effective use of modern instructional facilities for teaching and learning	3.67	0.50	A

Note: \bar{X} = Mean; SD = Standard Deviation; A= Agreed; D = Disagreed; n = number of respondents.

The data presented in Table 1 showed that the mean ratings of the respondents on 9 out of the 10 items were between the range of 3.26 to 3.72 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 9 identified items were agreed to be challenges of Business education lecturers and instructor in effective management of instructional resources in Colleges of education in southeast Nigeria. The mean rating of the respondents on item 7 was 2.33 which was less than the cut-off point value of 2.50 which indicated that item 7 was not a challenge of Business education lecturers and instructor in effective management of instructional resources. The standard deviation values of the 10 items in the table ranged from 0.44 to 0.72 which signified that the responses of the respondents are close to one another and the mean.

Hypothesis 1

There is no significant difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in South East, Nigeria.



Table 2: Test of significant difference in the mean ratings of Business education lecturers and instructors on challenges of effective management of instructional resources in Colleges of education

Variables	N	\bar{X}	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Bus. Edu. Lecturers	92	3.55	0.47	105	0.012	2.08	1.96	0.05	S*
Bus. Edu. Instructors	15	3.30	0.54						

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 2 above showed that the t-calculated (t-cal) value of 2.08 is greater than the t-critical (t-tab) value of 1.96 at 105 degree of freedom. This indicated that there was significant ($p < 0.05$) difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in southeast Nigeria. The null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of lecturers and instructors is therefore rejected for hypothesis one.

Research Question 2

What are the competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in South East, Nigeria?

Table 3: Mean Ratings on Competencies required by Business Education Lecturers and instructors for Effective Management of Instructional Resources in Colleges of Education in South East, Nigeria (n = 107)

SN	Competencies required by lecturers and instructors for effective management of instructional resources include:	\bar{X}	SD	Rmks
1	Establishing and articulating learning goals in relation to available instructional resources	3.50	0.54	A
2	Ability to improvise relevant instructional resources for teaching and learning business education	3.46	0.51	A
3	Ability to operate technological instructional resources for teaching and learning	3.37	0.52	A
4	Ability to set up ICT-based instructional resources such as projector for teaching and learning	3.58	0.72	A
5	Ability to carry out maintenance of instructional facilities during Business education instruction in the classroom and laboratory	3.40	0.51	A
6	Carrying out routine check to ascertain functionality of some instructional resources	3.49	0.50	A
7	Guiding students to arrange instructional resources such as computers and typewriters in Business education laboratory	3.56	0.48	A
8	Maintenance of textual instructional resources for effective teaching and learning of students	3.66	0.52	A



9	Maintaining physical environment that actively engage the use of instructional resources for teaching	3.56	0.52	A
10	Modifying instructional resources to adjust for specific needs of the students	3.24	0.74	A
11	Developing and sequencing instructional materials for students learning	3.68	0.45	A
12	The use of computer assisted instructional with or without animation for teaching Business education	3.31	0.52	A
13	Arranging instructional resources with adequate ventilation, illumination and artificial lighting	3.48	0.57	A
14	Binding tearing textbooks to avoid further destruction	3.53	0.54	A
15	Develop a procedure to ensure proper laboratory and class clean up	3.78	0.53	A
16	Storing instructional materials in a lockable cabinet for safety	3.55	0.65	A
17	Ability to improvise basic instructional resources for teaching and learning	3.44	0.58	A
18	Minor repairs (predictive maintenance) of the instructional facilities should be carried out to avoid breakdown	3.55	0.71	A
19	Ability to prepare directives for the use and maintenance of electronic instructional resources	3.46	0.59	A
20	Maintaining a complete inventory of instructional resources regularly	3.71	0.45	A

Note: \bar{X} = Mean; **SD** = Standard Deviation; **A** = Agreed; **n** = number of respondents.

The data presented in Table 3 revealed that the mean ratings of the respondents on 20 items were between the range of 3.24 to 3.78 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 20 identified items were agreed to be competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in southeast Nigeria. The standard deviation values of the 20 items in the table ranged from 0.45 to 0.74 which signified that the responses of the respondents are close to one another and the mean.

Hypothesis 2

H0₂: There is no significant difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in South East, Nigeria.



Table 4: Test of significant difference in the mean ratings of Business education lecturers and instructors on competencies they required for effective management of instructional resources in Colleges of education in South East, Nigeria

Variables	N	\bar{X}	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmks
Bus. Edu. Lecturers	92	3.54	0.61	105	0.052	0.48	1.96	0.05	NS
Bus. Edu. Instructors	15	3.50	0.66						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 above revealed that the t-calculated (t-cal) value of 0.48 is greater than the t-critical (t-tab) value of 1.96 at 105 degree of freedom. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in southeast Nigeria. The null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of lecturers and instructors is therefore accepted on hypothesis two.

Discussion of Major Findings

This study showed that the challenges of Business Education Lecturers and Instructor in effective management of instructional resources include: inadequate professional experience of some lecturers and instructors in instructional resource management, inadequacy of required instructional resources for use in business education, obsolete nature of most of the available instructional resources in business education laboratories and classrooms, inadequate knowledge of most lecturers and instructors in improvising instructional resources in business education and poor maintenance culture is a bane in the management of available instructional resources. The report of NCTM (2000) found that teachers access to resources and inadequate professional expertise constitute major challenges in effective management of instructional materials. The findings of this study agreed with that of Wagura (2015) who identified inadequate teacher professional development, non-availability and inadequacy of instructional resources, increased teachers workload and large class size as part of the challenges confronting teachers in effective management of instructional resources.

This study showed that the competencies required by Business Education Lecturers and Instructors for effective management of instructional resources include: establishing and articulating learning goals in relation to available instructional resources, ability to improve relevant instructional resources for teaching and learning Business education, ability to operate technological instructional resources for teaching and learning, ability to set up ICT-based instructional resources such as projector for teaching and learning, carrying out routine check to ascertain functionality of some instructional resources and ability to carry out maintenance of instructional facilities during Business education instruction in the classroom and laboratory among others. In agreement with the findings of this study, Ogbuanya, Nweke and Ugwoke (2017) also identified 50 skill items of planning, organizing, controlling,



coordinating and management of material resources by lecturers for effective teaching and learning. The report of UNESCO (2015) equally showed that ability to improvise relevant instructional resources, carrying out routine check to ascertain functionality of instructional resources, reading and interpreting operational manuals, ability to carry out maintenance of instructional facilities and ability to operate technological instructional resources for teaching and learning are area of skill need of instructors for effective management instructional resources in laboratories.

Conclusion

The management of instructional resources is central to the overall achievement of educational objectives on sustainable basis. Hence, this study investigated the challenges and competencies required by Business Education lecturers and instructors for effective management of instructional resources in Colleges of Education in South-east, Nigeria. Based on the data collected and analyzed, the study identified 9 challenges in effective management of instructional resources and 20 competencies required by Business Education Lecturers and Instructors for effective management of instructional resources

Recommendation

1. States and federal governments through the ministry of education should package the identified instructional resource management competencies into workshop materials retraining Business education lecturers and instructors for effective use of instructional resources.
2. Technical and vocational education curriculum planners should emphasize instructional resource management skills in the curriculum of Business education and follow up its implementation.
3. There should adequate provision of required instructional resources by management of tertiary institutions for enhanced use of the resources facilities for teaching and learning.



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