



STUDENTS ASSESSMENT OF BUSINESS TEACHER EDUCATION LECTURERS ON INSTRUCTIONAL DELIVERY PRACTICES IN EDO AND DELTA STATES

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Abstract

The study investigated the extent of students' assessment of business teacher education lecturers on instructional delivery practices in Edo and Delta. The descriptive survey design was used for the study. The population comprised 376 Business education students at the University of Benin, Ambrose Alli University and Delta State University, Abraka. There was no sample since the population was manageable. A questionnaire containing 22 items was the instrument used for data collection. The questionnaire was validated by two (2) experts in Business education and two experts in Measurement and Evaluation at the Delta State University, Abraka. To determine the internal consistency of the instrument, 54 copies of questionnaire were administered to final year Business education students of the Niger Delta University. The data obtained were subjected to Cronbach Alpha which yielded a reliability coefficient of 0.94. Data were analyzed using mean and standard deviation. The findings are Business education lecturers give prompt feedback on students learning outcomes, Students' learning is assessed using variety of methods, Students are informed about the criteria for evaluation to a high extent. It was recommended that adequate lecturers should be employed by the university authorities in business teacher education programme for comprehensive curriculum delivery to the students and students should be regular at their classes in order to acquire relevant skills and knowledge among others.

Keywords – Students Assessment; Business Education Lecturers; Instructional Delivery Practices; Universities.

Introduction

Business education is an integral part of Technical and Vocational Education. In Nigeria, its major tenets are to produce the required manpower for economic and national development. Business education, in Atakpa and Agbamu (2013), is described as "that aspect of total education which provides the knowledge, skills, understanding and attitudes needed to perform in the business world as producer and consumer of goods and services. Atakpa and Agbamu (2013) state that business education is the sum total of the knowledge, skills and attitudes that are required for successful execution and administration of business enterprises. Business education is also recognized as an appendage of vocational and



technical education in the national policy on education (2013). Business education places emphasis on acquisition of relevant skills that prepare the graduands for self-employment in the world. Business education is offered at different levels of the Nigerian educational system, including colleges of education. Agomuo (2007) has identified components of business education and training as:

- 1 Office Education which prepares students for office occupations and careers ranging from clerical to secretarial and administrative positions;
- 2 Marketing Education which prepares students for distributive trades such as advertising and salesmanship;
- 3 Accounting Education which prepares students for careers in Accountancy; and
- 4 Computer Education which prepares students in computer careers such as Desktop publishing, website and database development.

The National Policy on Education attaches great emphasis to Business teacher education in Nigeria as a veritable instrument in the training of teachers.

Section 56(a) of the National Policy on Education (1998) states thus: "since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in education planning and development". The policy sets the Nigeria Certificate in Education (NCE) as the minimum entry qualification into the teaching profession (NPE, section 56(b)). Emehi and Ike (2020) outline the goals of teacher education as stipulated in section 57(a-e) of the National Policy on Education thus:

- to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- to encourage further spirit of enquiry and creativity in teachers.
- to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- to provide teachers with the National and professional background adequate for their assignment and make them adaptable to the changing situation.
- to enhance teachers' commitment to the teaching profession.

In order to ensure that all teachers are professionally trained, the policy declares that teacher education programmes shall be structured to equip teachers for effective performance. The task of providing professional training for teachers was vested in the following educational institutions: Colleges of Education, Faculties of Education, Institutes of Education, National Teachers Institute and Schools of Education in the polytechnics. (Emehi and Ike. 2020).

To further stress the relevance of technical and business education in the educational system, Section 59 of the National Policy on Education makes the following declaration. "The Nigeria Certificate in Education (NCE) and degree levels education programmes shall continue to be expanded to cater for the requirement of technical, business and special education". In order to ensure the training of teachers in higher institutions including universities teachers in these institutions have to undergo sufficient training to enable them impart the relevant knowledge, skills and attitude to the learners.

"In line with the goals of education as enunciated in the National Policy on Education business education is one of the programmes offered in most universities in Nigeria.", beginning with the University of Nigeria, Nsukka in 1960.

Effective teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile, to the students. It is the impartation of relevant knowledge which takes place in the classroom. Teaching facilitates



learning. It is the responsibility of the teacher to determine to a large extent the quality of learning and instruction that will be given to the learners. Emehi and Ike (2020), observe that teaching is an attempt to help someone acquire relevant skills, attitude, knowledge and ideas refers to organized activities undertaken by a more experienced and more knowledgeable person in order to enable less experienced person to learn (Aliyu, 2013). This includes all the activities that are contemplated and developed from time to time in order to make teaching and learning more meaningful and realistic. The degree of effectiveness of teachers is determined by the level of knowledge imparted on the students in the school system.

Tolzuch (2012), maintains that learning is a continuous process which involves learners' active participation in receiving, storing, interpreting and relating information to their previous knowledge and experiences. It is a process of instruction that brings change in one's behavior. Teaching modifies the behavior of the learner. If there is no change in the initial attitude of the student after a period of instruction, it is inferred that the student has not learned. Ugwu (2000) notes that teaching is a strategy which guides students to secure certain amount of experiences that would promote maximum development of their potentials. Nwaji (2000) further refers to teaching as planned interaction characterized by well spelt out objectives by the teacher to enable the learner acquire a change in behavior, or develop more positive attitude, knowledge, ideas and skills as tool for living a meaningful and fulfilling life in the society. Learning has to bring about change in behavior and develop one's mentality as well as ability to understand, remember and apply various skills and to have certain attitudes and values especially those set forth in the learning objectives. The following elements are pre-requisites for effective teaching and learning: efficient teaching; provision of adequate teaching and learning resources; proper consideration and specification of expected learning traits; provision of conducive environment for learning; maintenance of learner friendly school climate and putting in place a result oriented administration (Aliyu, 2013). The level of teacher's preparedness is a vital resource in the process of teaching and learning. The teacher represents key input of highly skilled labour resource which combines with the education plan and its allied services to produce educated or at least schooled individuals (Garba, 2015). Therefore, education policies, however well-intentioned and official curricula, however well crafted, cannot succeed without the teacher, whose professional management of the teaching and learning process ensures that education really takes place. According to Asiyai (2015), it is the teacher who sets the pace, plans and aim at ensuring students' effective learning by devising learning experiences, which arouse students' interest and inspire them to work diligently so as to become creative problem solvers.

In a recent study of Garba and Abubakar (2020) entitled instructional delivery in business education in colleges of education in North-East Nigeria, the following are revealed concerning the lecturers: Business education lecturers cover course contents before examination; they give prompt feedback (written or oral) on students' learning outcomes; they assess students' learning using a variety of methods; they inform students' about the criteria for evaluation; they answer students' questions relating to their course during lesson delivery; the lecturers show sincere interest in solving's students' academic problems, explaining difficult points in class until they are understood; they present materials logically in class during instructions, trying as much as possible to maintain students' interest on the subject being taught; they deliver study material in a clear and comprehensive way, they demonstrate culture of speech in the form of clear articulation; business education lecturers ask questions in class to stimulate discussions; they are objective in assessing students' performance; they are punctual to class; they are willing to give students individual attention; they keep accurate records of students' assessments; they strive to maintain feedback from students, they use



various sources of information to enhance teaching and learning and are unbiased in assessment of students' achievement.

Statement of the Problem

The capacity of business education teachers programme to provide high quality and relevant training depends largely on the quality of its teachers and the instructional practice adopted. Okebukola (2008) also observes that business teacher's quality is hinged on three knowledge bases; these are, content knowledge, pedagogical knowledge and pedagogical/content knowledge. The statement of the problem therefore is students' assessment of business teacher education lectures on instructional delivery in universities in Edo and Delta State.

The purpose of the study is to find out students assessment of business teacher education lecturers on instructional delivery practices in Edo and Delta State.

Research Question

The following research question guided the study:

What is the extent of students' assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States?

Method

The descriptive survey design was used for the study. The population comprised 376 Business education students at the University of Benin, Benin City, Ambrose Alli University, Ekpoma and Delta State University, Abraka. There was no sample since the population was manageable. A questionnaire containing 22 items was the instrument used for data collection. The questionnaire had two parts; Part A contained information on demographic variables: Name of institution and Sex while Part B contained thirty-four items on the research question with four options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The questionnaire was validated by two (2) experts in Business education and two experts in Measurement and Evaluation at the Delta State University, Abraka. To determine the internal consistency of the instrument, 54 copies of the questionnaire were administered to final year students of Niger Delta University, Wilberforce Island. The data obtained were subjected to Cronbach Alpha which yielded a reliability coefficient of 0.94. In order to analyze the data the, the options were assigned points as follows: Very High Extent (VHE)- 4points, High Extent (HE) - 3points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point.

In decision rule, any item which mean above 2.5 was regarded as High Extent while any item with mean below 2.5 was regarded as low extent.

Results

Research Question

What is the extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta States?



Respondents mean ratings on extent of students assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States N = 376

S/N	Items on extent of students' assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States	\bar{x}	SD	Decision
1.	Course contents are covered before examination	2.69	0.70	High Extent
2.	Business education lecturers give prompt feedback on students learning outcomes	2.92	0.76	High Extent
3.	Students' learning is assessed using variety of methods	2.86	0.82	High Extent
4.	Students are informed about the criteria for evaluation	2.91	0.69	High Extent
5.	Lecturers answer students questions relating to their course during lesson delivery	2.84	0.96	High Extent
6.	Lecturers show sincere interest in solving students' academic problems	2.75	0.80	High Extent
7.	Difficult points are explained by lecturers in class	2.97	0.89	High Extent
8.	Business education lecturers are interested in students' achievement	2.86	0.81	High Extent
9.	Business education lecturers present materials logically during instruction in class	2.96	0.95	High Extent
10.	Business education lecturers draw and maintain interest of students in the subject taught	2.92	0.87	High Extent
11.	Business education lecturers deliver study material in a clear and comprehensive way.	2.80	0.81	High Extent
12.	Business education lecturers demonstrate culture of speech in the form of clear articulation	2.84	0.97	High Extent
13.	Business education lecturers ask questions in class to stimulate discussions	2.71	0.78	High Extent
14.	Business education lecturers are objective in assessing students' performance	2.83	0.95	High Extent
15.	Business education lecturers are punctual to class	2.88	0.90	High Extent
16.	Business education lecturers are willing to give students individual attention	2.73	0.84	High Extent
17.	Business education lecturers keep accurate records of students assessments	2.93	0.79	High Extent
18.	Business education lecturers strive to maintain feedback from students	2.82	0.98	High Extent
19.	Lecturers use various sources of information to enhance teaching and learning	2.75	0.69	High Extent
20.	Business education lecturers are unbiased in assessment of students' achievement	2.69	0.92	High Extent

All the items list 1- 20 have High Extent on extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta State since the mean is above 2-5.



Discussion

The findings on the extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta States are; Course contents are covered before examination, Business education lecturers give prompt feedback on students learning outcomes, Students' learning are assessed using variety of methods, Students are informed about the criteria for evaluation, lecturers answer students' questions relating to their course during lesson delivery, lecturers show sincere interest in solving students' academic problems, difficult points are explained by lecturers in class, business education lecturers are interested in students' achievement, Business education lecturers present materials logically during instructions in class, business education lecturers draw and maintain interest of students in the subject taught, business education lecturers deliver study material in a clear and comprehensive way, business education lecturers demonstrate culture of speech in form of clear articulation, business education lecturers ask questions in class to stimulate discussions, business education lecturers are objective in assessing students' performance, business education lecturers are punctual to class, business education lecturers are willing to give students individual attention, business education lecturers keep accurate records of students assessments, business education lecturers strive to maintain feedback from students, lecturers use various sources of information to enhance teaching and learning and business education lecturers are unbiased in assessment of students' achievement. These findings are consistent with the earlier study of Garba and Abubakar (2002) who identified similar findings on instructional delivery practices in Business education in Colleges of Education in North-East Nigeria.

Conclusion

Business teacher education lecturers are consistent in delivery of their course content in the process of training prospective Business education graduates who will be capable of imparting such relevant knowledge, skills, attitudes to other recipients.

Recommendations

The following recommendations are made for the study:

1. Adequate lecturers should be employed by the university authorities in business teacher education programme for comprehensive curriculum delivery to the students.
2. Students should be regular at their classes in order to acquire relevant skills and knowledge.
3. Business education lecturers should always give accurate assessment of business education students in class.



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