



## **RELEVANT TRAINING SKILLS NEEDED BY BUSINESS EDUCATION LECTURERS FOR EFFECTIVE TEACHING OF BUSINESS EDUCATION COURSES IN HIGHER INSTITUTIONS IN IMO STATE.**

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### **Abstract**

*The core mandate of any educational programme is the ability to use teaching skills/training to accomplish a defined goal. They are the guiding materials and strategies which a lecturer applies in order to influence students to understand a given topic. The study was aimed at Assessing the Relevant Training Skills Needed by Business Education Lecturers for effective teaching of Business Education Courses in higher institutions in Imo State. Going by the upsurge in technological advancement, Business educators require adequate and modern training skills for effective teaching of Business Education courses in the higher institutions. Three (3) research questions were raised along with three (3) hypotheses to guide the study. A survey design was adopted by the researchers for the study. The population of the study was made up of forty eight (48) Business Education Lecturers drawn from the two (2) selected tertiary/higher institutions: Alvan Ikoku Federal University of Education, Owerri and the Imo State Polytechnic, Umuagwo, Imo State. The entire population of 48 was used since the entire population was small and manageable. Data collected by the researchers were analyzed using mean and standard deviation to answer the research questions and to determine the harmonious responses from the respondents. The t-test was used to test the formulated hypotheses at 0.05 level of significance. The finding revealed that Business Education Lecturers rated all the items on the research questions as relevant/needed. The study recommended among others that lecturers promotion should not only be based on the number of years spent, but on the level/area of relevant training skills for effective performance, and that the relevant authorities managing higher institutions should redesign training programmes for Business Education Lecturers, and that professional bodies should be charged with the mandate of designing the training packages for higher institutions. The selection of appropriate teaching strategy should be the matter of objective to be achieved in the course of teaching.*

**Key Words:** Training Skills, Effective Teaching, Business Education, Business Education Lecturers, Higher Institutions.

### **Introduction**

Business education lecturers' responsibility for the teaching functions and role requires certain relevant training skills that enable them perform effectively and efficiently in their daily lecture duties. To achieve this, a thorough understanding of the various functions of the Business education lecturers is very key. Today's ever advancing technological world requires special skills and training,



which would enable the Business education lecturers to fit into the modern teaching conditions. The functions of the Business education lecturers in the recent times have expanded and broadened. Therefore, this makes it become more challenging due to the rapid advances in technology, new equipment and other skills needed by the Business education lecturers to carry out their tasks as lecturers.

The educational sector specifically, appears to be mostly hit especially when society is faced with natural disasters, epidemic/pandemic outbreaks, political unrests, armed banditry, communal clashes, insurgencies, war and all kinds of uncertainties partly because of the large crowd it accommodates at a time. These unfortunate circumstances have drawn people's attention to the need for a proficient and effective system of knowledge and skills acquisition that would keep the teacher abreast with current trends in the academia. This can only be achieved if, and only if the teacher is properly trained and equipped with the needed skills that would assist him/her to be more effective and efficient in imparting on the learners. Chukwurah (2011), opined that in the event of continuous global technological advancements, Business education programmes must be directed towards preparing learners to absorb the changes. Ibigbami (2004) advanced that Business teacher education curriculum must be developed in line with the national demand for education reform. As significant as education is for nation building and sustainable economic growth, Business teacher education and training is found to be one of the most important ways in which the education sector can be reorganised and managed for easy attainment of Nigeria's educational goals and objectives as stipulated in the educational policies guiding the sector. In the light of this, a nation can be said to have attained quality education only if the main actors in education who are the teachers, learners and the environment are properly organized (Njoku, Chukwumezie, and Ani, 2017). This implies that the teacher must be adequately trained on modern trends in education, and the requisite facilities and environment must be provided for both learners and teachers. Equally, the appropriate method and curriculum must be adopted to enable graduates fit and compete favourably with graduates of other countries as well as secure good jobs. Business education is the acquisition of problem solving skills that will facilitate effectiveness in the office or Business. It is the acquisition and development of skills and competencies, attitudes and attributes necessary for efficiency of the economic system (Aliyu, 2006). Basically, Business education implies knowledge acquisition for business and vocational skills. Ugwoke (2011) sees Business education as a form of technical and vocational education directed at educating the learner to become productive in teaching, securing paid jobs and self-reliance and prepares individuals for careers in Business and consumers of economic and consumer goods. Business education and technical education are intertwined in a way. Chika (2005) in Shaibu, Ameh and Kaduru (2020), Business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of businesses. While Business education involves acquiring needed skills for business and self-reliance, technical education involves acquiring specific skills in crafts, engineering, artistry, trade, among others. Business and technical education are both skill inclined and create an avenue for entrepreneurship skill development for a sustainable economy.

Business education plays an important role in economic development by providing adequate knowledge and skills to the learners as it enables them to impart knowledge unto others and handle sophisticated office technologies and information systems (Amoor, 2010). This is in agreement with the Business education goals of producing competent, skillful and dynamic business teachers, office administrators and businessmen and women that are competent enough to compete in the world of work. In the same vein, Oyebade, Oladipo and Adetoro (2008) looked at education as that vital instrument of economic growth and technological advancement of a nation. This depicts the relevance of education in whatever form it may be acquired, be it general, business, vocational or technical. In addition, Business education is focused on meeting general education and career and technical education needs of students at all levels, be it in the primary and secondary schools, colleges of



education, polytechnics, other teacher training institutes or universities. It is that aspect of education processes that involves general education, study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in different aspects of economic and social life. Acquiring skills in business education programmes will result in economic viability, prosperity, employment generation, social equity, attraction of foreign investors due to availability of technically skilled manpower, local control of goods and services, community well-being, cultural richness, physical integrity, economic diversity, effective management of resources and environmental purity (United Nations, 2004). Business educators need proper training in order to utilize appropriately the resources and instructional materials available for effective teaching and learning processes, the need for up-to-date knowledge for the use of instructional materials cannot be rights, freedom, equity, justice, etc (Agbonaye and Akele, 2017). A developed society is the one that has succeeded in providing a source of livelihood for the majority of its inhabitants and that in such society, premium is attached to elimination of poverty, provision of food, shelter and clothing to its citizens.

Business education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self employment (Anyaneh and Nkegwu, 2015). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is an education that provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of Business endeavours. Hence, education about Business prepares students to function intelligently as consumers and citizens in a Business economy. Hence, Business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems (Chiadika, Iwendi, Fassasi and Onianwa, 2014). Ajisafe, Bolarinwa, and Edeh (2015) noted that since the primary goal of Business education is to produce competent, skillful and dynamic Business teachers, office administrators and businessmen and women that will effectively compete in the world of work and it is an impetus and sine qua non to national transformation and development because economic development usually engenders national transformation.

The acquisition of skills, competencies and knowledge as imbedded in Business education helps to address unemployment and its attendant vices, increases productivity, and accelerates the development of the nation. By engaging in paid job or running of private Businesses, graduates of Business education programme are able to reduce social crimes among youths (Udo, 2014). This leads to social gratifications such as personal amusement, love, happiness, affection and enjoyment which are necessary indices for measuring level of national development. Business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby, enabling them to adequately impart knowledge to others and handle sophisticated office technologies and information system (Anyaneh and Nkegwu, 2015).

Business education is a programme of study designed to produce teachers of Business subjects in our Secondary and Post- Secondary Schools. To this school of thought ably supported by the assertions of Otamiri and Adiele (2001), Otamiri and Odigie (2010), Agomuo (2001), that Business education is education for Business teachers. This school of thought perceives Business education as a specialized and professional arm of the technical and science education focused at preparing and equipping those to impart Business skills and competencies to students and other business trainees. This may provide the rationale for including educational courses in the curriculum of Business education. Business education is education for business. This view of Business education received the support of a host of authors and theorists. Ubulom and Ukwuije (2000) in their view stated that Business education is an aspect of educational programme that prepares students for careers in business. Business education lecturers' training needs are all directed towards more



skill acquisition and effectiveness as they are important and essential issues that the management also need to take proper steps in tackling such teaching problems, so that issues like computation and keying-in aptitude test scores of students' results and other information into the school website will not be contracted out. Business education lecturers are bound to acquire the needed skills of effective classroom communication, computation and computer skills, modern classroom management information system, as well as public/human relations skills (Agomuo, 2001).

In-service teacher education is extremely important for both the teachers who have been prepared in an undergraduate vocational teacher education programme and for those who may be recruited from business and industry (Osuala, 2004). The type of preparation given at the pre-service .degree level by established teacher education departments may not produce the type of teacher that is needed to cope with the needs of modern technology in some of the occupational training areas, hence established teachers need in-service training to increase their skills and improve their teaching practices. Also, there is a strong possibility that teachers who are in the profession for a number of years may become stagnant and fail to keep abreast with innovations in the areas that they teach and that in-service teacher education should be offered on carefully planned continuous basis.

### **Statement of the Problem**

Relevant training skills are needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State. Hence, Business education is a programme that requires skills and innovation of the teachers to deliver their duties of teaching effectively. To this end, Enyekit (2010) asserted that no education system may rise above the quality of its teachers. Conversely, a good Business teacher would more than often try to offset deficiencies in curriculum, in textbooks, and equipments. A good Business educator requires the skills of course content delivery, computer skills, good communication skills, pedagogical skills, as well as public/human relation skills to be able to meet the current trend in the teaching profession. The question agitating in the minds of all concerned with the business of teaching Business education is how trained, prepared, and informed Business education lecturers of today are vis-a-vis the changes in both technology and teaching practice (Ibighami, 2001). There are myriad of problems that face Business education lecturers. Business education lecturers frequently or often times use outdated machines and often times rely on the experience gained throughout their career on the job to the best of their abilities. The competitive global environment poses many interesting challenges to the Business education lecturers to build a competitive advantage by increasing efficiency in teaching, effective communication, computation and computing, classroom management system, as well as the public/human relations skills all with a view to coordinate the activities of the students, departments and other colleagues (Ibe, 1994).

Every country's growth and development is measured by the position it occupies when it comes to the level of education of its citizenry. Investing in human capital development can never be a waste because, over time, education has evolved and is still evolving each passing day and these developments have helped in solving domestic problems and the changes have facilitated up-to-date knowledge of citizens and have given them confidence to compete globally with other countries, hence, the need for constant upgrade and review of the measurements, curriculums, methods and policies that guide activities of the sector. UNESCO (2006) is of the view that, it is evident that current economic development trends cannot sustain its citizenry therefore, public awareness, education, and training are paramount to the paradigm shift needed toward sustainability. It is therefore, imperative to say, no nation or society can thrive in this era of global competition without education as an integral part of human life and existence. To Mungashum, Sylvester and Joshua (2018), education is exclusively used in the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It is the overall development of the child through acceptable methods and



techniques based on his/her abilities and interests as it satisfies the need of the society and attains self satisfaction (Amaele, 2011). Education can therefore, be said to be an indisputable tool for self-sustenance and economic independence in any nation.

### Research Questions

The following research questions were raised by the researcher to guide the study:

1. What are the communication skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?
2. What are the pedagogical skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?
3. What are the computer application skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

### Method

The researchers adopted the survey research design for the study. The population of the study comprised forty eight Business education lecturers drawn from the two selected higher institutions in Imo State. There was no sample in the study since the population was small and manageable. A structured questionnaire was used to collect data for the study. One expert in Educational Measurement and Evaluation and two experts in Business Education validated the instrument for comprehensiveness and consistency. The data collected from the respondents were analyzed by the researchers using mean statistics to answer the research questions. Any response, with a mean of 2.5 and above was considered as needed by the Business education lecturers, but any one that was below 2.5 was considered as not needed. The analysis was based on the data obtained from the response of the respondents on the questionnaire administered.

### Results

**Research Question 1:** What are the communication skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

**Table 1:** Responses to Relevant Questionnaire Items

S/N	Statement	X	Remarks
1	Ability to identify and point out errors in letters, memos, lesson notes and conference papers	4.01	Needed
2	Ability to interpret cybernetics in communication by other colleagues online research	3.64	Needed
3	Ability to correct usage of tenses at the right time and avoidance of delay in speech delivery	3.60	Needed
4	Ability to deliver speech before colleagues and students	4.03	Needed
5	Ability to use technical and grammatical concord in speech delivery during paper presentations	3.30	Needed
6	Ability to write reports, public notice as well as press release or papers and magazines	3.40	Needed



The result presented in table 1 aboveshowed that the mean responses of the group on all the six items of this research questions (1-6) are above the cut-off point of 2.50. This revealed that the respondents all agreed that communication skills are needed by Business education lecturers in higher institutions in Imo State for effective teaching of Business education courses.

**Research Question 2:** What are the pedagogical skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

**Table 2:** Responses to Relevant Questionnaire Items

S/N	Statement	X	Remarks
7	Ability to apply different teaching techniques	3.30	Needed
8	Ability to use and apply individualized method in teaching	4.01	Needed
9	Ability to apply demonstrating method to teach practical topics	3.30	Needed
10	Ability to apply excursion method in teaching practical topics	4.00	Needed
11	Ability to identify and distinguish between fast and slow learners in the class.	3.54	Needed
12	Ability to use lecture method in teaching	3.40	Needed

The results presented in table 2 above indicated that the mean responses of the respondents on the six items (7-12) on the pedagogical skills needed of Business education lecturers are above the cut-off point of 2.50. The results therefore, revealed that Business education lecturers in higher institutions in Imo State all agreed on the relevance of pedagogical skills.

**Research Question 3:** What are the computer application skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

**Table 3:** Responses to Relevant Questionnaire Items

S/N	Statement	X	Remarks
13	Ability to have access to other institutions' websites and systems network for materials	3.61	Needed
14	Ability to know the best configuration of the computer for PowerPoint presentation	4.03	Needed
15	Ability to design spreadsheets ledger, journals etc with ease	3.40	Needed
16	Ability to install computers and arrange networking of systems	3.40	Needed
17	Ability to use computers for online research	3.30	Needed
18	Ability to network with other institutions' computers	3.81	Needed

From the above table 3, it was revealed that the mean of all the six items (13-18) were above 2.5 which was the cut-off point. It implied that the respondents agreed that Business education lecturers require computer application skills in carrying out their teaching responsibilities in higher institution in Imo State for effective teaching of Business education courses.



### **Discussion of Findings**

The result presented in table 1, revealed that Business education lecturers needed effective teaching communication skill training in their daily duties as it would enable them deliver good teaching and explanation of concepts and issues to the students/learners. The lecturers were aware of how important the skills were especially in the contemporary communication society of ours, which was in agreement with Nwafor (2021) that there is high communication skills gap among graduates of Business education in high institutions in Nigeria. The World Bank report also corroborated this assertion stating that about 2-4% of tertiary education graduates are employable, whereas 18-20% of them will require more training interventions for about 1-4 years to become employable (Nwafor, 2021). It also revealed that Business education lecturers' communication skills such as the ability to identify errors in letters, memos, lesson notes, conference papers, interpret cybernetics in communication, wrong usage of tenses, wrong usage of technical and grammatical concord in speech delivery and the ability to write reports to be relevant in today's world of work.

The results in table 2, showed that Business education lecturers in higher institutions needed pedagogical skills like the ability to apply different teaching techniques, individualized method of teaching practical topics, identify and distinguish between fast and slow learners and ability to use lecture method in teaching. Zakka, Bewaran, and Moris (2021) expressed similar view and maintained that Business education lecturers need pedagogical skills in view of that growing use of digital technologies that will aid in imparting the needed skills to students who can function effectively in a knowledge driven economy. The study found that pedagogical skills were highly needed for the teaching of Business education in higher institutions in Imo State.

The results in table 3, revealed that Business education lecturers' needed computer application skills such as ability to assess other institutions websites and systems network materials, power point presentation, designing, spreadsheets, ledger journals, installation of computers, online research, and networking with other institutions' computers. The results were in agreement with Ovute and Ovute (2015) which maintained that ICT skills help lecturers in applying technology wisely, logically, effectively, and understand the principles underlying the technological tools and materials. Nik (2021) however, maintained that teachers need to master the following skills and knowledge: technological environmental, behavioural, pedagogical and motivational skills to remain relevant in the present world of teaching. Heinz (2016) corroborated that computer competence involves confident, critical and creative use of digital technologies to achieve goals related to work employability learning, leisure, inclusive, and participation in the society.

### **Conclusion**

Based on the findings of the study, the researchers discovered that Business education lecturers need relevant training skills for effective teaching of Business education courses such as communication skills training, pedagogical skills training, and computer skills training which will go a long way in delivering good teaching and explanation of concepts and issues as they relate to Business education. Business education as a programme requires skills and innovation of the teachers to deliver their duties of teaching effectively. However, poorly trained teachers tend to produce their kind of students while a good Business educator understands the skills of course content delivery, computer skills, good communication skills, pedagogical skills as well as public/human relation skills to meet the current trend in the teaching profession

### **Recommendations**

The following recommendations were made based on the findings by the researchers:

1. Professional bodies in Business education should be allowed to design the training packages for higher institutions in Nigeria which will go a long way in improving lecturers'



- communication skills.
2. The promotion of lecturers should not be based only on the number of years spent but also on the areas of skills and other pedagogical competencies.
  3. The management of higher institutions should redesign training programmes suitable for Business education lecturers in their respective institutions.

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