



INFLUENCE OF WORK ETHICS ON EFFECTIVE TEACHING OF BUSINESS EDUCATION COURSES IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract

The need to improve the quality of business education programmes necessitated this work. This study investigates the influence of work ethics on teaching business education courses in colleges of education located in Kwara State. It is a perception study. The study had four specific research purposes, research questions, and hypotheses tested at 0.05 significance level. The study adopted a descriptive survey research design. The study population was 65, comprising 59 business educators and six deans in the six colleges of education who are business educators in Kwara State. The total population was used for the study because of its controllable size. The instrument for data collection was a 24-item structured questionnaire tagged Work Ethics and Effective Teaching of Business Education Courses Questionnaire (WEETBECQ) with a 4-point rating scale. The instrument went through face and content validation by four experts. The instrument's reliability was ensured using Cronbach's Alpha, which yielded a reliability coefficient of 0.932. Mean and Standard Deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using One-way Analysis of Variance (ANOVA). The findings identified work ethics in terms of punctuality to class, dedication to duty, work loyalty, and practical communication skills to a great extent for effective teaching of business education courses in colleges of education in Kwara State. Based on the study's findings, it was concluded that class punctuality significantly affects the effective teaching of business education courses. This is because punctuality in class indicates respect for others, helps establish strong work ethics, and enhances productivity, credibility, and professionalism. Colleges of education should provide a conducive and enabling environment that will enable business courses to be taught effectively, thereby promoting business education programmes and allowing them to be widely accepted by students.

Keywords: *Work ethics, effective teaching, business education, colleges of education.*

Introduction

Education at all levels enables the empowerment of a nation's population to contribute to nation-building, which is a vital instrument for national progress. Additionally, it bestows knowledge, character, and skills upon the individual. Education is a process of training that seeks to transfer information, develop talents, and nurture skills that can enhance mental alertness and promote the proper perspective on life. This suggests that if individuals are provided with sufficient education, they will actively enhance their well-being and positively contribute to the progress and welfare of their local society. Recognizing this, the Federal Government of Nigeria mandated education for its citizens as a prerequisite in its National Policy on Education (FRN, 2013). This education must be of the utmost quality, comprehensive, beneficial, and relevant to the needs of society. The Policy emphasized the importance of providing up-to-date and relevant education, ensuring that individuals acquire the skills and competencies required to thrive in society and make meaningful contributions to its advancement.

As Asaju and Adogba (2014) state, the efficacy of education refers to the extent to which it modifies or enhances student behaviour, attitude, values, and knowledge. As an educator, the teacher



must possess the ability to shape pupils' attitudes, values, knowledge, emotions, and behaviours by demonstrating a positive attitude and professional approach towards education. Students regard the instructor as a role model while doing their duties. The dedication to exceptional teacher education programmes at colleges of education (COE) is assumed to be a given. To adequately equip student teachers for the challenges they will face in the current job market, teacher education programmes at this level must be exceptional.

Nwabufo and David (2018) assert that business education is essential to vocational education. It equips students with the essential skills of self-actualization and independence, enabling them to actively contribute to their economic well-being and the growth of local and global industries. Additionally, it has been stated that business education promotes comprehension of the corporate realm, economic literacy, and the ability to excel in many occupations. *Business education* is an academic discipline that provides students with the requisite information, skills, and attitudes to thrive professionally and cultivate self-reliance in all facets of their existence. This vocational programme aims to provide students with practical experience after the course, enabling them to become self-reliant by securing employment for themselves and employing others. Agboola (2015) defines *business education* as a comprehensive set of deliberate, structured, and cultivated activities to equip young individuals with the necessary skills and knowledge to connect ethically and economically with their community. Consequently, it is a vocational element of technical and vocational education taught to students at the secondary level as business studies and at the university level as business education. As defined by Kulo, Effah, and Okudare (2015), business education is an educational curriculum designed to enhance understanding of business practices, equip young individuals for employment in business-related fields, enhance consumers' ability to make informed purchasing choices and train future business educators.

Business education facilitates acquiring skills and identifying solutions to challenges in office and business education (Nwaiwu et al., 2015). The primary objective of business education is to provide students with the essential competencies required for success in business, office administration, and self-employment. According to Shuaibu and Ahmadu (2015), *business education* may be the information, skills, and abilities required to effectively market and manage a company enterprise. Business education aims to cultivate a workforce equipped with the requisite knowledge, competencies, and proficiencies to harness and synergize various resources to provide the commodities and services society needs to satisfy its expectations.

As to Luenendonk's (2017) findings, work ethics refer to the combination of attitude and conduct that reflects individuals' sentiments towards their employment or careers. It also pertains to their execution of responsibilities or the accompanying obligations. Their work ethics are also evident in their interactions and communication with colleagues and other individuals they encounter in the workplace. The author stated that "work ethics" is a term used to refer to fundamental qualities that a worker should have, including accountability, honesty, and integrity. These traits or features dictate how personnel react or conduct themselves in a particular context or place. The employee's response will indicate their work ethic's caliber. The work ethics of business teachers will showcase their moral strength and present them as positive individuals. These traits will contribute to the organization's ability to accomplish its aims and fulfill its vision. Ademiluyi (2021) states that even if a teacher has the required skills and drive, they may encounter obstacles beyond their control, preventing them from reaching their full potential. Conversely, a man with middling capabilities may routinely achieve more success thanks to his superior personality traits, to the disappointment of his more skilled colleagues.

In Ryan's (2019) study, the National Association of Colleges, and Employers (NACE) clearly defined work ethics. According to NACE, work ethics encompass personal responsibility and effective work habits, including being prompt, working well in teams, managing time efficiently, and being aware of how nonverbal cues may impact one's professional image. The individual demonstrates integrity and ethical conduct, conducts themselves with integrity, considering the welfare of the broader society, and can learn from their errors. The focus of the working environment has transitioned from industrial production to information and media, necessitating enhanced educational abilities. Work ethics encompass a collection of ideas rooted in self-discipline and conscientiousness. It influences an individual's approach to managing responsibilities and their seriousness towards their work. To optimize teacher work standards, particularly the professional competency criteria, instructors might enhance their commitment to work ethics (Hamdani et al., 2018). Consequently, it is essential to provide training for skilled individuals and recruit individuals with strong moral qualities. Having an individual who can be taught relevant talents is commendable.

Punctuality is an essential part of work ethics, involving the commitment to remain focused and present in the workplace until all activities or assignments are finished. Their punctuality affects the effectiveness of



professors in their work. Employers expect lecturers to consistently appear punctually for classes, as legislation mandates. It requires a continual readiness to start teaching at the specified times stated on the timetable. Students might acquire professional behaviour by witnessing a punctual instructor as a role model. If he gets to the office at least thirty minutes before the start of the class, he will have sufficient time to prepare and be ready to begin working immediately.

Consequently, effective teaching may ensue. An intimate connection between employees and the organizations they are employed by is essential for fostering a strong commitment to their jobs. Establishing this close relationship should commence with a company's recruitment of an employee and last until the person's retirement. Commitment is an essential element of effective human resource management within an organization. It plays a crucial role in achieving an organization's goals and objectives. Hence, this issue is perpetual and should concern an organization's management, directors, and lawmakers. However, it denotes an employee's unwavering commitment to the organization, irrespective of their present job conditions.

Moreover, there is a substantial correlation between feeling satisfied at work and being dedicated to one's Job (Joram et al., 2018), which enhances job performance. A proficient educator will unquestionably exhibit a robust commitment. Devotion fosters an ardour for instruction, and an enthusiastic educator will always endeavour to enhance the classroom environment for all individuals. Additionally, they will be enthusiastic about actively involving students and fulfilling additional responsibilities beyond the classroom to ensure effective teaching.

A teacher's loyalty may be understood as their unwavering commitment and dedication. Despite the possibility of relocation, some instructors remain affiliated with the college. Loyalty is necessary for labour to remain exceptional. As loyalty grows, instructors develop a heightened awareness of their environment and a deep appreciation for their circumstances. Without loyalty, work will be performed negligently and only driven by self-interest. Firmansyah, as cited in Franky & Budiman (2021), asserts that teachers must demonstrate loyalty to the institution by maintaining its internal and external reputation. To facilitate practical instruction and promote the advancement of education in Nigeria, institutions of education require the presence of dedicated professors. A loyal employee has a good attitude, fulfills their responsibilities, and favourably represents the organization. It signifies a significant duration of employment with the organization, a lack of inclination to pursue other job opportunities, and a deep attachment (Peretti & Igalens, 2015).

Communication facilitates the transmission of information and the establishment of shared understanding between individuals. It is an ongoing, dynamic process that is perpetually progressing. To effectively educate students, a teacher must possess strong communication skills, including the ability to listen, talk, read, and write. These skills are essential for inspiring students in their learning journey and ensuring that the courses delivered to suit their abilities and aptitudes (Bee, 2012). The efficacy of a class is determined mainly by the teacher's instructional method and practical communication abilities rather than any technical features. To avoid misunderstandings throughout the learning process, the teacher needs to possess practical communication skills that provide clear and comprehensive comprehension among the students. Salahuddin, Alamgir, Zia-Ul-Islam, and Manzoor (2017) and Freddie (2018) assert that a teacher's communication skills should encompass positive motivation, proficient text messaging, a sense of humour, promoting classroom discussion, encouraging teamwork, attentive listening, politeness, and clarity. Business instructors must have practical communication skills to engage with students in a manner that fosters, inspires, empowers, and enhances their academic journey. Students might enhance their learning efficacy at this juncture.

As per Job (2017), teaching effectiveness encompasses all essential activities required to achieve pre-established objectives. To enhance the efficacy of instructors, it is essential to consider their work ethics and supervisory techniques, both of which may be highlighted through the features exhibited by teachers. Colleges of education should prioritize ensuring excellent instruction in business education since graduates will be responsible for seeking work and creating job opportunities. Schools are responsible for customizing their curriculum to align with the culture and specific requirements of the community. This study included a range of variables to assess work ethics, including timeliness, devotion, loyalty, and practical communication abilities.

Statement of the Problem

Imparting academic information is but one facet of the act of teaching. It also includes conduct and control. Teachers provide their students with the information, skills, and competencies needed for future activities, as well as with desirable qualities of behaviour and character. They act as exemplars for students,



and their conduct impacts the students they teach. As an educator, a teacher possesses specific capabilities and qualities that exemplify their ability to communicate effectively. Consequently, their impact on students' learning is substantial, as is their conduct, outlook, and emotions in the classroom.

In the field of education, problems concerning teachers have been associated with absenteeism, arriving late to work and classrooms, a lack of commitment to their duties, and engaging in secondary employment that hampers their primary obligations. Most instructors must be more diligent in their work; they often express discontent with their current job and actively search for more appropriate opportunities (Sharma, 2016). Moreover, the inability of instructors to complete work-related duties has a detrimental impact on the achievement of institutional goals and job performance (Osibanjo et al., 2015).

What factors contribute to the lack of motivation and dedication to work? Are these outcomes influenced by the behaviors, viewpoints, and beliefs that college instructors hold toward their occupation? Tolbize (2015) argues that there is a noticeable decline in work ethics, as evidenced by prevalent instances of integrity infractions among instructors in today's educational setting. Problems related to misbehavior, absenteeism, information manipulation, and similar matters have been thoroughly documented.

To enhance their effectiveness, schools, and teachers need to have a comprehensive understanding of work ethics and management practices employed in the academic environment. Analyzing the actions that instructors might take to improve their teaching is crucial. The study aimed to address the information gaps surrounding the influence of work ethics on the effective delivery of business education courses in educational institutions and sought to find answers to these inquiries. To achieve this, business educators, HODs of the various business education department and Deans who are business educators of the sampled institutions responded to the questionnaire.

Research Questions

The following research questions are raised in line with the specific purposes of the study:

1. What is the extent to which business educators' punctuality to class influences the effective teaching of business education courses in colleges of education?
2. What is the extent to which business educators' dedication to duty influences the effective teaching of business education courses in colleges of education?
3. To what extent does business educators' work loyalty influence the effective teaching of business education courses in colleges of education?
4. To what extent do business educators' communication skills influence the effective teaching of business education courses in colleges of education?

Research Hypotheses

The following hypotheses are formulated for this study and will be tested at 0.05 level of significance.

- H0₁:** There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of punctuality to class for effective teaching of business education courses in colleges of education in North Central, Nigeria.
- H0₂:** There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of dedication to duty for the effective teaching of business education courses in colleges of education in North Central, Nigeria.
- H0₃:** There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of loyalty to work for the effective teaching of business education courses in colleges of education North Central, Nigeria.
- H0₄:** There is no significant difference between the mean responses of lecturers, HODs, and the Deans regarding the work ethics dimensions of effective communication skills for effective teaching of business education courses in colleges of education North Central, Nigeria.

Methodology

The research encompassed all the publicly funded institutions of education in Kwara State and three privately owned colleges of education. The study specifically targeted the institutions offering business education courses in Kwara State. The public colleges offering business education courses include the College of Education, Ilorin, the College of Education, Oro, and the College of Education (Technical), Lafiagi. On the other hand, the private colleges offering business education courses are Nana Aishat College of Education, Muhyideen College of Education, and Adeshina College of Education. The study employed a survey research approach and utilized a researcher-designed questionnaire of 24 items.



The questionnaire was administered to a sample of 65 respondents, representing the entire population. The study collected data using a standardized questionnaire called the Work Ethics and Effective Teaching of Business Education Courses Questionnaire (WEETBECQ). A four-point grading system was utilized, with Very High Extent (VHE) assigned 4 points, Moderately High Extent (MHE) assigned 3 points, High Extent (HE) assigned 2 points, and Low Extent (LE) assigned 1 point. The questionnaire underwent validation by three specialists specializing in Business and Entrepreneurship Education and Measurement and Evaluation. These experts were affiliated with Kwara State University, Malete, and the University of Ilorin. The Cronbach Alpha technique, which yielded a reliability value of 0.932, was employed to assess internal consistency. Following a comprehensive explanation of the study's objectives, the questionnaires were distributed with the assistance of two research assistants. The replicas of the instruments were conducted digitally using an internet platform (Google survey form). All 63 (100%) were successfully recovered and verified usable. The data acquired were examined using One Way Analysis of Variance (ANOVA) to evaluate the hypotheses.

Research Question 1: What is the extent to which business educators' punctuality to class influences the effective teaching of business education courses in colleges of education?

Table 1: Mean and Standard Deviation of respondents' perceived influence of punctuality to class influences on effective teaching of business education courses in colleges of education

| S/N | Item Statements | N | Mean | St. D | Remark |
|-------------------------|--|-----------|-------------|--------------|--------------------|
| 1. | Punctuality is the teaching of students 'at the appointed period. | 65 | 3.49 | 0.534 | High Extent |
| 2. | Not leaving the school until the course schedule on the timetable for the day is taught. | 65 | 3.31 | 0.660 | High Extent |
| 3. | Being ready for teaching as scheduled on the timetable constantly. | 65 | 3.77 | 0.425 | Very High Extent |
| 4. | Being a role model who can inculcate punctual behaviour in students. | 65 | 3.77 | 0.460 | Very High Extent |
| 5. | Reflects an individual's interest and commitment towards teaching business education courses. | 65 | 3.54 | 0.588 | Very High Extent |
| 6. | Always beside the lecture hall at least fifteen minutes before the commencement of the lesson. | 65 | 3.06 | 0.704 | High Extent |
| 7. | Punctuality is a reverence for time and respect for other people in teaching business education courses. | 65 | 3.40 | 0.524 | High Extent |
| Weighted Average | | 65 | 3.48 | 0.556 | High Extent |

Source: Field Survey, 2023

The result in Table 1 shows the mean and standard deviation of responses on the extent of the perceived influence of punctuality in class on the effective teaching of business education courses. The respondents indicated a very high extent for 3 items with a mean ranging from 3.54 to 3.77 and indicated a high extent for 4 items with a mean range from 3.06 to 3.49. All the 7 items have standard deviations ranging from 0.425 to 0.704. This means that the responses of the respondents are not widespread as they are close to the mean. The table shows that the respondents jointly agreed to all the items because their respective mean scores were above 2.50. The weighted average for the respondents had mean ratings of 3.48 and this is an indication that a high extent of punctuality to class in teaching business education courses is valued, with respondents showing a high extent of agreement across all the items in the table. This overall mean indicated that all the items were of a high extent as the influence of punctuality on effective teaching of business education courses.

Research Question 2: What is the extent to which business educators' dedication to duty influences the effective teaching of business education courses in colleges of education?



Table 2: Mean and Standard Deviation of respondents' perception on the influence of dedication to duty on effective teaching of business education courses in colleges of education

| S/N | Item Statements | N | Mean | St. D | Remark |
|-----|--|-----------|-------------|--------------|-------------------------|
| 8. | Dedication is showing a deep positive emotional connection with teaching business education. | 65 | 3.69 | 0.498 | Very High Extent |
| 9. | Guiding business education students' intellectual and moral development to enhance their academic performance. | 65 | 3.60 | 0.524 | Very High Extent |
| 10. | Willingness of business educators to invest personal resources into the teaching task. | 65 | 3.31 | 0.498 | High Extent |
| 11. | Being consistently committed towards ensuring successes of business education students' while teaching. | 65 | 3.57 | 0.585 | Very High Extent |
| 12. | Devoting most of my time to teaching. | 65 | 3.57 | 0.585 | Very High Extent |
| 13. | Feeling enthusiastic and proud about teaching business education courses. | 65 | 3.69 | 0.577 | Very High Extent |
| | Weighted Average | 65 | 3.57 | 0.545 | Very High Extent |

Source: Field Survey, 2023

Data in table 2 shows that items 8, 9, 11, 12 and 13 are rated very high extent with mean range falling between 3.50 and above, while the other items are high extent. The weighted mean score of 3.57 shows a close range in the response of the respondents

Research Question 3: To what extent does business educators' work loyalty influences the effective teaching of business education courses in colleges of education?

Table 3: Mean and Standard Deviation of respondents' perception on the extent to which perceived work loyalty influences the effective teaching of business education courses in colleges of education.

| S/N | Item Statements | N | Mean | St D | Remark |
|-----|--|-----------|-------------|--------------|-------------------------|
| 14. | To provide higher students' performance. | 65 | 3.65 | 0.482 | Very High Extent |
| 15. | Adhering to teaching rules without much supervision. | 65 | 3.66 | 0.567 | Very High Extent |
| 16. | Additional training promotes loyalty to the teaching profession. | 65 | 3.63 | 0.675 | Very High Extent |
| 17. | Affection to teaching business education courses that enhance student way of life. | 65 | 3.49 | 0.562 | High Extent |
| 18. | Loyalty demonstrates pride in and support for teaching effectiveness. | 65 | 3.80 | 0.403 | Very High Extent |
| | Weighted Average | 65 | 3.65 | 0.538 | Very High Extent |

Source: Field Survey, 2023

Table 3 shows the mean and standard deviation of responses on the extent to which work loyalty influences the effective teaching of business education courses in colleges of education. The respondents indicated very high extents for items numbers 14, 15,16, and 18 with a mean range from 3.63 - 3.80, and indicated a high extent for an item with a mean of 3.42. All 5 items have standard deviation ranging from 0.403 to 0.675. Table 3 also showed that there was a close range in the three group responses.

Research Question 4: To what extent does business educators' communication style influence the effective teaching of business education courses in colleges of education?



Table 4: Mean and Standard Deviation of respondents' perception on the extent to which business educators' communication skills influence the effective teaching of business education courses in colleges of education

| S/N | Item Statements | N | Mean | St D | Remark |
|-------------------------|--|-----------|-------------|--------------|-------------------------|
| 19. | Good effective communication skills brings about effective teaching | 65 | 3.97 | 0.174 | Very High Extent |
| 20. | Takes into account the context and purpose for which teachers and students communicate in lectures. | 65 | 3.65 | 0.482 | Very High Extent |
| 21. | Allows collaborative activity between teacher and students and students to students to deepen course content understanding and learning. | 65 | 3.58 | 0.556 | Very High Extent |
| 22. | Enhances students' understanding of the concepts in business education courses. | 65 | 3.80 | 0.403 | Very High Extent |
| 23. | Enables students to share knowledge, attitudes, and skills that can help them in everyday activities. | 65 | 3.77 | 0.425 | Very High Extent |
| 24. | Combination of listening, speaking, reading, and writing skills for effective teaching and learning. | 65 | 3.63 | 0.575 | Very High Extent |
| Weighted Average | | 65 | 3.73 | 0.436 | Very High Extent |

Source: Field Survey, 2023

Table 4 shows that all six items from numbers 19 to 24 indicate a very high extent as the means ranged from 3.50 to 4.00. Overall, the respondents consistently show a very high extent of influence of effective communication skills, considering the context of listening, speaking, reading, and writing skills for effective teaching and learning. This implies that effective communication enhances the teaching of business education courses by business educators in colleges of education and the weighted average mean of 3.73 supports that. The table also shows the standard deviation ranging from 0.174 to 0.095 indicating the closeness of their opinions. The weighted average mean of 0.436 supports the assertion

Test of Hypotheses

H₀₁: There is no significant difference between the mean responses of Business Educators, HODs, and Deans on the extent to which punctuality to class influence effective teaching of business education courses.

Table 5: Summary of ANOVA of influence of punctuality to class on effective teaching of business education courses.

| | Sum of Squares | Df | Mean Square | F-ratio | P-value | Decision |
|----------------|----------------|----|-------------|---------|---------|----------|
| Between Groups | 0.006 | 2 | 0.003 | | | |
| Within Groups | 3.535 | 62 | 0.057 | 0.053 | 0.948 | Accepted |

Source: Field Survey, 2023

The result of the analysis of variance (ANOVA) in Table 5 revealed that the p-value of 0.948 was greater than the 0.05 level of significance. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of the three groups on the influence of punctuality in class on effective teaching. This indicates that there is no substantial variation in opinions about punctuality to class among the different groups when it comes to effective teaching of business education courses.

H₀₂: There is no significant difference between the mean responses of Business Educators, HODs, and Deans regarding the extent of the influence of dedication to duty on effective teaching of business education courses.



Table 6: Analysis of Variance (ANOVA) of influence of dedication to duty on the effective teaching of business education courses.

| | Sum of Squares | Df | Mean Square | F-ratio | P-value | Decision |
|----------------|----------------|----|-------------|---------|---------|----------|
| Between Groups | 0.117 | 2 | 0.058 | 0.577 | 0.565 | Accepted |
| Within Groups | 6.283 | 62 | 0.101 | | | |

Source: Field Survey, 2023

From the analysis in the table, the result showed that the F-ratio and p-value is > than 0.05. This is an indication that there is no significant difference in the opinion of respondents on their perception on the influence of dedication to duty on the effective teaching of business education courses in colleges of education in Kwara State. The hypothesis is, therefore, accepted.

H₀₃: There is no significant difference between the mean responses of Business Educators, HODs, and Deans regarding the influence of loyalty to work on effective teaching of business education courses.

Table 7: Analysis of Variance (ANOVA) of loyalty to work on effective teaching of business education courses

| | Sum of Squares | Df | Mean Square | F-ratio | P-value | Decision |
|----------------|----------------|----|-------------|---------|---------|----------|
| Between Groups | 0.103 | 2 | 0.052 | 0.406 | 0.668 | Accepted |
| Within Groups | 7.878 | 62 | 0.127 | | | |

Source: Field Survey, 2023

Table 7 reveals that $F = 0.406$ and $p\text{-value} = 0.668$ is > 0.05. Hence, the hypothesis was accepted. This is an indication that there is no significant difference in the opinion of business educators, HODs, and Deans on their perception of the influence of work loyalty on the effective teaching of business education courses in colleges of education in Kwara State. This suggests that, on average, their opinions regarding loyalty to work are similar.

H₀₄: There is no significant difference between the mean responses of Business Educators, HODs, and Deans regarding the extent to which effective communication influence effective teaching of business education courses.

Table 8: Analysis of Variance (ANOVA) on the influence of effective communication on the effective teaching of business education courses

| | Sum of Squares | Df | Mean Square | F-ratio | P-value. | Decision |
|----------------|----------------|----|-------------|---------|----------|----------|
| Between Groups | 0.087 | 2 | 0.043 | 0.649 | 0.526 | Accepted |
| Within Groups | 4.148 | 62 | 0.067 | | | |

Source: Field Survey, 2023

Table 8 shows that $F = 0.649$ and $p\text{-value} = 0.526$ is > than 0.05. This reveals that there is no significant difference between the three groups in effective communication skills. The null hypothesis which stated that there is no significant difference in the mean response of the respondents on the perceived influence of effective communication skills on effective teaching was accepted. This indicates that the respondents in the three groups do not differ significantly in their responses regarding the perceived influence of work ethics on effective teaching.

Discussion of Findings

From the analysis of research question 1 in Table 1, business educators in colleges of education in Kwara State, to a high extent, punctuality influences the effective teaching of business education courses. In the same vein, the hypothesis indicated no significant difference in the opinions of respondents on the perceived influence of punctuality on the effective teaching of business education courses. This finding



agreed with Johnson, Smith, & Williams (2018) who revealed that educators across different levels of education, including colleges, recognized the significance of punctuality in creating a conducive learning environment and promoting student engagement.

This study concerning research question two identified dedication to duty for effective teaching of business education courses to include: showing a positive emotional connection with teaching business education, guiding business education students' intellectual and moral development to enhance their academic performance, the willingness of business educators to invest personal resources into the teaching task, being consistently committed to ensuring successes of business education students' while teaching, devoting most of my time to teaching, feeling enthusiastic and proud about teaching business education courses. The findings of this study supported that of Karuppannan and Jalani (2021), who found that the scores for teacher dedication level and effective teaching were high.

The findings from research question 3 revealed that business education lecturers are required to be loyal to their work for effective teaching of business education courses. Similarly, the hypothesis testing indicated no significant difference in the opinion of the respondents in all the colleges sampled. Shueh-Chin and Liang-Yin's (2014) findings support that business educators' work loyalty is driven by factors such as a desire to provide higher student performance, adherence to teaching rules, additional training promoting loyalty to the teaching profession, affection for teaching business education courses that enhance students' ways of life and demonstrating pride in and support for teaching effectiveness. They believed that loyalty is a way of ensuring that business educators achieve effective teaching for the attainment of appropriate objectives of business education.

Finally, this study as regards research question 4 identified effective communication of lecturers for effective teaching of business education courses to a very high extent. The analysis of variance testing for the hypothesis indicated no significant difference in the colleges of education respondent opinion on the perceived influence of effective communication on effective teaching of business education courses. The findings align with that of Alamgir, Salahuddin, Syed, and Manzoor, (2017) who found that teachers need effective communication skills to facilitate effective teaching. They believed that effective communication is very important for teaching effectiveness by teachers. For effective teaching of business education courses in colleges of education, business educators must exhibit all the above work ethic dimensions to ensure the production of quality graduates for the world of work (Okoli, Utoware & Kaizer, 2018)

Conclusion

Based on the findings of this study, it was concluded that work ethics (punctuality, dedication to work, loyalty to duty, and effective communication skills) are forces that inspire teachers to invest more time and willingness to promote ways to enhance the teaching profession and establish effective teaching. Teachers with good work ethics devote themselves to their students, school, and the teaching profession. This implies that business educators who demonstrate strong work ethics are more effective in imparting knowledge and fostering positive learning experiences among their students. They are inspired by being role models to learners as a result of dedication and good behavior. Moreover, the study highlighted the importance of ethical behavior, professionalism, accountability, and dedication in the teaching of business education courses.

Recommendations

Based on the findings of the study and the conclusion reached, the following recommendations are made:

1. Punctuality to class must turn out to become a way of living, a habit, and a culture for business educators in our institutions with management showing examples. The workplace should become attractive for the business educators in terms of social climate, growth opportunities, and existential needs. Moreover, business educators should be motivated, followed up, assessed, and supported.
2. It is essential to improve business educators dedication to duty through the implementation of the necessary actions as recommended to develop effective teaching thereby preparing an informed and productive citizen, equipped with useful tools and adapted to the changes likely to be encountered in the future and able to contribute to the development and economic growth of the country.
3. The Colleges of Education management board should pay more attention to improving organizational factors such as skill development opportunities, organizational work culture, and employee involvement in decision-making in building staff loyalty.



4. Colleges of Education should ensure that effective communication skills needed for effective teaching of business education courses are adequately possessed by the lecturers through training, seminars, workshops, and conferences.

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