

Assessment of Business Education Lecturers on Instructional Delivery in Colleges of Education in Kaduna and Kano State

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ABSTRACT

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The study assessed the business education lecturers on instructional delivery in colleges of education in Kaduna and Kano State. Two research questions guided the study and two null hypotheses were formulated and tested at a 0.05 level of significance. The descriptive survey research design was used for the study. The population of the study comprised 32 business education lecturers from the Federal Colleges of Education, Kano (FCE Kano and FCE (T) Bichi), Kano State College of Education, Kumbosto, Federal College of Education, Zaria and Kaduna State College of Education, Gidan-Waya, Kaduna State. Since the population size is manageable, the researchers used all populations, and so, there was no sample size for the study. The researchers developed a structured questionnaire for data collection. The instrument was validated by two experts from the rank of senior lecturer and above from the business education department of Ahmadu Bello University, Zaria. Cronbach Alpha method was used to test the reliability of the instrument which yielded a coefficient value of 0.90. Mean and standard deviation was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses formulated for the study at a significance of the level of 0.05. The findings revealed among others that Business education lecturers give prompt feedback on students learning outcomes. Based on the findings of the study, it was recommended among others that, the college authority should employ more lecturers in the area

of business education programmes for comprehensive curriculum delivery to the students.

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Introduction

Business education is an integral part of Technical and Vocational Education. In Nigeria, its major tenants are to produce the required manpower for economic and national development. Business education, in Atakpa et al. (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 et al. (2013) state that business education is the 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 emphasizes the 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;
4. Computer Education prepares students in computer careers such as Desktop publishing, website and database development.

Business education is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business (Nwazor, 2014). Obanya (2002) in Nwazor (2014) opined that business education is an educational program that is offered at the higher institution which prepares students for careers in business through inculcating in them theirs, knowledge about or useful in the business world. Njoku (2006) opined that business education empowers graduates with desired skills, knowledge and values to become self-reliant. Business education is a component of a vocational-technical education program that prepares an individual for a business career and also to be an intelligent consumer of economic goods and services (Utoware et al., 2014). Business

education provides students with the needed competencies, skills, knowledge, understanding and attitude to perform as workers in industries, civil service and also as proprietors of businesses. According to Ugwoke (2011), business education is work-focused, skill-based, result-oriented and technology-based. For a business education program to sustain its relevance in providing the needs of individuals and that of society, it must embrace current trends of new technology in the academic and economic demands of society.

Instructional delivery in tertiary institutions could be described as the application of a professional lecturer's knowledge, skills, attitude and value systems transmission towards enhancing the learning ability of students. The essence of the use of different instructional delivery according to Voltz et al. (2010) is to enable the instructor (lecturer) to surmount the challenges on the organization and passage of the instruction to students who are assumed to have come from different backgrounds, therefore, possess different learning styles, pace and understanding the lessons based on their previous knowledge.

However, Voltz et al. (2010) the instructional or method used in teaching business education in tertiary institutions will not deviate from the philosophy of the subjects which stresses pragmatism in teaching, use of analytical and prescriptive approaches, where learning is perceived as being from the present life and work experience, and knowledge expected to be discovered from research; meaning that the value of education is attached to learning by doing. The descriptions so presented seem to be pointing at instructional delivery that would involve more of student's activity in the learning process (Voltz et al., 2010).

From the foregoing, it is clear to us that one instruction will not be able to bring about an effective instructional delivery that can produce the kind of result desired from the learners. The nature of this subject will demand the lecturers to employ numerous models, methods, strategies, approaches or techniques to ensure that the learners learn indeed after every instruction. So because we have earlier established that instructional delivery is a deliberate interface between the learner and the learning activities, therefore, it is from this interaction process that learning-take place (Akudolu, 2016). This interface is the implementation stage of the curriculum. Here, the teacher, the learner and the learning activities are on stage. The teacher who is the leader on this stage is free at this point to modify the plan of action based on the reaction of the learners to the learning activities to promote learning. The modification act would now make him employ any of the instructional delivery which according to Vikoo (2013) are presented under three categories of cognitive development, affective development and psychomotor development. These models for the cognitive may include – Discussion, Questioning, Team teaching, Talk and Chalk, Field trips etc. For the affective, they are simulation, dramatic role-playing, while the psychomotor can be inquiry,

discovery, process approaches, demonstration, laboratory, programmed instruction, assignment, project, micro-teaching and mastery models (Dorgu, 2015). These are models that the teacher uses in carrying out his/her job of instruction which he does for four major reasons according to Dike (2018), persuasion, education, information and entertainment.

According to (Jeremiah et al., 2017), the instructional delivery model can be categorized as Teacher centered models; Learner-centered models and Innovative models. They listed the teacher-centered models to include lecture, demonstration and story-telling models. The learner-centered models they named are play-away, project, discussion and field trip while the innovative models are thus, constructivism, concept mapping, flipped teaching, cooperative and mobile instruction. While some of the models listed would accept being put into use for one person at a time others are more effectively maximized when used for group instruction.

In a recent study of Garba et al. (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 business education programme is to provide high quality and relevant training depending on the quality of its lecturers and the instructional delivery adopted to them. Also, Okebukola (2008) also observes that business education programme quality depends on three knowledge bases; these are, content knowledge, pedagogical knowledge and pedagogical content knowledge. The statement of the problem, therefore, is to assess business education lecturers on instructional delivery in Colleges of Education in Kaduna and Kano State. It is, therefore, against this background that this study was conducted to assess business education lecturers on instructional delivery in

Colleges of Education in Kaduna and Kano State, Nigeria.

Purposes of the Study

The main purpose of the study is to assess business lecturers' education on instructional delivery in Colleges of Education in Kaduna and Kano State. Specifically, the purposes were determined:

1. The business education lecturer's instructional delivery in Colleges of Education in Kaduna and Kano State.
2. The challenges hindering instructional delivery of business education lecturers on instructional delivery in Colleges of Education in Kaduna and Kano State.

Research Questions

The study was carried out to provide answers to the following specific research questions:

1. What is the business education lecturer's instructional delivery in Colleges of Education in Kaduna and Kano State?
2. What are the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State?

Hypotheses

In line with each of the specific research questions, the following null hypotheses were formulated and tested at a 0.05 level of significance:

1. There is no significant difference in the mean response of business education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State.
2. There is no significant difference in the mean response of business education lecturers on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State.

Method

A descriptive survey research design was used for the study. The population of the study comprised 32 business education lecturers from the Federal Colleges of Education, Kano (FCE Kano and FCE (T) Bichi), Kano State Education, Kumbosto, Federal College of Education, Zaria and Kaduna State College of Education, Gidan-Waya, Kaduna State. Since the population size is manageable, the researchers used the entire population, and so, there was no sample size for the study. The researchers developed a structured questionnaire for data collection. The instrument was validated by two experts from the rank of senior lecturer and above in the business education department of Ahmadu Bello University, Zaria. Cronbach Alpha method was used to test the reliability of the instrument which yielded a coefficient value of 0.90. Mean and standard deviation was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses formulated for the study at 0.05 level of significance. For the hypotheses testing, where

the calculated value is less than the critical value, the hypothesis was accepted. Conversely, where the calculated value is greater than or equal to the critical value the null hypothesis was rejected.

Result and Discussion

Research Question 1

What is the business education lecturer's instructional delivery in Colleges of Education in Kaduna and Kano State?

Table 1. Respondents Mean Ratings on the business education lecturer's instructional delivery in Colleges of Education in Kaduna and Kano State.

S/N	Items	\bar{X}	SD	Remark
1.	Business education lecturers present materials logically during instruction in class	3.08	0.72	Agree
2.	Business education lecturers ask questions in class to stimulate discussions	3.15	0.83	Agree
3.	Business education lecturers are interested in students' achievement	3.20	0.70	Agree
4.	Business education lecturers give students individual attention	3.05	0.74	Agree
5.	Business education lecturers draw and maintain the interest of students in the subject taught	3.13	0.83	Agree
6.	Business education lecturers give prompt feedback on students learning outcomes	3.44	0.70	Agree
7.	Business education lecturers demonstrate a culture of speech in the form of clear articulation	3.25	0.76	Agree
8.	Lecturers show sincere interest in solving students' academic problems	2.54	0.75	Agree
9.	Lecturers use various sources of information to enhance teaching and learning	3.10	0.78	Agree
10.	Business education lecturers are objective in assessing students' performance	2.98	0.80	Agree
Grand Mean		3.09	0.76	Agree

Source: Field survey (2021)

The statistical evidence documented in Table 1 revealed that the respondents agree with all the items on business education lecturer's instructional delivery in Colleges of Education in Kaduna and Kano State with a grand mean score of 3.09 which further indicated that the respondents agree with the item statements on research question one.

Research Question 2

What are the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State?

Table 2. Respondents Mean Ratings on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State.

S/N	Items	\bar{X}	SD	Remark
11.	Business education lecturers lack Knowledge of the curriculum for effective instructional delivery.	2.89	0.72	Agree
12.	Business education lecturers don't ask questions in class to stimulate discussions for effective instructional delivery.	3.05	0.83	Agree
13.	Business education lecturers are interested in students' achievement during instructional delivery.	3.10	0.70	Agree
14.	Business education lecturers are not given students individual attention during instructional delivery.	2.99	0.74	Agree
15.	Business education lecturers don't draw and maintain the interest of students in the subject taught during the instructional delivery	3.05	0.83	Agree
16.	Business education lecturers don't give prompt feedback on students learning outcomes during the instructional delivery	3.16	0.70	Agree
17.	Business education lecturers demonstrate a culture of speech in the form of clear articulation.	3.02	0.76	Agree
18.	Lecturers don't show sincere interest in solving students' academic problems during the instructional delivery.	2.79	0.75	Agree
19.	Lecturers don't use various sources of information to enhance teaching and learning during the instructional delivery	3.04	0.78	Agree
Grand Mean		3.01	0.76	Agree

Source: Field survey (2021)

The statistical evidence documented in Table 2 revealed that the respondents agree with all the items on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State with a grand mean score of 3.01 which further indicated that the respondents agree with the item statements on research question two.

Hypothesis 1:

There is no significant difference in the mean response of business education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State.

Table 3. One-way Analysis of Variance (ANOVA) for mean difference among the tertiary institutions on the business education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.598	2	1.322		
Within Groups	30.850	30	.632	1.651	.168
Total	32.448	32			

Source: Field Work (2020)

The statistical result of the Analysis of Variance presented in Table 3 revealed that the $F(2, 30) = 1.651$, $p = .168$. Hence, Hypothesis two was retained. The result of the finding indicated that there is no significant difference among the mean responses on business education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State. Based on Dike (2018), where the calculated value was less than the table value the null hypothesis was accepted and where the calculated value of any of the null hypotheses is greater than the table value the null hypothesis was rejected. All the null hypotheses were tested at a 0.05 level of significance.

Hypothesis 2:

There is no significant difference in the mean response of business education lecturers on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State.

Table 4: One-way Analysis of Variance (ANOVA) for mean difference among the tertiary institutions on business education lecturers on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.598	2	1.382		
Within Groups	30.850	30	.732	1.622	.187
Total	32.448	32			

Source: Field Work (2020)

The statistical result of the Analysis of Variance presented in Table 4 revealed that the $F(2, 30) = 1.651$, $p = .187$. Hence, Hypothesis two was retained. The result of the finding indicated that there is no significant difference among the mean responses on business education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State. Based on Garba and Abubakar (2020), where the calculated value was less than the table value the null hypothesis was accepted and where the calculated value of any of the null hypothesis is greater than the table value the null hypothesis was rejected. All the null hypotheses were tested at a 0.05 level of significance.

Discussion

The findings on the extent of students’ assessment of business lecturer’s education on instructional delivery in Colleges of Education in Kaduna and Kano State. The finding of research question 1 and its corresponding null hypothesis 1 revealed that business

education lecturers on the instructional delivery in Colleges of Education in Kaduna and Kano State were high. The finding is consistent with Voltz et al. (2010) the instructional or method used in teaching business education in tertiary institutions will not deviate from the philosophy of the subjects which stresses pragmatism in teaching, use of analytical and prescriptive approaches, where learning is perceived as being from the present life and work experience, and knowledge expected to be discovered from research; meaning that the value of education is attached to learning by doing.

The finding of research question 2 and its corresponding null hypothesis 2 revealed that business education lecturers on the challenges hindering instructional delivery of business education lecturers in Colleges of Education in Kaduna and Kano State were high. The finding is consistent with Voltz et al. (2010) the essence of the use of different instructional delivery is to enable the instructor (lecturer) to surmount the challenges on the organization and passage of the instruction to students who are assumed to have come from different backgrounds, therefore, possess different learning styles, pace and understanding the lessons based on their previous knowledge.

Conclusion

Based on the findings of this study, the researcher concluded that there is a need for training and re-training of lecturers business education lecturers in the area of consistent instructional 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 and will, in turn, help them to acquire relevant skills to cope with challenges faced in mastering and teaching the subjects effectively and this will help to enhance the academic performance of the students in the business education subjects.

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