



BUSINESS EDUCATORS TRAINING NEEDS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA FOR SUSTAINABLE DEVELOPMENT

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Abstract

This study assessed business educators training needs in universities in South-south Nigeria for sustainable development. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The population of the study comprised 101 business educators in public universities in the South-South Nigeria. There was no sampling since the population was manageable. The instrument for data collection was a 20- item questionnaire in two clusters. The instrument was validated by three experts in business education. It yielded reliability coefficient of 0.87 using Cronbach Alpha procedure. A total of 88 out of the 101 copies of the questionnaire distributed were retrieved and found usable for data analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses. The findings of the study revealed that business educators of public universities agreed that all the identified items could enhance business education programme learning/learning outcome in universities in south-south Nigeria for sustainable development and there were no significant differences in the mean ratings of business educators on the variables under study. It was, therefore, recommended among others that the government, NGOs and stakeholders in the educational sector should sponsor business educators to workshops/conferences and that their attendance to such events will expose them to current issues pertaining to the effective teaching/learning processes in business education. Thus, it will make it possible for them to acquire up-to-date knowledge of the principles and practices of effective teaching/learning in the field of business education for sustainable development.

Keywords: Business educators, Adequate, Training, Needs, Training Needs, Sustainable Development

Introduction

Education is an essential tool for achieving sustainable development. People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are keys to moving the society toward sustainability (UNESCO, 2006). The term sustainable development is credited to Brundtland Commission Report of 1987 which saw sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Baumann, 2011). Sustainable development is generally thought to have three components: environment, society and economy. The well-being of these three areas is intertwined. Education forms a fundamental building block in the broad worldwide push towards more sustainable lifestyles and economies.

Business education programme is an aspect of educational system that has particularly close links to the world of work. Business education programme supports students in becoming active citizens and enable them to act responsibly and



sustainably in their future workplaces. Business education programme systems also need to anticipate and respond to changes in the labour market and in the skills profiles needed for successful careers. Business education is an inevitable instrument for the achievement of sustainable development. In this 21st, the programme has become associated with every life-long learning initiative for the students to become active citizens. Business education is all-embracing as it brings about changes in information, knowledge, understanding, skills, appreciation and attitude. It enables individual to become more useful to the society socially, economically, morally and politically (Ugwuogo, 2013). Business education is an indispensable aspect of education that enables individual to live well and equally participate actively in the affairs that concern sustainable development. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Idialu in Amoor, 2010). Business education prepares beneficiaries for gainful employment and sustainable livelihood.

Amoor (2010) noted that business education plays a significant role in the economic development of any nation 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. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises. Such roles could be as employees, entrepreneurs and employers or simply as self-employed.

The achievement of the specified primary aim of business education programme depends on the quality of business educators. Business educator is a person who consciously or systematically administers the teaching-learning activities of the business education programme processes with the primary aim of assisting others to learn or attain their desired learning goals. Thus, business educators are key individuals in the implementation of business education programme whose quality of training could mar or improve the educational outcome of the learners.

The National Policy on Education (FRN, 2013) supported the aforementioned fact that no educational system can rise above the quality of its teachers (business educators). In order to encourage good performance and effective learning, business educators need to be trained adequately before they act involved in administering the teaching-learning activities in business education programme. Organizing periodic training programmes for business educators is very necessary in order to update their knowledge in their work places. This training programme is necessitated by the cardinal roles of the teachers in the teaching processes, which include; establishing conducive climate for learning, creating a mechanism for mutual planning, diagnosing learning needs, formulating programme objectives based on identified needs, designing patterns of learning experiences using appropriate techniques and materials as well as evaluation of the learning outcomes (Hiemstra&Sisco, 2014). Continuous education through training and retraining will engender effective planning and implementation of business education programme that requires a qualified and enterprising business educator who understands the learners' needs and their societal



demands. This calls for assessment of business educators training needs so as to ascertain what they require most in their teaching endeavours.

Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge and improves the performance of employees on current job and prepares them for intended jobs. Cole (2012) averred that training is any learning activity that is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Fajana (2002) saw training as the process that involves developing skills and learning concepts, rules or attitudes in order to increase effectiveness on a particular job. Similarly, Vingil (2009) conceived training as an organizational effort aimed at helping an employee to acquire basic skills required for effective execution of the functions for which the employee was hired. Vingil went further to assert that training and development are necessary because no one is a perfect fit at the time of hiring (employment) and that some training and education must take place to make the employee proficient. Training is all about developing people and helping them to become more confident and competent in their jobs.

Need can be identified in several ways but it is generally described as a gap between what is currently in place and what is needed now and in the future. Gaps can include discrepancies/differences between what the organization expects to happen and what actually happens, current and desired job performance; existing and desired competencies and skills (Miller & Osinski, 2002). Thus, training need is a condition which reveals a gap between “what is and what should be” in terms of one’s knowledge, skills, attitudes, and behaviour for a particular job at any point in time (Halim & Ali, 2017). The authors further identified gap as a problem that usually occurs when a difference exists between desired performance and actual performance. Training needs in any enterprise arise from three sources - those caused by changes, market legislation and manpower composition; those derived from work problems and those derived from manpower wastage associated with poor recruitment, induction and training programmes (Obikeze & Obi, 2014). Determination of training needs involve three major phases namely the assessment phase, which determines the training and development needs of the organization; the implementation phase that is the actual training and development in which certain programmes and learning methods are used to impact new attitudes, skills and abilities; and the evaluation phase (Vingil, 2009).

Business educators require adequate training to be able to create and use appropriate resources and instructional materials for effective teaching and learning processes. The need for business educators to possess up-to-date knowledge as regards instructional materials use is particularly important in business education programme as its learners are goal-oriented and need immediate results in their learning outcome with the use of instructional materials. The business educators need to be well grounded in the skills of improvising and selecting appropriate materials, which will make their duty as facilitators more meaningful, enjoyable, easy and appropriate or effective. Business educators also need to possess adequate knowledge and skills in instructional development. Thus, the instructional development training needs of business educators cannot be over-emphasized if the goal of effective



teaching/learning process in business education programme is to be achieved. This is because active participation of business educators in the development of instructional objectives will enable them to facilitate the achievement of such objectives. In light of the above, it is pertinent to assess the business educators training needs in universities in South-South Nigeria for sustainable development.

Statement of the Problem

Quality in education relates to the extent to which education addresses the educational needs of the target audience, the level and kind of enabling environment established and educational resources available for carrying out the educational programme and the standard of personnel deployed to realize the goal of the said educational programme. This implies that adequate training of the business educators on the theories and practice of business education programme will enable them to facilitate teaching/learning process effectively for better educational outcome.

The need for adequate training of business educators for effective educational outcome for sustainable development is very essential considering the central role business educators occupy in the entire business education programme. Business education programme in universities in south-south Nigeria seem to suffer from poor teaching/learning which shows that business educators in universities in south-south Nigeria seem to lack adequate training on the effective use of instructional materials and instructional development for enhanced educational outcomes.

Purpose of the Study

The major purpose of the study was to assess business educators training needs in universities in south-south Nigeria for sustainable development. Specifically, the study sought to:

1. assess the business educators training needs in the use of instructional materials for sustainable development.
2. assess the business educators training needs in instructional development for sustainable development.

Research Questions

The following research questions guided the study.

1. What are the business educators training needs in the use of instructional materials in universities in south-south Nigeria for sustainable development?
2. What are the business educators training needs of instructional development in universities in south-south Nigeria for sustainable development?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of male and female business educators on the training needs in the use of instructional materials in universities in south-south Nigeria for sustainable development.
2. There is no significant difference in the mean ratings of business educators from State universities and those from Federal universities on the training needs of instructional development in universities in south-south Nigeria for sustainable development.



Method

The study adopted descriptive survey research design. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This design, therefore, was considered appropriate for the study as it collected data on the opinions of business education lecturers in South East Nigeria. The study was carried out in public universities in South East Nigeria. The population for the study comprised one hundred and one business educators in the ten universities offering business education in south-south Nigeria. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a 20 item structured questionnaire. The instrument was structured on a five point rating scale of Strongly Agree (SA) 5 points, Agree (A) 4 points, Moderately Agree (MA) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The questionnaire was validated by three experts in business education. The questionnaire has a reliability index of 0.87 which was established through a pilot test on 14 business education lecturers in Ebonyi State University, Abakaliki and University of Nigeria, Nsukka. The internal consistency of the instrument was determined using Cronbach Alpha procedure. Copies of the questionnaire were administered and collected by the researchers with the help of four research assistants after proper briefing on the purpose of the study. A total of 101 copies of the questionnaire were distributed to the respondents, out of which 88 (87%) were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the t-test was used to test the hypotheses. The decision rule for the research questions was based on the real limit of numbers as follows:

Response Options	Point	Real Limit of Numbers
Strongly Agree (SA)	5	4.50 – 5.00
Agree (A)	4	3.50- 4.49
Moderately Agree (MA)	3	2.50 – 3.49
Disagree (D)	2	1.50 - 2.49
Strongly Disagree (SD)	1	1.00 - 1.49

The null hypotheses were accepted when the t-calculated value is less than the t-table value. On the other hand, the null hypothesis was not accepted when the t-calculated value is greater than the t-table value.



Results

Research Question 1

What are the business educators training needs in the use of instructional materials in universities in south-south Nigeria for sustainable development?

Table 1: Mean Responses of Business Educators Training Needs in the Use of Instructional Materials for Sustainable Development

S/N	Items on Training Needs in the Use of Instructional Materials for Sustainable Development	Mean	SD	Remarks
1	Adequate training in improvisation of instructional materials	3.69	0.57	Agree
2	Adequate training in the innovative approaches to development of instructional materials	4.14	0.47	Agree
3	Adequate training in the selection of effective instructional materials base on the learning objective	4.04	0.52	Agree
4	Adequate training on how to adjust to various effective business education learning techniques	3.98	0.78	Agree
5	Adequate training in classroom management skills	4.32	0.89	Agree
6	Adequate training on effective communication and listening skills	3.79	0.64	Agree
7	Adequate training on psychological foundations of business education teaching/learning process	3.79	0.61	Agree
8	Adequate training on skilful combination of two or more instructional materials in facilitating learning	4.01	0.57	Agree
9	Adequate training on the development of literacy instructional material for business education teaching/learning process	3.89	0.66	Agree
10	Adequate training in the assessment of the efficacy of instructional materials for teaching/learning in business education	4.35	0.64	Agree

Table 1 shows that the respondents' mean ratings on business educators training needs in effective use of instructional materials for sustainable development range from 3.65 to 4.35. This implies that the respondents agreed that all the identified items could enhance business education programme learning/learning outcome in universities in south-south Nigeria for sustainable development.

Research Question 2

What are the business educators training needs of instructional development in universities in south-south Nigeria for sustainable development?

Table 2: Mean Responses of Business Educators Training Needs of Instructional Development for Sustainable Development

S/N	Items on Training Needs of Instructional Development for Sustainable Development	Mean	SD	Remarks
1	Adequate training on problem identification in business education programme	4.18	0.51	Agree
2	Adequate training on pre-assessment of business education students' needs	4.03	0.45	Agree
3	Adequate training on theories guiding business education teaching/learning process	4.16	0.84	Agree



4	Adequate training to become business education programme planning expertise	4.15	0.58	Agree
5	Adequate training in the selection of appropriate learning experiences	4.34	0.68	Agree
6	Adequate training in the development of instruments for measuring learning outcomes	4.39	0.78	Agree
7	Adequate training on how to compare learning outcomes with expected outcomes	4.05	0.60	Agree
8	Adequate training in the development of varied instructional objectives for teaching/learning process	3.78	0.57	Agree
9	Adequate training on the philosophical foundations of business education programme	4.25	0.57	Agree
10	Adequate training on content development in business education programme curriculum	4.35	0.62	Agree

Table 2 shows that the mean ratings of the respondents on what are the business educators training needs of instructional development in universities in south-south Nigeria for sustainable range from 3.78-4.39. This implies that the respondents agreed that all the identified items could training needs of instructional development for sustainable development.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean responses of male and female business educators on the training needs in the use of instructional materials in universities in south-south Nigeria for sustainable development.

Table 3: Summary of t-test Analysis of Male and Female Responses on the Business Educators Training Needs in the Use of Instructional Materials for Sustainable Development

Group	N	Mean	STD	Df	t-Cal	t-Crit	P	Remarks
Male	48	4.31	0.67	86	1.36	1.98	0.05	Not significant
Female	40	4.12	0.56					

Table 3 indicates that there is no significant difference in the mean ratings of male and female business educators on the training needs in the use of instructional materials in universities in south-south Nigeria for sustainable development. This shows that the t-calculated value of 1.36 is less than 1.98 t-critical value at 0.05 level of significance and 86 degree of freedom. The null hypothesis is therefore upheld. This indicates there are no variations in the mean ratings of male and female business educators on the variables under study.

Hypothesis 2

There is no significant difference in the mean ratings of business educator from State universities and those of Federal universities on the training needs of instructional development in universities in south-south Nigeria for sustainable development.



Table 4: Summary of t-test Analysis of Business Educators from State Universities and those from Federal Universities Responses on the Training Needs of Instructional Development for Sustainable Development

Group	N	Mean	STD	Df	t-Cal	t-Crit	P	Remarks
State Universities	54	4.35	0.57	86	0.86	1.98	0.05	Not significant
Federal Universities	34	4.23	0.68					

Table 4 indicates that there is no significant difference in the mean ratings of business educators from State Universities and those from Federal Universities on the training needs of instructional development in universities in south-south Nigeria for sustainable development. This shows that the t-calculated value of 0.86 is less than 1.98 t-critical table value at 0.05 level of significance and 86 degree of freedom. The null hypothesis is therefore upheld. This indicates there are no variations in the mean ratings of business educators from State Universities and those from Federal Universities on the variables under study.

Discussion of Findings

The findings in Table 1 revealed business educators training needs in improvisation of instructional materials, psychological foundations guiding business education in teaching/learning process, innovative approaches in the development of instructional materials, selection of appropriate learning material and development of literacy materials to enhance educational outcome. The finding showed that the respondents agreed that all the identified items could enhance business education programme learning/learning outcome in universities in south-south Nigeria for sustainable development. These findings are in line with the findings of Eyibe (2009) who noted that one of the crucial tasks of a teacher is the selection of suitable instructional materials for effective teaching/learning process. This is an indication that business educators need adequate training on how to develop and utilize instructional materials effectively so as to enhance their educational outcomes for sustainable development.

The test of the first hypothesis revealed that there were no significant differences in the mean ratings of male and female business educators on the training needs in the development and effective use of instructional materials enhanced their educational outcomes. This finding agrees with Ihejirika (2007) that effectiveness and success of any educational programme depends largely on the expertise of the instructors who are the key operators in the teaching/learning processes. Thus, the importance of providing business educators with adequate training on the development and effective utilization of instructional materials in facilitating teaching/learning processes is undisputable.

The findings in Table 2 revealed that the respondents agreed that training needs of all the identified items on instructional development could enhance their educational outcome in business education programme. These findings are in line with that of Ihejirika (2007) which recommended that teachers should understand the



nature of the learners, identify their needs/problems and plan their instructions towards enabling them to meet those identified needs. Also, Fasokun (2008) buttressed this point by stating that training instructors on how to investigate local problems and device local solutions are central to improving the quality of all educational programmes.

Furthermore, the test of the second hypothesis revealed that there were no significant differences in the mean responses of business educators from State Universities and those from Federal Universities on the adequate training on instructional development enhanced their educational outcome for sustainable development. This is an indication that every business educator needs adequate training in this area if the goal of effective teaching/learning process is to be attained. This finding is also in line with Igbo's (2008) findings that instructors should be able to motivate, communicate effectively, understand the needs of learners and provide support to meet such needs to be able to facilitate effective learning.

Conclusion

Business educators need to be well grounded in the skill of improvising and selecting appropriate materials, which will make their duty as facilitators more meaningful, enjoyable, easy and appropriate or effective. Business educators also need to possess adequate knowledge and skills in programme instructional development. Thus, they need to be encouraged to acquire and develop basic skills in the planning, designing and production of instructional materials as well as be motivated to use them as a regular part of their teaching. The business educators also need to appreciate the need to use instructional materials as an integral part of their instructional task.

Recommendations

Based of the findings of the study, the following recommendations are made.

1. The government, NGOs and stakeholders in the educational sector should sponsor business educators to workshops/conferences. This is very necessary as attendance to such events will expose them to current issues pertaining to effective teaching/learning processes in business education. It will also make it possible for them to acquire up-to-date knowledge of the principles and practices of effective teaching/learning in the field of business education.
2. The government at various levels (federal, state and local government authorities) should set out a significant sum of their budget towards the promotion of business education programme and the training of its teachers. They should provide adequate learning environment and effective instructional materials for the learners.
3. There is need also for improvement in the welfare packages/remuneration of the business educators so as to motivated and retain their services in universities in south-south Nigeria in the field business education.

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