



TRAINING SKILLS REQUIRED BY BUSINESS EDUCATION LECTURERS FOR EFFECTIVE TEACHING OF BUSINESS COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

As a result of rapid increase of technological advancement and the complexity of human and societal nature, business education teachers' need adequate and commensurate training and development programmes in modern classroom environment especially in the educational sector. The study was poised to assess training of business education teachers in selected tertiary institutions in Rivers State. Three research questions as well as three hypotheses were generated and used/or the study Survey research design was adopted for the study. The population of the study as made up of 47 male and female Business Education teachers that were drawn from three selected tertiary institution in Rivers State. Sample size was of the same population because the size was manageable. Mean and standard deviation was used to analysed the research questions and t-test was used to test the generated hypotheses at 0.05 level of significance. It was revealed in the study that business education teachers rated all the items on the research question as needed. The management of tertiary institutions should redesign training programmes for business educators in their schools, professional body in business education should be allowed to design the training packages for universities; and the promotions of staff should not be made only with the criteria of years spent but also on the areas of skills/performance of business educators.

Keywords; Teaching Skills, and Business Education

Introduction

The functions of business education teachers have become much broader in recent times. The business educator's responsibility for the teaching functions and roles requires certain skills that enable them perform efficiently and effectively in their daily classroom duties. In terms of educational preparation and background, a thorough understanding of the various functions of the business education teachers is very important. Since business education subjects are formed to enable students graduate and become useful in the society. Today's ever-advancing technological world requires special skills and training, which would enable the business education teacher to fit into the modern teaching conditions. The functions of the business education teacher in the recent times have expanded and broaden. Therefore, this makes it become more challenging due to the rapid advances in technology, new equipment and other skills needed by the business education teachers to carry out their teaching functions.

The ranges of problems that face business education teachers are enormous. Business education teachers frequently or often times use outdated machines and often most times rely on the experience gained throughout their carrier on the job to the best of their abilities. Today's competitive global environment post many interesting challenges to the business educators to build a competitive advantage by increasing efficiency in teaching, effective communication, computation and computer, classroom management system as well as the public/human relations skills



all with a view to coordinating the activities of the students, departments and other colleagues (Ibe, 1994).

Some schools of thought strongly believe that 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 (2004) Otamiri and Odigie (2009), Abadom (2005) 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 be, provides the rationale for including educational courses in the curriculum of business education. This also explains where lecturers of courses in Business Education are required to back up their various degrees with some educational grounding. This also possibly explains the inclusion of teaching practice in the preparation of students of Business Education. This in the opinion of this author is the most localized, acceptable and Nigerian understanding of Business Education. This perhaps is the rationale for establishing Business Education faculties in universities and schools already running programmes in Business Administration, Business Management and the like.

However, another school of thought views the aforementioned as a very myopic and simplistic view of the concept of Business Education. To them, 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) for instance assert that Business Education is an aspect of educational programme which prepares students for careers in business. To them it is education needed to teach people business; education needed to handle personal affairs and education needed about business in order to be good citizens of a society.

The roles and focus of management of these institutions on the business education teachers training should as a matter of fact be x-rayed. The business education teachers training needs are all directed towards more skill acquisition and effectiveness are important and essential issue that the management also need proper and equal 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 web-set will not be contracted out. As a result of rapid increase of technological advancement and the complexity of human and societal nature, business education teachers and adequate and commensurate training and development programmes in modern classroom environment especially in the educational sector. Business education teachers 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).

According to Osuala (2004) 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. 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 fall to keep abreast of innovations in the areas that they teach in-service teacher education should be offered on carefully planned continuous basis.

According to Awujo (1994) the result of the concepts and methods of tertiary education are out of tune with technical realities of the present age. It is therefore necessary for the functions of training and development to give people a sound understanding of the fundamental principles of science, machines mathematics and also the abilities to discover for themselves that which could be used to master their teaching functions. The volume of teacher training and development has increased greatly in recent years and there is a proliferation of courses available. These courses are not necessarily geared to the needs of the individual and, therefore, before courses are recognized, it is vital to analyze training needs. Once the true needs are known the most effective means of training can be determined.

Statement of the Problem

Business education is a programme that requires skills and innovative of the teachers to deliver their duties of teaching. Poorly trained teacher tend to produce their kind of students. In the same vein, it is generally believed that no education system may rise above the quality of its teachers (Enyekit, 2010).

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 teachers of today vis-à-vis the changes in both technology and teaching practice (Ibighami, 2001).

Purpose of the Study

The purpose of the study was to determine effective teaching skills required by business education teachers in tertiary institutions in Rivers State. Specifically, the study was to achieve the following:

1. To determine the computer application skills required by Business Education Lecturers for effective teaching of Business Courses in tertiary institutions in Rivers State.
2. To determine the communication skills required by Business Education Lecturer for effective teaching of Business Courses in tertiary institutions in Rivers State
3. To determine the pedagogical skills required by Business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State.



Research Questions

The following research questions guided the study:

1. What are the computer application skills required by Business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State?
2. What are the communication skills required by business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State?
3. What are the pedagogical skills required by Business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State?

Method

The survey research design was used for the study. The population of the study comprised 147 male and female business education lecturers drawn from the three selected tertiary institutions in Rivers State. There was no sample in the study since the population was small and manageable. A questionnaire titled Teaching Skills and Business Education Lecturers (TSBEL) was used to collect data for the study. One expert in education measurement and evaluation and two experts in business education validated the instrument for comprehensiveness and consistency. The data collected from the respondents were analyzed using mean statistics to answer the research questions. To determine the cut-off points, the mean of the value to be assigned to the response categories items was thus calculated below

$$X = \frac{10}{4} = 2.5$$

Where

X = sum of value for option

N = number of items

Any response, therefore with a mean of 2.5 and above was considered as required, but any one that is below 2.5 was considered as not required. The analysis is based on the data obtained from the response of the respondents on the questionnaire administered.

Discussion of Findings

Research Question 1: What are the computer application skills required by Business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State?

Table 1: Responses to Relevant Questionnaire Items

S/N	Statements	X	Remarks
1	Assess other institutions websites and systems network for materials	3.61	Required
2	Ability to know the best configuration of the computer for PowerPoint presentation	4.03	Required
3	Design spreadsheets ledger, journals etc with ease	3.40	Required
4	Install computers and arrange networking of systems	3.40	Required
5	Ability to use computers for online research	3.30	Required



From the table above, it is revealed that the mean of all the items are above 2.5 which is the cut-off point. This implies that the respondents agreed that the business education lecturers require computer application skills in carrying out their teaching responsibilities in tertiary institution in Rivers State.

Research Question 2; What are the communication skills required by Business Education Lecturer for affective teaching of business courses in tertiary institutions in Rivers State?

Table 2: Responses to Relevant Questionnaire Items

S/N	Statements	X	Remarks
1	Ability to deliver speech before colleagues and students	4.03	Required
2	Use of technical and grammatical concord in speech delivery during paper presentations	3.30	Required
3	Write reports, public notice as well as press release or papers and magazines	3.40	Required
4	Identifying and sporting out errors in letters, memos, lesson notes and conference papers	4.01	Required
5	Interpret cybernetics in communication by other colleagues online research	3.64	Required
6	Correct usage of tenses at the rights time and avoidance of delay in speech delivery	3.60	Required

The result presented in Table 2 shows that the mean responses of the group on all the items of this research questions are above the cut-off point of 2.50. This revealed that the respondents all agreed that the twelve effective office communications are required by business lecturers in tertiary institutions in Rivers State.

Research Question 3: What are the pedagogical skills required by Business Education Lecturer for effective teaching of business courses in tertiary institutions in Rivers State?

Table 3: Responses to Relevant Questionnaire Items

S/N	Statements	X	Remarks
1	Ability to apply demonstrating method to teach practical topics	3.30	Required
2	Ability to apply excursion method in teaching practical topics	4.00	Required
3	Ability to identify and distinguish between fast and slow learners in the class.	3.54	Required
4	Ability to apply different teaching techniques	3.30	Required
5	Use and apply individualized method in teaching	4.01	Required

The results presented in Table 3 indicates that the mean responses of the respondents on the five items on the pedagogical skills required of business lecturers are above the cut-off point of 2.50. The results therefore revealed that business lecturers in tertiary institutions in Rivers State all agreed on the five items.



Discussion of Findings

Based on the data presented and analyzed, the following findings were made:

1. It was found that both male and female business lecturers require computation skills training to be able to compute, type and calculate effectively with the use of a computer.
2. It was revealed in the study that both male and female business lecturers required effective teaching communication skill training in their daily office duties. This will enable them to be able to deliver good teaching and explanation of concepts and issues to the learners.
3. It was discovered that male and female business lecturers in tertiary institutions need pedagogical skills as an aspect of their training needs to be able to apply different strategies and teachings in teaching the learners.

Conclusion

Based on this problem, the following specific objectives were pursued; to determine computation skills required by business lecturers in tertiary institutions in Rivers State, to determine the effective teaching communication skills required by business lecturers in tertiary institutions in Rivers State, to determine pedagogical skills required by business lecturers in tertiary institutions in Rivers State.

Recommendations

On the basis of the findings made, and conclusions drawn [from the findings], the following recommendations were made:

1. The management of tertiary institutions should redesign training programmes for business educators in their schools.
2. Professional body in business education should be allowed to design the training packages for universities.
3. The promotions of staff should not be made only with the criteria of years spent but also on the areas of skills/performance of business educators.
4. In general, training programmes should be designed by experts and should be undergone by only those that have the need for such training not minding the level or the designation of the employees.



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