

ADEQUACY OF QUALIFIED LECTURERS AS QUALITY ASSURANCE INDEX AND THE TEACHING OF BUSINESS EDUCATION IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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Abstract

A greater portion of the blame on low skills and competency level among graduates of business education is apportioned to the academic staff. This study therefore determined the relationship which exists between adequacy of qualified lecturers and the teaching of business education in federal universities. The survey research design was adopted. Population of the study was 500. A sample of 300 was selected using simple random sampling technique. The researchers designed and administer two instrument- Quality Assurance Indices in Business Education (QAIBEQ) and Teaching of business Education Questionnaire (TBEQ). Both were study duly validated and reliability coefficient tested with QAIBEQ and TBEQ yielding coefficient of 82 each. Simple regression analysis was used for data analysis. The findings show that adequacy of qualified lecturers was above average in relationship with the teaching of Business Education. It concluded that quality assurance is the mechanism through which Universities offering Business Education can establish that their students can meet internationally accepted standards by quality and excellence, among others. It is therefore recommended that quality assurance in Business Education be enhanced through employment of adequate and qualified lecturers.

The University system exists with staff, infrastructure, contents of instruction and students as elements. Of these three, staff plays the most important role in the

teaching process. The quality of academic staff affects the quality of reforms and skills inculcated in students. Udofot, (2006) agrees with his opinion that the emergence of a 'new class' of university teachers in Nigeria is a result of constant ASUU strike actions.

Speaking on the impediment to quality Business Education, Nwokomah and Umensi (2007) noted that the number of qualified and experienced Vocational and Technical Education teachers is inadequate for effective teaching and learning considering the population of students in schools. Unfortunately, the unattractiveness of the teaching profession has made it difficult to retain teachers at all levels of our educational system. Besides, this problem is complicated by massive drift of Business Education lecturers to private or other public establishments seeking for jobs for higher pay.

Meanwhile, Omotayo (2009) noted that the extent to which the objectives of education in the school system can be achieved is dependent on the professional efficiency of the teacher. This implies that qualitative teaching of Business Education can be achieved through effective teacher preparation.

Okon (2011) observed that a qualitative teacher is a personification of reality for the learner. This means that a teacher should be a model to the learner in terms of quality teaching and character formation; for behavior and appearance with students. Thus, the teacher must possess certain qualities which Okon highlighted to include honesty, sincerity and dedication to duties. The teacher should be able to command respects from students by virtue of what he himself is. To enable him accomplish this task, he should be innovative and capable of imparting knowledge of his subject matter to students without much difficulty. The importance of the teacher as a model is clearly stated in the National Policy on Education that the teacher is at the centre stage of the educational system (FRN, 2013). What the teacher knows can therefore make a great difference and what he does not know can be a pitiable loss, not only to the learner but also to the nation and the entire society at the global level. In line with this, Lassa (1994) cited in Bello (2006) remarked that the richer the teachers are in their innovative ideas, the more competent they would certainly be in preparing their students for future challenges. Also, Tahir (1995) cited in Bello (2006: p. 95) opined that "teacher education in Nigeria is importance. Bashir (2009) in a World Bank report noted that teachers are the essential component of any strategy to improve educational quality. Bashir therefore advised that the training and professional development of teachers should be of the main priorities of the University education reform.

Nolan, Hayden and Malsbary (1967) cited in Ikpe (2000) described a business teacher as one who has the same responsibility as all other categories of teacher i.e. to help the learners develop to their maximum capacities. They further explained that the

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success of any Business Education programme is largely determined by the qualification of the teacher, among other things. They agreed that those other things-the curriculum, the textbooks and equipment cannot compensate for an unqualified Business Education teacher. A professionally competent teacher can offset deficiencies in curriculum, textbooks and instructional materials.

Harms, Stehr and Havris (1972) cited in Ikpe (2000) maintained that a necessary element for the growth of any school programme in business is the capability of the business teacher to function effectively in his role. He is a specialized instructor who must be able to adapt his instructions to the economic and vocational needs and interests of his students. His competency in teaching is a crucial factor resulting from these factors: a depth and breadth of knowledge related to teaching responsibility; knowledge of children and young people and, the ability to work with them in developing the best learning situation possible; A knowledge of current curriculum methods and the opportunity to work with them; and A knowledge of the duties and responsibilities inherent in the whole teaching situation.

They summed up that a professional business teacher would by his own appearance and example afford first hand evidence of the meaning of competence in business. Osuala (1995) cited in Ikpe (2000) explained that the question regarding who is a business educator is an important one in Nigeria. He further noted that there are many interlopers in the field of Business Education in the country, from secondary school system to university level in addition to those in various administrative and supervisory positions. Anybody who teaches one of the courses in basic business or skilled subjects claimed to be a business educator. He affirmed that a business teacher (educator) is a person who has been professionally trained and is competent to teach both basic and skilled business subjects. A professional teacher must constantly be aware of the state-of-the art in Business Education.

On his part, Osaghale (2009) enunciated various strategies towards improving qualitative Business Education to include the need to employ qualified teachers. Osaghale said that professional and academically competent lecturers should be made to handle business education courses which are skills-based in nature. The idea of recruiting part time lecturers to handle these courses should be discouraged, as this will not bring the desired improved quality in Business Education programme. Osaghale (2009), informed by the effect of inadequate lecturers argued that it will not be in the interest of both recipients of the programme and the lecturers to have competent lecturers who are over-stretched as this will be counter-productive at the end.

Recognizing the vital role of University teachers in lending quality to higher education, the University Education Commission (of India) mentioned in its report, that

“the success of the educational process depends so much on the character and ability of the teacher, that any plan of the University reform, the main concern must be for securing adequate staff with qualifications necessary for the discharge of its many sided duties” (George, Arasu, Agrawal and Gupta, (Eds.) 2008), (p. 34). This study therefore determined the relationship between adequacy of qualified lecturers and teaching of Business Education in the Universities. One research question and one hypothesis guided the study.

Research Question

This study answered one research question.

What is the relationship between adequacy of qualified lecturers and the teaching of Business Education in Universities?

Null Hypothesis

This study tested one null hypothesis.

H₀: There is no significant relationship between adequacy of qualified lecturers and the teaching of Business Education in Universities.

Research Methodology

Design of the Study

Survey research design was adopted for this study. This enabled the researchers to administer questionnaire instrument on respondents across a geographical region. The survey research is also suitable because it gathers information about variables rather than individuals. Ndiyo (2005) noted that survey research typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher.

Area of the Study

The research work was carried out in South-south geopolitical zone of Nigeria using three (3) Federal Universities. These are University of Calabar, University of Benin and University of Uyo. Meanwhile South-South zone of Nigeria covers Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. It lies in the southerly part of Nigeria, and basically described as the oil rich zone, because of its oil producing capacity, therefore becoming Nigeria’s ‘Goose that lays the Golden Egg.’

Population of the Study

A total population of Five Hundred (500) comprising both business education lecturers and students drawn from the Three Federal Universities was used for the study.

Sample and Sampling Technique

A sample size of Three Hundred (300) respondents (Business Education lecturers and students) was randomly selected and used for the study. The sample was drawn from the Three Federal Universities in the South-South Zone.

Instrumentation

Researcher-developed instrument tagged, “Quality Assurance Indices in Business Education Questionnaire (QAIBEQ)” in Federal Universities in the South-south zone of Nigeria and Teaching of Business Education Questionnaire (TBEQ) was used to collect data for the study.

Validation of Instrument

Both (QAITEBEQ) and (TBEQ) were subjected to face and content validity. Experts in measurement and evaluation as well as Business Education validated the instrument.

Reliability of Instrument

Some respondents who did not take part in the main study were randomly selected and fifty (50) copies of the questionnaires administered on them. Data generated was subjected to Cronbach Alpha reliability technique. The analysis yielded co-efficient of .82 each of QAITEBEQ and TBEQ.

Data Analysis Technique

Simple regression analysis was used for data analysis.

Analysis of Data

Research Question

What relationship exists between adequacy of qualified lecturers and the teaching of Business Education?

Mean (\bar{X}), standard deviation (SD) and regression coefficient were used in answering the research question and summary data shown in Table 1.

Table 1: Mean Standard Deviation and Regression Coefficient for Relationship between Adequacy of Qualified Lecturers and Teaching of Business Education

Variable	n	(X)	SD	R
Adequacy of lecturers	50	21.05	6.36	0.7435
Teaching of Business Education	250	98.23	7.23	

N = 300

The value of R of 0.7435 indicated that the relationship between lecturers and teaching of Business Education is slightly above average.

Table 1 shows that the computed F of 17.32 was greater than the critical F of 3.84 at df 1.298 and .05 level of significant hence the null hypothesis was rejected. Therefore there is significant relationship between availability of physical facilities and teaching of business education.

The value of R^2 of 0.4546 indicated that availability of physical facilities accounted for 45.46% of variation in the teaching of Business Education.

Hypothesis

H₀: There is no significant relationship between adequacy of qualified lecturers and teaching of Business Education.

To test this hypothesis, simple regression analysis were employed and summary shown in Table 2.

Table 2: Regression coefficient for Relationship between Adequacy of Qualified Lecturers and Teaching of Business Education

Regression coefficient	(R)	=	0.7435
	R	=	0.5528
	R ²	=	0.5376
Standard error		=	4.7336

Analysis of Variance

Source of variance	SS	df	ms	Fcal	Fcri
Regression	528	1	528		
Residual	5430	298	18.22	28.99*	3.84
Total	5958	299			

N = 300 * Significant < .05

Table 2 shows that the computed F of 28.99 was greater than the critical value of F of 3.84 at df of 1,298 and .05 level of significance, hence, the null hypothesis was rejected. Therefore, there is significant relationship between adequacy of qualified lecturers and teaching of Business Education. The value of R² (0.5375) indicted that adequacy of qualified lecturers accounted for 53.76% of variation in the teaching of Business Education.

Discussion of Findings

The result obtained on the relationship between adequacy of qualified lecturers and the teaching of Business Education is a confirmation of the views of Suleiman (2007), who remarked that no educational system can rise above the quality of its teachers. The success of any educational system therefore is determined primarily by the quality of its teachers and, the higher and quality of the teachers, the higher the success of education. Nolan, Hayden and Malsbary (1967), cited in Ikpe (2000) described a business teacher as one who has the same responsibility as all other categories of teachers i.e. to help the learners develop to their maximum capacities. Nolan, Hayden and Malsbary (1967), cited in Ikpe (2000) further explained that the success of any Business Education programme is largely determined by the qualification of the teacher, among other things.

Conclusions

Based on the findings of this study, it is concluded that adequacy of qualified lecturers as quality assurance index has above average relationship with teaching of Business Education. It is a sine qua non to effective teaching.

Quality assurance has become an important issue in education. It is the mechanism through which Universities offering Business Education can ascertain the competitiveness of their products in meeting internationally accepted standards of quality and excellence. Quality assurance is needed to improve the teaching of Business Education through the employment and retention of qualified lecturers to reverse the trend of turning out low quality Business Education graduates. Otherwise the twin chronic diseases of employment and poverty already at a higher rate will continue.

Recommendation

Based on the findings and conclusion drawn in this study, the following recommendations are made: Quality assurance in the University system in Nigeria should be enhanced optimally to enable the system cope with world standard. It is also recommended the Universities, and in fact, educational institutions should do well to adopt total quality management (TQM) as they strive to improve teaching. Also, quality assurance should be a continuous process aimed at encouraging attitude change and teamwork and the inculcation of a value that acknowledges the student and other customers as the best judge of quality deserving optimal service delivery in the teaching process. Business educators should be encouraged to acquire more training programmes in schools, workshops, conferences, symposia to meet the current challenges of globalized economy. Training programmes for business educators should be subjected to strategic planning to promote effective implementation.

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