

LECTURERS' DEVELOPMENT STRATEGIES AND EFFECTIVE TEACHING OF BUSINESS EDUCATION COURSES IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WEST NIGERIA FOR SUSTAINABLE GLOBAL ECONOMY

¹**Samuel David UDO, PhD**

Department of Business Education
University of Uyo
udosamueld@gmail.com

²**Garba ALIYU**

Department of Business Education
School of Vocational and Technical Education
Federal College of Education
Zaria, Kaduna State

³**E. E. Elogbo, PhD**

Department of Vocational Education
University of Calabar, Calabar
enoituna@gmail.com

Abstract

The main purpose of this study was to determine the relationship between Lecturer's Development Strategies and Effective Teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. Two specific objectives, two research questions, and two research hypotheses were formulated to guide the study. The descriptive survey research design was used for the study. The population of the study was 167 Business Education Lecturers from Federal Colleges of Education in North-West Nigeria. The sample of the study was 140 Business Education Lecturers from Federal Colleges of Education in North-West Nigeria. The sampling technique was purposive sampling. The researchers developed instrument entitled "Lecturers' Development Strategies and Effective Teaching Questionnaire" (LDSETQ) was used in collecting data for the study. The instrument was face validated by three research experts. The internal consistency reliability index of the instrument was obtained using Chronbach Alpha method of reliability and the reliability index of .81 was obtained. The data collected were analysed using simple linear regression model. The correlation coefficient (R) was used in answering the research questions while F-value of the regression was used to test the research hypotheses at .05 level of significance. The findings revealed that there is a significant relationship between peer training and in-service training for effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. It is recommended among others that Management of Federal Colleges of Education in North-West Nigeria should encourage coaching and mentoring by appointing more senior and experienced lecturers to coach and mentor the junior and less experienced ones in their subject areas for effective teaching.

Key Words: Business Education, Development Strategies, Effective teaching, peer training, in-service training

Introduction

Business Education is an aspect of Vocational Education programme that gives training and imparts necessary skills that will provide the recipients with the intellectual and professional background, adequate for their assignment and makes the recipients adaptable to changing

situations in business. Business Education equips students with skills, attributes, knowledge and behavior required for teaching, entrepreneurship, administrative and clerical work (Akpan and Eminue, 2020). Akpan and Eminue (2020) stated that the objectives of Business Education programmes at all levels of education enable recipients to develop basic skills for personal use in the future; acquire basic knowledge and skills of Business Education and relate the knowledge and skills acquired to national development. Olise (2007) referred to a Business Education lecturer as one whose teaching role extends from the development of intellectual activities (cognitive) to the development of practical skills (psychomotor), emotions, attitude and moral (affective) for effective learning. It is the function of the Business Education lecturers to effectively implement the Business Education curriculum through effective teaching. Uchechi in Eminue and Nwialu (2016) observed that lecturers are the pivot on which education wheels evolved. However, teaching effectiveness of the lecturers engaged in Colleges of Education determines the extent to which the educational objectives could be achieved. This implies that serious attention should be given to development of lecturers in order to enhance their job performance. The lecturers handling Business Education courses would increase their effectiveness through the opportunities provided by the educational system to develop their inherent capabilities, update their knowledge and skills in their technical areas through development strategies such as teacher peer training and in-service training.

Teacher peer training is a type of professional development program with a long history of use in Japan and is increasingly used in the US and worldwide (Chetty, Friedmam & Rocko, 2014). Previous literature reviews on teacher learning (Desimone, 2009; Van Veen, Zwart, & Meirink, 2012) have shown that learning from and with peers is an effective approach to teacher professional development. Here, one could refer to these types of activities as peer training, where peer means of equal status. Murphy, Weinhardt, Wyness (2018) opined that in peer training teachers work in small groups to plan lessons that address shared teaching and learning goals. Specifically, teachers within a school form a group of three (known as a learning tripod), with one of the three selected as the expert teachers. Schools are free to choose which teachers are involved in the intervention, and who would be the expert teacher known as the mentor.

Peer training is an enhanced means of preparing teachers with learning models, observation and reflection and to help teachers know their strengths and weaknesses. According to Nakpodia (2011), this helps teachers to overcome their weaknesses and improve their skills to deal with complex situations in the classrooms. Nassazi (2013) described peer training is a collaborative relationship or partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. Peer training programmes is a great way to get involved and make a valuable contribution in the school organisation. It is a process of consciously building a mutual relationship between two or more experienced colleagues for the purpose of promoting personal and professional growth. Therefore, mentoring, coaching and collaboration are the key strategies in peer training.

In-service training is the training given to teachers already in the service. According to Nakpodia (2011), in-service training programme is a process for continuous up-dating of teachers' knowledge, skills and interests in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by teachers' educators. In-service teacher education is an integral part of staff development programmes which is organized for teachers while in service. Nakpodia outlined the benefits of in-service training of teachers to include:

- i) To enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system.

- ii) To help teachers acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction
- iii) To enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century.

Akinbode in Opuana (2016) in an earlier study had established that investment in the form of in-service training was a crucial factor in the development of job commitment. The result of the study showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teacher's moral and thus, engendered positive work performance among them.

Teachers continuously need to update their knowledge and instructional skills in order to meet the demands of the society. For example, they need to be able to use technology in their classrooms and adapt to changing student populations. The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective as indicated in the National Education Policy, that the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level (FRN, 2013).

Esu in Opuana (2016), observed that teachers including lecturers in Colleges of Education who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. The author further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation programmes. To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria, in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in-service training for teachers shall be regulated (FRN, 2013). This therefore emphasizes the importance and the need for every staff to be constantly upgraded to keep abreast with the rapid changing society. This situation requires investigation into the lecturers' development programmes which is an aspect of staff development.

Statement of the Problem

Teachers in Nigerian educational institutions are very important in achieving the objectives and aims of education. It is the work of the teacher that determines the degree of success or failure in the institution's effort to achieve its goal of integrating morality and learning. The teacher, above all, is the vehicle through which the subject matter is presented to the students. Hence, teachers' development for effective teaching cannot be overlooked.

In spite of its apparent advantages, there are still many employers who do not commit sufficient funds to the development of their staff (Peretomode and Chukwuma, 2014). This could lead to ineffectiveness in the discharge of responsibilities by the staff. Ineffective teaching by lecturers especially those in Business Education programme in tertiary institutions should become a source of great concern to many in Nigeria as they appear to be no officially organised peer mentoring or training in Federal Colleges of Education in North West Nigeria. Furthermore, inadequate in-service training seems to increase ignorance of new strategies and techniques of handling the classroom and special needs of children in the class. In the view of Fasanya (2010), a lecturer with many years of experience on the job can drift into inefficiency unless there is a further training to regain knowledge, skills and efficiency. The author said that years of experience alone

cannot sustain job performance of lecturers. It is the combination of retraining and refresher courses, coupled with experience, that boost effective teaching.

Regrettably, some lecturers neither perform to the expected standards nor do they seem to address the needs of students and other stakeholders. Their teaching effectiveness is still less satisfactory than the expected standards and consequences have been attributed to the rising concerns over poor coverage of syllabus, deteriorating academic performance and reduced levels of academic standards and performance among students. This has degenerated into high level of graduates' unemployment, restiveness and crimes in the society. The question therefore would be, can lecturers' development programmes enhance their teaching effectiveness? The desire to proffer answers to this problem necessitated this study to determine the relationship between lecturers' development strategies and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Purpose of the study

The main purpose of this study was to determine the relationship between lecturers' development strategies and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. Specifically, the study sought to determine:

- i) The relationship between peer training and effective teaching of business education course in Federal Colleges of Education in North-West Nigeria.
2. The relationship between in-service training and effective teaching of business education courses in Federal Colleges of Education in North-West Nigeria.

Significance of the Study

The findings of this study would be of immense benefits to the Business Education Lecturers, National Commission of Colleges of Education [NCCE], Governing Council, Management, Heads of Departments, students of Federal Colleges of Education in North West Nigeria and other researchers. The findings of this study would help the lecturers to understand and use the development strategies to boost their teaching effectiveness in cause of managing the students, administering examinations and preparing the results to produce quality graduates who can fit into contemporary technology-driven office in both private and public institutions. The outcome of this study would also be relevant to lecturers in Federal Colleges of Education in North West Nigeria because they are the direct beneficiaries of improvement strategies. Lecturers would not only be more informed of opportunities for professional development, but would also be fully encouraged to take advantage of the opportunities.

The findings of the study would be beneficial to National Commission of Colleges of Education [NCCE]. The NCCE is a supervisory body for all Colleges of Education in Nigeria. The results from this study would highlights the benefit of lecturers' improvement strategies to official of the NCCE. More so, it will drive home the policies and standards put in place by the NCCE during accreditation of programmes. it would help the commission advice government appropriately on the financial implications of staff development policies being implemented in Colleges of Education Nigeria to improve effective teaching. More so, the findings of this study would expose the management of Federal Colleges of Education in North West Nigeria to those strategies that could be adopted in improving lecturers' quality which could positively reinforce effective teaching and ginger their enthusiasm towards achieving the goals of the institution. The findings would expose the need foe every staff to be constantly upgraded to keep the rapid changing society.

The findings of this study would also help the Heads of Departments in Federal Colleges of Education in North West Nigeria, on the provision of appropriate development strategies to boost teaching effectiveness of lecturers and arousing their interest in the teaching processes and profession. Also, it would help the Heads of Departments; in creating a conducive environment

for the lecturers to enable them attain the goals of the institution. Furthermore, the findings of this study would help students to acquire quality learning processes that will contribute significantly to the production of quality graduates who can also fit into contemporary technology-driven office in both private and public institutions. Finally, the findings of this study would serve as a body of knowledge and reference literature to other researchers on lecturers' development strategies and related fields.

Research Questions

The following research questions were raised to guide the study.

- i) What is the relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria?
- ii) What is the relationship between in-service training and effective teaching of Business Education courses by lecturers in Federal Colleges of Education in North-West Nigeria?

Null Hypotheses

The following hypotheses were tested at .05 level of significance.

- Ho₁: There is no significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.
- Ho₂: There is no significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Methodology

Descriptive survey research design was adopted for this study. Using this design enable the researcher to collect, organize, analyze and describe data as they exist without any interference, hence, it is the choice of the researcher to adopt the design. This study was carried out in the North West geopolitical zone of Nigeria. The population of this study was 167 Business Education Lecturers from Federal Colleges of Education in North-West Nigeria (Staff Disposition, Department of Business Education, 2019). The sample of this study was 140 Business Education Lecturers from Federal Colleges of Education in North-West Nigeria. Convenience sampling technique was used to select respondents for the study. The technique was adopted because all the lecturers could not be brought to one place for randomization, hence the researcher handpicked those who were available and accessible. Researcher-made instrument entitled "Lecturers' Development Strategies and Effective Teaching Questionnaire" (LDSETQ) was used to collect data for the study. Responses were made on a five-point rating scale of Very High (VH) - 5 points; High (H) - 4 points; Moderate (M) - 3 points; Low (L) - 2 points; and Very Low (VL) - 1 point.

The instrument developed by the researcher was face validated by three experts, two from Department of Business Education and one from the Department of Educational Foundation, Guidance and Counseling in the University of Uyo. A trial test was carried out using 10 Business Education lecturers in the area of the study who did not take part in the actual study. The reliability was statistically determined using Cronbach's Alpha method and the index obtained was 0.81. Research assistants, one in each Federal College of Education were engaged and briefed on procedures for distribution and collection of the instrument from the respondents. One hundred and forty (140) copies of the questionnaire were distributed and of 140 copies of questionnaire distributed, 137 copies were successfully retrieved and used for analysis, while three copies were not successfully retrieved, this implies 97.85% rate of return. Data was analysed using simple linear regression analysis. The correlation coefficient (R-value) was used in answering the research questions while F-value of the regression analysis was used to test the null hypotheses at 0.05 level of significance.

The R-values and their associated nature of relationship was used as guideline for interpreting and taking decisions with regard to the research questions. Any R-value that falls between 0.01-0.20 was regarded as very low, 0.21-0.40 was low, 0.41-0.60 was moderate. 0.61-0.80 was high and 0.81-1.00 was very high. In testing the null hypotheses, F-statistic was considered significant when the observed P-values were less than or equal to 0.05 ($P \leq 0.05$) and H_0 was rejected, but when the observed P-value was greater than 0.05, F-statistics was not significant and H_0 was accepted.

Informed consent of the respondents through the presentation of letter of introduction was sought. Participation in the study and exit was voluntary. The respondents were adequately informed that the information provided would be treated with utmost confidentiality and their responses and contributions to the study would be purely for research purpose. The entire idea in this work was that of the researchers, and all the theories and citations in the work were duly referenced.

Results and Discussion of Findings

Research Question 1

What is the relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria?

Table 1: Correlation Coefficient in the Regression Analysis of peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria

Variables	R	R-square	% of Contribution	Remark
Peer training				
Effective Teaching	.606	.368	36.8	H

H = High. Source: Field Work (2023)

The result in Table 1 reveals that coefficient of determination (R^2) value obtained is 0.368. This is interpreted that 36.8% is the overall contribution of peer training to effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. The Table further revealed that the R-value was 0.606. When compared with the extent scale of correlation, the coefficient falls within 0.61-0.80. This therefore means that peer training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Research Question 2

What is the relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria?

Table 2: Correlation Coefficient in the Regression Analysis of in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria

Variables	R	R-square	% of Contribution	Remark
In-service training				
Effective Teaching	.799	.521	52.1	H

H = High. Source: Field Work (2023)

The result in Table 2 reveals that coefficient of determination (R^2) value obtained is 0.521. This is interpreted that 52.1% is the overall contribution of in-service training to effective

teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. The Table further revealed that the R-value was 0.799. When compared with the extent scale of correlation, the coefficient falls within 0.61-0.80. This therefore means that in-service training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Research Hypothesis 1

There is no significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Table 3: Regression Analysis showing the Relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria(n = 137)

Model	Sum of Squares	Df	Mean Square	F-cal	P-Value	Remarks
Regression	81.281	1	81.281	44.766**	.000	S
Residual	139.808	135	1.816			
Total	221.089	136				

**significant at $P \leq .05$, S = Significant

The result in Table 3 shows that the computed F-value is 44.766 with 1 and 135 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance ($p < .05$), the null hypothesis which state that there is no significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria is rejected. This implies that there is significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Research Hypothesis 2

There is no significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Table 4: Regression Analysis showing the Relationship between in-service traininand effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria(n = 137)

Model	Sum of Squares	Df	Mean Square	F-cal	P-Value	Remarks
Regression	68.237	1	68.237	34.375**	.000	S
Residual	152.851	135	1.985			
Total	221.089	136				

**significant at $P \leq .05$, S = Significant

The result in Table 4 shows that the computed F-value as 34.375 with 1 and 135 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance ($p < .05$), the null hypothesis which states that there is no significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria is rejected. This implies that there is significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Findings of the Study

The following findings emerged from the study based on the research questions answered and hypotheses tested:

- i) Peer training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria and there is significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.
- ii) In-service training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria and there is significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria.

Discussion of Findings

Peer training and effective teaching of Business Education courses

The result of analysis in Table 1 indicates that peer training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. The corresponding hypothesis in Table 3 reveals that there is significant relationship between peer training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. This is because peer training involves collaborative relationship, partnership between two or more lecturers, mentoring, coaching and sharing of experiences among lecturers in the same field to enhance professional growth of teachers. This finding is in line with the previous study by VanVeen, *et al.* (2012) who reported that learning from and with peers is an effective approach to teacher professional development. The finding is also supported by the finding of Murphy, *et al.* (2018) who opined that in peer training teachers work in small groups to plan lessons that address shared teaching and learning goals.

In-service training and Effective teaching of Business Education courses

The result of analysis in Table 2 indicates that in-service training has a high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. The corresponding hypothesis in Table 4 reveals that there is significant relationship between in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. This is because in-service training such as distance learning, sandwich programme, correspondence courses, professional courses and on the job training help to expand teachers' knowledge and enhance professionalism. The finding is in line with the position of Udoh (2014) who emphasised on in-service training as a component of staff development programme, to boost effective teaching. Supporting this view, Ojiemhenkele (2014) agreed that in-service training helps teachers to expand their current knowledge of a subject, develop new knowledge and engage with other colleagues at their school and other schools.

The finding is also supported by the finding of Akinbode in Opuana (2016) who reported that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. The finding by Eminue and Nwialu (2016) also supported that in-service training for teachers significantly contribute to business subject teachers' productivity. In agreement with the finding, Khan and Abdullah (2019) reported that there exist positive and strong relations between training and development and productivity of the teachers.

Conclusion

The findings of the study reveal that peer training and in-service training have high positive relationship with effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. When tested, the results further reveals that there is a significant relationship between peer training and in-service training and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. These

signify that there is a significant relationship between lecturers' development strategies and effective teaching of Business Education courses in Federal Colleges of Education in North-West Nigeria. Hence, if Federal Colleges of Education adopt lecturers' development strategies in Federal Colleges of Education in North-West Nigeria, it will significantly aid punctuality to lectures, accessibility to students, timely release of course outline, timely release of course outline, proficiency in application of teaching aids, timely submission of students' assessment scores, ability to create interactive learning environment, effectiveness in classroom management and ability to captivate students' interest, among others.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

- i) Management of Federal Colleges of Education in North-West Nigeria should encourage coaching and mentoring by appointing a more senior and experienced lecturer to coach and mentor the junior and less experienced ones in their subject area for effective teaching.
- ii) In-service training of lecturers should be encouraged by the Colleges of Education administration to help improve effective teaching by lecturers in Federal Colleges of Education in North-West Nigeria.

References

- Akpan, N. A. & Eminue, U. O. (2020). Facility planning issues in Business Education: Implication for combating unemployment and youth restiveness in Nigeria. *Nigerian Journal of Business Education (NIGJBED)*, 7(1): 458-471.
- Eminue, U. O. & Nwialu, L. E. (2017). Secondary education board personnel development strategies and business subject teachers' productivity in Akwa Ibom State public secondary schools. *Journal of Sustainable Education*, 8(1): 75-87.
- Federal Republic of Nigeria (2013). *National Policy on Education*. (5th Ed.) Abuja: NERDC Press.
- Khan, S. & Abdullah, N. N. (2019). The impact of staff training and development on teachers' productivity. *Economics, Management and Sustainability*, 4(1): 37-45.
- Murphy, R., Weinhardt, F. & Wyness, G. (2018). Who teaches the teachers? A RCT of peer-to-peer observation and feedback in 181 schools. Discussion paper series, IZA DP No. 11731. Germany: IZA – Institute of Labor Economics, p.43.
- Ojiemhenkele, A. E. (2014). In-service training: A panacea for teachers' job effectiveness and productivity. *A Journal of the Faculty of Education, Ambrose Ali University, Ekpoma*, 1(1): 1-10.
- Olise, J. M. (2007). The In-Service Needs Of Business Education Teachers. *Business Education Journal*, 4(1): 22-34.
- Opuana, H. (2016). Impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, Nigeria. Unpublished Master Dissertation, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria, Nigeria.
- Peretomode, V. F., & Chukwuma, R. A. (2014). Man power development and lecturer productivity in tertiary institutions in Nigeria. *European Scientific Journal*, 8(13): 16-28.
- Udoh, E. M. (2014). In-Service (professional) training and teaching effectiveness in secondary schools in Uyo Senatorial District of Akwa Ibom State. *Journal of Education and Practice*, 5(27). 59-62.
- Van Veen, K., Zwart, R., & Meirink, J. (2012). What makes teacher professional development effective? A literature review. In M. Kooy and K. Van Veen (Eds.), *Teacher Learning that Matters: International Perspectives*. New York, NY: Routledge.