



Thomas Adewumi University

Journal of Innovation, Science and Technology (TAU-JIST)



ISSN: 3043-503X

RESEARCH ARTICLE

THE IMPACT OF BUSINESS EDUCATION LECTURERS' JOB PERFORMANCE ON THE QUALITY PROGRAMMES IN PUBLIC COLLEGES OF EDUCATION IN KWARA STATE

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ARTICLE DETAILS

Article History:

Received 02 July 2024
Accepted 05 October 2024
Available online 10 December 2024

ABSTRACT

This study aimed to investigate the impact of Business Education lecturers' job performance and quality programmes in public colleges of Education in Kwara State, Nigeria. Two (2) research questions guided the study and two (2) null hypotheses were formulated. A survey design was adopted. The population was 41 Business Education lecturers across public Colleges of Education in Kwara State. Since the population is manageable the researcher adopted census sampling technique. A-14 item structured questionnaire was validated by four (4) experts in the Department of Business Education, Al-Hikmah University, Ilorin which was used for data collection. The pilot study conducted yielded a reliability coefficient of 0.92 which was high enough for the instrument to be considered reliable. Mean and the standard deviation was used to analyze the research questions raised while PPMC was used to test the hypotheses at alpha level of 0.05. The findings from analysis revealed that classroom management technique and availability of instructional material are highly required by Business Education lecturers for quality programme. Based on the findings, it was recommended among others that government should ensure that the right quality of instructional materials to promote teaching and learning are provided for business education lecturers to operate.


KEYWORDS

Education, Business Education, Job performance, Quality programme

Introduction

Colleges of education serve as one of the key tertiary institutions where the Business Education programmes is delivered to students. According to Abanyam (2016), College of education is designed to equip individuals with the skills necessary to become leaders and practitioners in the fields of education and related human services. This

program aims to enhance the understanding of education as a vital human endeavor, enabling society to address its educational responsibilities and challenges effectively. Within this educational framework, Business Education is offered, preparing graduates for careers in teaching, industry roles, or the establishment of their own businesses, which they will own, manage, and control post-graduation. In Kwara State, there are three public colleges of

| Quick Response Code | Access this article online | |
|---|--|---|
|  | Website: https://journals.tau.edu.ng/index.php/tau-jist | DOI: https://doi.org/10.5281/zenodo.15002905 |

education. The National Commission for Colleges of Education (NCCE) serves as the regulatory authority that oversees the curriculum and quality of programmes in both state and Federal Colleges of Education across Nigeria. Business Education is recognized as a significant programme within the Colleges of Education in Nigeria, particularly in Kwara State.

Business Education is regarded as a programme designed to equip students with the necessary skills for entering and progressing in the workforce, managing their business affairs, and functioning effectively as informed consumers and citizens within a business-oriented economy (Abanyam, 2016). Similarly, Igboke (2015), characterized Business Education as a vibrant area of study aimed at preparing both youth and adults for various aspects of business, with the goal of mitigating unemployment. Conversely, education concerning business focuses on preparing individuals to engage intelligently and effectively with the economic goods and services available in our free enterprise system. The role of educators, specifically Business Education lecturers, is crucial in achieving the goals and objectives of Business Education, thereby ensuring the delivery of high-quality programme (Atah, 2018). The degree to which these lecturers fulfill this vital role is contingent upon their job performance effectiveness.

Stannack (2016) defines performance as the level of success in achieving workplace objectives, which contributes to an employee's role. Many researchers utilize the term performance to denote various metrics of transactional efficiency, as well as input and output efficiency. Adeyemi (2023) describes job performance as the degree to which a lecturer fulfills specific role responsibilities in accordance with established standards. Similarly, Igboke (2015), notes that a lecturer's job performance is characterized by behaviors that adapt to changes in the surrounding environment, enabling the lecturer to effectively execute assigned tasks. Furthermore, Adeyemi (2023) emphasizes that the evaluation of lecturers' job performance is primarily based on their students' success or failure in examinations, both internal and external. Consequently, job performance can be understood as the extent to which lecturers integrate relevant resources to enhance the teaching and learning process, thereby achieving a high-quality Business Education programmes. The ineffectiveness of Business Education lecturers in delivering quality programmes is often attributed to inadequate classroom management and the ineffective use of instructional materials.

Miwari and Eleberi (2020) defined classroom management as a comprehensive array of skills and techniques employed by educators to maintain organization, order, focus, attentiveness, and academic productivity among Business Education students during class sessions. When implemented effectively, classroom management strategies enable educators to reduce behaviors that hinder learning for both individual students and groups, while simultaneously promoting behaviors that facilitate learning. Stannack (2016) further elaborated that classroom management encompasses the establishment of conducive instructional conditions and the regulation of students' social behaviors. The actions and responses of students are closely linked to the effectiveness of the educators' management of the classroom environment. Additionally, Igboke (2015) argued that the success of any educational system is

contingent upon the efficacy of classroom management. Educators must assume the role of managers, maintaining control from the beginning to the end of each lesson to ensure that Business Education students fully benefit from the interactive learning experiences provided in the classroom. Abanyam (2016) identified several activities integral to effective classroom management, including the creation of an organized and orderly environment, setting clear expectations, fostering student cooperation in learning tasks, addressing procedural demands, and managing disruptive behaviors such as fighting and noise. Furthermore, it involves careful observation, arrangement of learning materials, and providing support for students facing challenges such as poor vision, hearing difficulties, reading and writing issues, spelling difficulties, feelings of shame, lack of engagement, hyperactivity, and ineffective study habits.

Instructional materials refer to the various tools that facilitate the dissemination of information in the educational process (Galle et al., 2020). These materials may include 3D models, worksheets, overhead projectors, textbooks, charts, infographics, and audio speakers, all of which assist educators in effectively communicating information and imparting knowledge to students. Ibeneme (2015) described instructional materials as resources utilized by both students and instructors within the classroom environment for practical demonstrations. Furthermore, Stannack (2016), asserted that instructional materials are objects that aid educators in delivering lessons in a coherent manner, thereby enhancing students' comprehension of the concepts being taught. Additionally, Atah (2018), emphasized the significance of instructional materials as essential tools for teaching and learning various subjects, which ultimately enhances educators' effectiveness and improves students' academic performance. Business Education instructors strive to make learning more engaging, realistic, and practical. Consequently, Adeyemi (2023), defined instructional materials as tools containing instructional content or functions that are employed for educational purposes, including books, supplementary reading resources, audiovisual aids, and scripts for audio and television instruction. It is undeniable that instructional materials are crucial for enabling Business Education instructors to develop superior teaching skills and techniques, thereby ensuring a high-quality educational programmes.

Statement of the Problem

In tertiary institutions, particularly Colleges of Education, Business Education lecturers are tasked with preparing lecture notes, delivering instruction, and assessing student performance throughout the semester, among other responsibilities. However, Adeyemi (2023) noted that the reality often diverges from these expectations, as some lecturers present lectures in a manner that lacks engagement and utilize instructional materials ineffectively. Furthermore, certain lecturers adopt an authoritarian approach during their presentations, resulting in a lack of interactive discussion. Dibia (2015) further emphasized that the limited range of skills and techniques employed by lecturers to maintain student

organization, focus, and academic productivity poses significant challenges to achieving the objectives of Business Education. This situation may have contributed to the observed decline in the quality of Business Education programmes in Kwara State. Adeyemi (2023) reported that rise in the poor job performance of lecturers in Colleges of Education, increasing from 23.2% in the second quarter of 2023 to 25.8% in the third quarter of 2023 in Kwara State. Consequently, this study aims to examine the impact of Business Education lecturers' job performance on the quality of programmes in public Colleges of Education in Kwara State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate Business Education lecturers' job performance and quality programme in public colleges of Education in Kwara State, Nigeria. Specifically, the study sought to:

1. determine Business Education lecturers' classroom management technique required for quality programme in public colleges of Education in Kwara State.
2. examine Business Education lecturers' available instructional material required for quality programme in public colleges of Education in Kwara State.

Research Questions

1. What are the Business Education lecturers' classroom management technique required for quality programme in public colleges of Education in Kwara State?
2. What are the Business Education lecturers' available instructional material required for quality programme in public Colleges of Education in Kwara State?

Null Hypotheses

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

H₀₁: There is no significant relationship between Business Education lecturers' classroom management technique and quality programme in public Colleges of Education in Kwara State.

H₀₂: There is no significant relationship between Business Education lecturers' available instructional material and quality programme in public Colleges of Education in Kwara State.

Methodology

The study adopted a survey research design. According to McKinsey (2014), survey research design is an investigation of the opinions and behaviors of a particular group of people which is usually done through questionnaires, interviews or observations. Survey design is deemed appropriate because the study utilized a questionnaire to investigate the impact Business Education lecturers' job performance on quality programme in public Colleges of Education in Kwara State, Nigeria. The population for the study consisted of 41 Business Education lecturers' comprised of both fulltime and part-time in public colleges of Education in

Kwara State. Kwara State has three public Colleges of Education offering Business Education programme namely; Kwara State College of Education, Oro (16 Business Educators), Kwara State College of Education, Ilorin (14 Business Educators) and Kwara State College of Education (T), Lafiagi (11 Business Educators). Since the population of this study is not too large and manageable the researcher use census sampling technique. Hence, the whole population was used to elicit response from the respondents.

The instrument titled "Business Education Lecturers' Job Performance and Quality Programme Questionnaire" (BELJPQPQ) was self-design by the researcher to collect data for the study. The instrument consisted of 14 items measured on a four point rating scale of Very Highly Required (VHR = 4 points), Highly Required (HR= 3 points), Rarely Required (RR = 2points) and Not Required (NR= 1 point). The instrument was divided into two parts: A and B.

Part A of the instrument collected personal information of the respondents while part B addressed research question. A request letter for face and content validation of the instrument was sent to experts and the instrument was face and content validated by three experts from the Department of Business Education, Faculty of Education, Al- Hikmah University, Ilorin which corrections were accordingly effected. A pilot study was conducted at government owned Colleges of Education in Oyo State to test the reliability of the instrument. The reliability of the instrument was determined through application of KuderRichards formula (K-R 21) and a reliability coefficient of 0.92 was obtained. The instrument was considered reliable based on the reliability value obtained. The instrument was administered through direct contact with the respondents and the whole 41 copies administered were retrieved and used for analysis. The research questions were answered using mean and standard deviation while the null hypotheses was tested using Pearson Product Moment Correlation (P.P.M.C) at alpha level of 0.05.

In answering the research questions, any mean found between 2.50 and 4.00 was interpreted as Required (R) while mean below 2.50 was interpreted as Not Required (NR). The standard deviation was also employed to indicate how scattered or close the opinions of respondents were around the mean. Where the Standard Deviation was high, the individual responses varied greatly, where the Standard Deviation was low, and the respondents were taken to be close in their opinions. Null hypothesis was rejected where p-value was less than or equal to 0.05 level of significance, hypothesis was not rejected where p-value obtained was greater than 0.05.

Results

Table 1: Mean Ratings of Respondents on Classroom Management Technique Required for Quality Programme (N=41)

| S/N | Items Statements | Mean | SD | Remarks |
|-----|---|------|------|---------|
| 1 | implementation of school rules and regulations for effective teaching and learning | 2.89 | 0.14 | R |
| 2 | appropriate punishment for students exhibiting negative behavior during teaching and learning | 3.29 | 0.91 | R |

| | | | | |
|-------------------------|--|-------------|-------------|----------|
| 3 | Establishment of good interpersonal relationship among the learners | 3.76 | 0.16 | R |
| 4 | give students suitable reinforcement for meaningful contribution during the process of teaching and learning | 2.59 | 0.39 | R |
| 5 | ensure that students' sitting arrangement are well organized | 3.78 | 0.26 | R |
| 6 | Ensuring students' focus maximum attention while teaching and learning is going on | 2.72 | 1.35 | R |
| 7 | Establishment of appropriate organized classroom | 3.55 | 0.38 | R |
| Weighted Average | | 3.33 | 0.57 | R |

Table

Source: Field survey (2024)

From Table 1, items 1-7 had mean scores above the cut-off point of 2.50, indicating required. Therefore, classroom management technique is required by Business Education lecturers for quality programme. The standard deviations of the respondents were low and not far from one another, it means that the respondents' Business Education lecturers' job performance are closely related.

Table 2: Mean Ratings of Respondents on Usage of Instructional Material Required for Quality Programme (N=41)

| S/N | Items Statements | Mean | SD | Remarks |
|-------------------------|--|-------------|-------------|----------|
| 1 | Utilization of appropriate instructional materials to support teaching thereby facilitate effective learning | 3.47 | 0.56 | R |
| 2 | Training of lecturers' on the effective use of instructional materials | 2.67 | 0.31 | R |
| 3 | Skills to improvise instructional materials when there is no availability of it during teaching | 3.91 | 0.13 | R |
| 4 | Ensure proper maintenance of available instructional materials | 3.12 | 1.13 | R |
| 5 | Training of lecturers' on selection of suitable instructional material | 2.97 | 0.72 | R |
| 6 | Skills on effective management of instructional material usage by lecturers' | 3.71 | 0.18 | R |
| 7 | Ability to use instructional material that will facilitate learners' active participation in class | 3.82 | 0.71 | R |
| Weighted Average | | 3.38 | 0.53 | R |

Source: Field survey (2024)

From Table 2, items 1-7 had mean scores above the cut-off point of 2.50, indicating required. Therefore, usage of instructional materials is required by Business Education lecturers' for quality programme. The standard deviations of the respondents were low and not far from one

another, it means that the respondents' Business Education lecturers' job performance are closely related.

Hypotheses Testing

H01: There is no significant relationship between Business Education lecturers' classroom management technique and quality programme in public Colleges of Education in Kwara State.

3: Pearson Correlation of Classroom Management technique of Business Education Lecturers and Quality Programmes in Public Colleges of Education in Kwara State.

| Variables | N | Mean | SD | R | P-Value | Remark |
|-------------------|-----|-------|------|-------|---------|--------|
| Classroom Mgt | 673 | 52.49 | 4.67 | 0.379 | 0.000 | Sig |
| BED Quality prog. | 673 | 61.30 | 6.11 | | | |

P<0.05

Source: Field Survey, 2024.

The Pearson correlation coefficient r in table 3 as indicated by the response values of (0.379); p<0.05. Hence, since P-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that there is a significant relationship between classroom management technique of Business Education lecturers and quality programmes in Public Colleges of Education in Kwara State. This further meant that classroom management technique of Business Education lecturers had a significant relationship on quality programmes in public Colleges of Education in Kwara State.

H02: There is no significant relationship between Business Education lecturers' available instructional material and quality programme in public Colleges of Education in Kwara State.

Table 4: Pearson Correlation of Business Education Lecturers' Available Instructional Material and Quality Programmes in Public Colleges of Education In Kwara State.

| Variables | N | Mean | SD | R | P-Value | Remark |
|-------------------|-----|-------|------|-------|---------|--------|
| Creativity | 673 | 50.25 | 5.32 | 0.482 | 0.000 | Sig |
| Entrepreneurial R | 673 | 61.30 | 6.11 | | | |

P<0.05

Source: Field Survey, 2024

The Pearson correlation coefficient r in table 4 shows response values of (0.482); p<0.05. Hence, since P-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that there is a significant relationship between instructional material and quality of business education programmes in public Colleges of Education in Kwara State. This further meant that availability of instructional material had a significant relationship on quality of Business Education programme in public Colleges of Education in Kwara State.

Discussion of Findings

Business Education lecturers' classroom management technique and quality programme in public Colleges of Education in Kwara State, Nigeria.

The results indicated that effective classroom management techniques are essential for Business Education lecturers to ensure high-quality programmes. This conclusion aligns with the findings of Igboke (2015), who stated that the success of any educational system is contingent upon the effectiveness of classroom management. Similarly, Miwari and Eleberi (2020), emphasized that when classroom management strategies are implemented effectively, lecturers can reduce behaviors that hinder learning for both individual students and groups, while promoting behaviors that foster learning.

Business Education lecturers' usage of instructional material and quality programme in public Colleges of Education in Kwara State, Nigeria.

The findings indicated that the use of instructional materials is crucial for Business Education lecturers to deliver quality programmes. This conclusion supports Abdu-Raheem (2016) assertion that instructional materials are essential tools for teaching and learning school subjects, enhancing lecturers' effectiveness and improving students' academic performance. Furthermore, the findings are consistent with Brown (2017), perspective that instructional materials are critical teaching tools that facilitate effective classroom performance.

There is no significant relationship between Business Education lecturers' classroom management technique and quality programme in public Colleges of Education in Kwara State.

The findings of hypothesis one (H_{01}) in Table 3 reveal a significant relationship between Business Education lecturers' classroom management technique and quality programmes in public Colleges of Education in Kwara State. The relationship is positive and moderate. This finding aligns with the earlier research conducted by Igboke (2015), which demonstrated a strong correlation between classroom management techniques and the quality of programs in public Colleges of Education, as noted in their meta-analysis. The authors emphasized that the effectiveness of classroom management is crucial for the success of any educational system. Business Education students gain from the dynamic interactions that occur within the classroom environment, highlighting the necessity of effective classroom management techniques for ensuring quality programs in public Colleges of Education.

There is no significant relationship between Business Education lecturers' availability of instructional material and quality programme in public Colleges of Education in Kwara State.

The findings of hypothesis two (H_{02}) in Table 4 reveal a significant relationship between Business Education lecturers' availability of instructional material and quality programme in public Colleges of Education in Kwara State. This conclusion supports the earlier work of Atah (2018), who affirmed that instructional materials are essential tools for teaching and learning, enhancing lecturers' effectiveness and improving students' academic performance. Furthermore, it was asserted that Business Education lecturers can make learning more engaging,

realistic, and practical through the positive correlation between the availability of educational resources and academic performance.

Conclusion

The main purpose of this study was to determine Business Education lecturers' job performance and quality programme in public Colleges of Education in Kwara State, Nigeria. It was therefore concluded that adequate utilization of instructional materials and effective classroom management technique raises business education lecturers' job performance. Business education lectures' with appropriate classroom management technique are the ones whose job performances are hike. All these are required by Business Education lectures' for job performance in public Colleges of Education in Kwara State, Nigeria.

Recommendations

The government should ensure the provision of high-quality instructional materials that facilitate effective teaching and learning for Business Education lecturers, thereby enhancing programmes quality.

1. Business Education lecturers should make full use of the available instructional materials to promote effective teaching and learning during lectures, contributing to programmes quality.
2. Business Education lecturers should acquire the necessary classroom management techniques to foster a conducive learning environment, enabling students to achieve better mastery of the subject matter and enhancing programmes quality.

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