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TEACHING SKILLS NEEDED BY BUSINESS EDUCATORS FOR EFFECTIVE TEACHING IN TERTIARY INSTITUTIONS IN ADAMAWA STATE

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5

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Abstract

The study teaching skill³ needed by business educators for effective teaching in tertiary institutions in Adamawa state i¹⁷ med at assessing the teaching skills needed by business educators for effective teaching in tertiary institutions in Adamawa State. The study was guided by three objectives, three research²² stions and three null hypotheses. Descriptive survey design⁵² s adopted for the study, the population of the study were 83 business educators in tertiary institution in Adamawa State. A structured questionnaire was used for data collection. The reliability coeffic⁴³ t of the instrument was 0.89 using Cronbach Alpha coefficient Method, it was analyzed using Microsoft excel to determine the mean and standard devia⁷ n while the null hypotheses were tested using Z-test at 0.05 level of significance. The study found out that interpersonal skills, comm¹ ication skills and lesson evaluation skills are needed by business educators to perform effectively in their teaching profession. There was no difference in the mean responses of male and female lecturers on the interpersonal skill, communication skills and lesson evaluation skills. It was recommended that all business educators should acquire those skills for better output in their program.

Keywords: Teaching Skills, Business Educators, Effective Teaching

INTRODUCTION

⁶ e need for the development of human resource in the area of Technical and Vocational Education (TVE) prompted the Federal Government of Nigeria to establish the National Directorate of Employment (FGN, 2005). This was aimed at training skilled manpower for national development. According to Idris (2006), skill is the ability to perform well and having necessary technical ⁶⁷ w-how to perform specific work. Nwokoye and Okeke (2016) defined work skill as human capability to do work efficiently and competently. While different authors define skill in their own way, most of the definitions are geared toward the same meaning. This could be seen in the definition of Nwokike (2014) who defined

skill as a practical activity which can help an individual acquire saleable know-how that can attract some people to ask for his service or services. In the ² ame vein, Coates (2006) Rasul, Rauf and Mansur (2013) stated that, work skill is the ⁶² ility to perform an act expertly. Ogunyemi (2011) viewed skill as a manual dexterity acquired through repet¹ ve performance of an operation. Generally, Skill can be seen as the ability to use one' knowledge efficiently and readily in performing an act or a habit of doing a particular thing competently.

Skill is the ef¹² ncy and expertness displayed in performing a task. A person is said to have acquired a skill when he can finish a

given piece of work in a given time with minimum error. For example, a teacher is said to have acquired the skill of shorthand when he can write shorthand from dictation given at a certain speed with a definite error limit. This is a skill in business education. Therefore, it is necessary to have such skill to be an effective business education lecturers or business educators.

Business education is the bedrock of all business subjects like economics, commerce, bookkeeping, financial accounting, office practice which are offered at high institutions as well junior and senior secondary school level; while in secondary schools is referred to as "business studies". It is important to note that "business education" is used in high institutions while "business studies" is used in secondary schools. Robert (2011) observed that Business Studies constitutes a constituent of business courses like business education, accountancy, economics and management courses. Robert further opined that Business Education Programme is that type of programme which is designed to develop special competencies marketable in business skills and techniques. It is all about training in business skills and competencies required for business offices, clerical occupation and analysis of businesses. According to Nwokoye and Okeke, (2016) Business Education is the sum total of the knowledge skills and attitudes that are required for successful promotional administration of a business enterprise. Business Education therefore can be defined as a type of education which helps the student to achieve all the aims and objectives of education at any level of learning. This type of training has a primary aim of preparing students for business career development and enables them to become more competent in the business career. Business Studies is the foundation of this noble course called Business Education. Technical and vocational education teaches Business Education in particular) are often called a career, they teach academic and vocational content to provide students with the skills and knowledge necessary to enter an occupation (Osmond, 2017).

The Federal Republic of Nigeria (FRN, 2014) stated that, there is need to educate the citizens by equipping them with the requisite skills and knowledge that will enable them become not only job seekers but also employable, self-reliant and job creators. Considering the rate of enrolment into the social sciences or management programmes in tertiary institutions in Adamawa State since the last decade, the rate of enrolment into the programme is higher than the other programmes like sciences. This can be clearly seen in Modibbo Adama University of Technology Yola, Adamawa State Polytechnic Yola, Federal College of Education Yola and College of Education Hong. In those institutions; the enrolment into the commercial and management courses are much higher than that of the sciences. This is, because the interest of the general populace especially the youths is tending towards those commercial courses. At the basic level of education, business studies are the subject that makes the foundation of the commercial courses which leads to subjects like; economics, commerce, book keeping, financial accounting etc. These subjects are the key subjects that qualifies one to study the social sciences like; accountancy, business management, economics, business education etc which is being patronized by the teeming youths in Adamawa state. The outputs of these programmes are expected to be employed, self-employed or further their education after graduation. However, According to finding of some researchers reinforced by outcome of researches conducted by Ibelegbu (2013), Atsumbe (2002) and Ajufu (2013) who reveals that, most technical and vocational graduates lack the requisite practical skills

for the world of work, because in most cases technical and vocational graduates need to be retrained before being fully engaged by interested employers, also a concern for not being self-employed after graduation and more so, lack furthering their education due to lack of required skills and requirement. These situations are unhealthy and should therefore not be left unchecked. These set back according to Balin and Hirschi (2010) and UNESCO-UNEVOC (2019) may be due to the inefficiency of business educators to teach effectively in the process of imparting the necessary skills which they themselves might be lacking.

Based on these facts, there is need to determine the skill needs of business educators for effective teaching in tertiary institutions in Adamawa State who can as well be teaching in secondary schools in Adamawa state with the hope of coming up with an objectives and reliable solutions.

Objectives of the Study

The main objective of this study is to determine the skill needed by business educators for effective teaching in tertiary institutions in Adamawa state. While the specific objectives listed below:

1. To identify interpersonal skills needed by business educators for effective teaching in tertiary institutions in Adamawa State.
2. To Identify communication skills needed business educators for effective teaching in tertiary institutions in Adamawa State.
3. To determine the lesson evaluation skills needed by business educators for effective teaching in tertiary institutions in Adamawa state

Research Questions

The following research questions were formulated to guide the study:

1. What are the interpersonal skills needed by business educators for effective teaching in tertiary institutions in Adamawa State?
2. What are the communication skills needed business by educators for effective teaching in tertiary institutions in Adamawa State?
3. What are the lesson evaluation skills needed by business educators for effective teaching in tertiary institutions in Adamawa State?

Research Hypotheses

In line with the specific objectives, three null hypotheses were raised:

- H₀₁ there is no significant difference in the mean response of male and female on interpersonal skills needed by business educators for effective teaching in tertiary institutions in Adamawa state.
- H₀₂ there is no significant difference in the mean response of male and female on communication skills needed by of business educators for effective teaching in tertiary institutions in Adamawa state.
- H₀₃ there is no significant difference in the mean response of male and female on evaluation skills needed by business educators in tertiary institutions in Adamawa State

METHODOLOGY

Descriptive survey research design was used for the study. Descriptive survey research design, according to Yaduma (2007), deals with the collection of data in order to answer research questions and test hypothesis concerning the status of a study. Creswell (2013) maintained that descriptive study requires the development of instrument appropriate for obtaining desired information.

The population of the study were four selected tertiary institutions offering business education within the state (Modibbo Adama University, Yola, Federal College of Education, Yola, Adamawa State Polytechnic, Yola and College of Education Hong) because there are more than four tertiary institutions offering business education within the state with a population of over ten thousand inclusive of staff and students.

The sample size used for the study were 83 business education lecturers across the four selected target population. Where 20 are

from Modibbo Adama University, Yola, 21 from Federal College of Education, Yola, 23 from Adamawa State Polytechnic, Yola and 19 from College of Education Hong. Convenient sampling technique was employed to sampled the 83 business education lecturers from the four tertiary institutions.

The data collected were analyzed using Microsoft Excel. The software is favourable and capable for the analysis because of the nature of statistics that was employed for the study. Mean and standard deviation was used to answer the research questions. For any item with the mean value of 3.5 and above was considered as Agree, while those below 3.5 were considered as Disagree. All the three null hypotheses were tested using z-test, this was because there were two groups to be considered. The decision rule was that for any calculated value of z that is equal to or less than the critical value of z which ranges from -1.96 to +1.96, the hypothesis is considered accepted, otherwise rejected.

RESULTS

Research Question One

What are the interpersonal skills needed by Business Education lecturers for effective teaching in tertiary institutions of Adamawa state?

Table1: Interpersonal Skills Needed by Business Education Lecturers for Effective Teaching

S/N	ITEMS	Xm	Xf	Xg	SDg	RMKS
1	Be optimistic and have confidence all the time.	4.56	4.44	4.52	0.68	
2	Calm with good charisma for effective delivery.	4.52	4.44	4.49	0.64	
3	Creative to be able to deliver teaching and learning.	4.59	4.70	4.63	0.71	
4	Have teamwork spirit to handle classroom situations.	4.52	4.74	4.59	0.71	
5	Problem Solving skill is necessary in teaching & learning.	4.67	4.63	4.65	0.74	
6	Critical thinking skill is needed in teaching and learning.	4.59	4.70	4.63	0.70	
7	Collaborate in the management of their classroom's situations for effective teaching and learning.	4.57	4.81	4.65	0.73	
8	Be innovative so as to be successful on their jobs.	4.46	4.78	4.57	0.67	
9	Seek for initiative skill for new responsibilities and work challenges.	4.30	4.74	4.44	0.63	
10	Pursue work with energy drive and effort to accomplish tasks.	4.33	4.56	4.41	0.59	
11	Establish and maintain personal challenges with realistic work goals.	4.57	4.52	4.56	0.68	
12	Use knowledge, facts and data to effectively solve class problem.	4.48	4.48	4.48	0.64	
13	Tolerate others view for the purpose of achieving certain goals.	4.41	4.44	4.42	0.60	
14	Respect other people's opinions.	4.41	4.70	4.51	0.64	
15	Be flexible and open-minded when dealing with a wide range of people.	4.52	4.59	4.54	0.67	
16	Be able to interact professionally and respectfully with superior, peers and subordinates.	4.59	4.48	4.56	0.68	
17	Use appropriate strategies and solutions for dealing with conflicts and differences to maintain smooth workflow.	4.57	4.48	4.54	0.67	
18	Respect others' contributions and individual difference.	4.61	4.52	4.58	0.70	
		4.52	4.60	4.54	0.67	

Xm = Male mean, Xf = Female Mean, Xg = Overall Mean, A= Agree, SDg = Overall std deviation

Table 1 shows that all the 18 items on interpersonal skills are needed by business education lecturers in Adamawa state tertiary institutions where business education is taught. That is to say for business education lecturers to be effective, they need to possess all the interpersonal skills

74) items in research question one. The items mean ranges from 4.41 to 4.65 which gives us the overall mean of 4.54 indicating an agreement. Both male and female lecturers' opinion on the interpersonal skills indicated that they need the skills as proposed by the researcher so as to make them teach effectively.

Research Question Two

What are the Communication skills needed by Business Education lecturers for effective teaching in tertiary institutions of Adamawa state?

Table 2: Communication Skills Needed by Business Education Teachers for Teaching Effectiveness

S/N	ITEMS	Xm	Xf	Xg	SDg	RMKS
19	Recognize that, language is a social context, both an element of communication and the context in which communication takes place.	4.52	3.52	4.19	0.61	
20	Achieve balance communication between teachers and students	4.63	3.70	4.32	0.69	
21	Listen attentively to students' complaints during lectures.	4.46	3.30	4.07	0.60	
22	Speak good verbal communication during lecturing and learning.	4.57	0.00	3.05	0.67	
23	Communicate well in writing during lesson delivery.	4.56	0.00	3.04	0.68	
24	Distinguish between facts and opinions during lecturing.	4.39	3.56	4.11	0.56	
25	Gather and organize information from primary and secondary source for record purposes.	4.37	3.85	4.20	0.56	
26	Communicate in order to improve both lecturers and students understanding of logical statements.	4.56	3.41	4.17	0.66	
27	Use appropriate tone and language.	4.65	3.67	4.32	0.69	
28	Demand for feedback from students all the time.	4.46	0.00	2.98	0.62	
29	consider students' emotions and motivations when delivery lessons	4.65	3.78	4.36	0.70	
30	Ask for verification of specific outcome of their interactions with students.	4.61	3.41	4.21	0.67	
31	Understand who they are dealing with all the time.	4.65	3.52	4.27	0.69	
32	Develop and relate ideas in coherent manner.	4.65	3.44	4.25	0.69	
		4.55	2.80	3.97	0.65	

Xm = Male mean, Xf = Female Mean, Xg = Overall Mean, A= Agree, SDg = Overall std deviation

Table 2 shows that all the 14 items under the communication skills are needed by the business education lecturers for effective teaching in Adamawa state tertiary institutions. The items have the mean range of 2.98 to 4.36 which indicated agreement by the respondents on the items set by the researcher. Although, there is a divergent view by female respondents that communication skills do not have high significant impact as skills needed by business educators but the response from the male counterparts gives the overall mean of 3.97 and standard deviation of 0.65 which confirms that, the communication skills items are needed by the business education lecturers for effective teaching.

Research Question Three

What are the Lesson Evaluation skills needed by Business Education lecturers for effective teaching in tertiary institutions of Adamawa state?

Table 3: Lesson Evaluation Skills Needed by Business Education Lecturer for Teaching Effectiveness

S/N	ITEMS	Xm	Xf	Xg	SDg	RMKS
33	Understand that, evaluation is to assess something to make a pronouncement on it, as to how good, useful or important it is.	4.59	4.15	4.44	0.66	
34	Appraise the extent to which students understand the lesson.	4.63	3.89	4.38	0.72	
35	Design instruments to be used for the assessment of lessons.	4.50	4.22	4.41	0.65	
36	Use different methods in delivery lessons that are of great importance in lesson evaluation.	4.61	4.30	4.51	0.72	
37	Generate data during class activities to be used in lesson evaluation.	4.43	4.15	4.33	0.62	
38	Generate data that can be processed and critically considered in lesson evaluation.	4.41	4.15	4.32	0.62	
39	Provide final judgment in the form of statement expressing the outcome of the entire process of evaluation.	4.61	4.22	4.48	0.70	

40	Evaluate the class to place the students correctly.	4.65	4.15	4.48	0.72	
41	Evaluate the class at various intervals within the lesson.	4.48	4.22	4.40	0.65	
42	Evaluate the class at the end of each lesson.	4.78	4.33	4.63	0.82	
43	Evaluate the class at the different stages of the lesson.	4.65	4.48	4.59	0.75	
44	Understand that, evaluation can help the teacher in selecting and placement of learners.	4.69	4.41	4.59	0.75	
45	Understand that, evaluation can assist in discovering of difficult areas of the lesson.	4.65	4.30	4.53	0.76	
46	Understand that, lesson evaluation can guide and adjust any deficiencies in a lesson.	4.61	3.85	4.36	0.71	
47	Understand that, lesson evaluation can focus on the quality of understanding of the lesson by the students.	4.48	4.15	4.37	0.63	
48	Understand that, lesson evaluation is concern on the context and process of the lesson.	4.46	4.22	4.38	0.66	
49	Understand that, lesson evaluation is concern with the relationship between teachers and students.	4.30	4.22	4.27	0.58	
50	Understand that, lesson evaluation is concern with student's performance in the lesson.	4.65	4.11	4.47	0.71	
51	Understand that, lesson evaluation is concern with the effectiveness of the lesson.	4.33	4.00	4.22	0.56	
		4.55	4.19	4.43	0.68	

Xm = Male mean, Xf = Female Mean, Xg = Overall Mean, A= Agree, SDg = Overall std deviation

Table 3 is showing that all the 19 items on lesson evaluation skills are very significant and are needed by business education lecturers in Adamawa state tertiary institutions. The items under research question three have mean range from 4.22 to 4.63 which lies within the range of agree. The overall mean is 4.43 which is also agree. This therefore indicates that, lesson evaluation skills are needed for effective teaching in tertiary institution of Adamawa State.

6 hypothesis one

There is no significant difference in the mean response of male and female lecturers on interpersonal skills needed of Business Education Lecturers for effective teaching in tertiary institutions in Adamawa State.

Table 4: Z-test Analysis for male and female educators on interpersonal skills in Adamawa state

Category	N	X	Variance	Z Calculated	Z Critical	Remarks
Male	54	4.52	0.01			
				-2.04	4.96	Accepted
Female	27	4.60	0.02			

Table 4 shows that Z test statistics of two sample mean response of male and female educators on interpersonal skills needs of Business Education lecturers for effective teaching in tertiary institutions in Adamawa State. Their mean value stood at 4.52 and 4.60 respectively. The calculated Z is -2.04 as against Z critical of ± 1.96 . This shows that the null hypothesis is updated because the Z calculated is less than critical value. The interpretation of the value indicates that there's no significant difference in the mean response of male and female educators on interpersonal skills needs of Business Education Lecturers not making their set differences.

1 hypothesis two

There is no significant difference in the mean response of male and female lecturers on communication skills needed by Business Education Lecturers for effective teaching in tertiary institution in Adamawa State.

Table 5: Z-test Analysis for male and female educators on communication skills in Adamawa State

Category	N	X	Variance	Z Calculated	Z Critical	Remarks
Male	54	4.55	0.01	4.30	± 1.96	Rejected
Female	27	2.80	0.01			

Table 5 shows that Z test statistics of two sample mean of male and female responses on communication skills needed by Business Education Lecturers for effective teaching in tertiary institutions in Adamawa State. The male has the number of 54 while 27 for female, their mean values are 4.55 and -2.80. The Z calculated is 4.30 while the Z critical is ± 1.96 , this shows that the null hypothesis is rejected meaning there is

significant difference in the mean responses of teachers on communication skills needs of Business Education teachers this may be due to their gender factors or interest.

1) hypothesis three

There is no significant difference in the mean response of male and female educators on lessons, evaluation skills needed by Business Education lecturers for effective teaching in tertiary institutions in Adamawa State.

Table 6: Z-test Analysis for male and female educators on lesson evaluation skills in Adamawa State

Category	N	X	Variance	Z Calculated	Z Critical	Remarks
Male	54	4.55	0.02	8.01	±1.96	Rejected
Female	27	4.19	0.02			

Table 6 shows that Z statistics of male and female on lesson evaluation needs of Business education lecturers for effective teaching in Adamawa State. The males are 54 while the females are 27 and their mean are 4.55 and 4.19 respectively, the Z calculated is 8.01 while the Z critical is 1.96, this shows that the null hypothesis is rejected. The interpretation therefore is that there is significant difference in the responses of male and female educator on lesson evaluation skills for effective teaching in Adamawa State tertiary institutions

Major Findings

The findings of the study can be summarized as follows:

1. Interpersonal skills which include to be optimistic with confidence all the time, have teamwork spirit to handle classroom situation and to pursue work with energy drive and effort to accomplish tasks are needed by business education lecturers for effective teaching in Adamawa state's tertiary institutions.
2. Communication skills such as to speak good verbal communication during teaching and learning, communicate well in writing during lesson delivery and listen attentively to students' complaints during lesson delivery are needed by the business education lecturers for effective teaching in Adamawa state's tertiary institutions.
3. Lesson evaluation skills are needed by the business educators for effective teaching. They include; ability to evaluate the class to place the students correctly, ability to evaluate the class at the end of each lesson and ability to provide final judgment in the form of statement expressing the outcome of the entire process of evaluation.
4. There is no significant difference in the mean response of male and female lecturers on interpersonal skills needs of business educators. This indicates that, interpersonal skills are among business education lecturers irrespective of sex.
5. There is significant difference in the mean response of male and female lecturers on communication skills needed by business educators the female lecturers placed a relatively low value on communication skills as shown on table 2 above But the overall results between male and female shows that communication skill is an important skill required by lecturers to be able to teach effectively.
6. There is no significant difference in the mean response of male and female business educators on lesson evaluation skills needs for effective teaching. This shows that, lesson evaluation is very important such that every lecturer needs it irrespective of gender.

In line with the findings of this study, the researchers proffered the following recommendations:

1. Interpersonal skill is one of the key skills that facilitate interaction and communication among people, as such business educators it necessary to embrace interpersonal skills as this will enhance good interaction between lecturers and students.
2. Lecturers of business education needs communication skills to lecture effectively.
3. Lesson evaluation skills is necessary by business educators in order to determine how well the lecturer have done and to what extend the students achieved the desired objectives.

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