



# **Training Needs Required By Business Education Lecturers For Effective Instructional Delivery In Tertiary Institutions In Rivers State**

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## **ABSTRACT**

The study examined the training needs required by Business Education lecturers for effective instructional delivery in tertiary institutions in Rivers State. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey research design. The population consists of 104 business education lecturers in Rivers State University and Ignatius Ajuru University of Education. The purposive sampling technique was adopted for the study as the entire population was used as a sample size. A structured questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability procedure was used to determine the internal consistency of the instrument which yielded a reliability coefficient index of 0.87 respectively. Data collected was analyzed using mean and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance. The result of the study revealed that Business Education Lecturers need training in computer application skills and pedagogic skills for effective instructional delivery in tertiary institutions in Rivers State. The study also revealed that there was no significant difference in the mean responses of business education lecturers in Rivers State University and business education lecturers in Ignatius Ajuru University of Education for effective instructional delivery in tertiary institutions in Rivers State. The study recommended among others that the computer application skills and pedagogic skills identified be used to improve the Business Education lecturers for effective instructional delivery in tertiary institutions in Rivers State.

**Keywords:** Business Education, Training need and Instructional delivery

## INTRODUCTION

Business Education is seen as a discipline meant to prepare individuals; economically, politically, socially and technologically in transforming human resources and enhancing economic empowerment. Udoh (2010) described business education as a means by which an individual develops understanding and skills to be able to enter into the business world and become self-reliant According to Usoro (2016) Business Education implies education for the acquisition of skills and knowledge necessary to become successful entrepreneurs in business. In recognition of the importance of Business Education to a country's growth and development, the Nigerian government included Business Education programme in tertiary education curricular. In order to implement the Business Education curriculum to enhance national development, it became necessary to employ the services of qualified and experienced persons in universities to teach courses in Business Education programme. Osuala (2014) stated that Business Education courses must be handled by well-trained and motivated persons with academic and professional competencies which will match the industrial expectations. These business courses are taught by business educators or Business Education lecturers, thus, Business Education lecturers must be well trained, professional lecturers of Business Education who are competent in teaching all the components that make up Business Education in universities. In recent years there have been discussions about the need to improve university lecturers' pedagogical thinking and skill. Consequently, training of university lecturers has recently become a widespread trend in Nigeria Iweyah (2021). Thus, conducting a well-planned training needs analysis is necessary to determine how many Business Education lecturers should be certified with their appropriate education and training paths, this process allow comprehensive customization of training programs to meet the training and development needs of university lecturers. A training needs identification would ensure that training programs are focused and appropriate. For sure, effective training cannot be conducted without a proper and well-organized needs assessment programme. One of the objectives of the need identification is to be able to determine some problems that are often perceived as training problems when they are not, Jim, Nwokike and Ezeabii (2017) unfortunately, many academic institutions do not have the expertise to conduct in-depth needs analysis to determine what the real training issues are, or the money' to hire an expert to conduct individual analysis. It is therefore apparent that until specific training needs are isolated, it will be business as usual and no value-added changes in performance will occur (Altschuld & Kumar, 2010)'' and For' enhanced perceptive, one may define training as the process of intellectual and emotional achievement through providing the means by which people can grow on their jobs. Training is intended at ensuring that the right individual is offered for the right job at the right time. Training also relates to series of activities, which an academic institution would embark upon to improve its delivery and educational performance.

### Statement of the Problem

Business educators' quality concern is more strengthened by lecturers who are the foremost stakeholders in curriculum execution. Curriculum cannot be effectively executed if the lecturer variables such as competence, availability, attitude, dedication and remuneration are defective. Even if educational goals are well articulated, relevant and consistent with national interest, lecturers are still the major determinants of success in the school. Shortage of desired manpower in many tertiary institutions is attributed to lack of appropriate and adequate training and education and insufficiency of training institutions and facilities. It is important that Business Education lecturers in Nigerian Universities improve on their pedagogic skills and competencies in instructional delivery through the use of ICT skills which the lack have been the result of inappropriate training needs assessment and staff development of Business Education lecturer. These negativities may have the potential to cause poor performances of Business Education lecturers in delivering their courses effectively in their various departments and institutions.

### Purpose of the Study

The main aim of the study was to determine training needs required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State. Two specific objectives, research questions and hypotheses were posed and formulated Specifically, the study sought to determine:

1. the computer application skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State
2. the pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State

### **Research Questions**

The following research questions guided the study:

1. What are the computer application skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State?
2. What are the pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State?

### **Null Hypotheses**

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the computer application skills required for effective instructional delivery in tertiary institution in Rivers State
2. There is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State

### **METHODOLOGY**

The study adopted the descriptive survey design. The population of the study comprised of 104 business education lecturers in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The entire population was used as the sample and study adopted census sampling technique. A structured questionnaire titled: Training Needs Required by Business Education Lecturers for Effective Instructional Delivery Questionnaire (TNRBELEIDQ). The instrument was designed in five points likert scale of agreement (Strongly Agreed =5points, Agreed=4points, Undecided = 3points, Disagreed = 2points and Strongly Disagreed = 1points, used to elicit responses from the respondents. The instrument was validated by three experts two from the Department of Business Education in Federal Collage of Education (Technical) Omoku and one from Department of Measurement and Evaluation in University of Uyo for face and content validations. he reliability of the instrument was determined using Cronbach Alpha method which yielded a reliability coefficient index of 0.87 respectively. All copies of the questionnaire were retrieved and used for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significant. The criterion means score of 3.00 and above was agreed, while the mean score below 3.00 was disagreed

**RESULTS**

**Research Question 1:** *What are the computer application skills required by Business Education lecturers for effective instructional delivery in tertiary institutions in Rivers State?*

**Table 1: Mean and Standard Deviation Responses of computer application skills required by Business Education lecturers for effective instructional delivery in tertiary institutions in Rivers State**

S/N	Items	RSU= 69			IAUE = 35		
		M	SD	Rmks	M	SD	Rmks
1.	Ability to used word processor for effective instruction delivery	4.22	1.05	Agreed	4.08	1.02	Agreed
2.	Proficiency in the use of spreadsheet for effective instruction delivery	4.00	1.00	Agreed	3.99	0.87	Agreed
3.	Ability to use PowerPoint for effective instruction delivery	4.58	1.11	Strongly	4.02	1.00	Agreed
4.	Effective utilization of desktop Effective utilization of Laptop	4.25	1.06	Agreed	4.18	1.06	Agreed
5.	Being able to use Microsoft excel for effective instruction delivery	4.40	1.08	Agreed	3.85	0.74	Agreed
6.	Ability to use graphics for effective instruction delivery	4.45	1.10	Agreed	4.10	1.03	Agreed
7.	Ability to use excel for effective instruction delivery	4.38	1.01	Agreed	4.42	1.15	Agreed
<b>Grand Mean</b>		<b>4.33</b>	<b>1.05</b>	<b>Agreed</b>	<b>4.09</b>	<b>0.98</b>	<b>Agreed</b>

**Source: Field Data, (2023).**

As indicated by the grand mean of 4.33 and 4.09 for RSU and IAUE on the computer application skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State. The item by item analysis shows that item 1, 2, 4, 5, 6 and 7 with mean ratings ranging from 3.85 to 4.45 for both RSU and IAU respondents were rated agreed, while item 3 for the RSU respondents with a mean of 4.58 was rated strongly agreed.

**Research Question 2:** *What are the pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State?*

**Table 2: Mean and Standard Deviation Responses of pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State**

S/N	Items	RSU= 69			IAUE = 35		
		M	SD	Rmks	M	SD	Rmks
8.	Ability to communicate for effective instructional delivery	4.04	1.00	Agreed	4.25	1.06	Agreed
9.	Ability to demonstrative for effective instruction delivery	3.48	0.62	Undecided	4.09	0.01	Undecided
10.	Ability for class room management for effective instructional delivery	4.20	1.04	Agreed	4.30	1.10	Agreed
11.	Ability to adaptability for effective instruction delivery	4.47	1.12	Agreed	4.10	1.03	Agreed
12.	Ability to discuss pedagogical skills with your colleagues for effective instruction delivery	4.12	1.07	Agreed	4.05	1.01	Agreed
13.	Ability to review students evaluation for effective instruction delivery	3.34	0.57	Undecided	3.46	0.61	Undecided
14.	Ability to attend professional conference for effective instruction delivery	4.49	1.12	Agreed	4.42	1.07	Agreed
<b>Grand Mean</b>		<b>4.02</b>	<b>0.93</b>	<b>Agreed</b>	<b>4.09</b>	<b>1.00</b>	<b>Agreed</b>

**Source: Field Data, (2023).**

The analysis in Table 2 shows the grand mean of 4.02 and 4.09 for RSU and IAU respondents on the pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State. The item by item analysis reveals that item 8, 10, 11, 12 and 14 with mean ratings ranging from 4.04 to 4.49 for both RSU and IAUE respondents were rated agreed, item 9 with mean ratings of 3.48 for male and 4.09 for IAUE respondents were rated undecided and agreed respectively, while item 13 with mean ratings of 3.34 and 3.46 for RSU and IAUE respondents were rated undecided.

**Test of Null Hypotheses**

**Hypothesis 1:** There is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the computer application skills required for effective instructional delivery in tertiary institution in Rivers State

**Table 3: T-test Summary of significant difference on the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the computer application skills required for effective instructional delivery in tertiary institution in Rivers State**

Variables	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision
RSU	69	4.33	1.10				
IAUE	35	4.09	0.98	102	1.09	1.98	Accepted

**Source: Field Data, (2023).**

The analysis in Table 3 shows that there is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the computer application skills required for effective instructional delivery in tertiary institution in Rivers State. This is shown by t-cal value of 1.09 and the t-crit of 1.98 which is greater than the critical value .05 level of significance. This implies that at 0.05 level of significance there's no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the computer application skills required for effective instructional delivery in tertiary institution in Rivers State

**Hypothesis 2:** There is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the pedagogic skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State

**Table 4: T-test Summary of Significant Difference on the Mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the pedagogic skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State**

Variable	No	$\bar{x}$	SD	Df	t-cal	t-crit	Decision
RSU	69	4.02	0.93				
IAUE	35	4.10	1.00	102	0.40	1.98	Accepted

**Source: Field Data, (2023).**

The analysis in Table 4 reveals that there is no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the pedagogic skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State. This is shown by t-cal value of 0.40 and the t-crit of 1.98 which is greater than the stipulated 0.05 level of significance. This implies that at 0.050.5 level of significance there's no significant difference in the mean ratings of business education lecturers in Rivers State University and Ignatius Ajuru University of Education on the pedagogic skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State

## DISCUSSION

### **Computer application skills required for effective instructional delivery in tertiary institution in Rivers State**

In response to research question 1, the result shows that Business Education lecturers need training in computer application skills for instructional delivery in tertiary institutions in Rivers State as indicated by a final grand mean of 3.85 and 3.08. From the statistical evidence in test of hypothesis 1, the result showed that there is significant difference between the mean responses of male and female Business Education Lecturers regarding training need in computer application skills for instructional delivery in tertiary institutions in Rivers State. The result of the study was in line with Osuala (2015), who described teaching as a profession that largely requires the lecturers' ability or skills to teach effectively. Usually, this kind of strategy skills includes helping students " think about their own thinking " in relation to the task at hand.

### **Pedagogical skills required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State**

In response to research question 3, the result shows that Business Education lecturers need training in pedagogical skills for instructional delivery in tertiary institutions in Rivers State as indicated by a final grand mean of 3.85 and 3.8. As a matter of fact, the mean responses showed that business education lecturers need training in demonstration skills for instructional delivery of practical lessons, management skills to for effective control of students while lecturing and skills to be able to explain theories and concepts to enhance understanding among students in tertiary institutions in Rivers State. From the statistical evidence in test of hypothesis 3, the result showed that there is significant difference between the mean responses of male and female Business Education Lecturers regarding training need in pedagogical skills for instructional delivery in tertiary institutions in Rivers State. The result was in line with the findings of Envekit and Obara (2010), who described teaching as a profession that largely requires the lecturers' ability or skills to teach effectively. Usually, this kind of strategy skills includes helping students " think about their own thinking " in relation to the task at hand. Noe, (2016) noted that skillful business educators should possess pedagogical qualities for effective delivery of lessons to students.

## CONCLUSION

This study determines the training needs required by Business Education lecturers for effective instructional delivery in tertiary institution in Rivers State. Business Education Lecturers needs training in computer application skills and pedagogic skills for effective instructional delivery in tertiary institution in Rivers State. However, for business education lecturers to overcome the challenges, it then become pertinent that they need to acquired information communication skills and pedagogic skills in other to improve quality and instructional delivery in tertiary institution in Rivers State.

## RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations were made

1. Stakeholders and management of tertiary institutions in Rivers State should assist in the acquisition of ICT facilities for business education lecturers to use in other to enhance effective instructional delivery
2. Rivers State Government and Management of Tertiary institutions should support business education lecturers with the needed funds in other to promote pedagogic skills for effective instructional delivery

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