



Influence Of Lecturers' Competencies And Teaching Resources On The Academic Performance Of Business Education Students Among Tertiary Institutions In Delta State

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ABSTRACT

The study examined the influence of lecturers' competencies and teaching resources on the academic performance of business education students among tertiary institution in Delta State. Six research questions and six null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a survey design. The population of the study comprised 937 business education students. The sample size was 328, sample was drawn using the simple random sampling technique. The instrument used was questionnaire, Cronbach Alpha was used in ascertaining the reliability and the co-efficient of 0.83 were obtained. The data collected from the respondents were analysed using mean, standard deviation and T-test analysis. The finding shows that the level of motivation competencies has greater influence, communication and assessment competencies also has great influence on student's academic performance. The study revealed there is no significant differences in the mean rating between male and female students on communication, motivation, leadership and development/training competencies required for academic performance. However from the findings of the study, it was concluded that business education lecturers' competencies compounded significantly predicted the business education students' academic performance. Hence, it was recommended among others that tertiary institutions should encourage lecturers to improve on their competencies and use of teaching resources to improve students' academic performance in Nigeria.

Keywords: business education, lecturers' competencies, teaching resources, students

INTRODUCTION

Business education is an aspect of the total educational programme that provides the students with knowledge, skills, competencies, understanding and attitudes needed to perform a given task, process and function in the business world as business teachers, business executives and business employees (Okoro, 2018). Business education programme is a field of study offered in colleges of education and universities, the programme offers courses in accounting, management, marketing, office technology and management, and education. They are potential individuals that is undergone business education programme and needs the necessary requirement of the curriculum and instructional contents of institutions. They are exposed to curriculum and instructional contents of the programme. The curriculum and instructional contents of the programme have been well designed such that students are equipped with training in various course fields in education, management, business, economics, accounting, office technology and management. (Edionwe, 2020).

Business education undergraduate students are undergoing rigorous training and are certified to teach financial accounting, business skilled courses, entrepreneurship/small business development, business methodology and curriculum development in the programme when they graduate. Business education programme are design to train students to workforce that is prepared to lead, plan, communicate, train, organize, collaborate, and innovate. Instructional opportunities in business education have provided a better component of curriculum content for business education students to explore areas in business education teaching, performing business activities as self-employed and employees in institutions. Business education students as future professionals can also function as business professional and employees in an institution. It is pertinent, therefore, that the teaching resources of an institution is properly developed, effectively managed, adequately motivated and communicated. It is equally important to recognize the fact that the future of any institution is been determined by the roles played by curriculum planners, instructions and media developers of higher institutions. Therefore, it is necessary to have professionally skilled, efficient and competent lecturers with the prerequisites and experience in teaching resource to enhance the realization of the dreams of students in area of employment, but there seem that the training acquired by business education lecturers is not linked with the institutional requirement, this could be as a result of more of theories than practical, absence of generic skills and indebt treatment acquired in teaching resources in higher institution.

Tertiary institutions goals cannot be met without making business education programme more relevant and well developed in equipping students with necessary skills through available teaching resources to function as professional not only as business professional but also as professional teachers. Pulakos, (2016). It is an approach to managing lectures effectively in institution to achieve institutional goals. According to Davidson (2018), stated that resource professional believe that communication, leadership, motivation and development/training competencies are required to optimize lecturer's competencies process. Lecturer's competencies that will be used in the study are: Motivation, Training/Development, Assessment, Leadership and Communication competencies.

Communication competencies are required by students in sharing information with one another for a defined goal. Communication is seen as a vital part of ensuring student's participation and commitment. Inegbenebor, (2016). This competency helps to carry out delegated responsibility of coordinating and leading group of individuals in a given task.

Leadership competencies required by business education students include the ability to influence others to perform a specific task, ability to display enthusiasm, ability to display vision and ability to show self-confidence. It is the activity that brings all other activities together, and also provides direction for the students in the institutions. It is along this direction that students have to be regularly exposed to team work to attained leadership innovation to enhance their profession, (Armstrong, 2012).

Assessment Competencies, Students' assessment competencies are regarded as most efficient competencies of assessing students' learning and teaching process (McClellan & Hearn, 2018). Researchers' knowledge was significantly influenced by changes in learning, precisely learning environment that actively engages students to take responsibility for learning & skills (Kanji, & Moura, 2013). Effective lectures are those who can best develop all students in the institution and to achieve set goals. Lecturers see assessments competencies as avenues to improve their job.

Training/Development competencies is the process by which the student learns skills, knowledge, abilities or attitudes to improve institutional and personal goals. They are more developed by educational requirement, Motivation competencies include ability to motivate students to show effectiveness in academic process, ability to motivate to maximize teaching efficiency in academic performance in an institution. Hence, these competencies are essential to every institution, Mulder (2019). These competencies require teaching resource to function.

Teaching resources are materials that help facilities learning and knowledge acquisition, also teaching resources are tools which can be utilized to foster student engagement, deliver instruction, and support student skill acquisition and change in behaviour. The knowledge of telecommunication technology has broadened the information technology. The internet and social media has instigated a revolution in the era of communication, disseminating information usually takes many days or weeks, now it takes few

seconds or minutes for lectures to make interpersonal communications with others to get desired information as quickly as possible from one end to another through the use of social media without leaving their immediate environment. Edionwe, & Igbinedion (2022).

Teaching resources are doubtlessly useful tools hence when applied effectively by lecturer's help to enrich his teaching and stimulate in his student the desire to learn, (Adegoke, 2010). Intelligent handling of these resources in classroom is necessary. For effective utilization of teaching resources, lecturers must understand and control teaching resources.

Students' academic performance depends on factors, including lecturers' classroom management, commitment to professional development, lecturer's mastering of subject matter, teaching experience, teaching methods, among others. Academic performance is one of the psycho-social needs of an individual. Everyone want to excel in one way or other and this could be directed towards academic, occupation or social achievement.

By their education and training ought to possess the relevant competencies that will enable them become employable when they graduate from the institutions. Business education as a discipline is expected to expose its recipients to full range of curriculum provided by teaching resource available to the programme, hence, it is that type of education and training programme that ought to have inculcates in its recipient's communication, leadership, assessment, development/training and motivation as basics for the world of work.

The curriculum contents do not appear to prepare and equip students to relate their studies to the challenges of the nation at large. This is evidenced by the magnitude of unemployed business education graduate. However, this phenomenon linked to poor competencies level of business education graduates acquired and also led organizations into spending more capital in training and retraining of graduates. Teaching resources of any institution are the major determinants to achieve educational objectives. Where there are deficiencies, institutional goals become a major issue. This study therefore is designed to investigate the extent to which lecturer's competencies and teaching resources influence students' academic performance students in tertiary institutions in Delta State.

Research Questions

The following research questions were raised and answered in this study;

1. What are the communication competencies required by students for effective academic performance?
2. What are the motivation competencies required by students for effective academic performance?
3. What are the assessment competencies required by students for effective academic performance?
4. What are the leadership competencies required by students for effective academic performance?
5. What are the training and development competencies required by students for effective academic performance?
6. To what extent do teaching resources influence students' academic performance

Hypotheses

The following null hypotheses were formulated and tested at 0.5 level of significance.

Ho 1. No significant differences in the mean rating between male and female business education students influence on communication competencies required for academic performance.

Ho 2. No significant differences in the mean rating between male and female business education students influence on motivation competencies required for academic performance.

Ho 3. No significant differences in the mean rating between male and female business education students influence on assessment competencies required for academic performance.

Ho 4. No significant differences in the mean rating between male and female business education students influence on leadership competencies required for academic performance.

Ho 5. No significant differences in the mean rating between male and female business education students influence on training and development competencies required for academic performance.

Ho 6. No significant differences in the mean rating between male and female lecturers on the influence of teaching resources required on the academic performances of students'.

METHODS

This study utilized a survey design research in inquiry relationship among business education lecturers’ competencies, teaching resources and students’ academic performance in tertiary institutions in Delta state. The population of study consisted of nine hundred and thirty-seven (937) students in tertiary institutions in Delta state. The sample of this study consisted of 328 students which consist of 35% population that will be selected from each tertiary institution offering Business Education Programme in Delta State. The sample was drawn using the simple random sampling technique that producing 328 participants

The Instrument used is the questionnaire. The questionnaire is titled “business education lecturers’ competencies, teaching resources. Cronbach’s Alpha method was used to ascertain measure of internal consistency of the instrument. Instrument would be administered once to 20 business education students in University of Benin, Benin City. The Researcher administered instrument to the respondents with the help of four research assistants from various tertiary institutions enlisted.

The tools that was used in analysing the data, mean and standard deviation was used for answering research questions, while the T-test was used to test the hypotheses formulated for the study. The benchmark for acceptance is 2.50 which shows that any mean score above 4.50 would be regarded as Very Highly Required, Highly Required would be 3.50, Required would be 2.50 while 2.00 and below would be regarded as Not required. The decision rule for the hypotheses was based on the probability value (p) of 0.05, such that when the p-value is less than or equal to 0.05, the null hypothesis will be rejected, but if p-value is greater than 0.05, the null hypotheses will be retained.

PRESENTATION OF RESULTS AND DISCUSSION

Research Question 1: *What are the communication competencies required by students for effective academic performance?*

Table 3: Mean and Standard Deviation on communication competencies required by students for effective academic performance.

S/N	Items on communication competencies	N	\bar{X}	SD	Remark
1	Ability to communicate orally in classroom activities	328	2.84	0.92	Accepted
2	Ability to use interpersonal communication media to achieve desired objectives of lesson	328	3.15	0.76	Accepted
3	Ability to articulate ideas in teaching	328	2.93	0.91	Accepted
4	Competency to relate using electronic communication media to business related activities	328	3.23	0.71	Accepted
5	Ability to translate business functions correctly to students	328	3.20	0.84	Accepted
Grand Mean			3.07	0.83	

Table three shows the mean and standard deviation on communication competencies required by students for effective academic performance. It shows that respondents agreed to all the items on communication competencies required by students for effective academic performance. The table also shows a grand mean of 3.07.

Research Question 2: *What are the motivation competencies required by students for effective academic performance?*

Table 4: Mean and Standard Deviation on motivation competencies required by students for effective academic performance.

S/N	Items on Motivation Competencies	N	\bar{X}	SD	Remark
6	Ability to teach students way to motivate teamwork among themselves	328	3.02	0.80	Accepted
7	Ability to make plan for student's future academic performance.	328	3.06	0.84	Accepted
8	Ability to encourage self-development in students	328	3.05	0.86	Accepted
9	Ability to persuade others to accept available reward during classroom activities	328	3.38	0.66	Accepted
10	Ability to forecast students' needs to lecturers' in business education programme	328	3.15	0.74	Accepted
Grand Mean			3.13	0.78	

Table four shows the mean and standard deviation on motivation competencies required by students for effective academic performance. This analysis shows that respondents agreed to all the items in the motivation competencies since their mean score is greater than 2.50 which is the benchmark for acceptance. The table also showed a grand mean of 3.13.

Research Question 3: *What are the assessment competencies required by student for effective academic performance?*

Table 5: Mean and Standard Deviation on assessment competencies required by business education students for effective academic performance.

S/N	Items on Assessment Competencies	N	\bar{X}	SD	Remark
11	Ability to evaluate students' performance in the programme	328	3.31	0.75	Accepted
12	Ability to facilitate student's academic performance in classroom discussions	328	2.90	0.89	Accepted
13	Ability in assigning scores to student's after examination	328	3.15	0.79	Accepted
14	Ability to maintain student's attendance records	328	3.03	0.84	Accepted
15	Ability to compile scores assigns to academic performance	328	2.80	0.93	Accepted
Grand Mean			3.04	0.84	

Table five shows the analysis of mean and standard deviation on assessment competencies required by students for effective academic performance. The table shows that respondents agreed to all the items on assessment competencies required by students for effective academic performance. The table also shows a grand mean of 3.04

Research Question 4: *What are the leadership competencies required by student for effective academic performance?*

Table 6: Mean and Standard Deviation on leadership competencies required by students for effective academic performance.

S/N	Items on Leadership Competencies	N	\bar{X}	SD	Remark
16	Ability to guide and direct others in accepting instruction	328	3.12	0.83	Accepted
17	Ability to influence others	328	3.06	0.83	Accepted
18	Ability to lead and coordinate others	328	2.70	0.93	Accepted
19	Ability to relate vital information in decision making	328	2.60	0.95	Accepted
20	Ability to inculcate delegate responsibilities	328	2.58	0.98	Accepted
Grand Mean			2.81	0.90	

Table six shows the mean scores and standard deviation on leadership competencies required by students for effective academic performance. It shows that respondents agreed to all the items on leadership competencies required by students for effective academic performance since their mean scores on all the items are higher than 2.50 which is the benchmark. The table also shows a grand mean of 2.81.

Research Question 5: *What are the training and development competencies required by students for effective academic performance?*

Table 7: Mean and Standard Deviation on training and development competencies required by students for effective academic performance.

S/N	Items on Development/Training Competencies	N	\bar{X}	SD	Remark
21	Creating awareness of seminar and workshop to students	328	3.30	0.75	Accepted
22	Organising departmental conferences for students enlightenment	328	3.10	0.78	Accepted
23	Ability of guiding students through SIWES programme	328	3.04	0.82	Accepted
24	Providing internship training for new students	328	2.83	0.92	Accepted
25	Ability in improving students' academic performances	328	2.67	0.95	Accepted
Grand Mean			2.99	0.84	

Table seven shows the mean scores and standard deviation on development/training competencies required by students for effective academic performance. The table shows that respondents agreed to all the items on development/training competencies required by students. The table also shows a grand mean of 2.99.

Research Question 6: *To what extent do teaching resources influence students' academic performance?*

Table 8: Mean and Standard Deviation on the extent of teaching resources influence students' academic performance.

S/N	Items on Teaching Resources	N	\bar{X}	SD	Remarks
26	Use of computer programme software such as power point	328	3.14	0.75	Accepted
27	Use of projectors	328	2.75	0.93	Accepted
28	Ability to save typed work from computer into flash drive, CD, and diskette	328	3.19	0.74	Accepted
29	Use of computer programme software such as micro-soft excel	328	2.90	0.91	Accepted
30	Use of internet services	328	2.72	0.93	Accepted
Grand Mean			2.94	0.85	

Table eight shows mean scores and standard deviation on the extent of teaching resources on business education students' academic performance. The table shows that respondents agreed to all the items on teaching resources with the mean ranging from 2.72 to 3.19 which is greater than the 2.50 benchmark for acceptance. The table also shows a grand mean of 2.94.

Testing Hypothesis

Hypothesis 1: No significant differences in the mean rating between male and female students on communication competencies required for academic performance.

Table 9: T-test analysis on business education students on communication competencies required for academic performance.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	12.32	2.98	326	0.212	0.832	Not sig
Female	149	12.25	2.97				

a = 0.05

Table nine shows that male had a mean score of 12.32 with SD of 2.98 and female had a mean score of 12.25 with SD of 2.97 with DF of 326. The table also reveals a t-value of 0.212 and a p-value of 0.832 testing at an alpha of 0.05, the p-value is greater than the alpha level, so the null hypothesis which states that there is no significant differences in the mean rating between male and female students on communication competencies required for academic performance is retained.

Hypothesis 2: No significant differences in the mean rating between male and female business education students on motivation competencies required for academic performance.

Table 10: Independent t-test on business education students on motivation competencies required for academic performance.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	15.61	2.48	326	-0.436	0.663	Not sig
Female	149	15.74	2.65				

a = 0.05

Table ten reveals that male respondents had a mean of 15.61, SD of 2.48 and female had mean rating of 15.74, SD of 2.65 and a DF of 326. The table shows a t-value of -0.436 and a p-value of 0.663 testing at an alpha of 0.05. Hence, the p-value is greater than the alpha level, therefore, the null hypothesis which states that there no significant differences in the mean rating between male and female business education students on motivation competencies required for academic performance is retained.

Hypothesis 3: No significant differences in the mean rating between male female students on assessment competencies required for academic performance.

Table 11: Independent t-test on mean rating of male and female students on assessment competencies required for academic performance.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	20.16	2.91	326	0.350	0.026	Sig
Female 149	15.26	2.44					

a= 0.05

Table eleven shows that male had a mean rating of 20.16, SD of 2.91 and female had a mean rating of 15.26, SD of 2.44 with DF of 326. The table also reveals a t-value of 0.350 and p-value of 0.026, testing at 0.05. Hence, null hypothesis which states that there is no significant differences in the mean rating between male and female business education students on assessment competencies required for academic performance is rejected. This indicates that there is a significant difference in the mean rating between male and female students on assessment competencies required for academic performance.

Hypothesis 4: No significant differences in the mean rating between male and female students on leadership competencies required for academic performance.

Table 12: Independent sample t-test on the mean rating between male and female students on leadership competencies required for academic performance.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	13.42	2.99	326	-0.902	0.368	Not sig
Female 149	13.68	2.17					

a= 0.05

Table twelve reveals that male had a mean rating score of 13.42, SD of 2.99 while female had a mean rating score of 13.68, SD of 2.17 with DF of 326. The table also shows a t-value of -0.902 and p-value of 0.368 testing at an alpha of 0.05, the p-value is greater than the alpha level. Therefore, null hypothesis which states that there is no significant differences in the mean rating between male and female business education students on leadership competencies required for academic performance is retained.

Hypothesis 5: There is no significant differences in the mean rating between male and female students on training and development competencies required for academic performance.

Table 13: Independent sample t-test on the mean rating between male and female students on training and development competencies required for academic performance.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	12.89	2.74	326	0.973	0.331	Not sig
Female 149	12.58	3.05					

a= 0.05

Table thirteen showed that male respondents had a mean score of 12.89, SD of 2.74 while female respondents had a mean rating of 12.58, SD of 3.05 with DF of 326. The analysis in the table also indicates a t-value of 0.973 and p-value of 0.331 testing at an alpha of 0.05, the p-value is greater than the alpha level, so null hypothesis which states that there is no significant difference in the mean rating between male and female students on development/training competencies required for academic performance.

Hypothesis 6: No significant difference in the mean rating between male and female lecturers on the teaching resources required on the academic performance of students.

Table 14: Independent sample t-test on mean rating between male and female lecturers on the teaching resources required on the academic performance of students.

Variable	N	Mean	SD	DF	t	Sig (2-tailed)	Decision
Male	179	12.32	2.98	326	0.212	0.832 sig	Not
Female	149	12.25	2.97				

a= 0.05

Table fourteen shows that male respondents had a mean rating of 12.32. SD of 2.98 while female respondents had a mean rating of 12.25, SD of 2.97 with DF of 326. The table also reveals a t-value of 0.212 and p-value of 0.832 testing at an alpha level of 0.05, the p-value is greater than the alpha level. Therefore, null hypothesis which states that there is no significant difference in the mean rating between male and female lecturers on the teaching resources required is retained.

DISCUSSION OF FINDINGS

Research question one revealed that communication competencies are required by students for academic performance. The finding of Fakeye, (2012) show that lecturers are performing well using communication competencies. It means that with effective communication competencies business education students will have good performance which will lead to a better academic performance among students of the business education programme.

Hypothesis one revealed that no significant differences in the mean rating between male and female students on communication competencies required for academic performance among institutions in Delta State. This finding corroborates the finding by Edionwe (2022) who found a positive and significant difference in influence between lecturers’ competencies and academic performance. It also contradicted the findings Ezealii, Jim & Nnokike (2016) who did not find any significant influence of competencies on academic in the term of male and female as moderating variables. Research question two also revealed that motivation competencies are required by students for academic performance. The results show all respondents-agreed to all the items presented. The study by Abdulazeez and Khadijat (2019) using motivation as their variables also collaborate with this present study as it revealed that motivation competencies arouse students interest in performing task effectively. Therefore, the study who found that lecturers’ competencies thereby increasing student’s using motivational techniques in moving students’ interest.

Hypothesis two depicted, no significant difference in the mean rating between male and female students on motivation competencies required for academic performance among tertiary institution. This finding supported that of Olayinka and Joshua (2017) who found no significant differences in lecturers’ competencies. This finding also contradicted the finding of Dambo, Enyekit and Enyekit (2017) who found no significant influence between lecturers’ competencies, teaching resources on students’ academic performance.

The research question three revealed that assessment competencies are highly are highly required by students for academic performance. Edionwe (2022), posited that assessment competencies is highly required by students for better task outcome as this is alleged with the present study. The study agrees with Olayinka & Joshua (2017) and Abdulazeez and Khadijat (2019) who contended that the best competencies required in developing the spirit of student was through teaching of assessment competencies in the class-room. The researcher also agrees with the finding of the present studies whom they asserted that business education lecturers’ need to adopt teaching resources impartation of necessary competencies in schools. Furthermore, Edionwe (2022), that competencies of lecturers promote interaction and teaching skills using different methods, especially by articulating a vision that focuses on

teaching resources and by presenting a suitable model that demonstrates how vital it is to improve students' academic performance based leads to better tertiary institution productivity.

The data output of hypothesis three indicated that there is no significant differences in the mean rating between male and female students on assessment competencies required for academic performance among tertiary institution. This finding supported that of Abdulazeez and Khadijat (2019) who found significant differences in the influence of lecturers' competencies, teaching resources on academic performance. This finding supported that of Edionwe (2022) who found relationship between lecturers' competencies and students' academic performance. However, gender has more impact on students' academic performance in tertiary institutions.

Concerning research question four, the results showed that leadership competencies were rated by the respondents as highly required in the influence of lecturers' competencies on academic performance of students. The findings is in consonance with of various studies of Dambo, Enyekit and Enyekit (2017), Abdulazeez and Khadijat (2019), who contended that leadership competencies are efficacious in tertiary institutions of learning in Nigeria. The finding revealed that students among tertiary institutions agree that all the items in leadership competencies are highly require of students in tertiary institutions. The finding of hypothesis four revealed that there is no significant differences in the mean rating between male and female students on leadership competencies required for student's academic performance among tertiary institution in Delta State. This finding corroborates the findings by Olayinka and Joshua (2017) who found lecturers' perception on leadership competencies and academic performance. It was found that there is no significant different in the responses of male and female students on leadership required of business education students for relevance in the world of work. The null hypotheses was accepted. The finding of research question five also revealed that training and development competencies are highly required by students for academic performance as showed by the respondents who agreed to all the items in the development and training competencies. This study agrees with Abdulazeez and Khadijat (2019) and Popoola & Akande (2019) who believes that development and training enhances ability to effectively and efficiently carryout task activities given. On the contrary the studies of Popoola & Akande (2019), stated that most extent studies have not provided clear guidance as to what particular lecturers' competencies and teaching resources are believed most significant influence on the academic performance of students.

Hypothesis five depicted there is no significant difference in the mean rating between male and female students on training and development competencies required for academic performance of students among tertiary institutions. This finding supported that of Abdulazeez and Khadijat (2019) who found that development/training competencies influence academic performance of students. It means that students can also attend conference and workshop for more knowledge and instructions. The results from research question six indicates that lecturers' use teaching resources to impact the necessary competencies to students for academic performance. The finding showed that respondents agreed to all items in teaching resources given that teaching resources to a large extents influence students. Various items such as use of computer programme software, use of projectors and internet service among others as teaching resource for developing various competencies. The findings agree with Dambo who believes that the teaching resources employed in teaching competencies in the students was through using appropriate resources to deliver instruction to students. The researcher also agrees with present studies when there is deficiencies and unavailability of teaching resources for the programme in tertiary institutions.

The data analysis in hypothesis six showed that there is no significant difference in the mean rating between male and female lecturers on the teaching resources required on the academic performance of students in tertiary institution. This finding is positively related to that of Ekwiene (2017), who found teaching resources relevant to students. This finding also contradict the finding of Olorunsola (2012) who found insignificant influence of teaching resource and lecturers' competencies on students. This finding corroborate with the findings by Dambo, Enyekit, and Enyekit (2017), who found that negative correlation between methods of instructional academic performance.

Summary

Business education lecturers' competencies compounded significantly predicted the business education student's academic performance among tertiary institution. Motivation competencies have high mean score than other competencies which show greater influences on academic performance of students. Communication competencies and Assessment competencies also high mean score which also represent great influence on academic performance of students. Training and Development competencies, Leadership competencies and Teaching Resources have influence on academic performance of students.

CONCLUSION

Based on the findings of this study, it was concluded that lecturers' competencies and teaching resources are independently and collectively significant predictors of academic performance of business education students'. This study showed gender significantly moderates in the influence between lecturers' competencies, teaching resources of business education students. The further showed that tertiary institutions and lecturers' options does not significantly moderate in the influence between lecturers' competencies, teaching resources and students.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Tertiary institutions should encourage lecturers' competencies in order to graduate competent students;
2. Government should invest in the training and development of students in order to continually boost their academic performance;
3. Government should invest in teaching resources in order to achieve the goals and objective of the programme;
4. Tertiary institutions should encourage students to attend programme and courses that will boost their productivity;
5. Student's assessment competencies should be strengthened in line with global best practices;
6. Government should strive to promote more ICT competencies programme;
7. Institutions should make effort to ensure check towards communication, motivation, assessment, leadership and development/training competencies in order to engage students that can perform without stress.

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