



Identification of Training Needs of Business Education Lecturers for Instructional Delivery in Tertiary Institutions in River State

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ABSTRACT

The purpose of this study was to critically identify the training needs of Business Education lecturers for instructional delivery in tertiary institutions in Rivers State. The research design adopted in this study is the descriptive survey. The population of the study comprised 89 lecturers made up of 56 male lecturers and 33 female lecturers. The sampling technique adopted is the purposive sampling technique. The whole population was used as the sample was of a manageable size. The instrument for the study is a Questionnaire titled: Identification of Training Needs of Business Education Lecturers for Instructional Delivery in Tertiary Institutions in Rivers State. The instrument contained 40 items. A total of 89 copies of the questionnaire were administered to the respondents. The reliability of the instrument showed a correlation coefficient index of 0.80 which was considered very reliable using the Cronbach's Alpha. Mean and standard deviation were used to analyze the Research Questions based on a four-point rating scale of Very High Extent, High Extent, Low Extent and Very Low Extent. The hypotheses were tested at a significance level of 0.05 using the Z-test analytical tool in Excel Tool package windows 7 version. The findings of the study revealed that Business Education Lecturers need training in computer application skills, communication skills, for effective delivery of their course curriculum to the students. The study recommends that: Lecturers should be given the opportunity to receive training that will enhance their computer skills, communication skills; Seminars and workshops should be organized for lecturers on the importance of needed skills in the delivery of their tasks and lessons to the students.

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. According to Osuala (2014), 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 (2009) further posited 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 skills. As a consequence, training of university lecturers has recently become a widespread

trend in many countries (Okezie, 2017; Buhari, 2010). 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. Furthermore, this process will 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 needs identification is to be able to determine some problems that are often perceived as training problems when they are not (Kaufman, Roger, Rojas & Mayer, 2013). 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.

Training also relates to series of activities, which an academic institution would embark upon to improve its delivery and educational performance. The emphasis on training is influenced by the belief that it is now desirable to focus more attention on areas which in the past has been relatively neglected because universities are under obligations, regardless of size, to provide for the needs, interest and desires of its staff as well as the academic needs of the students within the university environment if it is to earn loyalty, dedication, involvement and the commitment necessary to deliver effectively. In other words, the success of any organization depends on the ability and expertise of those who operate it at all levels; such abilities and expertise usually stem from the knowledge they possess and training received.

According to Adamu, (2013), human beings constitute the ultimate basis of a nation's wealth. This proposition also applies to academic institutions, and has become imperative for the academic management through determining the training needs of its staff, especially its lecturers on whom the huge responsibility of furthering the institution's academic goals rest. Dilshad (2010) and Walter (2010) assert that the quality of teaching largely depends on the quality of the lecturers/lecturers which, in turn, depends to some extent on the quality of their professional development. Without well trained, qualified and committed lecturers, it is impossible to deliver effectively functioning educational systems (Unwin, 2015). As Smaldino, Lowthe, and Russel (2008) stated, the lecturer in tomorrow's classrooms needs to exemplify willingness to explore and discover female lecturers technological capabilities that enhance and expand learning experiences.

Furthermore, the role of lecturers will still result in improved student learning, but will require them to have broader capabilities than content, knowledge and pedagogy skills. The Business Education lecturers will need to be technologically competent and information-literate (Smaldino et al., 2008). Mitchell (2012) described needs analysis as an examination of the existing need for training within an organization. Needs Assessment is the process of evaluating the organization, individual employees, and employees' tasks to determine what kinds of training, if any, are necessary (Noe, Hollenbeck, Gerhart, & Wright, 2013). The concept 'needs assessment' can also be referred to as the process used to determine if training is necessary (Noe, 2010). Knowing the difference between where lecturers are now and where they want to be plays an important role in determining the contents of their training programme.

Although lecturers in tertiary institutions consider themselves to be knowledgeable and confident due to the female lecturers expectations and challenges, however due to consistent changes and female lecturers methods and techniques in research and teaching, there is need to enhance their research and teaching skills. Training therefore becomes inevitable and generally seen to be expedient; it is not too easy to send someone on an expensive training course without being sure that the course is worthwhile, or even that it is the right course for the person. Before this is done, it is quite important to take into account the lecturers' own perceptions about the areas in which they feel proficient, those in which they feel there is need to be trained and those areas in which they have deficiencies but they are completely unaware of them. This process should be based on a well-designed needs assessment phase. A needs assessment may identify more than one training need. These needs should be prioritized, and either placed into a formal training plan, or prepare a database for future training. Hence, the need to identify the training needs required of Business Education lecturers in Rivers State tertiary institutions for effective teaching and research. Business Education is one of the keys that opens the door for sustainable development in any country it is embraced. The need to effectively train, develop and improve Business Education lecturers'

performance through a well organized training needs assessment programme is the main focus of this study (Mahatma Gandhi Institute of Education for Peace for Sustainable Development, 2017). It is therefore, based on this need that the researcher seeks to carry out this study titled “Identification of Training Needs of Business Education Lecturers for instructional delivery in Tertiary Institutions in Rivers State”

Statement of the Problem

Lecturer quality issue is further strengthened by Okala (2014), who pointed out that lecturers are the major stakeholders in curriculum implementation. That curriculum cannot be effectively implemented if the lecturer variables such as competence, availability, attitude, dedication and remuneration are faulty. Even if educational goals are well articulated, relevant and consistent with national interest, lecturers are still the major determinants of success in the school. Aina (2010) argued that the 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 and communication skills which the lack have been the result of inappropriate training needs assessment and staff development of Business Education lecturers. Thus, the need to ask: shouldn't training be implemented and made compulsory for all lecturers in all the tertiary institutions in Rivers state? To what extent and what areas are these training needs needed for Business Education lecturers in our tertiary institutions? It is in attempt to proffer answers to these questions that constitute the major problem of this study.

Purpose of the Study

The main purpose of this study was to critically identify the training needs of Business Education lecturers for instructional delivery in tertiary institutions in Rivers State. Specifically the study sought to determine:

1. The extent to which Business Education lecturers need training in computer application skills for instructional delivery in tertiary institutions in Rivers State.
2. The extent to which Business Education lecturers need training in communication skills for instructional delivery in tertiary institutions in Rivers State.

Research Questions

1. To what extent do Business Education lecturers need training in computer application skills for instructional delivery in tertiary institutions in Rivers State?
2. To what extent do Business Education lecturers need training in communication skills for instructional delivery in tertiary institutions in Rivers State?

Hypotheses

The testable hypotheses of this research study are the following:

1. There is no 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
2. There is no significant difference between the mean responses male and female Business Education Lecturers regarding training need in communication skills for instructional delivery in tertiary institutions in Rivers State.

METHODOLOGY

The study adopted descriptive survey design. The study was carried out in Rivers State. The population of this study comprised eighty nine (89) that is fifty six(56) male and thirty three (33) females Business Education Lecturers in Tertiary institutions offering Business Education programmes in Rivers State. The following are the institutions under study: Rivers State University (RSU), Ignatius Ajuru University of Education (IAUOE); and Federal College of Education, Omoku. The purposive sampling technique was employed for the study. The data for the study were collected with the use of structured questionnaires developed by the researchers. It contained 40 items based on the research questions raised for the study on a weighted scale of four point at Very High Extent (4) points, High Extent (3), Low Extent (2) points,

Very Low Extent (1) point. The content was validated by two experts while the reliability was tested using the Cronbach Alpha test statistical tool and it yielded an internal consistency of 0.80. Mean and standard deviations were used for the analysis of the research questions, while the Z-test analytical tool in Statistical Package for Social Sciences (SPSS version 22) software was used to analyze the hypotheses.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Analysis of Research Question 1: *To what extent do Business Education lecturers need training in computer application skills in tertiary institutions in Rivers State?*

Table 1. Mean responses of Business Education lecturers need for training in computer application skills in tertiary institutions in Rivers State (Male Lecturers, N₁= 53; Female Lecturers, N₂= 33)

S/N	ITEMS	Groups of Interest	VH E (4)	HE (3)	LE (2)	VL E (1)	SD	\bar{X}	Remark
1.	Business education lecturers need Microsoft application skills for effective course delivery.	Male	22	20	4	7	0.03	3.08	High extent
		Female	15	8	5	5	0.01	3.00	High extent
2.	Business education lecturers need Excel application skills for effective computation of results.	Male	23	18	6	6	0.04	3.09	High extent
		Female	12	8	8	5	0.05	2.82	High extent
3.	Business education lecturers need power point skills for effective presentations	Male	20	17	9	7	0.01	2.94	High extent
		Female	17	8	4	4	0.06	3.15	High extent
4.	Business education lecturers need internet application skills for research purposes	Male	17	18	8	10	0.05	2.79	High extent
		Female	15	8	5	5	0.01	3.00	High extent
5	Business education lecturers need typing skills for speedy entry of data	Male	19	18	8	8	0.02	2.91	High extent
		Female	16	9	6	2	0.07	3.18	High extent
6.	Business education lecturers need Excel application skills for graphical data presentations	Male	18	17	9	9	0.04	2.83	Very High extent
		Female	12	15	3	3	0.04	3.09	High extent
7	Business education lecturers need SPSS software knowledge and application skills for analysis of data	Male	20	12	10	11	0.06	2.77	Very High extent
		Female	12	12	4	5	0.01	2.94	High extent
8	Business education lecturers need Microsoft application skills for effective design of spreadsheets and letters.	Male	16	20	9	8	0.04	2.83	Very High extent
		Female	14	10	5	4	0.02	3.03	High extent
<p>Total Mean for Male Lecturers= 23.25; Grand mean = 2.91</p>									High extent
<p>Total Mean for Female Lecturers =24.21; Grand mean = 3.03</p>									High extent
<p>Grand Mean = 2.97</p>									High extent

From the result on table 4.1 above, in response to research question 1 in items 1,2,3,4,5,6,7 and 8, the majority generally agreed to a high extent that Business Education lecturers need training in computer application skills in tertiary institutions in Rivers State(as indicated by a grand mean of 2.97). The aspects of the computer skills required include: Microsoft application skills for effective course delivery; Excel application skills for effective computation of results; power point skills for effective presentations; internet application skills for research purposes; typing skills for speedy entry of data; SPSS software knowledge and application skills for analysis of data.

Analysis of Research Question 2: To what extent do Business Education lecturers need training in communication skills in tertiary institutions in Rivers State?

Mean responses of Business Education lecturers need for training in communication skills in tertiary institutions in Rivers State(Male Lecturers , N₁= 53; Female Lecturers, N₂= 33)

S/N	ITEMS	Groups of Interest	VH E (4)	HE (3)	LE (2)	VLE (1)	SD	\bar{X}	Remark
1.	Business education lecturers need good writing skills for effective presentation of reports, public notice and press release on papers and magazines.	Male	25	17	6	5	0.03	3.17	High extent
		Female	17	9	3	4	0.03	3.18	High extent
2.	Business education lecturers need good writing skills to deliver legible information to the learners.	Male	26	16	4	7	0.11	3.15	High extent
		Female	16	6	7	4	0.08	3.03	High extent
3.	Business education lecturers need phonetic skills to overcome mother-tongue interferences.	Male	28	11	7	7	0.04	3.13	High extent
		Female	16	6	6	5	0.09	3.00	High extent
4.	Business education lecturers need listening skills to avoid making the class less teacher centred and more learner-centred	Male	26	13	8	6	0.15	3.11	High extent
		Female	14	9	6	4	0.09	3.00	High extent
5	Business education lecturers need pronunciation skills to avoid grammatical errors.	Male	19	18	8	8	0.12	2.91	High extent
		Female	14	11	4	4	0.07	3.06	High extent
6.	Business education lecturers need demonstrative skills to make lessons easy to understand	Male	23	17	7	9	0.10	2.96	Very High extent
		Female	12	12	4	6	0.12	2.88	High extent
7	Business education lecturers need semantic and syntactic skills in English to be able to interpret and explain lessons effectively.	Male	22	15	8	8	0.10	2.96	Very High extent
		Female	13	11	6	3	0.08	3.03	High extent
8	Business education lecturers need good interactive skills to carry learners along while lecturing.	Male	19	16	9	9	0.13	2.85	Very High extent
		Female	12	12	5	4	0.09	2.97	High extent
Total Mean for Male Lecturers= 24.25; Grand mean = 3.03									High extent
Total Mean for Female Lecturers =24.16; Grand mean = 3.02									High extent
Grand Mean = 3.03									High extent

From the result on table 4.2 above, in response to research question 2 in items 1,2,3,4,5,6,7 and 8, the majority generally agreed to a high extent that Business Education lecturers need training in communication skills in tertiary institutions in Rivers State(as indicated by grand mean of 3.03). The mean responses showed that Business Education lecturers need training in: Good writing skills; phonetic skills to overcome mother-tongue interferences; listening skills to avoid making the class less teacher-centred and more learner-centred; need pronunciation skills to avoid grammatical errors; lecturers need demonstrative skills to make lessons easy to understand; need semantic and syntactic skills in English to be able to interpret and explain lessons effectively.; need good interactive skills to carry learners along while teaching.

Test for Hypothesis 1

H₀₁: There is no significant difference between the mean responses of male and female Business Education Lecturers regarding training need in computer application skills in tertiary institutions in Rivers State.

Z-test output for hypothesis 1 at 0.05 level of significance

Participants	n	t	Remark
Lecturers	5	0.6297	Not significant
Female Lecturers	7		

Decision 1: The result of the statistical analysis above (as indicated by Z-cal = 0.6297 being less than the Z-critical at 1.96) shows that there is no significant difference between the mean responses of male and female lecturers as regards the need for computer skills in Port Harcourt Metropolis, Rivers State. Based on this statistical evidence, it is logical to argue that Business Education Lecturers need training in computer application skills in tertiary institutions in Rivers State.

Test for Hypothesis 2

H₀₂: There is no significant difference between the mean responses of male and female Business Education Lecturers regarding training need in communication skills in tertiary institutions in Rivers State.

Z-test output for hypothesis 2 at 0.05 level of significance

S/N	Participants	Mean	Var.	Obsv. N	Df	Z-critical	Z-cal	Remark
1.	Male Lecturers	3.03	0.015	53	84	1.96	0.97	Not significant
2.	Female Lecturers	3.02	0.007	33				

Decision 2: The result of the statistical analysis above (as indicated by Z-cal value = 0.97 which is less than the Z-critical value at 1.96) shows that there is no significant difference between the mean responses of male and female lecturers as regards the need for communication skills in tertiary institutions in Rivers State.

Summary of Findings

1. There is no significant difference between the mean responses of male and female lecturers as regards the need for computer skills in Port Harcourt Metropolis, Rivers State.
2. There is no significant difference between the mean responses of male and female lecturers as regards the need for communication skills in tertiary institutions in Rivers State.

DISCUSSION OF FINDINGS

Business Education lecturers need training in computer application skills for instructional delivery in tertiary institutions 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. The aspects of the computer skills application indicated as areas of need include: Microsoft application skills for effective course delivery; Excel application skills for effective computation of results; power point skills for effective presentations; internet application skills for research purposes; typing skills for speedy entry of data; SPSS software knowledge and application skills for analysis of data. The result showed that there is no significant difference between the mean responses of male and female lecturers as regards the need for computer skills in Port Harcourt Metropolis, Rivers State. This was indicated by $Z\text{-cal} = 0.6297$ being less than the $Z\text{-critical}$ at 1.96. Thus, the null hypothesis was accepted. According to Gupta, Sleezer, and Russ-Eft (2013) there are two main reasons to conduct a training needs assessment: It ensures that training programs are developed based on identified needs and it is relatively easy to implement.

Business Education Lecturers Training need in Communication Skills for Instructional Delivery in Tertiary Institutions in Rivers State.

In response to Research Question 2, the result shows that Business Education lecturers need training in communication skills for instructional delivery in tertiary institutions in Rivers State. The aspects of the communication skills indicated as areas of need include: good writing skills; phonetic skills to overcome mother-tongue interferences; listening skills to avoid making the class less teacher centred and more learner-centred; lecturers need demonstrative skills to make lessons easy to understand; need semantic and syntactic skills in English to be able to interpret and explain lessons effectively.; need good interactive skills to carry learners along while teaching. Based on the result of hypothesis 2, it showed that there is no significant difference between the mean responses of male and female lecturers as regards the need for communication skills in Port Harcourt Metropolis, Rivers State. This was indicated by $Z\text{-cal} = 0.97$ being less than the $Z\text{-critical}$ at 1.96. Thus, the null hypothesis was accepted. In support of the above findings, Ihunda (2014) viewed communication as a set of a procedures and methods designed to provide instant information for effective delivery of lessons to students. The main purpose of communication skills is to enhance the accuracy of data as well as to effectively pass on important information. Based on the above, business education lecturers needed the communication skills in order to provide the right information to management and students at the right time.

CONCLUSION

Based on the findings, the researcher concluded that: Business Education Lecturers need training in computer application skills and communication skills. It has been noted that at the secondary and tertiary levels of education lecturers' quality and quantity, experiences and attitudes are yet to meet a good standard. It has also been observed that lecturers who have not done their work very well aid and abate examination malpractices to cover their inadequacies.

RECOMMENDATIONS

The following recommendations were made for effective implementation of training needs of Business Education lecturers in tertiary institutions in Rivers State:

- (1) Lecturers should be given the opportunity to receive training that will enhance their computer skills.
- (2) Seminars and workshops should be organized for lecturers on the improvement of communication skills in the delivery of their tasks and lessons to the students.

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