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INFLUENCE OF LECTURER QUALITIES ON BUSINESS EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN KWARA STATE COLLEGES OF EDUCATION

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Abstract

The paper investigated the influence of lecturer qualities on Business Education students' academic performance in Kwara State Colleges of Education. Descriptive survey research design was adopted for the study. The population of this study consisted of 1,650 Business Education students for 2022/2023 Academic Session as obtained from Kwara State College of Education, Ilorin. Multi-stage sampling technique was adopted to select 213 NCE II students for the study. Two research questions guided the study, and two null hypotheses tested at 0.05 level of significance. The coefficient of 0.76 was obtained for the research instrument. Research questions were reported using mean ranking while ANOVA was used to test the hypotheses. The results showed that there were no significant differences in the mean ratings of male and female students on the influences of communication and classroom management skills on Business Education students' academic performance in Kwara State Colleges of Education. It was therefore concluded that lecturer qualities influenced performance of students in Business Education in Kwara State Colleges of Education. The study inter alia recommended that government and ABEN should ensure that communication courses take more than 20% of pedagogy education in business teacher education; and seminars and conferences should be organized on classroom management skills required for effective instructional delivery by business educators. This will expose them to 21st-century classroom management techniques/ skills.

Keywords: Lecturer Qualities, Communication Skills, Classroom Management Skills, Business Education, Students' Academic Performance.

INTRODUCTION

To promote the development and expansion of all nations, there is a global emphasis on exceptional education. The continuous improvement of student's academic performance is closely associated with this practical education. Nigeria's Federal Government has identified education as the primary means of achieving socio- economic progress and advancement. However, proficient teachers are indispensable in accomplishing the objectives, goals, and purposes of education, irrespective of their educational background. Their vital role is to influence the quality of

educational outcomes. The National Policy on Education (NPE, 2013) asserts that the development and advancement of any nation are contingent upon the improvement of the quality of its educators. Consequently, educators' proficiency is indispensable for providing students with high-quality instructions. It is crucial to prioritize the quality and relevance of teacher quality to optimize the intended quality of educational outcomes in schools. In all educational institutions, the utilization of educators who are proficient and knowledgeable is the primary factor in enhancing students' academic performance.

Musau and Muola (2013) define teacher quality as the numerous qualities of educators that result in favourable educational outcomes, including exceptional student performance on standardized assessments and favourable evaluations from supervisors. In addition, the educator is responsible for the primary transformation of educational principles and concepts into concrete modules to accomplish school objectives, as well as for assuring the academic success of students.

The quality of instructors can be assessed by taking into account their level of qualification, teaching experience, proficiency in presenting the curriculum, and participation in continued professional development. Nigeria's educational stakeholders are striving to improve the quality of instruction in Nigerian institutions. The motivation for these endeavours is the desire to continuously enhance the execution of instructors' instructional responsibilities. The importance of instructors of exceptional quality is emphasised as the primary factor in attracting the attention of the government and other interested parties. The failure to resolve this aspect may lead to undesirable outcomes, including below-average academic performance among students, restricted professional development of educators, and an insufficient quality of teaching and learning in educational institutions (Ayeni & Jajua, 2021).

A variety of subjects may be used to evaluate students' intellectual achievements. One of the subjects that is discussed is the realm of business education. Ademiluyi and Olawuyi (2020) define business education as the structured education that students receive in a school environment to equip them with the fundamental skills and abilities necessary to be informed consumers and efficient producers of products. This idea implies that Business Education is beneficial to both industry professionals and individuals who are interested in business or consumer education but lack professional expertise. Agboola (2015) defines Business Education as a comprehensive framework of deliberate, structured, and developed activities that are designed to provide young individuals with the requisite knowledge and skills to engage responsibly in economic and social issues.

Ebenezer et al. (2015) suggested that teacher quality measurements should encompass criteria such as instructor experience, certification status, academic ability, and even tenure at a specific institution. Swando (2016) identifies numerous teacher features or attributes, including coursework, preparation, tenacity, teacher evaluation score, credential status, leadership experience, and educational background. In this study, the fundamental characteristics of a Business Education teacher are examined, including communication skills, and classroom management expertise.

Fundamental concepts and specific knowledge regarding the dissemination of communications among individuals or entities are encompassed by the term (Akinnubi et al., 2012). The process of fostering shared comprehension and conveying knowledge across individuals may be described as an alternative (Keyton, 2011). Adaji (2018) asserts that individuals who demonstrate exceptional communication abilities can influence others, as superior communication strategies are typically perceived as essential for accomplishment achievement. Teachers who possess exceptional communication abilities are necessary to establish an educational environment that is conducive to the acquisition and retention of knowledge by students.

Classroom management is the term used to describe the strategies and techniques employed by a teacher to establish a positive learning environment that fosters effective teaching and enhances academic, social, and emotional development. It may also be defined as the

collective actions that instructors take to establish a classroom environment that is conducive to learning (Olawoye, 2008). Classroom management aims to captivate students' interest and guarantee their comprehension of the instructor's instructional material. Teachers of Business Education must possess exceptional classroom management skills to ensure that students receive relevant information consistently. Agabi et al. (2013) define classroom management as the intentional implementation of specific strategies and methodologies by a teacher to establish a learning environment that is conducive to student success and development.

It is expected that the student's academic performance and engagement in class activities will be enhanced by the implementation of effective classroom management techniques and communication skills. Transmitting messages, data, or concepts from one individual to another is known as communication. As the fundamental cornerstone of education, knowledge is indispensable. Obtaining information is essential for the successful process of teaching and learning (Dutta et al., 2015).

Academic success, or academic performance, pertains to the measurable achievements that learners or students attain to complete their tests (Buba & Nwabufu, 2020). Umoru and Oluwafemi (2020) define academic success as a holistic assessment that encompasses learners' Grade Point Average (GPA), their ability to assume leadership roles, acquisition of skills, high scores on intelligence quotient (IQ) tests, and accomplishments in extracurricular activities.

Colleges of Education are institutions with educational mandate to train teachers who are qualified to teach at the primary and secondary levels of education in Nigeria. In Kwara State-owned Colleges of Education, the researcher observes that students on Business Education programme are found of having low academic performance in some courses such as Accounting, Shorthand, Typewriting, Business Mathematics, Computer, among others. Researcher believes that lecturer qualities play a significant role in determining the Business Education students' academic performance in various Business Education subjects. It is based on this backdrop that this study investigated the influence of lecturer qualities on Business Education students' academic performance in Kwara State Colleges of Education, Nigeria.

Statement of the Problem

Lecturers are essential in higher education since they serve as a significant reservoir of information and provide direction. The researcher observes that a significant number of lecturers who teach business education subjects at Kwara State Colleges of Education lack sufficient academic and professional credentials. Furthermore, they must enhance their educational and communication aptitudes.

This is because many have studied subjects such as Accounting, Marketing, Entrepreneurship, Business Administration, and Secretarial Studies and have obtained a Post Graduate Diploma in Education (PGDE) certificate. Business Education is distinct from Business Administration and is not include Secretarial or typist courses (Okwuanaso & Nwazor, 2000). Due to inadequate input, the researcher observed a consistent decline in students' academic performance in some Business Education disciplines, including Accounts, Business Mathematics, and Computers. It is well known that several graduates with a Nigeria Certificate in Education (NCE) must gain essential skills such as recording business transactions in ledger accounts, converting longhand phrases to shorthand, using MS Word, and doing computer display work.

The researcher comprehensively examined the academic outcomes in Accounts, Business Mathematics, Shorthand, Typewriting, and Computer for the academic sessions of 2016/2017, 2017/2018, 2018/2019 and 2019/2020. The data used in this research were obtained from three colleges of education in Kwara State, namely Kwara State College of Education in Ilorin, Kwara State College of Education in Oro, and Kwara State College of Education (Technical) in Lafiagi. A thorough analysis of these findings revealed that the proportion of pupils who passed each topic was below 50%. Implicitly, it suggests a correlation between low performance in these courses and the assumption that NCE graduates in this setting would not be able to flourish in the

professional realm. The issue of low academic performance among Business Education students in many areas has grown widespread, leading Business Education experts to attribute it to several variables or reasons (Udoukpong et al., 2012).

However, several variables contribute to this phenomenon, and researchers must still identify all the contributing components in their investigations. Umoru et al. (2020) conducted a study that showed that the use of inquiry-based teaching methods has a beneficial influence on the academic success of business education students in the subject of Principles of Accounting. According to Ben Youssef et al. (2022), insufficient investment in ICT negatively influences students' academic outcomes. However, using ICT in teaching and learning, particularly in innovative and collaborative ways, enhances student performance.

Moreover, it is still uncertain which factors, such as instructional approaches, educational and professional credentials, years of teaching practice, classroom control abilities, communication abilities, utilization of information and communication technologies (ICTs), attendance, and others, have an influence on the academic achievement of business education students. The present research examined the students' perspectives about the influence of lecturer qualities on the academic performance of business education students in Kwara State Colleges of Education, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the students' perceptions on the influence of lecturers' communication skills on business education students' academic performance in Kwara State Colleges of Education?
2. What is the students' perceptions on the influence of lecturers' classroom management skills on Business Education students' academic performance in Kwara State Colleges of Education?

Research Hypotheses

The following hypotheses were formulated for the study and tested at 0.05 alpha level of significance:

- Ho1:** There is no significant difference in the mean ratings of students' perceptions of the influence of lecturers' communication skills on business education students' academic performance based on institutions.
- Ho2:** There is no significant difference in the mean ratings of students' perceptions of the influence of lecturers' classroom management skills on business education students' academic performance based on institutions.

Methodology

Descriptive survey design was adopted for this study. The study's population included 1,650 Business Education students for the 2022/2023 Academic Session, sourced from three (3) Kwara State Colleges of Education. Nevertheless, the study group consisted of 445 NCE II Business Education students. The rationale for selecting this group of students was their high level of accessibility and their extensive four-semester participation in the program, which implied a well-rounded exposure to the curriculum. Multi-stage sampling technique was adopted for the study. At first stage, Stratified sampling method was used for grouping students in accordance with their levels (NCE I, NCE II and NCE III). The second stage involved the use of purposive sampling technique to select NCE II students in this College for the study because they are in-between the ultimate and antepenultimate years respectively. They are therefore in their penultimate year with balanced exposure to the Programme and are mostly accessible. Lastly, simple random sampling technique was used to select 213 NCE II students in these Colleges.

A questionnaire titled "Influence of Lecturer Qualities on Business Education Students' Academic Performance Questionnaire (ILQBESAPQ)" designed by the researcher was used to collect data from the respondents. To ensure the face and content validities of the questionnaire,

the researcher submitted the draft of it to two (2) experts in the Departments of Business Education in these colleges – one was Senior Lecturer and the other was a Lecturer. Items in the questionnaire were reviewed to ascertain that the statements in the instrument actually covered the contents that they were expected to measure. The experts' constructive criticisms and suggestions were incorporated to improve and prepare the final version of the instrument. The Cronbach Alpha Method was used to determine the reliability of the instrument. To determine the internal consistency of the question items of the questionnaire, the instrument was administered to 20 NCE II students in Kwara State College of Education, Ilorin. The Alpha reliability test yielded correlation coefficient of 0.75.

Data for demographic variables of the respondents was analyzed using percentage. Data collected to answer research questions was analyzed using mean and standard deviation. The hypotheses were tested using ANOVA. The decision rule for the research questions was that any question item with a mean of 2.50 and above will be "Agree" while question items with a mean of 2.49 and below will be rated "Disagree". Decision rule for analyzing hypotheses was: reject H_0 if the observed P-value is less than or equal to the value of 0.05 alpha level of significance and do not reject H_0 if the observed P-value is greater than the value of 0.05 alpha level of significance.

Results

Research Questions One: What are the students' perceptions on the influence of lecturers' communication skills on business education students' academic performance in Kwara State Colleges of Education? business education students' academic performance

S/N	Item Statement	Mean	SD	Remark
1.	Lecturers explain abstract concepts to the understanding of students so as to improve their scores in Business Education subjects.	3.44	.783	Agreed
2.	Lecturers' ways of speaking increase students' interest in learning so as to improve students' scores in Business Education subjects.	3.61	.750	Agreed
3.	Lecturers' use of simple English to teach contributes positively to students' scores in Business Education subjects.	3.53	.954	Agreed
4.	Lecturers' ability to compare abstract concepts to real life situations helps to improve students' scores in Business Education subjects.	3.56	.850	Agreed
5.	Lecturers' mastery of subject matters and appropriate vocabulary selection while teaching contributes to students' high scores in Business Education subjects.	3.71	.718	Agreed
6.	Lecturers' listening to students' questions in class makes students to understand unclear areas of lesson which contributes to their high scores in Business Education subjects.	3.66	.813	Agreed
7.	Lecturers' use of gestures while teaching contributes to students' better understanding of the concepts and improves their scores in Business Education subjects.	3.84	.770	Agreed
Average Mean and SD		3.62	.805	Agreed

Source: Field Survey (2023)

Table 1 shows the mean and standard deviation on the students' perceptions on the influence of lecturers' communication skills on business education students' academic performance. The table showed that the respondents agreed that lecturers' communication skills influenced business education students' academic performance because the mean scores of all seven items (8-14) were above the criterion mean of 2.50 and above. According to the table, lecturers explain abstract concepts to the understanding of students so as to improve their scores in Business Education subjects (M= 3.44; SD= .783); lecturers' ways of speaking increase students' interest in learning so as to improve students' scores in Business Education subjects (M= 3.61; SD= .750); lecturers' use of simple English to teach contributes positively to students' scores in business education subjects (M= 3.53; SD= .954); lecturers' ability to compare abstract concepts to real life situations helps to improve students' scores in business education subjects (M= 3.56; SD= .850); lecturers' mastery of subject matters and appropriate vocabulary selection while teaching contributes to students' high scores in business education subjects (M= 3.71; SD= .718);

lecturers' listening to students' questions in class makes students to understand unclear areas of lesson which contributes to their high scores in Business Education subjects ($M= 3.66$; $SD= .813$); and lecturers' use of gestures while teaching contributes to students' better understanding of the concepts and improves their scores in Business Education subjects ($M= 3.84$; $SD= .770$). Furthermore, the average mean and standard deviation ($M= 3.62$; $SD= .805$) also affirmed the result of each item. It can therefore be inferred from the analysis that; students perceived that lecturers' communication skills influenced their academic performance in Kwara State Colleges of Education.

Research Questions Two: What are the students' perceptions on the influence of lecturers' classroom management skills on Business Education students' academic performance in Kwara State Colleges of Education?

Table 2

Mean and standard deviation on the students' perceptions on the influence of lecturers' classroom management skills on business education students' academic performance

S/N	Item Statement	Mean	SD	Remark
8.	Instructors routinely circulate the lecture hall to ensure that students are actively engaged in learning activities, which ultimately enhances their performance in assessments.	3.54	.954	Agreed
9.	The enforcement of discipline by lecturers in the classroom fosters orderliness among students and enhances their performance in Business Education disciplines.	3.67	.718	Agreed
10.	The strong classroom discipline enforced by the lecturers compelled me to modify my behaviours to achieve a more favourable and fulfilling academic performance.	3.06	.740	Agreed
11.	The implementation of the "Fail-One-Fail-All Assessment" by lecturers compelled students to engage in more rigorous reading in order to succeed in their examinations.	2.02	.813	Disagreed
12.	Lecturers' reward systems in class have increased students' participation in class which contributes to their scores in Business Education subjects.	3.29	.770	Agreed
13.	Lecturers' classroom control makes all students to be attentive in class for better understanding and contributes to their scores in Business Education subjects.	3.15	.775	Agreed
14.	Lecturers' management of instructional resources in the lesson arouse students' interest which contributes to their scores in Business Education subjects.	3.70	.814	Agreed
Average Mean and SD		3.20	0.798	Agreed

Source: Field Survey (2023)

Table 2 shows the mean and standard deviation of the students' perceptions of the influence of lecturers' classroom management skills on business education students' academic performance. The table showed the respondents agreed that lecturers' classroom management skills influenced business education students' academic performance. The mean scores of all six items (15, 16, 17, 19, 20 and 21) were above the criterion mean of 2.50 and above. According to the table, lecturers always go around the lecture hall to ensure that students are actively participating in learning activities for better performance in assessment ($M= 3.54$; $SD= .954$); lecturers' classroom discipline makes students to be orderly and improves their scores in business education subjects ($M= 3.67$; $SD= .718$); lecturers strict classroom discipline forced me to change my habits to better and rewarding performance ($M= 3.06$; $SD= .740$); lecturers' reward systems in class have increased students' participation in class which contributes to their scores in business education subjects ($M= 3.29$; $SD= .770$); lecturers' classroom control makes all students attentive in class for better understanding ($M= 3.15$; $SD= .775$); and lecturers' management of instructional resources in the lesson arouse students' interest which contributes to their scores in business education subjects ($M= 3.70$; $SD= .814$). On the other hand, it was also revealed that item 45 indicated that

lecturers' use of Fail-One-Fail-All did not influence students' academic performance because it had a mean score of ($M=2.02$; $SD=.813$), which was below the criterion mean of 2.50 and above. Furthermore, the average mean and standard deviation ($M=3.20$; $SD=.798$) also testified to the fact established by each item. It can, therefore, be deduced from the analysis that students perceived that lecturers' classroom management skills influenced their academic performance at Kwara State Colleges of Education.

H₀₁: There is no significant difference in the mean ratings of students' perceptions on the influence of lecturers' communication skills on business education students' academic performance based on institutions.

Table 3

Summary of ANOVA on the students' perceptions on the influence of lecturers' communication skills on business education students' academic performance on the basis of institutions

Sources of variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.(p-value)	Decision
Between Groups	10.01	2				
Within Groups	77.012	209	5.077	5.843	.81	Not Rejected
Total	87.022	211				

Source: Field Survey (2023)

$P>.05$

Table 3 shows a calculated F-value of 5.843 with a significant p-value of .81 greater than the alpha value of 0.05 (i.e., a p-value of $.81 > .05$) at degrees of freedom of 2 and 209. Therefore, the null hypothesis (H_{02}) was not rejected. This implies no significant difference in the mean ratings of students' perceptions of the influence of lecturers' communication skills on business education students' academic performance based on institutions.

H₀₂: There is no significant difference in the mean ratings of students' perceptions on the influence of lecturers' classroom management skills on business education students' academic performance on the basis of institutions.

Table 4

Summary of ANOVA on the students' perceptions on the influence of lecturers' classroom management skills on business education students' academic performance on the basis of institutions

Sources of variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.(p-value)	Decision
Between Groups	9.06	2				
Within Groups	79.087	209	5.712	5.854	.83	Not Rejected
Total	88.147	211				

Source: Field Survey (2023)

$P>.05$

Table 4 shows a calculated F-value of 5.854 with a significant p-value of .83 greater than the alpha value of .05 (i.e., a p-value of $.83 > .05$) at degrees of freedom of 2 and 209. Therefore, the null hypothesis (H_{03}) was not rejected. This implies no significant difference in the mean ratings of students' perceptions of the influence of lecturers' classroom management skills on business education students' academic performance based on institutions.

Discussion of Findings

Findings from research questions revealed that students perceived that business education students' academic performance was influenced by their lecturers' communication skills, as

indicated by the results. The average mean and standard deviation were 3.62 and .805, respectively. Additionally, hypothesis one demonstrated that there was no substantial variation in the mean ratings of students' perceptions regarding the influence of lecturers' communication skills on the academic performance of business education students based on their institutions (p-value of .81 > .05). The outcome was consistent with the conclusions of Amie-Ogan and Omunakwe (2020), who asserted that the

academic performance of students in public senior secondary schools in the Port Harcourt Metropolis of Rivers State is positively influenced by the pedagogical skills, communication skills, and years of experience of their teachers. Additionally, Obilori (2020) discovered that teachers' communication skills significantly influence students' academic performance, including speaking, listening, attitude, gestures, and facial expressions.

The second research question's analysis demonstrated that students believed that business education students' academic performance was influenced by their lecturers' classroom management skills, with an average mean and standard deviation of 3.20 and 0.798, respectively. Hypothesis two further demonstrated that there was no significant difference in the mean ratings of students' perceptions regarding the influence of lecturers' classroom management skills on the academic performance of business education students based on the institutions (p-value of .83 > .05). The outcome was consistent with the findings of Akosubo-Ogori et al. (2020), which indicated that there were substantial correlations between students' academic performance and classroom management strategies (classroom discipline, effective teaching, and teacher's reward system) in public secondary schools in Rivers State. Additionally, Muhammad et al. (2019) confirmed the existence of a substantial correlation between the instructor's management practices and the student's academic performance. In contrast, George et al. (2017) discovered that respondents exhibited substantial differences in academic performance due to verbal instruction, corporal punishment, instructional supervision, and delegation of authority to learners.

Conclusion

Based on the finding of the study which revealed that lecturers' communication and classroom management skills influenced business education students' academic performance, it was therefore, concluded that lecturer qualities may make or mar the performance of students in business education subjects. The implications of this is that students' academic performance has a lot to do with lecturer quality.

Recommendations

Based on the findings of the study, it was recommended that:

1. The government at all levels and ABEN should ensure that communication courses take more than 20% of pedagogy education in business teacher education. This will enable business educators to develop practical communication skills.
2. Seminars and conferences should be organized on classroom management skills required for effective instructional delivery by business educators. This will expose them to 21st-century classroom management techniques/ skills.

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