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Teaching Effectiveness of Lecturers with Polytechnic or University Basic Business Education in Nigeria

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Abstract

The objective of this research was to investigate the difference in the teaching effectiveness of lecturers who obtained basic business education from polytechnics and universities in Nigeria before acquiring higher degrees. The study adopted a survey-descriptive design. One research question and one null hypothesis were formulated to guide the study. Two thousand five hundred and forty-six students and one hundred and four lecturers of Federal Polytechnic, Nekede, Owerri and Nnamdi Azikiwe University, Awka constituted the population from which stratified random samples of seventy-two (72) students and eighteen (18) lecturers were identified for data gathering. Teaching Effectiveness Evaluation Scale (TEES) instrument was constructed with which students rated the teaching effectiveness of lecturers. Data were analyzed with the Spearman's Rank Order. Results showed $R = 0.56$, coefficient of determination = 31% and coefficient of regression = 0.72. It was found that lecturers who ND/HND from polytechnics before getting higher degrees from universities taught more effectively than their colleagues who obtained B.Ed, B.Sc or B.B.Ed before getting higher

degrees. Three recommendations were made one of which was that both Polytechnics and Universities should organize regular seminars and workshops for lecturers who lacked effective teaching skills.

Key Words: Teaching Effectiveness Lecturers Basic Education Polytechnics Universities

Introduction

Students' class attendance, active participation in lessons, general attitude to studies, and performance in examinations and eventual application of knowledge or skills to a job performance indicate the way they responded to their lecturers' teaching effectiveness. This situation has become more worrisome because of a consistently poor performance of students at all levels of the Nigerian school system (Akinyemi, 2015; Diana-Abasi (2015); Pitan & Adedeji (2012); Nbina (2012). This suggests an underlying effective or ineffective teaching effectiveness as which affects students' studies, their overall performance and institutional academic quality. This situation has a two-way effect: on the students and the lecturers. The effect on students when the teaching is ineffective is truancy in class attendance and hence poor learning outcomes. For lecturers, empty classrooms and consequent poor students' results. The cumulative effect, however, is less-than-expected academic performance of students and graduation without requisite skills for paid or self-employment; a situation completely at variance with efforts of Government and institutional managements to achieve academic excellence for students and the institutions. At present, there is no research on this problem. This study, therefore, set out to ascertain which categories of the lecturers who acquired basic business education (B.Ed., B.Sc., B.B.Ed.) in business education or related disciplines from universities and those who acquired ND/HND) from Polytechnics before obtaining higher degrees (Masters and PhDs) in their various disciplines teaches more effectively. The following research question and null hypothesis were formulated to guide the study: What is the relationship between the teaching effectiveness of lecturers who acquired basic business education from Universities and from Polytechnics? The mean teaching effectiveness of lecturers who acquired basic business education from Universities and those from Polytechnics is not significantly different at $p = < 0$ at 0.05. This study was based on four concepts of: (1) Universities' concept of training students on theorizing to break new grounds of knowledge; (2) Polytechnics' concept of training students in applying knowledge and skills to the solution of problems; (3) Federal Government's Policy that Polytechnics produce middle level manpower and (4) Effective teaching based lecturers' acquisition of basic business education from either universities or polytechnics.

FRN (2013) stipulated that "university education shall make optimum contribution to national development; intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation while the Polytechnics shall provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management leading to the production of trained manpower". The above policy statements indicate that University education is theoretically biased with minimal practical applications while polytechnics' education is geared towards imparting practical knowledge and skills to students. This makes university education elitist and philosophizing. University teaching takes the form of lectures, seminars, tutorials, practical and industrial work experience, excursions and field trips, as well as projects, theses and dissertations (Nwanna, 2008). However, these methods of exposing students to both theoretical and practical knowledge and skills have failed to achieve the lofty goal of producing the needed technical manpower due to "Nigerian academic and intellectual giants becoming exponents of tribal and national prejudices" (Essien, 1975). Classroom contexts

within which effective teaching and learning take place is discussed by Arogundade, Atanda and Ekere, (2008). They analyzed all aspects, strategies, problems and challenges of classroom management in university education. Their arguments are supported by Zwalchir and Bueryer, (2008) study on poor “workload management in the university system”. It is the conclusion of these researchers that excessive academic workload is detrimental to both the lecturers’ effective teaching and students’ learning.

Polytechnic education was not originally intended to belong to the tertiary tier of education (Sanni & Akinpelu 2005). It was conceived by the French and perfected by the English and Russians to be a kind of education and training aimed at discouraging elitism and geared towards practical preparation of its recipients to fulfil prescribed needs of the economy lacking in traditional academic institutions. Esu (1999) argued that the quality of a school leaver is strongly influenced by the quality of not only the training programme but also the experience, attitude and methods employed by the trainer. Skills training and development are not storying. They require concerted efforts to master the skills in order to affect cognitive control and muscular manipulations associated with the right occupational habits (Fregene, 1998). This accounts for the manner in which the laboratories and workshops in the polytechnics are equipped; to facilitate practical acquisition of knowledge and skills unlike their university counterparts.

At the onset of the establishment of technological education in Nigeria in 1932 by the Colonial Government, Yaba Higher College was mandated to “provide training of a professional character with emphasis on practical and manipulative skills in the areas of engineering, medicine, survey, forestry, teacher training and commercial studies” (Oduwobi, 2006). According to Decree No 23 of 1969, the major objective of Yaba Higher College was to “provide...instruction and training in technology...relevant to the needs of the development of Nigeria...and for research” Sanni & Akinpelu, (2005). This goes further to buttress the need for proper training of students in polytechnics since without the practical knowledge and skills; they cannot be able to meet the set goals of technological education and development of the country. This explains the keen interest of successive governments in Nigeria since independence in establishing and funding technical colleges and polytechnics. This scenario sets the direction of government policies for technological education in the country.

Teaching effectiveness appears over-worked because it has to do with the outcomes of learning – whether or not learning has taken place through observable change in the behaviour of learners. In the polytechnic system, it attracts a greater attention because of the main aim of practical application of knowledge and skills acquired. This is associated with “creative teaching of students (Okujagu, 1996) as better learners based on “causal analysis of success and failure” (Ukpong, 1997), Evaluation practices peculiar to technical education (Joshua, 1997), teacher preparation as a means of achieving quality education (Mbuk, 2000), maintenance of quality and effectiveness in Vocational Technical education (Bako, 2000), improving the teaching effectiveness of vocational teachers through training and practice (Fregene, 1998), effective classroom management (Rinne, 1999) and effective teaching (Moore and Quinn, 1994). The import from these researchers is that effective teaching requires a large repertoire of skills and ability to put these skills to use in different teaching and training situations. Effective teachers improvise as no one approach or method suffices in all teaching/training-learning situations at all times and everywhere. This is because the students have different temperaments, backgrounds, levels of intellectual abilities as well as institutional variables. Therefore, the task of teaching effectively is herculean. Okujagu and Dienne (1996) took a holistic view of effective teaching by putting researches on

philosophical, sociological, psychological, scientific, counselling and a host of other perspectives of teaching. This was done to nurture effective teachers at all levels of education in the country. This is the main goal of teacher preparation for nation building. What is more: all other variables are dependent on teacher preparation and effective teaching.

Three theories were identified as basis for theoretical framework of this study: constructivism, socio-cultural factors and choice theories. The first theory, Constructivism, by four theorists: Lev Semvonovich Vygotsky (1896-1943), Jean Piaget (1896-1980), John Dewey (1859-1952) and Jerome Seymour Bruner (1915-2016) is a paradigm or worldview which posits that learning is an active process in which the learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to previous knowledge, thus making mental representations subjective. Constructivism holds that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of the knowledge process. The learner is not a blank slate (*tabula raza*) but brings past experiences and cultural factors into a situation. The second, by Peter D. Renshaw (1992) is on socio-cultural teaching and learning. It argues that learning is a process of appropriating 'tools for thinking' that are made available by social agents who initially act as interpreters and guides in the individual's cultural apprenticeship (Rogoff 1990). It is not only that the person learns from others in social contexts and during social exchange, but also that the actual means of social interaction (language, gesture, etc) are appropriated by the individual (internalized and transformed) to form the intra-mental tools for thinking, problem-solving, remembering, and so on (Wertsch 1985). The third by William Glasser (1996), known as Choice Theory, states that a person's behaviour is inspired by what he wants or needs at that particular time, not an outside stimulus. This puts the person in a continual choice-decision-making situation. The three theories are relevant to this study because lecturers should guide students on how to construct knowledge individually under prevailing educational and socio-economic environments with ample opportunities for choices among alternative programmes and vocations. How more effective one of the two categories of lecturers did this was the problem this study set out to solve.

Research Methodology

This study adopted a survey-descriptive design. The population consisted of 2,650 lecturers and students of the School of Business and Management Technology, Federal Polytechnic, Nekede, Owerri and Business Education Department, Nnamdi Azikiwe University, Awka, Anambra State (Appendix 1). A stratified random sample of 72 students (Appendix 2) was identified for administration of a five-factor Teaching Effectiveness Evaluation Scale (TEES). The instrument was designed to elicit responses on lecturers' teaching effectiveness in the following factors: lecturers' punctuality to class, lesson content, lesson delivery, students' motivation and evaluation of learning. Each of the factors had a weight of three (3) points. The students were labelled consecutively and two blind draws made from each class in each department across the School of Business and Management Technology (SBMT), Federal Polytechnic, Nekede, Owerri and Business Education Department, Nnamdi Azikiwe University, Awka. The respondents were simply required to rate the teaching effectiveness of their lecturers. They were not told the distinction between those who obtained First Degrees in Business Education or related disciplines from universities and those who obtained ND/HND) from Universities and Polytechnics as this may influence their responses.

Students' rated lecturers accordingly (Appendix 3). Students were represented by serial numbers 1-72, X (for Lecturers with basic business education from universities) and Y (for Lecturers with basic business education from polytechnics). The data were analyzed with the Spearman's Rank Order (R) to establish the coefficient of correlation between the teaching effectiveness of the two lecturer groups.

Results

The results obtained for the two groups of lecturers were represented by X (universities) and Y (polytechnics).

Table 1: Spearman's Rank Order Results

Computation	X	Y
Mean	7.17	9.15
N	72	72
Variance	2.17	4.13
SD	1.47	2.03

$$\sum d^2 = 347$$

$$R = 0.56$$

Discussion

There was a correlation (R) of 0.56 between teaching effectiveness of lecturers who obtained basic business education from universities and those from polytechnics which, according to Nwana in Nworgu, (2006) is medium. This finding implies that the teaching effectiveness of the lecturers was due to their acquisition of basic business education from either Universities or Polytechnics. This finding solves the problem of whether or not the teaching effectiveness of lecturers was based on their acquisition of basic business education from universities or polytechnics. Those that would benefit most from the results of this study include university and polytechnic managements, policy makers, administrators as well as students of the two types of tertiary institutions. Consequently, the variance of the dependent variable Y (polytechnic lecturers) was based on the prediction of the coefficient of determination (Nworgu, 2006) which is the square of R (r^2). In this study, therefore, r^2 of 0.56 was 0.31. This meant that the teaching effectiveness of Y (lecturers who obtained basic business education from polytechnics) was superior to their colleagues (X) by 31%. To further confirm this result, the R_x^2 and R_y^2 were regressed and a regression coefficient of 0.72 obtained. This confirmed the 31% coefficient of determination which indicated that lecturers who ND/HND from polytechnics before getting higher degrees from universities taught more effectively than their colleagues who obtained direct B.Ed., B.Sc. or B.B.Ed. degrees from the universities.

Conclusion

This study concluded that the teaching effectiveness of lecturers who obtained basic business education from polytechnics was significantly superior to their colleagues at the alpha level of 0.05. Moreover, this was reflected in the correlation (R) of 0.56, coefficient of determination of 31% and regression coefficient of 0.72. This conclusion was based on the theory that lecturers who obtained basic business education from Polytechnics could better theorize, apply knowledge and skills than their colleagues especially after they acquired higher education (Masters/Doctorate Degrees) that sharpened their theorizing skills. This application

of knowledge and skills placed them in a clear advantage than their colleagues. This finding, however, applied to lecturers of Federal Polytechnic, Nekede, Owerri and Nnamdi Azikiwe University, Awka but could also apply to lecturers in other polytechnics and universities in Nigeria or elsewhere with the same characteristics as those that obtained at the institutions under investigation.

Recommendations

Based on the above findings, the following recommendations were made:

- (i) Lecturers in Business Education Departments of universities should be sponsored for workshops and conferences that expose them to adequate and relevant practical application of theories.
- (ii) The Managements of Polytechnics should organize seminars and workshops to enhance their lecturers with techniques of theorizing for knowledge.
- (iii) There should be more research into lecturers' teaching effectiveness in order to enhance the development of technical education in Nigeria.

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Appendices

Appendix 1
Population Distribution by Department

Department	ND	HND	B.Ed 3	B.Ed 4	Total
Accountancy	129	126	93	119	467
Banking & Finance	82	85	67	87	321
Business Admin & Mgt.	89	87	73	66	315
Coop. Econs. & Mgt.	86	86	60	79	311
Marketing	39	86	164	138	427
Office Tech. & Mgt.	94	63	93	109	364
Public Admin.	87	98	-	-	185
Purchasing & Supply	57	55	-	-	112
Taxation	44	-	-	-	144
Total	707	686	555	598	2546

Source: Field Work, 2017

Appendix 2
Sample Distribution

Department	ND	HND	B.Ed 3	B.Ed 4	Total
Accountancy	3	3	2	2	10
Banking & Finance	2	2	2	2	8
Business Admin & Mgt.	2	2	2	2	8
Coop. Econs. & Mgt.	2	2	2	2	8
Marketing	2	2	2	2	8
Office Tech. & Mgt.	2	2	2	2	8
Public Admin.	3	3	2	2	10
Purchasing & Supply	2	2	3	3	10
Taxation	2	-	-	-	2
Total	18	18	18	18	72

Source: Field Work, 2017

Appendix 3

Teaching Effectiveness Evaluation Scale (TEES) Scores

S/NO (Students)	X University Lecturers	Y Polytechnic Lecturers	S/NO (Students)	X University Lecturers	Y Polytechnic Lecturers
1.	8	10	37.	6	9
2.	11	11	38.	6	14
3.	6	8	39.	7	10
4.	9	12	40.	8	9
5.	8	9	41.	6	7
6.	7	7	42.	7	7
7.	9	13	43.	8	8
8.	5	8	44.	8	8
9.	8	10	45.	6	9
10.	7	9	46.	5	9
11.	6	13	47.	5	10
12.	8	15	48.	8	11
13.	8	10	49.	9	9
14.	6	8	50.	7	6
15.	5	8	51.	8	6
16.	7	7	52.	5	9
17.	8	10	53.	8	11
18.	11	9	54.	9	12
19.	9	8	55.	6	11
20.	5	8	56.	7	10
21.	8	10	57.	8	7
22.	5	6	58.	6	6
23.	6	9	59.	5	8
24.	8	10	60.	9	11
25.	6	12	61.	5	9
26.	10	10	62.	6	9
27.	6	9	63.	6	8
28.	8	13	64.	8	7
29.	6	8	65.	9	8
30.	8	9	66.	8	6
31.	9	8	67.	6	12
32.	8	10	68.	7	10
33.	5	9	69.	8	9
34.	8	9	70.	6	8
35.	8	8	71.	6	9
36.	5	6	72.	8	7