



Teachers' Pedagogical Competence as a Determinant of Students' Motivation Towards Business Education in Federal College of Education (Technical) Gombe in North-East Nigeria

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Abstract

The aim of this study was to determine teachers' pedagogical competence as a determinant of students' motivation towards business education, the study adopted qualitative research and the design used for the study was instrumental case study. The participants were final year undergraduate business education students. The sampling technique used was purposeful sampling in selecting six (6) participants, three from the students and three from the academic staff. The researcher with the help of one (1) research assistant conducted face to face interview using semi structured interview protocol, with few open-ended questions. Data collected were analyzed using thematic analysis for interview. The results revealed that teacher' pedagogical competences as a determinant of students' motivation towards business education required possession of knowledge of the subject matter, use of appropriate teaching methods and using of instructional materials in teaching and learning process. The results also revealed that teachers' pedagogical competence as a determinant of students' motivation towards business education required teacher-student positive relationship, use of positive reinforcement and incentives, and teacher personality to motivate students towards business education. Based on the findings, it was recommended that Government, National Commission for Colleges of education, and other stakeholders should consider professional teaching qualification as pre-requisite for the recruitment of teachers and to provide in-service training, seminars, and conferences, workshops for the teachers, to improve in student-teacher relationship, and use of positive reinforcement/incentives in order to motivate students toward business education.

Key words; Determinants, Competence, Motivation, Pedagogical, Teachers

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Introduction

The effort to develop the quality of teaching and learning is by improving teachers' pedagogical competence. It is very important because teachers have important role to play in determine the quality of education obtained. Teachers should have the pedagogical competencies that would positively affect the students' achievements and performances. To accomplish the task competently, the teachers must possess the pedagogical competencies for teaching and learning.

According to Voss *et al.* (2011) and König *et al.* (2011), the main components of the pedagogic competence are knowledge of classroom management, knowledge of teaching methods, knowledge of classroom

assessment, structure of learning objectives and the lesson process, lesson planning and evaluation and adaptability dealing with heterogeneous learning groups in the classroom. Therefore, teachers' pedagogical competences determine the quality of teaching and learning delivered and hence, the quality of graduates produced in the educational system. Similarly, Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. Thus academic performance of the students is directly linked with their motivation to learn. Students can learn more precisely in the classroom environment that comprises of affection, coordination and



participation among others, (Tanveer et al., 2012).

Statement of the Problem

Student academic performance is very vital in the world today. The entire success of educational institution depends on students' performance in the academics. However, without student motivation towards business education in Federal colleges of education it will continue to produce poor result. The poor academic performance in most schools can be attributed to lack of student motivation among other factors. Teachers' pedagogical competences would serve as a determinant of students' motivation towards attainment of educational goals. Teaching and learning often becomes associated with interaction between the students and teachers instead of being teacher-centred. Many students are physically present in the classroom but mentally absent and therefore their learning experience becomes filled with inattention and mistakes. Teacher's pedagogical competence is about motivating the students for learning which can support the teachers to increase the students' motivation to learn effectively in order to achieve better academic performances. It is certain that teachers directly or indirectly are responsible for students' academic performances. These explain part of the reason responsible for good or poor students' academic performances in our educational systems. Therefore, teachers' pedagogical competences cannot be wish away in teaching and learning. It is ultimately certain that students could not benefit much from teaching and learning when they are not motivated by the teachers. Teachers' primary role of transmitting knowledge and skills is never in dispute. Therefore, teachers would need to demonstrate effectiveness and efficiency in their primary role through motivating students using their knowledge of pedagogy. It was upon this premise that students' motivation is an area of concern to educational scholars and the government in order to curb students' failures and improve the academic performance of students in colleges of education. Therefore, this study examined the teachers' pedagogical competence as a determinant of students'

motivation towards business education in Federal college of education.

Purpose of the Study

The main purpose of this study was to examine teachers' pedagogical competence as a determinant of students' motivation towards business education. Specifically, the study intended to;

1. Determine teachers' pedagogical competence that influence students' motivation towards business education
2. Determine the motivational factors associated with teachers that help students' academic performance towards business education

Research Questions

The following questions were raised for the study.

1. What are the teacher's pedagogical competences that influence students' motivation towards business education?
2. What are the motivational factors associated with teachers that help students' academic performance towards business education?

Methodology

The study adopted qualitative research approach. The design used for this study was instrumental case study. Instrumental case study involves study of a case in order to investigate a phenomenon, population or general condition (Creswell, 2012).

The participants in this study were all final year NCE business education students and academic staff of business education department of Federal College of Education (Technical) Gombe in North-east Nigeria. The sampling technique used in this research is purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell 2012). The reason for carrying out purposeful sampling is that the people who have been selected for the sampling have been selected with a particular purpose in mind (as they are final year students).

The instruments used for data collection was Interview. In qualitative research, the approach relies on general interviews or observations so as not to restrict the views of participants, the researcher, therefore need to



collect data with few open-ended questions designed (Creswell, 2012), Interview was used as a primary instrument for the data collection.

Triangulation and member checking were used to establish the reliability in this study. Qualitative reliability refers to the researcher's approach being consistent across different researchers and different projects (Creswell, 2012). Data was collected in this study through interview. The researcher and one (1) trained research assistant conducted face to face interview which was achieved using six (6) participants.

The analysis procedure used for this study was based on the data sources that the researcher collected through interviews. Thematic analysis was used for the interview. The computer qualitative data analysis software NVivo 11 (QRS International) for windows, NVivo Plus 2015 edition was used to facilitate the coding and perform complex searches that would be very time consuming if done manually. The software was used for coding, generating themes, and sorting information for the analysis as the researcher goes through each line of the text and assigned codes.

The transcripts for all the participants were formatted in terms of paragraph style for the purpose of auto coding using NVivo 11 software. Auto coding automatically assigned relevant information to specified nodes/codes. It is a way of recognizing data for further analysis, with auto coding, headings with the same name and level across the transcripts were group into node. All the research questions were formatted to

Heading I and the interview questions were formatted to Heading II and the responses were formatted to Normal.

The transcribed data was sorted and coded using the software. The formatted transcripts were imported into the software, using auto coding function, the software organized and grouped the interview questions and responses of the participants based on research questions. Query functions such as word frequency and word tree was used to identify nodes/codes. Codes were validated using Compound query provided by the software; this helped to find the content in the data sources that is close to other content.

Identification and Development of Emerging Sub-theme (Child Nodes) and Theme (Parent Nodes) Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Daly & Glikzman, 1997). The themes become the categories for analysis (Fereday & Elimear, 2006). In Nvivo software Parent Nodes will be used instead of themes and Nodes was used instead of codes.

Sub themes was developed by identifying relevant information in the data using search query functions, the information identified was assigned words and phrases (concepts) that best represent the relevant information making sure that they are consistent with the research questions and was documented accordingly (Bazeley & Jackson, 2013). The themes were developed based on the content of the relevant information identified. Table 1 shows a summary of the emerging themes and sub themes.

Table 1: Three Major Emerging Themes, Subthemes and Research Questions

Major Themes	Emerging Sub-themes	Research Questions
1. The Teachers Competences That Influence Student Motivation Towards Business Education	Knowledge of the subject matter Appropriate use of teaching methods Use of instructional materials	1. What are the teacher's competences that influence students' motivation towards business education?
2. The Motivational Factors Associated With Teachers That Help Students Academic Performance	Teacher-student positive relationship Teachers positive reinforcement and Incentives Teacher personality	2. What are the motivational factors associated with teachers that help students' academic performance to learn?



Theme 1: The Teachers' Pedagogical Competence Influence Students' Motivation Towards

This section explores the reality of teachers' pedagogical competence influence students' motivation towards academic performance in business education in Federal college of education in North-east. The participants are academic staff and students that spent at least three years in the college as at the time of the study. In the following section, the participants' accounts demonstrated their experiences with the system and their perception on the teachers' pedagogical competence influence students' motivation towards academic performance in business education in Federal College of Education (Tech.) Gombe in North-east, Nigeria.

Knowledge of the Subject Matter: As a Determinant of Students' Motivation

Knowledge of the subject matter as a determinant of teachers' pedagogical competence towards motivation of business education students, involves proficiency of the teacher in the subject area he is teaching. Which emerged as one of the most prominent subthemes, It was revealed by the participants as one of the major determinants for students' motivation towards business education in Federal colleges of education. Interview with Kuji, Nana and Zaura in the following passages,

Motivating students towards business education requires possession of knowledge of the subject matter. For teaching and learning to be appropriate and motivate students towards business education, the teacher must be proficient in the subject he is teaching that is possession of "knowledge of the subject matter" Federal colleges of education should put more emphasis on the possession of knowledge of the subject matter by the teachers as a determinant of student motivation towards business education. Pedagogical competences are the art of teaching the subject and serve as the driving force for teaching and learning. Therefore, knowledge of the subject matter is the foundation in motivating students towards

business education because without possession of knowledge of the subject matter to teach and motivate students towards business education teaching and learning activities would be difficult (Interview with Kuji)

The participant confirmed that to motivate students towards business education and obtained better academic performance in teaching and learning activities in college of education, possession of knowledge of the subject matter should become a priority.

Use of Instructional Materials: As a Determinant Students' Motivation

Another important aspect in teachers' pedagogical competence as a determinant of students' motivation towards business education in colleges of education is the use of instructional materials by the teacher in teaching and learning process as revealed by this study. Use of instructional materials creates an interesting learning experience since it involves using of concrete examples that arouses the interest of the learners and therefore motivates them towards business education. This was revealed in the following passage:

Use of instructional materials is one of the fundamental factors in teaching and learning. Teaching and learning using instructional materials could be interesting and encourage students' active participation in the teaching and learning activities. Use of instructional materials also creates passionate learning environment and offers teachers and students a uniform platform for interaction. The teaching and learning process using instructional materials is more of student-centred approaches or inductive which could influence students' motivation towards business education in college of education. (Interview with Nana)

The interviews above revealed that, use of instructional materials is one of the basic requirements in motivating students towards business education teaching and learning for better academic achievements. The use of instructional materials offers the teachers the ability to interact with their students and



motivate them to participate and understand teaching and learning of business education.

and make meaningful contributions in teaching and learning activities.

Appropriate use of Teaching Methods: As a Determinant of Students' Motivation

Teachers' pedagogical competences as a determinant of students' motivation toward business education involve appropriate use of teaching methods and it is the bedrock of teaching and learning activities. Therefore, to achieve better academic performances, appropriate use of teaching methods should be given due consideration in order to motivate students towards business education in college of education. Appropriate use of teaching methods is the process of applying pedagogical skills in delivering a lesson to students for better understanding. This was revealed in an interview with (Zaura) as follows:

Appropriate use of teaching methods is among the basic requirements that influence students' motivation towards business education in college of education. Using appropriate teaching methods makes teaching and learning more meaningful, passionate and interesting and hence motivate student towards business education. Lack of using appropriate method of teaching in the teaching and learning process become an impediment for motivating students towards business education in college of education. Therefore, teachers' pedagogical competences require appropriate use of teaching methods as a determinant of students' motivation towards business education in Federal college of education. (Interview with Zaura)

Teachers' pedagogical competence is meant to make teaching and learning passionate, interacting, interesting and motivating but only if appropriate methods of teaching is use. Therefore, using appropriate methods of teaching would serve as a determinant of students' motivation towards business education in Federal college of education and it is believed that, when appropriate method of teaching is use, students participate, understand and relate very well

Theme 2: The Motivational Factors Associated with Teachers that help Student achieve Academic Performances towards Business Education in Federal Colleges of Education

This section addresses the second research question: what are the motivational factors associated with teachers that help student academic performances towards business education in colleges of education? It explores the reality of teachers' pedagogical competence influence students' motivation towards academic performance in business education in Federal college of education in the following section, the participants' accounts demonstrated their experiences with the colleges of education system and their perception on teacher-student positive relationship as the motivational factors associated with teachers that help students' academic performances towards business education. The findings revealed certain themes as some of the major practices, and these themes are presented based on the participant's responses.

Teachers-Student Positive Relationship: As a Determinant of Student's Motivation

Teacher-students' positive relationship as a determinant of students' motivation towards business education in colleges of education, revealed by the respondents as one of the motivational factors associated with teachers that help student's academic performances towards business education. This was revealed in an interview with Koleni as follows:

Motivating students' academic performances towards business education required teachers-student positive relationship. When teachers use their talent to relate well with their students in the process of teaching and learning activities, it would help the students' academic performances towards business education. When the teacher-student relationship is cordial the students' interaction, participation in the process of teaching and learning will increase and hence, motivate them in their academic



performances towards business education, unlike if the teacher-student relationship is negative. Therefore, teacher-student positive relationship is vital motivating factor associated with teachers that help students' academic performances towards business education. (Interview with Koleni)

Positive Reinforcement and Incentives by the Teachers: as a Determinant of Student Motivation

Teachers pedagogical competence as a determinant of student motivation towards business education involve positive reinforcement and incentives as a motivational factor associated with teachers that help student academic performances towards business education and it is identified by the participants as one of the factors of motivating students' academic performances towards business education in college of education, Koleni revealed that:

Positive reinforcement and incentives such as praises, acknowledgement and award of certificate of academic achievements by the teachers would help tremendously in motivating students' academic performances towards business education. When teachers use positive reinforcement and incentives in the process of teaching and learning, the students would be highly motivated which in turn increase their academic performances towards business education. Positive reinforcement and incentives makes teaching and learning more interesting, lively, encouraging and therefore motivating. (Interview with Koleni)

Teacher's Personality: as a Determinant of Student's Motivation

Another important aspect in teachers' pedagogical competence as a determinant of students' motivation towards business education in college of education is teachers' personality as revealed by this study. Teachers' personality competence involves the character behavior, attitude, physical appearance and manners of a teacher that motivates students in the process of teaching

and learning activities towards business education. This was revealed in the following passage:

The teachers' personality is one of the teachers' pedagogical competences that serve as a determinant of students' motivation towards business education in Federal college of education. Teachers' personalities are necessary for effective and efficient teaching and learning. Teachers' personality is one of the fundamental factors in teaching and learning, teachers that have good personality would arouse the interest and encourage students also teachers' personality plays a vital role in motivating students towards business education. Therefore, the teacher is being central figure and a role model in the process of teaching and learning activities, because a teacher is required to behave well, make good presentation, good physical appearance and good attitudes which will serve as a motivational factor associated with teachers that help in motivating students towards business education. (Interview with Kaku)

The interview above revealed that, teachers' personality is one of the basic motivational factors associated with teachers in the process of teaching and learning that help in motivating students towards business education for better academic achievements.

Findings of the Study

The findings of the study revealed by the participant that;

1. The teachers' pedagogical competences as a determinant of students' motivation towards business education requires possession of knowledge of the subject matter by the teachers, use of appropriate teaching methods and using of instructional materials in teaching and learning process in order to motivate students towards business education.
2. The teachers' pedagogical competence as a determinant of students' motivation towards business education requires teacher-student positive relationship, use



of positive reinforcement and incentives and teacher personality in the teaching and learning activities in order to motivate students towards business education.

Discussion of the Findings

Findings of this study revealed that teachers' pedagogical competence as a determinant of student motivation towards business education in Federal college of education is to ensure that the teachers of business education possess knowledge of the subject matter, use of appropriate teaching method and use of instructional materials, in order to motivate students towards business education as revealed by the participants. Students' motivation is the essential element for quality teaching and learning process. The result revealed by the participants is in tandem with the findings of Quinn and Eckerson (2010) who stated that teachers can play a vital role in increasing the motivation among the students by the subsequent techniques that encompass: Usage of inventive teaching methodologies, Devotion of teachers towards their students, Creation of passionate learning environment for the classroom and Promotion of practical work experience. Also similar to the findings of Stronge et al. (2011) which stated that an effective teacher should be able to use different types of teaching method and know when and how to change from one method to another in a lesson.

The finding of the study also revealed that teachers' pedagogical competence as a determinant of students' motivation towards business education in a Federal college of education requires teacher-student positive relationship, teachers' positive reinforcement, incentives and teachers' personality in teaching and learning activities in order to motivate student towards business education as revealed by the participants. The result of the study revealed by the participants is similar to the findings of Whiting et al. (2008) who stated that there are five key constituents that have momentous impacts on students' motivation to learn. These factors are teachers' interaction with their students, learning environment and the personal qualities of the teacher class environment and class size. The result of the study also agreed with the

findings of Ali et al. (2011) who observed that the incentives given to the students are indispensable in increasing their level of motivation.

Conclusion

Based on the results obtained from the study, it is concluded that teachers' pedagogical competence as a determinant of students' motivation towards business education in a college of education is basically about possession of knowledge of the subject matter, appropriate use of teaching methods and using of instructional materials in order to motivate students towards business education. Secondly, teachers' pedagogical competence as a determinant of students' motivation towards business education requires teacher-students' positive relationship, using of positive reinforcement, incentives and teacher personality would also serve as a determinant of students' motivation towards business education in a college of education.

Recommendations

Based on the findings and conclusion of this study, it is recommended that:

1. Government should ensure professional teaching qualification as a pre-condition for recruitment into the teaching profession, provide on-the job training, seminars and workshop for teachers of business education in Federal college of education at regular intervals.
2. The National Commission for Colleges of Education should embark on professional development of teachers through conferences, seminars, workshops, pre and in-service training programmes, monitoring and supervision.

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