

RELATIONSHIP BETWEEN LECTURERS' QUALITY AND STUDENTS' ACADEMIC
PERFORMANCE IN SKILLED BUSINESS EDUCATION COURSES

BY

Fawale, Afiss Adebayo: Department of Educational Management and Counselling, Al-Hikmah University,
Ilorin, Nigeria; E-mail: aafwale@alhikmah.edu.ng

Oduwale, Abiodun A.: Department of Business Education, Adeniran Ogunsanya College Education,
Ijanikini, Lagos; E-mail: oduzabiz@gmail.com

&

Salami, S. S.: Department of Educational Management and Counselling, Al-Hikmah University, Ilorin,
Nigeria; E-mail: ssalami@alhikmah.edu.ng

Abstract

This paper investigated the relationship between lecturers' quality and students' academic performance in skilled Business Education courses in Kwara State College of Education Ilorin. This study adopted a descriptive survey method. The population this study covered 9 lecturers in the department of Business Education, the entire population were used as sample. A researcher-designed questionnaire was used to obtain relevant data. The formulated hypothesis in the study was tested using Person product correlation co-efficient and analysis of variance (ANOVA). The findings of the study showed that there was a significant relationship between lecturers' quality in skilled Business Education courses in Kwara State College of Education, Ilorin. Based on the findings of the study, it was recommended that seminars, workshops and conferences should be organized or Business Education lecturers periodically.

Keywords: Relationship, Lecturers' quality, Academic performance and Skilled Business Education courses

Introduction

Business Education courses in tertiary institutions are divided into two skilled Business Education courses and non-skilled Business Education courses. Skilled Business Education courses are shorthand, typewriting (Key boarding) Financial Accounting and Word Processing while the non-skilled courses are commerce, micro-economics, Office Management or Office Method, Auditing, Introduction to Vocational and Technical Education, among others. Students' academic performance in Business Education programme is one of the current educational problems of Nigerian University system; it has been observed that majority of the students are not doing well min their academics most especially skilled courses. The quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving students' academic performance is by employing seasoned qualified teachers in all schools (Abe and Adu, 2013). Okuruwa (1999) found that, policy investment on quality of teacher is related to improvement in students' performance. Specifically, the measurement of lecturer's preparation and certification are correlates of students' achievement in Business Education courses. Many factors lead to poor academic performance, one of the major factors are quality of Business Education lecturers. It is no exaggeration that one of the causes of poor students' performance in Business Education programme is a consequence of inadequate quality of lecturers.

According to the English Oxford Dictionary (Hornby, 2015), the term 'quality' refers to high standard. In its modern usage it means to indicate a high) being a relative term) degree, character or nature attributed to a person, thing, process or event. Quality has been described in different ways, although, often in an intuitive manner (Reeves, 2002). Aminu (2001) referred to quality of education as "the principal measure of the effectiveness of education and the most vulnerable attribute that suffers when anything goes wrong with the system". Literatures describe quality as "the degree of excellence at an acceptable cost" (Broh, 2003); "Achieving or reaching for the highest standard" (Tuchman, 1980); and the maintenance of academic standards (Cooper, 2002). Based on these different descriptions of the term 'quality' any definitions of quality depend upon which values that are given priority (Reeves, 2002). Basically, quality is a "Fitness for purpose" (Higher Education Council, 2007). Quality therefore is an elusive for effective teaching and learning and for meeting educational goals. For the purpose of this study, quality could be referred to as a process whereby teaching and learning are continuously improved and maintained with a view to bring about desirable educational goals in the school system.

Lecturer quality is a reflection of competence (for example, degree, examination scores, certification, knowledge of subject matter and experience). Academic performance refers to how students deal with their students and how they

cope with, or accomplish different tasks given to them by their lecturers. Lecturer quality has been examined as the relationship or an achievement of the students by educationalist and some researchers include the views of teaching experience, certification, knowledge of subject matter, teaching behaviours in the classroom, mastery in lesson planning and presentation, etc. The National Policy on Education (Federal Republic of Nigeria, 2004) vested with the responsibility of inculcating basic skills attitude and knowledge that are required for production of the middle level manpower in teaching in the College of Education. This therefore, means that performance measures the behavior or an aspect of a feat that can be observed at a specific period. This also implies that students' academic performance is very important because, appears to be the major criterion by which the effectiveness and success of any educational institution could be judge. Thus, poor academic performance of the students has been indentified to be a cogent factor to improve students' academic performance in the country. Yet, the main thrust of this paper would focus on students' academic performance in Nigeria with the roles of the teachers and training development in enhancing students' academic performance in school. Thus, teachers are particularly not only to be blamed for creating low level of academic achievement, but they have been held for sabotaging a multitude of reform designed to reverse the situation. To this end, to improve students' academic performance in schools or nation as a whole, teachers' roles must be exemplified as a measure towards better academic performance in the nearest possible future.

Statement of the Problem

Since one of the purposes of education is acquisition of knowledge and skills, students' performance after graduation can be seen as a reflection of their performance in school. This also borders on the quality of human and material resources which are available during their schooling. For many years, educators and researchers have debated on which school variables influence students' achievement. As policy-makers become more involved in school reform, greater attention is given to the role teacher quality plays in students' achievement. The government has stated that no education system can rise above the quality of its teachers (Federal Republic of Nigeria, 2004). There has also been persistent outcry from educational unions, parents and concerned individuals about poor provision of facilities that provide essential services for teaching and learning as well as heir utilization. The genuineness of this outcry is depicted by the progressive poor performance of students in examination as earlier mentioned. Although several attempts have been made at improving teacher quality and teaching facilities, these efforts have not been proportionately reflected in students' overall performance. Rather, such attempts have only sustained the highly bookish curriculum inherited from the colonial masters and made the educational system consumptive rather than productive (Jimoh, 2008).

From the studies reviewed above, it is evident that most previous researches centred most on investigating the relationship between lecturers' quality on students' academic performance in tertiary institutions. It is the opinion of the researchers that there is the need for further studies to investigate the quality of lecturers in Business Education programme on student's academic performance. Therefore, this study sought to investigate the relationship between lecturers' quality on students' academic performance in skilled Business Education course in Kwara State College of Education Ilorin.

Purpose of the Study

The main purpose of this research is to investigate the relationship between lecturers' quality and students' performance in skilled Business Education courses in Kwara State College of Education, Ilorin.

1. Specifically, the study seeks o find out if there is any correlation between the quality of lecturers and students' academic performance in skilled Business Education, Kwara State College of Education, Ilorin.

Research Questions

For the purpose of achieving a reasonable degree of accuracy and relevance in this research work, the following research questions are posited:

1. What is the relationship between teachers' quality and students' academic performance in Kwara State College of Education, Ilorin?
2. To what extend are the teaching methods affect students' academic performance in Kwara State College of Education, Ilorin.

Research Hypothesis

This study was guided by the following null hypothesis:

H01: There is no significant relationship between lecturers' quality and students' academic performance in skilled Business Education courses in Kwara State College of Education, Ilorin.

Methodology

A survey research design was adopted for the study as it would seek the opinions of the respondents on the relationship between lecturers' quality and students' academic performance in skilled Business Education courses. The area of the study is 9, made up of all the lecturers' in the department of Business education in the study area. The entire lecturers of Business Education would be used for the study because they are sizeable. Therefore, there was no sample. The instrument used to collect the data was a structured questionnaire designed by the researcher. The instrument has 10-item in three clusters generated from the research questions and designed to elicit responses on the relationship between lecturers' quality and students' academic performance in skilled Business Education courses. The instrument is made up of two sections (A and B). Section A deals with respondents' personal data such as faculty, age, gender and educational qualification. Section B consists of question items relating to the subject matter of the study, tagged "Lecturers' view on effect, techniques and needs of training and development and students' academic performance in the school system" which are to be answered by the respondents by ticking Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) in the appropriate column. The instrument was administered to the lecturers' in the College of Education, nine (9) copies of the instrument were distributed and all the fifteen copies were retrieved and used for the study. The data values collected were operationalized and the numerical scores were split into two using odd number versus even number items' process to get two sets of values which were correlated using Pearson Product Moment Correlation Coefficient to calculate the coefficient of relationship. A correlation coefficient of 0.8 was obtained at 0.05 alpha level of significance which was sufficient for this questionnaire as having high reliability.

An instrument is valid if it measures truly and accurately what it is supposed to measure. Validity refers to the degree to which a test measures what it is designed to measure. For the purpose of validation, the face and content validity were carried out by two experts in Test and Measurement. Department of Educational Management, Faculty of Education, University of Ilorin and Department of Business Education and entrepreneurial, College of Education, Kwara State University, Malete, Nigeria. Appropriate suggestions were made to improve the quality of the questionnaire. In research, the term reliability means "repeatability" or consistency" of measures (Kasomo, 2006). To determine reliability of research instruments, a pilot study was conducted. Three copies of questionnaire were administered to lecturers from Al-Hikmah University, Ilorin. Care was taken so as not to include them into the study.

Results

Based on the research hypothesis raised in chapter one, the following analysis and discussions were made:

Hypothesis 1: There is no significant relationship between lecturers' quality and students' academic performance in skilled Business Education courses in kwara state in College of Education, Ilorin.

		Lecturer' Qualities	Students Performance
Lecturers 'qualities	Person Correlation	1	.930
	Sig (2-tailed)		.000
Students' Performance	Pearson Correlation	.930	1
	Sig. (2-tailed)	.000	
N		160	9

Table 1 shows that the correlation coefficient between lecturers' quality and students' performance is $r = 0.930$ implying there is a very strong positive correlation. This indicates that an increase in teachers' quality have significant increase in the performance of students and vice versa.

Discussion of the Findings

The researchers discussed the findings from this study against other studies in the literature reviewed. The study established that the correlation coefficient for the relationship between lecturers' quality and students' performance is $r=0.930$ implying that there is a very strong positive correlation. This shows that an increase in lecturers' quality have significant increase in the performance of students and vice versa. This is in line with the finding Okuruwa (1999) found that, policy investment on quality of teacher is related to improvement in students' performance. Specifically, the measurement of lecturer's preparation and certification are correlates of students' achievement in Business Education courses. Many factors lead to poor academic performance, one of the major factors are quality

of Business Education lecturers. It is no exaggeration that one of the causes of poor students' performance in Business Education programme is a consequence of inadequate quality of lecturers.

Conclusion

The findings of the study conclude that lecturers' quality contribute to a students' academic performance, also lecturers' competency enhances a lecturer's ability to create an environment that is far, understanding and acceptance of diverse students' ideas, experiences and backgrounds. Lecturers have been found to be the single most important factors influencing students' academic achievement.

Recommendations

From the conclusion drawn, the following suggestions are proffered:

1. Lecturers should strive to improve their knowledge by acquiring additional qualification through in-service training or part-time or sandwich degree programme.
2. Only Business Educators should be employed to lecture at the department of Business Education.
3. Seminars, workshops and conferences should be organised for Business Education lecturers periodically.

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