

Influence of Academic Staff Qualification and Instructional Strategy on Student Academic Performance in Business Education, Lagos State University, Nigeria

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Abstract

This study investigated the Influence of Academic Staff Qualification and Instructional Strategy on Student Academic Performance in Business Education, Lagos State University, Nigeria. The aim of this study is to establish, if teachers' qualification in anyway determine the academic performance of students in Business Education and to ascertain if instructional strategy are available and adequately put to use to enhance students understanding, it is to ascertain if the use of instructional strategy in the teaching and learning of business education affect the academic performance of male and female students differently in Lagos State University. Three research questions were raised and three research hypotheses were formulated, and tested at 0.05 alpha level of significance. The research design used were descriptive survey. The instrument used for data collection were questionnaires. The population for the study consisted of all the Business Education students and Academic Staff in Lagos State University. Based on sampling a sample of one hundred (100) Business Education students were randomly drawn. Findings show that majority of the respondents strongly agreed and also agreed that teachers qualification and effective of instructional strategy in the teaching and learning of social studies help to improve students' academic performance in school, and it was also gathered from the findings that the validity of any educational system depends upon the quality of teaching strategy and the availability of competent students who make good use of them.

Keywords: Academic Staff Qualification, Instructional Strategy, Student Academic Performance and Business Education

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Introduction

This research work focus its attention mainly on the influence of teacher's qualification and instructional strategy on student academic performance in business education. Okuruwa (2020) found that, policy investment on quality of teachers is related to improvement in students' performance. Specifically the measurement of teacher's preparation and certification are correlation of students' performance in business education. It is further reported that, teacher's characteristics such as certification status and degree in area of specialization are very significant positively correlated with students learning outcomes in business education.

Academically qualified teachers refers to those who have academic training as a result of enrollment into educational institution and obtained qualification such as HOD, B. Sc, B. A and M.A. and so on, while professional qualified teachers are those who got profession training that gave them professional knowledge, skills techniques aptitudes as different from the general education (Ihuarulam, 2018). They hold degree like, B.Ed, B. Sc. Ed., B. A. Ed, and M. Ed and so on. On the other hand there are studies that have found no significant relationship between teaches educational qualification and students' academic achievement. For instance, (Ige, 2021) investigated the performance of students in subjects.

Student's performance in every discipline manifest in different test scores as they progress from one grade level to another in the school context. The performance is not measured by test scores alone. Performance might also manifest in the forms of students creative abilities, speech and other forms of verbal expressions.

Ibeawuchi (2022) propounded on theory known as the Theory of performance (TP) which tends to inform learning in classrooms, workshop other traditional/ non-traditional places of learning context comprises academic advisory, departments, academic committees, professional research groups, etc. Theory of performance is useful for examining the level of performance "of every organization. Ibeawuchi indicates that performance is a 'Journey not a destination' and the level of performance is a location in the Journey'.

The mastery of a subject is determined by the performance of a student in school by the performance of a student in school subjects. Any interactive

activities between Academic Staff Qualification and the students are expected to produce learning outcomes in the learners. When such as activity failed to produce change in behavior (learning) in the learners then, there is a problem.

The qualification of teacher can be linked to the effective performance of student of student through impacting of knowledge skills, it must train the student, it must extent the horizon of their interest and must develop. However, the aim of this project therefore is to reveal the effect of teacher's qualification on the performance of student in business education.

Instructional strategy play an indispensable role in teaching and learning process as they stimulate thinking, understanding and concretizes students' learning. Presence of qualified teacher will ensure that sufficient strategies are provided to guide the learning process. Instructional strategy's can be subdivided into three (3) categories viz-a-viz audio visual, reading and community resources. The use of these resources plays a complementary role in both teachers and learners, especially where the subject matter is highly concerned.

Negedu (2018) described teaching methodology as decision about organizing students, strategy and ideas to provide learning. That is ways of approaching the students to get them interested business education teaches must device a means or develop method which he can reach out to students be employed for effectiveness of the lesson. Negedu furthers states that teachers need to vary their teaching methods in different classroom situation. Etuk (2022) asserted that use of a single approach causes boredom and discipline problems in the classroom.

Business Education as the case subjects in this context is an integral subject geared towards attaining all round development for learner. According to Esene and Oluweri (2021) business subject have not been popular in Nigeria Tertiary Institutions because of the loins against vocational education. The public perception of business which forms part of vocation education is education for the school drop outs. This is further reinforced by the attitude of Nigerian parents who prefer the conventional grammar school to business schools whose curriculum was directed towards the training of secretarial and clerical personnel. This erroneous impression was corrected by the release of the National Policy on Education. This policy which reconsidered the 6-3- 3-4 educational system was instrumental to the inclusion of business subject in the

secondary school curriculum at the Junior Secondary level prevocational subjects were introduced and they practical agriculture.

Business Education is widely recognized as an effective pivot for development of (professional or skilled manpower in all aspect if commercial industrial and manager areas. Osuala (2022) stated that the advent of Business Education stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies.

Statement of the Problem

It is surprising that despite the efforts to improve the standard of education by providing the required human and strategy resources for the implementation of education at all levels, students' performance in business education examination is very poor in recent years. This situation makes one to wonder what could be the causes of this persistent failure of students in business education examination. Some scholars attributed this high failure rate in business education to various factors which could be institutional and non-institutional. In support Ogunniyi (2020), observed that poor performance of students in business education has been so high in many Nigerian public institutions in the recent years due to the unavailability of qualified business education teachers. If this is not checkmated, our business education graduates from the tertiary institution may not be employable and those who may further in their University Education may experience difficulties because of their background. Consequently, our educational system will not attain its objective of producing qualified and competent product in science education.

Objective of the Study

This study was designed to examine the influence of academic staff qualification and instructional strategy on student academic performance in business education

Research Hypotheses

H₀₁: There is no significant difference between academic staff qualification and instructional strategy on student academic performance in business education.

- H₀₂: There is no significant difference between the challenges academic staff face in terms of qualifications and instructional strategies in business education
- H₀₃: There is no significant difference between the ways of improving academic staff qualifications and instructional strategies to enhance student academic performance in business education.

Theoretical Framework

The theoretical framework for this study is based upon the work of the constructivism theory of learning. Constructivism can be understood as a theory of learning: student construct knowledge in the process of learning through interaction with phenomenon, as they develop shared- meaning of a phenomenon via interactions within a social context (i.e. culture). Though the particulars of constructivist focused learning theory are often contested among science educators, it is generally agreed that students learn by making sense of phenomenon as they experience it, evaluate its evidentiary merits, and attempt to make sense of it within a socially acceptable context in light of prior knowledge.

Some constructivists stress the role of social interactions in this process, while others do not. Most constructivists agree learning occurs when individuals assimilate new information into existing mental models of the world, or construct as a result of discrepant insights new models that can accommodate both old and new insights gained from experience. All would agree that the building of knowledge structures on the part of a student requires she or he be actively engaged in the process of learning. Knowledge is fluid, not static; therefore, instructional practices reiterating knowledge as static should not be promulgated as sole efficacious pedagogy, because such instructional practices serve to tacitly inform future generations of ill- conceived notions regarding science and knowledge of the world within the disciplines it encompasses (Gibson and Dembo, 2021).

Constructivism is basically a theory; it is based on observation and scientific study - about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what

we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know (Thomas, 2020).

Implications for Instructional Strategy:

Designers of instructional material must keep in mind the barriers and enhancers that effect the transfer of learning when developing different methods of instruction. Barriers are seen as factors that inhibit the transfer of learning in the workplace. Barriers include factors such as:

1. No time to incorporate what they have learned into job tasks – Participant
2. Program lacks application to the job - Program Design Students can't use the information -Program Content
 - a. Offers a non-supportive climate for learning – Organizational (Gibson and Dembo, 2021).
 - b. Enhancers on the other hand support the transfer of learning. Enhancers include factors such as:
3. A willingness to take the time to apply that learning Participant
4. Includes application exercises as a major part of the instructional activities – Program Design
5. Builds on previous knowledge and experience of participants Program Content
6. Offers support from key personnel along with tangible reward Organizational (Thomas, 2020).

Concept of Business Education

Business Education is a programme of study or instruction structured towards impacting on the trainee skills for gainful employment. It equips its recipients with the necessary knowledge, skills and attitude that will enable him succeed in whatever business endeavour he may engaged in. Ibukun (2019) defined Business Education as a programme designed to prepare individuals for gainful employment as semi- skilled workers in occupations that are not

generally considered professional by the society. This definition implied that Business Education is Vocational Education. This is because Vocational Education is also seen as education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations trades or jobs. Ibukun stated further that an NCE graduate of Business Education, apart from being a teacher at the Junior Secondary School (JSS), level could earn a living by being a secretary/typist, stenographer, a receptionist, an executive officer-account and so on. This type of perception seemed to serve as the stumbling blocks that had impeded students' choice of Business Education in the past.

Objectives of Business Education

Every educational programme has some goals and objectives which it aims at realizing and Business education is not an exception. Business education is a component of vocational and technical education highlights the following as the goals of vocational and technical education:

1. To provide trained manpower in applied sciences, technology and business particularly at crafts, advanced crafts and technical levels.
2. To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
3. To give training and impart the necessary skills to individuals who shall be self-reliant

economically.

Concept of Academic Performance

Academic performance basically connotes a student's attainment in a learning situation. Everyone wants to excel in one way or the other and this could be directed towards academic, occupation and social performance. The academic performance of a student may be high, average, good, poor or low.

According to Adesina (2020), academic performance means the level of degree of statement; a student may perform poorly or excellently according to his ability, potential and interest. Academic performance is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals.

Damodharan & Rengarajan (2020) considered academic performance as the situation in which the subject/student does or does not attain the expected performance according to his or her ability resulting in an altered personality which affect all other aspect of life.

In view of Sakiyo & Sofeme (2020), academic performance refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments.

Concept of Teacher Qualification

Merriam - Webster Dictionary defines ‘qualification’ as a specialised skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers’ qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers’ qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Ukoha and Eneogwe, 2016). Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training (Darling-Hammond et al, 2021) without completing the required years does not possess teacher qualifications.

Professional development and experience also count for teacher’s qualifications because several studies have revealed this (Homby, 2021). Qualification is one of the critical factors that drive students’ academic performance. Ukoha and Eneogwe (2016) also observed that one of the most important factors in the teaching process is a qualification of the teacher. The perspective of was that Academic Staff Qualifications can go a long way to bring about students’ higher academic performance.

Academic Staff Qualifications profession relates to competence in instruction and management of students and strategy in the classroom. Academic Staff qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers’ qualifications are more than just holding a certificate of any institution. Ukoha and Eneogwe (2016) in her study on “Teachers’ qualifications and their impact on students’

performance findings from TIMMS-2023 data in Israel ‘ties teachers’ qualifications to seven indicators that are;

1. Academic Staff Qualification formal education
2. Academic Staff Qualification education in the subject matter of teaching (in-field preparation)
3. Academic Staff Qualification education in pedagogical studies
4. Duration of the preparation period
5. Certification and licensing status
6. Years of experience
7. Preparation in professional development activities

Qualities of A good Business Education Teachers

According to Inegbenebor (2021), the following are the major qualities of Business Education Academic Staff Qualification which need to be addressed to attain the desired goals:

1. Encourages an opened and trusting learning environment creates a climate of trust, encourages students to learn from mistakes, helps students redefine failure as a learning experience, encourage students questions and engagement in the learning process encourage student growth with a appropriate behavior based feedback.
2. Fosters critical thinking: teaches students how to think, not what to think, encourages students to organize, analyses and evaluate, explore with probing questions, discusses ideas in an organized issues, trains students in strategic thinking.
3. Brings a wide range of skills and talents to teaching: Teaching is clearly presented and stimulates high-order thinking skills, presents difficult concepts comprehensibly brings appropriate evidence to the critical, teaches memorably.

4. Demonstrates leadership in teaching: Contributes to course design and structure, contributes to publications on education, evidence of self-development in an educational context, demonstrates creativity in teaching strategies committed to professional development in education.
5. Interacts and communication respects: Communicates effectively with other, encourages input from others listening deeply and giving credit for their contributions, act with integrity provides a model of high ethical standards shows a caring attitude.

Teaching methodologies available to Business Education teachers

Teaching method is the professional techniques teachers adopt in their instructional exercise to enable them impact relevant knowledge and skills to their students. According to Osuala (2022), Onocha (2017) and Ogwo and Oranu (2022), teaching methods at the disposal of Business Education teachers includes:

Academic Staff Qualification's and students' academic performance

Academic Staff Qualification is not just a matter of teachers talking and students listening effective teaching involved interactive communication patterns that are skillfully directed. In developed and developing countries, the quality of any worker in any organization is generally measured through obtained certificates as epitomized by output (Ajayi, 2017). This simply means that the quality of products of any industry is reflective of the quality of the producing industry. After all, one gives out what one has. He who has nothing practically give out nothing. In the teaching industry therefore, we can safely infix that high quality students, no doubt, might pass through a corresponding high quality supporting instructional material.

The trend of outcry in the Nigerian educational system is that the teaching profession has been made a dumping ground for all categories of job seekers and stooped camp for teachers seeking more lucrative employment. This has led to a "fall" in the standard of education. During the universal primary education era in 2022, more than 50% of the primary school teachers then were unqualified and the situation was even worse at the secondary level foundation laid by in informed and barely literate primary school teachers. This shows that the qualification of a teacher is assumed to have an influence

on the quality of information and knowledge imparted to the students through teaching.

The concept of Instructional Strategy

Instructional strategies are device, real objects or representatives which teachers use to communicate effectively with the students. Instructional strategies are those devices that must be there for the teacher to use while teaching to make the lesson more meaningful. These include: textbooks, comfortable seats, well-ventilated classrooms. Instructional strategies are most needed for the implementation of any educational programme. They are inevitable because of the impact they make on teaching and learning programme and its process. There is no doubting the fact that the essence of all techniques in teaching is to expose the learning to the subject matter.

Methodology

The research design used was descriptive survey. It is descriptive because it gave a systematic description of the situation as the research work was designed to study the influence of academic staff qualification and instructional strategy on student academic performance in business education, Lagos State University, Nigeria.

The population of this study involved 300 students of business education in Lagos State University, Ojo. This study sample involved one-third of the total population which was purposively adopted and made up of 100 business education students in Lagos State University, Ojo. The selection of 100 students was justified as the sample size was adjudged to be manageable and it cut across the three units of business education according to Current Curriculum Minimum Academic Standard (CCMAS).

The instrument used was an adapted questionnaire with face and content validity ensured having three sections relating to bio data, nominal details as well as 30 items of the questionnaire whose reliability value stood at 85.0 the data were collected with use of aforesaid instrument with the assistance of two research proctors.

The hypotheses were all tested with the inferential statistics of chi square (X^2). The Chi square is the appropriate statistics to use because the data is in form

of perception of frequencies of response of strongly agree, agree, disagreed and strongly disagreed. And what is needed is Influence.

Results

Testing of Hypotheses

Hypothesis One: There is no significant difference between Academic Staff qualification and instructional strategy on student academic performance in business education.

Table 1:

Item	SA	A	SD	D	Total	DF	SL	X ²	X ²	Decision
1	31	67	0	2	100					
2	27	71	0	2	100					
3	57	41	1	1	100		12	0.05	21.03	27.8 Rejected
4	37	62	0	1	100					
5	33	65	1	1	100					
Total	185	306	2	7	500					

Statistically, from the above table, it shows that the x2 Cal value of (27.8) > the x2 tab value of (21.03). Hence, the stated null hypothesis rejected while the alternative is accepted which says that there is significant difference between teacher's qualification and instructional strategy on student academic performance in business education.

Hypothesis Two: There is no significant difference between the challenges Academic Staff face in terms of qualifications and instructional strategies in business education.

Table 2:

Item	SA	A	SD	D	Total	D.F	S.L	X ² Tab	X ² Cal	Decision
6	43	55	2	0	100					
7	41	58	1	0	100					
8	30	61	9	0	100		12	0.05	21.03	20.22 Accepted
9	43	53	3	1	100					

10 43 53 3 1 100

Total 200 280 18 2 500

Statistically, from the above table, it shows that the χ^2 Cal value of (20.8) < the χ^2 tab value of (21.03). Hence, the stated null hypothesis is accepted which says that there is no significant difference between the challenges Academic Staff face in terms of qualifications and instructional strategies in business education

Hypothesis Three: There is no significant difference between the ways of improving academic staff qualifications and instructional strategies to enhance student academic performance in business education.

Table

Item	SA	A	SD	D	Total	D.F	S.L	χ^2 Tab	χ^2 Cal	Decision
11	52	46	1	1	100					
12	46	50	3	1	100					
13	37	52	9	2	100	12	0.05	21.03	27.175	Rejected
14	35	63	2	0	100					
15	30	66	2	2	100					
Total	200	277	17	6	500					

Statistically, from the above table, it shows that the χ^2 Cal value of (27.175) > the χ^2 tab value of (21.03). Hence, the stated null hypothesis rejected while the alternative is accepted which says that there is significant difference between the ways of improving improve Academic Staff qualifications and instructional strategies to enhance student academic performance in business education

Summary of Major Findings

The followings are the major findings of the study:

1. It was established that there exist significant difference teacher's qualification and instructional strategy on student academic performance in business education.
2. It was reported from the findings that majority of the participant strongly disagreed and also disagreed that there is challenges Academic Staff face in terms of qualifications and instructional strategies in business education.
3. The study revealed that there are ways of improving improve Academic Staff qualifications and instructional strategies to enhance student academic performance in business education

Discussion

There is no significant difference between Academic Staff qualification and instructional strategy on student academic performance in business education. According to Asuku (2023) teaching is not just a matter of Academic Staff talking and students listening effective teaching involved interactive communication patterns that are skillfully directed. In developed and developing countries, the quality of any worker in any organization is generally measured through obtained certificates as epitomized by output. This simply means that the quality of products of any industry is reflective of the quality of the producing industry. After all, one gives out what one has. He who has nothing practically give out nothing. In the teaching industry therefore, we can safely infix that high quality students, no doubt, might pass through a corresponding high quality supporting instructional material.

Summary

This study is on investigate the influence of Academic Staff qualification and instructional strategy on student academic performance in business education, Lagos State University, Nigeria

The study was divided into five main chapters. Chapter one dealt with background to the study, statement of the problem, purpose of the study, research questions, research hypothesis, significance of the study, scope of the study, limitation of study, definition of terms. Also in this work some related literature were reviewed and theories postulated by different authors were examined. The study also present research methodology, which comprises of

research design, population of the study, sample and sampling techniques, the instrument for data collection, the validity of the instrument, reliability of the instrument, method of data collection and method of data analysis using frequency, percentage and Chi-square statistical analysis to test each of the hypothesis in the study. Lastly, the summary, conclusion and recommendations were highlighted.

Conclusion

Based on the findings of this study it was deducted that Academic Staff qualification and effective use of instructional strategy in the teaching and learning of business education can help to improve academic performance of students. The contribution of quality and competent teachers who employed instructional strategy in their teaching to help every individual learner cannot be underestimated. In this case, our talk of functional education in our society is all about qualified teachers and proper utilization of appropriate resources. Teachers should pay good attention to both male and female pupils in the classes and see that everyone is fully utilized in the learning process. It is worthy of note that good and competent teacher with good teaching facilities produce good learners.

Recommendations

In view of the findings, the following recommendations are made:

1. Academic Staff qualification and teacher effectiveness should be given priority in selecting teachers to teach in all levels of education.
2. The governments, non-governmental organization, teachers, schools pupils as well as parents should be involved in the production of instructional materials in our schools.
3. Training and retraining of Academic Staff on how to use modern facilities should be the concern of educational bodies.
4. Educational bodies should make emphasis to teachers on the need to use instructional material in the teaching learning of social studies.
5. Both female and male students should be carefully mentioned in the teaching learning situation.

Suggestion for Further Studies

The use of modern instructional materials or technology in the teaching and learning of social studies should be seen as an important issue by our educational bodies.

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