

**TRAINING AND RETRAINING PROGRAMME AS A STRATEGY FOR  
IMPROVING THE QUALITY OF BUSINESS EDUCATION LECTURERS IN  
PUBLIC TERTIARY INSTITUTIONS  
IN ANAMBRA STATE**

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**Abstract**

*The paper focused on training and retraining program as strategy for improving the quality of business education lecturers in public tertiary institutions in Anambra State. One research questions and one null hypothesis were tested at .05 level of significance. Descriptive survey research design was adopted and 88 business education lecturers in public tertiary institutions in Anambra State were studied without sampling. The instrument for data collection was a structured questionnaire containing 20 items in two clusters and validated by experts in the field of business education and measurement and evaluation. Trial testing was used to establish the reliability of the instrument and data was analysed using Cronbach alpha which yielded coefficients of 0.85 and 0.92 for clusters B1 to B2 respectively with an overall coefficient value of 0.89. Mean, standard deviation and t-test were used to analyze data collected. Findings revealed that respondents strongly agreed that training and retraining programme is a strategy for improving the quality of business education lecturers in tertiary institutions in Anambra State. Gender significantly influenced respondents' mean ratings on training and retraining programmes as strategy for improving the quality of business education lecturers. The researchers recommended among others that; tertiary institution should regularly organize in-service training and retraining of lecturers in business education to improve their quality.*

**Key Words:** Strategies, Business Education, Business Education Lecturers, training and retraining

## **Introduction**

Business education is a discipline meant to prepare individuals; economically, politically socially and technologically in transforming human resources and enhancing economic empowerment (Jim, Nwokike & Ezeabii, 2017). In recognition of the importance of business education to Nigeria's growth and development, the Nigeria government included business education programme in tertiary education curricular. In order to implement the business education curriculum to enhance national development, qualified and experienced teachers are needed in tertiary institutions to teach courses in a business education programme.

According to Osuala (2009), business education courses must be handled by well trained and motivated teachers with academic and professional competencies which will match the industrial expectations. Therefore, there is need to train and retrain business education lecturers to improve the quality of human factor in order to enhance knowledge and bring in new ideology to embrace economic development for self-efficacy and global sustainable achievement and development (Jim, Nwokike & Ezeabii, 2017). Similarly, business educators need to be trained and retrained to meet the expectations of 21<sup>st</sup>-century society.

Furthermore, Eze (2016) stated that teachers are the most important inputs in the education system. They shape the direction and influence to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by the teachers since the quality of educational outcomes depends to a great extent on the quality of teachers. Ajayi and Afolabi (2012) asserted that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the most important part of the education process. Ajayi and Afolabi pointed out that teachers quality is a nagging issue in education. Their low performance could be attributed to many factors and could also have adverse effects on students' performance which is one of the determinants of teacher quality. The authors averred that training and retraining programmes are a very important aspect of teacher development. Training according to Ezeani and Oladele (2013) is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Ohakwe also in Ezeani and Oladele (2013) defined training as continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Nassazi, 2013). Training has specific goals of improving teachers' capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at the tertiary institution.

Re-training on the other hand, according to Igbo, Eze, Eskay, Onu and Omeje (2012) is an on-the-job training used by institutions to bring about development and improved competency in the teachers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology-based society. Retraining business education lecturers can help to reduce mistakes and improve quality and innovations in the teaching profession. Eze (2016) stated that training and retraining of business education lecturers can be done in the following ways: in-service training, conferences, workshops, seminars and demonstrations. The purpose of training and retraining according to OECD in Musset (2010) is to update, develop and broaden the

knowledge that lecturers had acquired during the initial teacher education and/or provide them with Retraining, on the other hand, is an on-the-job training used by organizations to bring about development and improved competency in workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology-based society.

Training and re-training of business education lecturers can be done in different ways such as on-the-job-training and off-the-job-training. The purpose of training and retraining of business educators is to update, develop and broaden their knowledge they had acquired during the initial teacher education and/or provide them with new skills and professional understanding (Musset, 2010). It improves the effectiveness and quality of business educators. In the words of Ngala and Odebero (2010), training and retraining were seen as a vehicle to improve on teachers teaching effectiveness and quality. Ngala and Odebero further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

Teachers' Registration Council of Nigeria (TRCN, 2009) lays emphasis on training and retraining of teachers (business education lecturers inclusive) for improving their quality. Okorie (2010) submitted that the quality of teacher at all levels of education cannot be compromised. Akpan (2014) stated that it is not just enough to recruit teachers in all tertiary institutions but to provide continuous in-service programme or development programmes for them to update their knowledge, skills and competence so as to function effectively and efficiently. It focuses on improving the conceptual skill –intellectual and abilities needed to do a better job.

Adeogun (2013) stated that teachers' training and retraining programmes are associated with the general improvement of teachers' quality in terms of behaviour, attitudes, skills, knowledge, and perception and in the performance of their duties. Alabi (2014) maintained that the immediate aim of teacher training and retraining programmes in tertiary institutions is to improve the quality of teachers in terms of teaching and learning processes. Alabi, thus, posited that teachers in tertiary institutions should be encouraged to attend training and retraining programmes for capacity building and development. These can be achieved by exposing them to in-service training, such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses.

In the words of Ngala and Odebero (2010), training and retraining are seen as a strategy to improve lecturers' quality and teaching effectiveness. Ngala and Odeber further noted that lecturers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously. At times it appears the training received in degree programmes has little or no relevance with the practice in schools. There is, therefore, the need to address this mismatch that appears to exist between training received in colleges, polytechnics and universities and actual workplace performance. This will help lecturers to be abreast with the changes in the field of education orchestrated by modern technology. In-service training enables lecturers to upgrade their qualifications to enable them to cope with challenges imposed upon them by curriculum or examination changes (Kamau, 2011).

Training and re-training has a direct effect on quality and productivity of lecturers, Khan in Igbo, Eze, Eskay, Onu and Omeje (2012) reported that it serves as an incentive to self-esteem of lecturers and its ripple effects spread across family life activities, health and productivity in schools in terms of students improved performance. Ofojebe and Ezugoh

(2010) perceived training and retraining programmes as an important strategy for improving teachers' motivation, quality and performance which in turn influences the educational outcomes. The works of Ojiemhenkele (2014) identified the functions of training and retraining programmes to include: increased productivity, improvement of quality of teachers, improved skills, knowledge, understanding and attitudes.

Additionally, training and re-training of teachers in the view of Rahman, Jumani, Akhter, Christhi and Ajmal (2011) provides the teacher with the knowledge, skill and ability that are relevant to the professional life of a teacher. Going further, they posited that it moulds the personality of the teachers such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted. However, Eze (2016) noted that despite the benefits associated with training and retraining programmes as a strategy for improving the quality of teachers in tertiary institutions, it is to a large extent neglected. Even as in tertiary education teachers have expressed a strong desire for continuous professional development (Eze, 2016).

Training and re-training programme stand to increase business education lecturers' intellectual and professional background; produce knowledgeable, competent and effective business educators capable of inspiring students to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession. Ofojebe and Ezegoh (2010) opined that insufficient provision for training and re-training of reasonable teachers to acceptable standards constitutes one of the major sources of poor attitude of teachers and poor quality teachers and a falling standard of education.

Training and re-training programme contribute to business educators' professional improvement on the job. Lack of properly trained business educators can impose serious constraints both on education quality, educational development and expansion especially in developing countries and results in lack of motivation by teachers in instructional delivering. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in education. As a way of motivation, teachers should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. This will enhance their quality to the teaching profession.

Okoye and Ashibogwu (2018) even though business education lecturers' effectiveness and efficiency have been mentioned severally in meetings and discussions, its importance requires that more detailed discussion should be carried out on it. A business educator cannot teach what he /she do not know. Therefore, in the discourse of quality assurance in business education, it should start with the quality of the business educator who is supposed to implement the school programme. Much as the business educator is discussed, the quality of the students who are supposed to undergo the training will be affected. The current advancement in technology requires that business educators be given the opportunities to be trained and re-trained regularly to make them be abreast of the advancement in technology. Okoye and Ashibogwu (2018) listed conferences, seminars, workshops, summit, train-the-trainer programme, demonstration lesson part-time/sandwich courses, intellectual debates, and academic events (inaugural lecture) as strategies for that can be used to improve the quality of teachers. The authors found out in their study that there was no significant difference among the mean response of business educators with varying qualifications on the provision of in-service training as strategies for improving the quality of business education programme.

According to Heathfield (2018), while new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to acclimatize new teachers, impart new skills, and improve existing instructional skills. They include on-the-job training, off-the-job training, role-playing, self-instruction, team building games, computer-based training, and job rotation.

- a. **On-the-job-training:** one of the most common and least expensive methods of training. It refers to the process of learning skills while working. It is training at the actual work site using the actual work equipment(Cole, 2012).
- b. **Off-the-job-training:** off-the-job training involves taking business educators away from their usual work environments and therefore all concentration is left out to the training. Examples of off-the-job training include conferences and role-playing (Nassazi, 2013).
- c. **Role-playing:** in role-playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing a better understanding of their own behaviour.
- d. **Self-instruction training:** self-instruction refers to an instructional method that emphasizes individual training. In self-instruction training programmes, business educators take primary responsibility for their own training. Business educators have a greater degree of control over topics, the sequence of training, and place of training.
- e. **Team-building training:** team building is the active creation and maintenance of an effective workgroup with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal and methodological process of building work teams with objectives and goals. The benefits of training in team-building include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.
- f. **Games and simulation:** games and simulations are structured competitions and operational models used as training situations to emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the problems, and the power to capture the trainees' interest.
- g. **Computer-based training:** Computer-based training is a teaching method that takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction.

### **Research Questions**

The following research questions guided the study:

1. In what ways do training and retraining programmes as strategy improve the qualities of business education lecturers in tertiary institutions in Anambra state?

### **Hypotheses**

The following null hypotheses were tested at .05 level of significance:

1. Male and female respondents do not differ significantly in their mean ratings of training and retraining programmes as a strategy for improving the quality of business education lecturers in public tertiary institutions in Anambra State.

### **Methodology**

The design adopted for this study was a descriptive survey research design. The population of 88 business education lecturers in the four public tertiary institutions that offer business education in Anambra State was studied without sampling because the size was manageable and accessible to the researcher. The instrument for data collection was a structured questionnaire tagged “Strategies for Improving the Quality of Business Education Lecturers (SIQBEL) and consists of two parts A and B. Part A contains two items on demographic information of the respondents such as gender and years of experience while part B contains 20 items in two clusters B<sub>1</sub> to B<sub>2</sub> structured on a 4-points rating scale of Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) - 2 and Strongly Disagree (SD) - 1.

The face and content validity of the instrument was established using two experts in the field of business education and one expert in measurement and evaluation all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. The reliability of the instrument was established using trial-testing involving 20 business education lecturers in universities in Enugu State who are not part of the study population. Data analysis with Cronbach Alpha yielded coefficient values of 0.85 and 0.92 for clusters B<sub>1</sub> to B<sub>2</sub> respectively and overall value of 0.89 obtained.

Mean and standard deviation were used to answer the research question and determine the homogeneity of the respondents’ views while the hypotheses were tested using t-test at .05 level of significance. Decision on the research question was based on the cluster mean relative to the real limit of numbers on a 4-point scale. A null hypothesis was not rejected where the *p*-value is greater than the alpha level of .05 but where the *p*-value is less than the alpha value, it was rejected. The analysis was carried out using SPSS version 23.0.

### **Results**

#### **Research Question 1**

In what ways do training and retraining programmes as strategy improve the qualities of business education lecturers in tertiary institutions in Anambra state?

**Table 1: Respondents’ mean ratings and standard deviation on training and retraining programmes as a strategy to improve the quality of business education lecturers      N = 85**

S/N	Training and retraining programmes	$\bar{X}$	SD	Remarks
1	Taking part in in-service training	3.47	.48	Agree
2	Attending conferences	2.61	.51	Agree
3	Attending workshops	3.07	.56	Agree
4	Attending seminars	3.23	.48	Agree
5	Opportunities to go for higher education	3.50	.50	Strongly Agree
6	Attending ICT training	3.59	.49	Strongly Agree
7	Train-the-trainer programme	3.64	.49	Strongly Agree
8	Attending demonstration lesson	3.57	.50	Strongly Agree
9	Taking part in part-time/sandwich courses	3.10	.51	Agree
10	Taking part in intellectual debates, and academic events (inaugural lecture)	3.40	.46	Agree
<b>Grand Mean</b>		<b>3.32</b>		<b>Agree</b>

Table 1 shows that four of the 10 Items on training and retraining programmes listed have mean ratings ranging between 3.50 to 3.64. This means that respondents strongly agree that they are strategies for improving the quality of business education lecturers. The remaining six training and retraining programmes have mean ratings between 2.61 and 3.47 showing that respondents agreed that they are strategies for improving the quality of business education lecturers. The grand mean score of 3.32 indicates that training and retraining programmes are strategies for improving the quality of business education lecturers in tertiary institutions. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their opinions.

### Hypothesis 1

Male and female respondents do not differ significantly in their mean ratings of training and retraining programmes as strategies for improving the quality of business education lecturers in tertiary institutions in Anambra State.

**Table 3: Summary of t-test analysis of male and female respondents on training and retraining programmes as strategies for improving the quality of business education lecturers**

Gender	N	$\bar{X}$	SD	df	T-value	P-value	Decision
Male	38	3.89	2.08	83	0.57	.002	Significant
Female	47	3.30	2.60				

Table 3 shows that the t-value of 0.57 with 83 degree of freedom has p-value of .002 which is less than the criterion value of .05 ( $P\text{-value} = .002 < .05$ ). This means that male and female respondents differ significantly in their mean ratings of training and retraining programmes as strategies for improving the quality of business education lecturers in tertiary institutions in Anambra State. Therefore, the null hypothesis is rejected.

### **Discussion**

Business education lecturers agreed that training and retraining programmes are strategies for improving the quality of business education lecturers in tertiary institutions in Anambra State. The findings of the study concurred with that of Okoye and Ashibogwu (2018) which found that business educators considered in-service training given to career academic as effective strategies for quality assurance in business education programme. This supports the earlier findings of Nwazor and Onokpanu (2016) who reported that training and retraining programmes are effective strategies for improving the quality of business education lecturers. In agreement, Jim, Nwokike and Ezeabii (2017) reported that business educators need to be trained and retrained to meet the expectations of the 21<sup>st</sup>-century society. Eze (2016) noted that the quality of business education lecturers depends on the quality and quantity of training and retraining received since the quality of educational outcomes depends to a great extent on the quality of teachers. Furthermore, the findings revealed that male and female business education lecturers differed significantly in their mean ratings on training and retraining programmes as a strategy for improving the quality of business education lecturers in tertiary institutions in Anambra State. This means that gender is an important factor in training and retraining programmes as strategies for improving the quality of business education lecturers. This finding is in line with that of Eze (2016) which showed that males and females differed on the impact of training and retraining on teachers' productivity.

### **Conclusion**

The quality of teaching and learning in business education programme in tertiary institutions depends on the quality of business education lecturers. In view of this, to maintain quality assurance in business education programme, the quality of business education lecturers should not be taken for granted.

The findings of this study showed that respondents agree that training and retraining programmes is strategy for improving the quality of business education lecturers. Based on these findings, the researcher concludes that adoption of this strategy can improve the quality of business education lecturers in tertiary institutions in Anambra State.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Tertiary institutions should regularly organize in-service training and retraining of lecturers in business education to improve and equip them with new ideas, knowledge and skills.
2. Business education lecturers should sponsor themselves to retraining programmes to acquaint and upgrade themselves with current global trends in the education industry instead of relying on tertiary institutions for sponsorship.



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