

MANAGERIAL SUPERVISORY STRATEGIES AND EFFECTIVE INSTRUCTIONAL DELIVERY IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION, KWARA STATE

BY

Aluko, Kudirat Atinuke: Department of Business Education, Kwara State College of Education, Ilorin; Email: hableem2015@gmail.com

Oba Rasak Bolanta: Department of Business Education, Kwara State College of Education, Oro; Email: igbobi65@yahoo.com

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Arikewuyo, Akeem Kawata: Department of Business Education, Kwara State College of Education, Ilorin; Email: call4akeem@gmail.com

Abstract

This study investigated the management supervisory strategies and effective instructional delivery in business education programmes in colleges of education in Kwara state. A descriptive survey research was adopted for this study. The population of this study comprises all the business educators in colleges of education (state and private) in Kwara State. The researchers sampled three state and three private colleges of education from which 70 respondents were sampled altogether through a purposive sampling technique. The instrument for data collection employed by the researchers was questionnaire. This was validated by experts in measurement and evaluation. The reliability of the instrument was determined through a test-retest method and with the coefficient alpha value of 0.79. The data collected were analyzed using mean and standard deviation for research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses. Results of the analysis revealed that there was no significant difference on the responses of male and female business educators on the influence of workshop and training on the instructional delivery of business education programme in colleges of education in Kwara State. It was thereafter recommended among others that: management of the colleges of education in Kwara State should make efforts at seeing that business educators attend workshops both within and outside the State.

Keywords: Supervisory strategies, Instructional delivery, Workshop and Training

Introduction

Education at all levels is an indispensable instrument for national development and a means for the empowerment of its citizens towards national building. In realization of this fact, the Nigerian Government in the National Policy on Education (NPE) made education compulsory for its citizens and must be of high quality, comprehensive, functional and relevant to societal needs (FGN, 2013). The Policy stated further that the functional education must be relevant, practical with acquisition of appropriate skills and development of competencies by the individuals to equip, to live in and contribute to the development of the society.

According to the Federal Government of Nigeria (2013) the goals of tertiary education in Nigeria include: to contribute to national development through high level manpower training; to provide accessible and affordable quality learning opportunities through formal and non-formal education

in response to the needs and interests of all Nigerians; to promote and encourage scholarship, entrepreneurship and community service and to reduce shortages through the production of skilled manpower relevant to the needs of the labour market among others. To achieve the above national objectives on education, Government set up three tiers of education in Nigeria- Primary, Secondary and Tertiary. In Tertiary Education are the Universities, Polytechnics and Colleges of Education. Both universities and colleges of education are committed to teacher education programmes but colleges of education are devoted to this alone without any dilution other programmes not related to education. Colleges of Education are assumed to be openly committed to quality teacher education programs and quality teacher education at this level means that student-teachers are given the requisite training that will enable them face the many aspects of the challenges of today's real work experience. The guiding philosophy of teacher education is to produce student-teachers with sharp intellectual inquiry (Ololube, 2011). Teacher education programmes- for producing competent and qualified teachers in Nigeria are under the supervision and control of Government through the National Commission for Colleges of Education (NCCE). One of the teacher education programmes offered at colleges of education in Nigeria is Business Education- programme for and about business.

According to Agboola (2015), Business Education consists of the total activity that is planned, organized and developed in form of preparation of youths for responsible economic participation in the community. Onojetah (2014) perceived Business Education as a vocational discipline that prepares its recipients with skills that will enable them to contribute significantly to the economic development of a nation. Okoro (2013) noted that the objectives of introducing Business Education at the tertiary level of education are to produce competent graduates who can be self-employed and at the same time become employer of labour. Similarly, Business Education is a programme of study capable of providing required skills and competencies essential for economic growth and development of any nations which must be supervised effectively to achieve its objectives. Therefore, from the forgoing conceptions on Business Education, it is appropriate to infer that, for this programme to achieve its utmost aims and objectives, supervision of the programmes is essential.

Supervision is a process that is common to all professions and organization. No organization can function effectively without supervision. Hence, supervision is an interaction between at least persons for the improvement of activity. It is a formative, supportive and developmental process designed to improve and a process of guiding, encouraging, directing and motivating workers so as to improve their output (Agih, 2015). Ogbo (2015) defined supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. From the above definitions therefore, supervision can be seen to be all those activities between persons in an educational settings with the purpose of improving all aspects of education process in order to ensure internal effectiveness and efficiency. Moreover, supervision of instruction is essential for school improvement and students success. With management supervisory techniques, the practices of administrators, teachers and support personnel are observed, monitored and evaluated to assure implementation of appropriate and up-to-date services. For effective management of schools, various functions are carried out (apart from teaching in the classroom) like curriculum development, planning, guidance and counselling, monitoring and supervision. These functions are critical in the implementation of the

National Policy on Education (NPE) to achieve its aims and objectives on Business Education; hence, effective management supervisory strategies are required.

Strategies are laid down framework of plans and actions of an organization geared towards achieving its set objectives in the short and long run. They are tactic for achieving an objective. Uguwanyi (2015) defined strategies as a broad basic plan of action by which an individual or organization intend to reach their goals. Therefore, management supervisory technique is a tool of quality control in the school system so that students would learn appropriately and Policy objectives would also be accomplished. However, as a quality control tool in colleges of education on Business Education Programme, it must have bifurcated mechanism. First one being mechanism for supervising instructional delivery so that students are taught as required (i.e., supervisory strategies) and second one being mechanism to maintain the standard of its delivery so that students will appreciate the purpose of instructional delivery- acquisition of knowledge. The forgoing informed the stance of Ben and Ashang (2018) who noted that, one of the functions of school management (indeed the chief function) is to provide a setting within which students can grow intellectually and this can only be accomplished through learners acquitted with information, knowledge and facts. Therefore, instructional delivery starts from teacher understanding the subject matter he is taking and how instructional materials can fit into his teaching so that behavioural objectives of the lesson can totally achieved.

Utoware and Endogwe (2017) stated that teachers with adequate knowledge of their subject matter can be more effective and efficient at organizing and delivering the subject matter, connecting the subject with the students' previous knowledge, finding useful analogies and examples, presenting current thinking on the subject, and establishing appropriate emphases. Furthermore, competent and qualified teachers set high standards for students regarding curriculum content, articulating clear goals and using appropriate instructional techniques such as audio-visual presentations, discussions and inquiry, practice and application; use of appropriate questioning and instructional techniques, among others (Ogwu and Ogwu, 2013). The effectiveness of teachers' instructional delivery, according to Dukett and Tatarkowski (2012), lies greatly on the use of tangible teaching aids, where young people learn more readily about things that are directly accessible to them via visual, auditory, tactile and kinesthetic processes.

In relation to the instructional delivery, it is expedient to state that, the world is now a global village where there is much increase in knowledge and with various means of impacting knowledge. According to Kankan (2013) the emergence of the information and knowledge-based society has brought a change of mind-set in learning and that new approaches to learning necessitate approaches to teaching which challenges the teacher's role as a facilitator of learning. In essence, the whole success of students in the acquisition of relevant knowledge and skills lies in the effectiveness of the teacher or teaching method adopted for a particular lesson or topic. This includes the level of preparedness of the teachers and how well he/she is equipped with relevant instructional materials for the lesson for effective teaching and learning process. In this regard, Okolocha and Onyeneke (2013) stated that desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, has a map to follow in terms of well-prepared lesson plan/ note, grab the students' attention through effective class control mechanism or strategy, recognize students' attention span, plan activity for the students by

allowing them to participate actively in the teaching-learning encounter and also maintaining approved lesson period, utilize visual aids, voice, eye contact and body movement as a way of stimulating the students, summarize lesson and evaluate lesson using all sorts of continuous assessment techniques.

It is common to see business education graduates not to be able to perform responsibilities expected of them such as teaching business subjects effectively, identifying relevant instructional materials among others. This failure may emanate from poor instructional delivery while in school. Lecturers may know their subjects but if relevant instructional materials are not available to deliver instructions, instructions would be ineffective. Also, lecturers may know their subjects and instructional materials may be available but if there is poor management supervision, instructions would be ineffective. Therefore, developing an effective instructional delivery in Business Education should be a major concern of stakeholders in the Field and management of colleges of education since the graduates will become not only job seekers but also job creators. Likewise, when all other things are equal, Business Education will be the most lucrative field of endeavour even more than medicine and engineering. It is against this background that this study intends to investigate management supervisory strategies and effective instructional delivery in business education programme in colleges of education in Kwara State.

Statement of the Problem

Despite the heavy investment in teacher education programmes by governments at all levels, the quality of teacher graduates is still wanting. Factors such as poor management supervision, inadequate infrastructural facilities, inadequate manpower and others among all affect teacher performance. Colleges of education have been consistently enrolling and turning out graduates in recent times and most of these graduates are not able to develop intellectual skills and knowledge needed to contribute significantly to the society and nation at large. They are deficient in content and methodology leading to half-baked business teachers- inadequate mastery of the subject matter, not creative and unable to carry out their teaching assignments. The extent to which management supervision relates with effective instructional delivery is not clear. Is management supervisory technique educational input capable of impacting strong influence on the instructional delivery of teachers, especially Business Educators? More importantly, most of the available studies on Management supervisory techniques and instructional delivery were conducted on basic and post basic levels of education in Nigeria. Therefore, there is shortage of studies (if any) focusing on tertiary level of education- colleges of education. This study seeks to find answer to the research question and the existing knowledge gaps which can help policy makers and institutions understand and respond to the challenges of management supervisory techniques on effective instructional delivery. Hence, the need for this study to investigate management supervisory strategies and effective instructional delivery in Business Education programmes in Colleges of Education in Kwara State.

Purpose of the Study

The main purpose of this study was to investigate managerial supervisory strategies and effective instructional delivery in business education programmes in colleges of education in Kwara State. Specifically, the study sought to:

- i. determine the extent to which workshop influences the instructional delivery of business educators in colleges of education in Kwara State.
- ii. investigate the extent to which training influences the instructional delivery of business educators in colleges of education in Kwara State.

Research Questions

The following research questions were raised in line with the specific purposes of the study:

- i. What is the extent to which workshop influences the instructional delivery of business educators in colleges of education in Kwara State?
- ii. What is the extent to which training influences the instructional delivery of business educators in colleges of education in Kwara State?

Research Hypotheses

The following hypotheses were formulated for this study:

H0₁: There is no significant difference in mean responses of male and female business educators on the influence of workshop on the instructional delivery in colleges of education in Kwara State.

H0₂: There is no significant difference in mean responses of male and female business educators on the influence of training on the instructional delivery in colleges of education in Kwara State.

Methodology

A descriptive survey research was adopted for this study. The population of this study comprises all the business educators in colleges of education (state and private) in Kwara State. The researcher sampled three state and three private colleges of education, making six colleges of education altogether through a purposive sampling technique. The state colleges of education selected were Kwara State Colleges of Education- Ilorin, Oro and (Technical), Lafiagi; the private colleges of education sampled were Muhyideen College of Education, Ilorin, College of Education, Ilemona and Adeshina College of Education, Share. The tool for data collection used in the study was questionnaire titled: “Managerial Supervisory Strategies and Effective Instructional Delivery in Business Education Questionnaire (MSSEIDBEQ)”. The instrument was used to collect data on indicators of independent variable: management supervisory strategies variables (workshop and training) and dependent variable: instructional delivery. However, the instrument has two sections: Sections A and B respectively. Section A deals with demographic data of the respondents such as Institution and Sex. However, Section B is made up of items on the problem of the study. Similarly, the instrument was structured on a modified 4-point likert scale of Strongly Agree (SA) (4.0), Agree (A) (3.0), Strongly Disagree (SD) (2.0) and Disagree (1.0). To ensure the validity of the instrument for this study, the draft questionnaire was given to three experts in Measurement and Evaluation, Kwara State University, Malete. To determine the reliability of the instrument, the questionnaire was subjected to test-retest method of reliability which yielded .79 co-efficient. 70 questionnaires were distributed and all collected. Data collected on demographic information of respondents were analyzed using descriptive statistic of percentage and those of hypotheses were analysed using t-test statistic at 0.05 level of significance.

Results

Table 1: Distribution of Respondents by Institution

Institution	Frequency	Percentage
KWCOED, Ilorin	9	12.86
KWCOED, Oro	15	21.43
KWCOED (Technical), Lafiagi	13	18.57
MCOED, Ilorin	10	14.29
COED, Ilemona	11	15.71
ACOED, Share	12	17.14
Total	70	100

Table 1 above shows that out of the public colleges of education in Kwara State selected in this study, Kwara State College of Education, Oro has the highest number of staff (15, 21.43%) followed by Kwara State College of Education (Technical), Lafiagi (13, 18.57%) and lastly, Kwara State College of Education, Ilorin (9, 12.86%). However, in the private colleges of education sampled, Adeyemi College of Education, Share has the highest number of staff (12, 17.14%), followed by College of Education, Ilemona (11, 15.71%) and lastly, Muhyideen College of Education, Ilorin (10, 14.29%).

Table 2: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	40	57.14
Female	30	42.86
Total	70	100

From Table 2 above, male respondents (40, 57.14%) were more than female respondents (30, 42.86%) in all the colleges of education (public and private) considered in this study. Therefore, male business educators are more than female business educators in colleges of education in Kwara State.

Results

Research Question 1: What is the extent to which workshop influences the instructional delivery of business educators in colleges of education in Kwara State?

Table 3: Mean Ratings and Standard Deviation of Respondents on how workshop influences the instructional delivery of business educators in colleges of education in Kwara State

S/n	Through the workshop:	Mean	SD	Remark
1.	My pedagogical skill has been improved	2.50	0.98	Agreed
2.	I can use computer software to teach my students	2.85	0.89	Agreed
3.	I have been able to deliver quality instruction	2.78	0.92	Agreed
4.	I have been able to teach difficult tasks I could not do before	2.73	0.81	Agreed
5.	My classroom control and management has been improved	3.00	0.59	Agreed
6.	My methods of asking questions in the class has been enhanced	2.59	0.95	Agreed

7.	My attitude to teaching has been positively changed	2.70	1.01	Agreed
8.	I gained more awareness on the individual differences to learning	2.50	1.19	Agreed
9.	I discovered more methods on how to motivate learning on the part of the students	2.51	0.77	Agreed
	I develop different methods of assessing students	2.73	0.88	Agreed

Data presented in Table 3 shows that the mean ratings of the responses of business education lecturers in colleges of education in Kwara State on how workshop influences the instructional delivery had mean ranged from 2.50 to 3.00; all greater than the cut-off point value of 2.50 on a 4-point rating scale. This means that workshop influences instructional delivery of Business education lecturers in Kwara State colleges of education.

Research Question 2: How training influences the instructional delivery of business educators in colleges of education in Kwara State?

Table 4: Mean Ratings and Standard Deviation of Respondents on how training influences the instructional delivery of business educators in colleges of education in Kwara State

S/n	Training:	Mean	SD	Remark
1.	Exposes me to modern way of way of passing instruction	2.55	0.75	Agreed
2.	Enhances computer skills to deliver lesson effectively	2.73	0.72	Agreed
3.	Improves my downloading knowledge and skills for teaching materials	2.72	0.73	Agreed
4.	Exposes me to different educational platform	2.62	0.67	Agreed
5.	Increases my access to many online educational materials	3.10	0.69	Agreed
6.	Enable me to operate zoom to deliver lecture	2.60	0.66	Agreed
7.	help me to add value to my lesson through the use of power point	2.65	0.71	Agreed
8.	Facilitates my effective use of teaching aids	2.58	0.78	Agreed

Data presented in Table 4 shows that the mean ratings of the responses of business education lecturers in colleges of education in Kwara State on how training influences the instructional delivery had mean ranged from 2.55 to 3.10; all greater than the cut-off point value of 2.50 on a 4-point rating scale. This means that training influences instructional delivery of Business education lecturers in Kwara State colleges of education.

Test of Hypotheses

Two null hypotheses were generated and tested at 0.05 level of significance.

Table 5: T-test Statistic of Male and Female Business Educators' Responses on the Influence of Workshop on the Instructional Delivery

	X	SD	N	DF	SD	t-cal.	t-crit.	Decision
Male	45.9	35.19	70	68	5.57	1.02	1.71	Accepted
Female	47	40.50	70	68				

Table 5 above shows t-calculated value 1.02 lesser than t-critical value 1.71. This is an indication that there is no significant difference between responses of male and female business educators on the influence of workshop on the instructional delivery in colleges of education in Kwara State. Therefore, the null hypothesis is retained.

Table 6: T-test Statistic of Male and Female Business Educators' Responses on the Influence of training on the Instructional Delivery

	X	SD	N	df	SD	t-cal.	t-crit	Decision
Male	43.54	5.33	70	68				
					6.43	1.16	1.98	Accepted
Female	48.16	5.10	70	68				

Table 6 above shows t-calculated value 1.16 lesser than t-critical value 1.98. This is an indication that there is no significant difference between responses of male and female business educators on the influence of training on the instructional delivery in colleges of education in Kwara State. Therefore, the null hypothesis is retained.

Discussion of Findings

The main purpose of this study was to investigate managerial supervisory strategies and effective instructional delivery in business education programmes in colleges of education in Kwara State. However, it was found from the analysis that, training and workshop influence instructional delivery of lecturers in colleges of education in Kwara State. This implies that, if adequate training and development programmes cum working are sponsored by the respective managements of the various institutions in Kwara State, the performance of the lecturers, in term of instructional delivery will be enhanced.

More so, it was revealed from the study that there is no significant difference in the mean responses male and female business educators on the influence of workshop on the instructional delivery. This is line with the work of Imo, Oswald and Ingang (2013) which revealed that teachers who participated in staff development programmes were more effective in their job performance than those who did not in terms of knowledge of job performance, knowledge of subject matter, classroom management, the methods and evaluation of students work. In addition to this finding is the study of Nnebudum and Akinfolarin (2017) which revealed that there is a positive influence of workshop as a supervisory technique on teachers` job performance.

Also, it was revealed that there is no significant difference in the mean responses of male and female business educators on the influence of training on the instructional delivery. This is in tandem with the findings of Amadi and Promise (2013) which revealed that in service training courses, curriculum change, innovation in teaching methodologies and provision of quality professional growth and development enhance one`s service delivery. Furthermore, Nasreen and Mirza (2012), Khan and Tajoddin (2012) revealed that faculty training and development practices in form of coaching, seminars and workshops were key in improving teachers skills and attitudes in old universities compared to new universities.

Conclusion

Management of colleges of education in Kwara State must set standards and make policies on how such standards are to be achieved. Proper and effective supervisory strategies can inject new life into the college system and thereby improving the lecturers' performance. Colleges of education in Kwara State need to be re-organized, equipped with adequate and qualified human, material and financial resources to have a strong relationship with improved instructional delivery. This is needed as the responsibilities assigned to the colleges head are greater now than previously. In conclusion, managerial supervisory strategies (workshop and training) are key success factors in ensuring that Business Educators deliver effective instructions to students in colleges of education and managements of colleges of education should therefore understand this so that aims and objectives of Business Education Programmes will not be defeated.

Recommendations

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

1. Management of the colleges of education in Kwara State should make efforts at seeing that business educators attend workshops both within and outside the State and also internationally to equip them with instructional delivery best practices;
2. Business educators in Kwara State should avail themselves of all opportunities and means to improve themselves by going for training locally and internationally. The Tertiary Education Trust Fund (TETFUND) is the Federal Government Agency that is established to aid the advancement of lecturers by granting aid for training and workshop attendances. So, they should harness this;
3. Colleges of education management should also see to it that they internally organize workshops and training for lecturers as the need arise; and
4. Colleges of Education management should promote capacity development of business educators through intensive and regular workshop and training based on needs assessment of professional practices to improve their knowledge, pedagogical skills and competence in various subject with a view to enhancing the quality of teaching and learning processes in colleges of education in Kwara State.

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