

## THE EFFECT OF ACADEMIC STAFF'S QUALITY AS A DETERMINANT OF STUDENTS' ACADEMIC ACHIEVEMENT IN 'ENTREPRENEURSHIP' BUSINESS EDUCATION.

BY

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### Abstract

*This paper examined the effect of academic staff's quality as a determinant of students' academic achievement in 'entrepreneurship' business education. Teachers' qualities that were considered in the study include: interest on the job and job satisfaction, qualification(s), motivation, teaching techniques and working experiences with different set of students over the years. The data for the study were collected through the questionnaires designed for the lecturers and the students' semester results randomly selected from different institutions, variation method, that is, analysis of variance (ANOVA) and regression analysis were used to analyze the collected data. The findings showed that all the lecturers' qualities considered in the study determined the extent of students' quality and academic excellence in 'entrepreneurship' business education to a large extent, which means if prominence is given to teaching profession and teachers' development in all ramifications, the resultant effect on our young graduates will be higher. However, the result of this study could be generalized to all courses in our higher institutions globally.*

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### Introduction

The history of Entrepreneurship in Nigeria is as old as the existence of the country itself. Entrepreneurship is a process of starting one's business (Chinonye, 2004). It is essentially the act of creation requiring the ability to recognize an opportunity, shape a goal, and take advantage of a situation. Onuoha, (2007) defined Entrepreneurship as the practice of starting new organization or revitalizing mature organization, particularly new business generally in

response to identified opportunities. Furthermore, it involves bringing about change to achieve some benefits. Odusina, (2007) posited that Entrepreneurship is the process of using available capital in any form for business purpose in an open and free market economy for the purpose of making profits. It is the process whereby an entrepreneur organizes the factors of production, i.e land, labour, capital and his/her own enterprises by transforming a business idea into profitable reality.

### Statement of the Problem

This study examined lecturers' quality factors as determinant of students' achievement in 'entrepreneurship' business education in Nigerian Higher Institutions, using Kwara State Colleges of Education as the case study. The lecturers' quality factors considered were- lecturers':

- ❖ interest for the job and satisfaction derived from it,
- ❖ academic qualification possessed,
- ❖ internal and external motivation that bring out the best from the teachers,
- ❖ teaching methodologies or techniques needed to ensure effective teaching and learning processes and finally,
- ❖ the working experience(s) that make the lecturers suitable to meet students' academic needs.

### Hypotheses

The hypotheses tested in this study include: Null ( $H_0$ ) and Alternative ( $H_1$ ) hypotheses.

**H<sub>0</sub>1:** There is no correlation between lecturers' quality factors and students' academic achievement in 'entrepreneurship' Business Education.

**H<sub>1</sub>1:** There is correlation between lecturers' quality factors and student's academic achievement in 'entrepreneurship' Business Education

**H<sub>0</sub>2:** There is no significant composite effect of the five teacher quality factors on students' achievement in 'entrepreneurship' Business Education

**H<sub>0</sub>3:** There is no significant relative effect

of the five lecturers' quality factors on students' achievement in 'entrepreneurship' Business Education

**H<sub>3</sub>:** There is significant relative effect of the five lecturers' quality factors on students' achievement in 'entrepreneurship' Business education

### Significance of the study

This study will provide information on the lecturers' quality as factor determining students' academic achievements in 'entrepreneurship' Business Education. This would assist Business Education lecturers to understand what is required of them to help students achieve the best from the course. Also, for lecturers without minimum academic qualifications, there may be the need for them to go for further studies and re-training, so as to improve their knowledge and ensure effectiveness in the teaching of 'entrepreneurship' in Business Education. This study will enable respective College authorities to identify and ensure compliance with minimum academic qualifications for lecturers of Business Education in their various schools' appointment

The result of this study aimed at helping ministry of education both at state and federal levels in their policy formulations and implementation.

Finally, this study will assist government and education stakeholders to find the best ways to treat lecturers in order to enhance highest teaching productivity in them.

### **Scope of the study**

This study covers selected higher institutions in Kwara State, mostly, Colleges of Education, (both private and government owned schools). Five (5) schools were randomly selected with Business Education lecturers and students specifically, to achieve the best of result.

### **Literature Review**

For a teacher (lecturer) to be the 'Master' of his class, he has to be adequately informed of the content of the instruction he/she has to pass across to the students and must know the best method to be used adequately in passing across the instruction. For teaching to be rewarding and effective, qualification of teachers in terms of prescribed certificate(s) should not be relegated rather, prospective teachers and teachers' already on the job who do not possess the minimum required academic qualification(s) should ensure that they go for the training, so as to be certified and be ready for the task ahead as professionals.

Ukeje (1970), expressed the prime importance of teaching qualification to the educational development of any nation. He sees teacher as the centre of any academic programme. This means, good qualification of teachers would lead to better performance of students and there is a link between students' academic performance and teachers' effectiveness.

Adesina (1981) perceived the need for improving teachers' qualification and teaching experience which will go a long way in determining students' needs and finding ways of solving their challenges.

The teacher can greatly influence the

performance of children since their remarks, interest, attitude and methodologies affect students' performance at school. Fakinde (1978) and Farrant (1980), believe that for good teacher to be efficient at his work, he should have a sound knowledge of all that the content, method and sequence of his work to individual needs of his students, using their environment.

The teacher is required to transmit what is spelt out in the curriculum, teaching and learning this now makes the teacher becomes the basis from which desirable experience are made available to learners, Hence, teachers must make it necessary to avail themselves of the fundamental that are required in teaching if their activities in the classroom will be meaningful.

Adebanjo (1999), cited Norman (1981) says that, "improper teaching methods affect students' performance, also if a teacher does not know how to communicate properly or use proper channel of communication, the students are bound to learn the wrong thing. He also found out that, improper teaching methods and languages tend to slow down the academic performance of the students. Moreover, Pierce and Lorber (1979) cited in Adebanjo (1999) emphasized the importance of varying teaching methods in order to stimulate and sustain interest as well as facilitate achievement of instructional objectives.

Adesina (1981) stated that, "teacher is required to give knowledge and train students on the basic skills needed as stipulated in the curriculum and provide guidelines for effective teaching in class. That is to say the school setting, the teacher and school curriculum are inseparable factors in ensuring success or failure of any

intended learning outcome.

Ekwuewe (2001) opined that, “A well-planned curriculum is not a guarantee that learning takes place but teachers who are competent and students who are reasonably motivated and ready to learn are prerequisites for academic excellence and success of learning outcomes. An incompetent teacher can destroy any teaching programme which makes the need for emphasis on appropriate and adequate intellectual training of teacher in the interest of students who are always at the receiving end, very important.

In conclusion, teachers must try to make himself worthy of his calling and fulfill the requirements for effective teaching and learning processes as the education of the students are determined by the intellectual state of the teachers which now makes it their sole responsibility to ensure students are gaining the best content as stipulated in the school curriculum, applying the best methodology to teach, becoming sensitive to students needs and upgrading their previous knowledge so as to help achieve academic excellence in all ramifications.

### **Research Design**

The researcher adopted the descriptive method of the survey type. A descriptive study of the survey type is a method of research that investigates phenomenon in their natural setting and describes the truest picture of the events. The researcher used questionnaire to get reliable

information on lecturers' attitude to work, interest, qualifications and experiences in relation to students' achievement in 'entrepreneurship' Business Education.

### **Sample and Sampling Procedure**

The populations for the study were the Business Education lecturers in the selected institutions.

The researcher used stratified random techniques to select the Five (5) Colleges. These Colleges were selected in such a way that cuts across the private and government recognized College of Education in Kwara State (Kwara State College of Education, Oro. Kwara State College of Education, Ilorin, Lafiagi, ECWA College of Education, Igbaja and College of Education, Ilemona). The selection procedure took care of the needed qualities for the success of this research.

### **Instrumentation**

A questionnaire was designed for the lecturers, and it consist two sections. Section A was on personal data of teachers and such includes teachers' sex, academic qualification and years of teaching experience.

Section B was designed to test teachers' attitudes to 'entrepreneurship' Business Education teaching. Also, the results of the students taught by each teacher of Business Education who has been used for this study were also collected alongside with the questionnaire answered by such lecturers.

**Procedure for Data Collection**

The researcher personally administered the questionnaire to the Business Education lecturers in each College. The questionnaires were collected by the researcher before leaving each school. 3 session semesters' results of the students taught by each Business Education lecturer were sampled together with the questionnaire.

**Method of Data Analysis**

To analyze the result of the research carried out in this study, analysis of variance (ANOVA) and multiple regression were employed. These were used to investigate the relationship between teachers' quality

factors and students' achievements. For the purpose of this study, 0.05 alpha level of significance was adopted in testing the hypotheses.

**Analysis of Research Results**

**Hypothesis 1**

**H<sub>0</sub><sub>1</sub>:** There is no correlation between lecturers' quality factor and students' academic achievement in 'entrepreneurship' Business Education

**H<sub>1</sub>:** there is correlation between lecturers' quality factor and students' academic achievement in 'entrepreneurship' Business Education

**Table1: Summary of Regression Analysis**

R	R. Square	Adjusted R. Square	Std Error of the Estimate
225a	.051	044	16.00

*Source: Survey Exercise (2018)*

**Interpretation**

Table1 revealed that, all the five lecturers' quality factors taken together correlated positively with achievement in 'entrepreneurship' Business Education (r=0.22). They also accounted for 4.40% of students' achievement in 'entrepreneurship' Business Education, the remaining 95.6% is due to other factors apart from the five lecturers' quality factors that were considered in this study. This implies that the alternative hypothesis (H<sub>1</sub>) is accepted.

**Hypothesis 2**

**H<sub>0</sub><sub>2</sub>:** There is no significant composite effect of the five lecturers' quality factors on students' achievement in 'entrepreneurship' Business Education.

**H<sub>2</sub>:** There is significant composite effect of the five lecturers' quality factors on students' achievement in 'entrepreneurship' Business Education.

**Table 2: Analysis of Variance**

Source of Variance	Sum of Squares	Df	Means Square	F	Sig. (P)
Regression	11869.823	6	1978.304	7.732	.000
Residual	221832.0	867	255.862		
<b>Total</b>	<b>233701.8</b>	<b>873</b>			

Significance at  $P < 0.05$

*Source: Survey Exercise (2018).*

### Interpretation

Table 2 revealed that, the five lecturers' quality factors were significant that is, all the variables put together have composite effect on students' achievement in 'entrepreneurship' Business Education.

( $F=7.732, P < 0.05$ ).

**H<sub>0</sub>:** There is no significant composite effect of the six lecturers' quality on students' achievement in 'entrepreneurship' Business Education. This implies that the alternative hypothesis ( $H_1$ ) is accepted.

**Table 3: Relative Effects of the Five (5) lecturers' Quality Factors on Academic performance and Achievement in 'entrepreneurship' Business Education**

Variables	Undersized Coefficients		Standard Coefficients	Ranking	T	S
	B	Std. Error	Beta			
Constant	14.114	7,900			1.786	.74
Interest for the job satisfaction	2.803	518	.224	1 <sup>st</sup>	5.435	.000*
Qualification	.534	404	.062	2 <sup>nd</sup>	1.322	.187
Motivation	1.434	417	.150	3 <sup>rd</sup>	-3.437	.001*
Teaching Techniques	1.706	492	.128	4 <sup>th</sup>	3.467	.001*
Years of Experience	.849	.362	.089	5 <sup>th</sup>	-2.346	.019*

\*Significant at  $< 0.05$

*Source: Author's Computation 2018*

### Interpretation:

Table 3 shows that, the first on the list of magnitude to contribute to students' academic performance and achievement is 'entrepreneurship' Business Education is teachers' interest of the job and job satisfaction derived

(Beta = 0.0224, T = 5,435, P<0.05) there is a significant relationship between interest and job satisfaction and students achievement in 'entrepreneurship' business education

The second on the list of magnitude of relative contribution is teachers' **Qualifications** (Beta = 0.62, T = 0.242, P>0.05). This relationship is also found to be insignificant.

The third in magnitude of relative contribution is lecturers' **Motivation** (Beta = 1,434, T=3,437, P<0.05). The Relationship is significant.

The fourth on the list of magnitude of relative contribution is lecturers' **Teaching Techniques** (Beta=0.128, T =3.467, P<0.05). This is significant.

The fifth on the list is lecturers' classroom control ability and **Years of Experience** (Beta = 0.089, T = 2,346, P<0.05). The relationship is also significant.

### Conclusion

From the findings of this study, lecturers' interest of the job and satisfaction derived from it, qualifications acquired, motivation, teaching techniques and years of experience with different kind of students are the major success factors to students' academic excellence and significant achievement in Business Education is

required to achieve business objective and goals

This finding could be generalized to other subjects especially vocation and social science courses.

### Recommendations

Based on the findings from this study, the researcher suggests the following recommendations

1. Government at all level should give prominence and better attention to teaching profession, this will raise quality professionals with genuine interest for the job.
2. Appointment into teaching work should be based on teaching qualifications and quality experience on the job.
3. Monetary motivation is terms of teaching wages and allowances with facilities to aid teaching and learning and awards of excellence should be provided by educational stake holders to bring out the best from the teachers on the job.
4. Teachers should constantly develop themselves on the new trends of delivering lectures (teaching techniques) to the best of their ability so as to give room for slow learners
5. Finally, the Nigerian society especially parents and guardians are to encourage our teachers rather than faulting them and looking forthier mistakes. This will go a long way in building our educational sector and society at large.

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