

BENEFITS AND CHALLENGES OF BUSINESS EDUCATORS' PROFESSIONAL TRAINING IN TERTIARY INSTITUTIONS IN OGUN STATE, NIGERIA

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Abstract

This study explored the benefits and challenges of professional training for business educators in tertiary institutions in Ogun State, Nigeria. Two objectives, two research questions and two null hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised 19 business education lecturers from the Federal College of Education (FCE), Abeokuta, 10 from Sikiru Adetona College of Education, Science and Technology (SACOESTECH) Omu-Ijebu and 10 from Tai-Solarin University of Education, Ijebu-Ode making a total of 39. The entire population was studied using a census sampling technique. The instrument for data collection was a self-structured questionnaire titled Benefits and Challenges of Professional Training for Business Educators Questionnaire (BCPTBEQ). The reliability of the instrument was ascertained using the Cronbach Alpha method. A coefficient of 0.88 was obtained which indicated that the instrument was reliable. Mean and Standard Deviation were used to analyze the data collected to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. Findings of the study showed that enhanced proficiency and effectiveness are some of the benefits of Business Educators Professional training. The study also revealed that mismanagement of funds, ignorance of the use of digital tools and excess workloads and resistance to change, etc are challenges facing the professional training of business educators in tertiary institutions in Ogun State, Nigeria. It was recommended that tertiary institutions and Governments should allocate sufficient funds and resources so that business educators have access to high-quality training.

Keywords: *Business educators, Challenges, Professional training, Tertiary institutions.*

Introduction

The professional training of business educators in tertiary institutions has been a subject of considerable interest in Nigeria. This focus is increasingly relevant due to the evolving demands of the 21st-century educational landscape, which necessitates continuous development in teaching skills and methodologies (Olupayimo, 2022). Understanding the current state of professional training for business educators offers valuable insights into both its benefits and the challenges faced, which is crucial for improving educational outcomes in

the region. To be a qualified business education lecturer or business educator, such a person needs to have at least a Nigeria Certificate in Education (Business Education), and a Bachelor's Degree in Business Education will be an added advantage. One can be referred to as a Business Educator only when he/she has a basic knowledge of any of these four options in Business Teacher Education Programme. These are: Accounting, Marketing, Entrepreneurship Office Technology, and Management Education (Amina, Yusuf & Suleiman, 2023). Professional training is associated with numerous benefits, including the enhancement of educators' teaching competencies, the development of innovative instructional strategies, and improved student learning experiences. Without mincing words, regular training and retraining of academic staff is highly essential, bearing in mind that technological changes occur at a rapid rate. Therefore, regular refresher training makes business educators stay updated and relevant in the digital era.

The assessment of these benefits and challenges necessitates a comprehensive study that includes various perspectives from stakeholders, such as educators, students, and administrative staff. As Ohiaeri & Okolo (2022) noted, a holistic approach is essential to identify effective strategies for overcoming obstacles and maximizing the potential of professional training programs. This involves evaluating existing training frameworks, identifying gaps, and proposing actionable recommendations tailored to the specific needs of tertiary institutions in Ogun State.

Business education is a critical field that equips students with the knowledge and skills necessary for successful careers in the business world. In Nigeria, tertiary institutions often play a crucial role in preparing competent business educators who can meet the demands of the evolving business landscape (Kren-Ikidi, 2020).

Professional training for business educators encompasses a variety of educational activities designed to enhance their pedagogical skills, subject matter knowledge, and overall competence. Such training programs are essential for ensuring that educators can effectively impart knowledge and foster critical thinking among students (Afolabi & Segun, 2021). However, the success of these programs depends on several factors, including the availability of resources, institutional support, and the educators' commitment to continuous professional development. One of the significant benefits of professional training is the improvement in pedagogical practices. Educators who undergo regular training are better equipped with modern teaching methodologies and technological tools that enhance the learning experience (Kren-Ikidi, 2020). This not only improves student outcomes but also contributes to the overall quality of education offered by tertiary institutions. Furthermore, professionally trained educators are more likely to engage in reflective practices, seeking innovative solutions to educational challenges. It is noteworthy that the perceptions of business educators concerning professional training are influenced by gender and experience. Naturally, business educators consist of males and females. Another basis for classifying business educators is experience. In the study, 10-year duration was taken as the baseline for experience. Any business educator with active service of 10 years and above is regarded as highly experienced, while any business educator having below 10 years, its serving is regarded as less experienced.

Empirical Framework

Shehu et al. (2020) investigated the professional development needs of Business Education Lecturers in Bauchi State, North Eastern Nigeria. Two objectives and two research questions guided the study. A descriptive survey research design was employed in the study. The study was conducted in Bauchi State in north east geopolitical zone of Nigeria. The population of the study comprised 235 business education lecturers. A sample of 125 respondents was selected using a simple random sampling technique. A structured questionnaire tagged Enhancing Professional Development Need of Business Education Lecturers Questionnaire (EPDNBELQ) was used in collecting data. The instrument was validated by three experts in the faculty of technology education, at Abubakar Tafawa Balewa University Bauchi. The reliability of the instrument was found to be 0.79. Data were collected by the researcher with the help of four trained research assistants. The data collected were analyzed using mean and standard deviation. The findings include; Most of the Business Education Lecturers in Bauchi State have moderate knowledge of the curriculum and subject matter but highly need more classroom management techniques to deal with overcrowded and congested classes, likewise, more training is required on pedagogical skills, methodology, and teaching competencies of Business Education.

Similarly, Buba et al. (2023) examined the impact of staff development programs on the job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was descriptive survey. The population of the study comprised 75 business education lecturers from the four tertiary institutions in the state. Since the population size is manageable no sampling was done. The research instrument was a 24-item structured questionnaire developed by the researchers and titled “Impact of Staff Development Programmes on Job Performance of Business Education Lecturers Questionnaire (ISDPJPBELQ). The instrument was validated by three senior experts from the School of Technology and Science Education, Modibbo Adama University, Yola. Cronbach Alpha coefficient for the two clusters yielded coefficient values of .69 and .71 for sections A and B respectively with an overall coefficient value of .70 which indicated that the instrument was reliable for the study. Mean and standard deviation were used in answering the research questions and simple linear regression analysis was employed in the test of the two null hypotheses at a 0.05 level of significance. The study revealed that the study fellowship training and conferences attended by Business Education lecturers have significant positive impacts on their job performance. Based on the findings of the study, it was concluded that the need for Business Education lecturers to undergo study fellowship training and conferences should not be overemphasized as it will help in improving and enhancing their job performances. The researchers recommended among others, that there is a need for the lecturers to be acquainted with the current trends and developments in education. Based on the foregoing, this study examined the benefits and challenges of professional training for business educators in tertiary institutions in Ogun State, Nigeria.

Statement of the Problem

The issue of evaluating the benefits and challenges faced by business educators in tertiary institutions concerning their professional training in Ogun State, Nigeria, remains pivotal.

Professional development for business educators encompasses various facets such as curriculum updates, teaching methodologies, and technological advancements. According to Olupayimo (2022), continuous professional development ensures that business educators stay current with the operations of industries which, in turn, enhances the quality of education provided to students. However, there is a need to assess the benefits accrued from such training programs. Some notable benefits include improved teaching effectiveness, increased student engagement, and the potential for business educators to contribute more meaningfully to institutional growth and development.

Despite the apparent benefits, several challenges obstruct the effective implementation and outcomes of these training programs. Olalekan and Bisola (2022) identified several barriers such as inadequate funding, insufficient training facilities, and limited opportunities for hands-on practice. Furthermore, in some cases, the curriculum for professional training may not align with the actual needs of educators. (Olupayimo, 2022). These challenges limit the scope and impact of professional development activities, thereby affecting the educators' capacity to deliver high-quality education. Understanding and addressing these challenges is essential for designing more efficient and effective professional training programs for business educators. Addressing both the benefits and challenges requires a multifaceted approach. There have been serious complaints from relevant stakeholders concerning the competencies and quality of business educators working in tertiary institutions. Many of them need relevant training in skills that align with the demands of the 21st-century world of work. The deficiency in contemporary skills calls for serious concern which must be empirically addressed. Otherwise, the aims of objectives of business education will be difficult to achieve. Hence, the need for this study, by addressing these challenges, the professional development of business educators in tertiary institutions in Ogun State can be significantly improved, leading to better educational outcomes and a more robust educational system.

Objectives of the study

The main purpose of this study was to examine the benefits and challenges of professional training for business educators in tertiary institutions in Ogun State, Nigeria. Specifically, the study:

1. examined the benefits of professional training to business educators in tertiary institutions in Ogun State, Nigeria.
2. investigated the challenges faced by business educators in professional training programs in tertiary institutions in Ogun State, Nigeria.

Research Questions

The following research questions guided the study

1. What are the benefits of business educators' professional training in tertiary institutions in Ogun State, Nigeria?
2. What are the challenges faced by business educators concerning professional training in tertiary institutions in Ogun State, Nigeria?

Null Hypotheses

The following null hypotheses formulated were tested at a 0.05 level of significance.

1. There is no significant difference in the mean responses of male and female business educators regarding the benefits of professional training in tertiary institutions in Ogun state, Nigeria.
2. There is no significant difference in the mean responses of highly experienced and less experienced business educators regarding the challenges concerning professional training in tertiary institutions in Ogun state, Nigeria.

Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised 19 business education lecturers from the Federal College of Education (FCE), Abeokuta, 10 from Sikiru Adetona College of Education, Science and Technology (SACOESTECH) Omu-Ijebu and 10 from Tai-Solarin University of Education, Ijebu-Ode making a total of 39. The census sampling technique was adopted because the entire population was used as respondents. The instrument for data was a self-structured questionnaire tagged: “Benefits and Challenges of Professional Training for Business Educators’ Questionnaire (BCPTBEQ). The questionnaire was structured on five and four-point rating scales. The options to answer research questions are: Highly Available (5), Often Available (4), Available (3), Rarely Available (2), and Not Available (1), and for research questions 2 – 3: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) respectively. Three experts, one in the School of Education and two in the Business Education Department, Federal College of Education, Abeokuta validated the instrument. The Cronbach Alpha reliability test was used to determine the consistency of the instrument which yielded values of 0.88 for “BCPTBEQ” at the 0.05 level of significance. The researchers distributed the instrument with the help of two research assistants. All 39 copies of the instrument distributed were retrieved and used for the study giving a 100% return rate. The data were analyzed using descriptive statistics, specifically mean and standard deviation, to address the research questions while t-test statistics were used to analyze data for testing the hypotheses at 0.05 level of confidence.

Results

Research Question One: What are the benefits of the business educators’ professional training in tertiary institutions in Ogun State, Nigeria?

Table 1: Mean and Standard Deviation Scores of Items indicating the Benefits of the Business Educators’ Professional Training in Tertiary Institutions in Ogun State, Nigeria

S/N	Items	Responses				Mean	S.D	Decision
		SA	A	D	SD			
1	It helps to upgrade teachers' job skills, ability, knowledge, and proficiency that are pertinent for a career as a Business Education Lecturer.	19	19	1	-	3.46	0.56	Strongly Agree
2	Enhancement of teacher effectiveness	15	16	5	3	3.10	0.91	Agree
3	It re-orientates teachers to new	20	10	5	4	3.18	1.02	Agree

8	Inadequate/lack of sponsorships toward upgrading programs	18	9	6	6	3.00	1.12	Agree
9	Failure of the government to conduct, sponsor, and implement research activities	14	11	5	9	2.77	1.18	Agree
10	Low level of interest in computer literacy and innovation technology by Educators	17	16	5	1	3.26	0.79	Agree
Grand mean						2.97	1.02	Agree
Source: Researchers' field survey (2024)		N = 39			Decision rule = 2.50			

Table 2 indicates that respondents were unanimous in their responses to all the constructs in Table 2. Since all the items in Table 2 had a mean above 2.50, it implies that respondents agreed that all the items are challenges faced by business educators concerning professional training in tertiary institutions in Ogun State, Nigeria. This was confirmed by the weighted mean of 2.97. The weighted SD of 1.02 implies that the responses are heterogeneous.

Tests of Hypotheses

Hypothesis One: There is no significant difference in the mean responses of male and female business educators regarding to benefits of professional training in tertiary institutions in Ogun state, Nigeria.

Table 3a: Group Statistics

Sex	N	Mean	Std. Deviation	Std. Error Mean
Male	19	39.65	1.06	0.26
Female	20	27.71	4.37	1.06

Table 3b: Independent Samples Test

	Levene's Test for Equality of Variances	F	Sig.	t-test for Equality of Means	t	df	Decision
Benefits	27.05		0.000		10.95	38	Rejected
					10.95	17.87	

In table 3a and 3b using an independent samples t-test was conducted to compare the mean ratings of the benefits of professional training between male and female business educators in tertiary institutions in Ogun State, Nigeria. Levene's test indicated unequal variances (F = 27.05, p < .001), so the results for unequal variances are reported. The analysis revealed a significant difference in the mean ratings of benefits between males (M = 39.65, SD = 1.06) and female educators (M = 27.71, SD = 4.37); $t_{(17.87)} = 10.95, p < .001$. The mean difference was 11.94, with a 95% confidence interval ranging from 9.65 to 14.23. Therefore, the hypothesis that there is no significant difference in the mean ratings of benefits of professional training between male and female business educators is rejected.

Hypothesis Two: There is no significant difference in the mean ratings of highly experienced and less experienced business educators regarding the challenges faced in professional training in tertiary institutions in Ogun state.

Table 4a: Group Statistics

Years of Experience	N	Mean	SD	Std. Error Mean
Less Experienced	21	37.43	3.93	0.86
Highly Experienced	18	20.78	6.26	1.48

Table 4b: Independent Samples Test

		Levene's Test for Equality of Variances	t-test for Equality of Means			Decision
		F	Sig.	t	df	
Challenges variances assumed)	(Equal	7.999	.008	10.092	37	Rejected
Challenges variances not assumed)	(Equal			9.751	27.730	

In table 4a and 4b using an independent samples t-test was conducted to compare the mean ratings of challenges faced in professional training between less experienced and highly experienced business educators in tertiary institutions in Ogun State, Nigeria. Levene's test indicated unequal variances ($F = 7.999, p = .008$), so results for unequal variances are reported. The results revealed a significant difference in the mean ratings of challenges between the two groups ($t_{27.730} = 9.751, p < .001$), with less experienced educators ($M = 37.43, SD = 3.93$) reporting significantly higher challenges compared to highly experienced educators ($M = 20.78, SD = 6.26$). The mean difference was 16.65 (95% CI: 13.15 to 20.15). Thus, the null hypothesis that there is no significant difference in the mean ratings of challenges faced in professional training between highly experienced and less experienced business educators is rejected.

Discussion of findings

In response to research question one, result in Table 1 revealed that improved effectiveness, re-orientation of teachers, enhancement of teacher skills, ability, knowledge and proficiency are some of the benefits of business educators' professional training. This finding supports the findings of Buba et al (2023) that comprehensive training programmes significantly contribute to teachers' professional growth and effectiveness. The finding also concurs with Bukar's (2022) assertion that sustained professional development is crucial for maintaining high teaching standards.

In addition, the finding of the study based on research question two, Table 2 showed that ignorance of the use of digital tools by Business Educators, low level of interest by Business Educators in upgrading/updating themselves and low level of interest in computer literacy and innovation technology are part of challenges impeding professional development of

Business Educators. This finding buttresses the position of Olalekan and Bisola (2022) as well as Olupayimo, (2022) that inadequate funding, insufficient training facilities, and limited opportunities are challenges confronting of professional training of Business Educators. The foregoing implies that professional training offers tremendous benefits to Business Educators, if the challenges are effectively tackled.

The result of the hypothesis 1 analysis revealed a significant difference in the mean ratings of benefits between male ($M = 39.65$, $SD = 1.06$) and female educators ($M = 27.71$, $SD = 4.37$); $t(17.87) = 10.95$, $p < .001$. The mean difference was 11.94, with a 95% confidence interval ranging from 9.65 to 14.23. Therefore, the hypothesis that there is no significant difference in the mean ratings of benefits of professional training between male and female business educators is rejected. Recent studies support the existence of gender differences in the perception of professional training benefits. Research indicates that women often perceive greater barriers and less support in professional development opportunities compared to men, which can lead to differing evaluations of these benefits (García-González, Forcén, Jimenez-Sanchez 2019; Shaibu, Okpe & Mbaegbu, 2023). Additionally, women in education and research fields have been found to experience and perceive gender biases that affect their professional growth and access to resources (Wang, N., Tan, AL., Zhou, X. (2023). These findings align with the significant differences observed in the analysis, emphasizing the need for targeted policies to address gender disparities in professional training programs.

The result of the hypothesis 2 analysis showed a significant difference in the mean ratings of challenges faced by less experienced and highly experienced business educators in professional training ($t(27.730) = 9.751$, $p < .001$). Less experienced educators ($M = 37.43$, $SD = 3.93$) report significantly higher challenges compared to highly experienced educators ($M = 20.78$, $SD = 6.26$). The mean difference of 16.65 (95% CI: 13.15 to 20.15) supports rejecting the null hypothesis that there is no significant difference in the challenges faced by the two groups. The implication of this, is that professional training of Business Educators should be devoid of gender bias, personal sentiments and other militating factors, in order to maximize the benefit derivable from professional training of Business Educators in tertiary institutions in Ogun State, Nigeria.

Conclusion

The consensus among Business Educators on the benefits and challenges of professional training is indicative of the collective acknowledgment within the business education community regarding the impact of this program. The agreement on the benefits reflects a widespread recognition of the essential role that professional training plays in enhancing educational practices, pedagogical skills, and overall educator efficacy. Conversely, the shared acknowledgment of the challenges faced. This implies that there is the need for continuous improvement and possibly reforms in the training structure to address specific issues hindering optimal utilization of these programs. Addressing these challenges is crucial for ensuring that professional training not only remains relevant but also becomes increasingly effective in supporting business educators in their professional journeys.

Recommendations

1. Tertiary institutions should incorporate various training formats such as online courses, workshops, seminars, and conferences. This diversity accommodates different learning preferences and schedules, making training more accessible and effective for all educators.
2. Tertiary institutions should foster partnerships with industry professionals and organizations. This collaboration can create opportunities for educators to gain practical insights, participate in internships or exchange programs, and introduce real-world experiences into the classroom.
3. Institutions should allocate sufficient funds and resources to ensure business educators have access to high-quality training materials, technology, and learning environments. Financial support could also include scholarships or grants to attend workshops, seminars, and further studies. Thereby reducing the challenges facing professional training of business educators in tertiary institutions.

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