



Pedagogical Content Knowledge as Determinants of Instructional Delivery among Business Education Lecturers in Federal Colleges of Education in North-East, Nigeria

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ABSTRACT

The aim of the study was to examine the Pedagogical Content Knowledge as Determinants of Instructional Delivery among Business Education Lecturers in Federal Colleges of Education in North-east, Nigeria. The research questions of the study are; to find out the influence of lecturers qualifications on instructional delivery among business education lecturers in federal colleges of education in North-east, Nigeria, and to identify the instructional delivery challenges faced by the lecturers of business education in federal colleges of education in North-east, Nigeria. The design of the study was descriptive survey; a sample size of 127 final years N.C.E. 3 business education students were drawn from the population of 196, based on Krejcie and Morgan (1970) who indicated that population above 190 and close to 200 should have a sample size of 127. Therefore, 127 structured questionnaires were administered by the researcher with the help of three research assistants and 115 were returned. Data collected were analyzed using Mean and standard deviation. The findings of the study revealed among others that teacher's qualification influence instructional delivery among business education teachers. Secondly, there are instructional delivery challenges faced by lecturers of business education. Based on the findings, it was recommended that school management, Non-governmental organizations and Stakeholders should ensure recruitment of teachers that possess required qualification for teaching and to provide in-service training, seminars and workshops. And to also contribute in providing necessary facilities, equipment and necessary support to address the instructional delivery challenges faces by teachers of business education in colleges of education.

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INTRODUCTION

The growth and development of any nation depend on the level and quality of educational attainment of its citizens. In other words, education is the bedrock to the development of any nation. Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy and this can only be

obtained through qualified teachers that possess Pedagogical Content Knowledge (PCK) and used it efficiently and effectively for instructional delivery in teaching and learning. Nigeria Policy on Education (NPE, 2013) stated that no educational system can rise above the quality of the teachers. Shulman (1986) the Father of Pedagogical Content Knowledge (PCK) state that content and pedagogical knowledge includes an



understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons PCK represents the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction.

Instructional delivery used by the teacher play a significant role in developing positive attitude in the minds of students. The way students interact, think and perceive things determine their interest in the subject. In line with this, Etuk, Afangideh and Uya, (2013) affirmed that students' participation in the classroom learning depends on the instructional process and their perception which can presents methodological challenges. Shulman's (1987) in Baumert, Kunter, Blum, Brunner, Voss, Jordan and Tsai, (2010) state that knowledge base for teachers continues to be an influential framework, and consist of the domains of contents, pedagogical and curriculum knowledge, and knowledge of learners, educational context and ends. The concept of pedagogical content knowledge (PCK) is central to effective pedagogies, that is, how teachers represent content knowledge in ways that students can grasp, anticipating difficulties and building support such as using images, verbal explanations relevant examples, metaphor and actions. Learning occurs when students participate in activities that are ideally in authentic situation or those that approximately as closely as possible to the contexts in which the knowledge will later be required. Teachers are required to frequently modify their instructional delivery and demonstrations in teaching and learning activities to ensure student understand effectively in order to meet the student needs. Trends in teaching supposed to reflect the professional teaching delivery in the classroom. Therefore conducting this study is imperative in order to address these problems and achieved efficient and effective teaching and learning activities.

There has been much concern by the government and stakeholders about qualify

teachers and quality teaching in educational institutions. These concerns have led to the development of instructional delivery for effective teaching among business education teachers in federal colleges of education. Learning outcomes heavily depend on the teacher's instructional delivery expertise therefore; instructional delivery becomes the most critical element in teaching and learning activities. This format has been referred to as method resulting in long period of uninterrupted teacher-centred, expository discourse which relegates students to the role of passive spectators in the classroom (Williams & McLure, 2010). Hence, there are a lot of issues regarding instructional delivery such as conducive learning environment, proper use of instructional materials, teacher-student ratio, teacher communication skills, teacher-student relationship among others which hinder effective and efficient teaching and learning in Federal Colleges of Education. Hence a gap exist, therefore, it is on this basis that this study sought to find out the pedagogical content knowledge as a determinants for instructional delivery for teaching business education students in Federal Colleges of Education.

Objectives of the Study

The main objective of the study is to find out pedagogical Content Knowledge as a determinant of instructional delivery among business education lecturers in federal colleges of education. Specifically, the study sought to;

1. Find out the influence of lecturers qualifications on instructional delivery in federal colleges of education in North-east, Nigeria
2. Identify the instructional delivery challenges faced by the lecturers of business education in federal colleges of education in North-east, Nigeria

Research Questions

1. What is the influence of lecturer's qualifications on instructional delivery in federal colleges of education in North-east Nigeria?
2. What are the instructional delivery challenges faced by the lecturers of



business education in federal colleges of education in North-east, Nigeria?

LITERATURE REVIEW

The term pedagogical content knowledge was introduced into the discourse of teacher education in Shulman's 1985 presidential address to the American Educational Research Association. It was defined as "a second kind of content knowledge" "which goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching" (Shulman, 1986). It is "the particular form of content knowledge that embodies the aspects of content most germane to its teachability" (Shulman, 1986). According to Grossman in Joseph (2016), the construct of PCK includes four central components: conception of teaching purposes; knowledge and beliefs about the purposes for teaching a subject at different grade levels; knowledge of students, including students understanding, conceptions and misconception of particular topics in a subject matter; curricular knowledge, which include knowledge's of curriculum materials available for teaching particular subject matter and knowledge about both the horizontal and vertical curricula for a subject; as well as knowledge of instructional strategies and representation for teaching particular topics.

The definition of the concept of business education has evolved over time. This is evident in the different definitions offered by various authors and researchers in trying to make clear the meaning of business education. Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis. In his own view, Okoye (2013) extensively defined business education as an education program that orientate students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account

clerking, office information system and management.

Business education prepares students in two interrelated areas; Education for business and Education about business Okoye (2013) believed that education for business provides professional training in: Method of business making, Techniques in business making, Tactics to attract clients and make profit, scheming ideas for profitable venture, and appropriate attitude, behaviour of a good business man. Education about business prepares individual to know: How and when to buy goods for profitable outcome in-season and off season, Where to obtain goods for better sales, where to situate business for continued existence, When to make best sales When to make sales for increased profit, tricks in season forecast for good business making, and Self-conviction indicator about risk taking in business.

Instructional delivery refers to the interaction among the students, the teachers, the content, and the knowledge/skills/disposition students will need for learning and collaborating with others and diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement (Council of Chief State School Officers, 2013). The ultimate goal of any instructional activity is to facilitate effective teaching and learning. The teacher is responsible for translation and implementation of educational policies, curriculum and instructional materials package. It is therefore certain that no curriculum can achieve the desired results unless teachers are appropriately trained (Bello, 2015). Popoola (2013) described a teacher as someone who supposed to have the competence to teach a particular subject. To her, teacher's efficiency in putting the instructional systems to use, matters a lot in the course of teaching and learning.

METHODOLOGY

The research design used for this study was descriptive survey research design. The area of the study is North-east Nigeria. The population of the study is 196 final year NCE



three business education students of Federal colleges of Education that have already undertaken entrepreneurship as a course. The sample size for this study is 127 final year NCE three business education students that. They are drawn from the population of 196 students. Based on Krejcie & Morgan, (1970), an estimated population above 190 and close to 200 should have a sample size of 127. Therefore, sample was selected using proportionate random sampling technique. At first instance three colleges of education offering business education in the study area were already formed the strata; Federal college of education (Technical) Gombe, Federal college of education Potiskum, and Federal college of education Yola. A proportion of 64.7% was used to select sample of respondents from each stratum, which gives a total sample of 127.

The instrument used for the collection of data was pedagogical content knowledge as a determinant of instructional delivery (PCKAADOID), the instrument was developed by the researcher. The questionnaire was a modified 4 points Likert scale and the subjects are guided to respond to each item thus: SA- Strongly Agree; A- Agree; SD Strongly Disagree; and D- Disagree. The instrument was validated by two experts, one from Department of Vocational and Technology Education and one

from department of educational foundation, Faculty of Technology Education Abubakar Tafawa Balewa University Bauchi. The reliability of this instrument was obtained using Cronbach's Alpha and reliability co-efficient of 0.833 was realized, which indicated that the instrument is highly reliable. The researcher with the help of research assistants distributed 127 questionnaires to the respondents, 115 were returned out of 127 which are representing 92%. The data collected were analyzed using mean and standard deviation. The cut-off point indicated that anything above 2.50 is considered as agree while anything below 2.50 is considered as disagree.

RESULTS

Research Question One: What is the influence of lecturers' qualifications on instructional delivery in federal colleges of education in North-east Nigeria?

The result presented in table 1 showed that all the (10) ten items have the mean score ranging from 2.5 to 3.4 which indicated that all the business education lecturers have agreed that lecturers qualifications have influence on instructional delivery in federal colleges of education and their mean score is above the cut-off point for this study. Grand Mean was 3.0.

Table 2: Mean responses and standard deviation on the influence of lecturers qualification on instructional delivery in federal colleges of education

SN	Variables	Mean	SD	Remark
1	Use of technology in teaching and learning	3.2	0.2	Agreed
2	Used of different types of teaching method	3.2	0.2	Agreed
3	Recognize students' academic goal	3.0	0.2	Agreed
4	Identify student's personal goal	2.9	0.2	Agreed
5	Maximize instructional time	3.0	0.2	Agreed
6	Recognize complex concepts	3.4	0.2	Agreed
7	Concentrates on meaningful concepts	3.3	0.3	Agreed
8	Classroom management	2.6	0.2	Agreed
9	Teacher-student relationship	3.0	0.2	Agreed
10	Teachers communication skills	2.5	0.2	Agreed
	Grand Mean	3.0	0.2	

Source: Field Survey (2021)

Research Question Two: What are the instructional delivery challenges faced by the

teachers of business education in federal colleges of education in North-east, Nigeria?



The result presented in the table 2 for the respondents shows that all the (10) ten items have the mean score ranging from (2.2 to 3.5) which indicate that majority of the respondents have agreed that there are instructional delivery challenges faced by the teachers of business education in federal colleges of education and

their mean score is above the cut-off point for this study. Thus the discussions to agreed or disagreed on the table meaning that greater respondent agree that there are instructional delivery challenges faced by the teachers of business education.

Table 3 Mean responses and standard deviation on the instructional delivery challenges faced by Business Education students in federal colleges of education

S/N	Variables	Mean	SD	Remark
1	Instructional materials	3.4	0.3	Agreed
2	Learning environment	2.2	0.1	Disagreed
3	Work overload	3.1	0.2	Agreed
4	Persistent power failure	2.3	0.2	Disagreed
5	Internet facilities	2.7	0.2	Agreed
6	Managerial support	2.3	0.2	Disagreed
7	Students attitude towards learning	3.5	0.3	Agreed
8	Interest of student towards learning	3.2	0.2	Agreed
9	Teacher- student ratio	3.3	0.3	Agreed
10	Motivational factor	3.5	0.3	Agreed
	Grand Mean	3.0	0.2	

Source: Field Survey (2021)

FINDINGS OF THE STUDY

The result of research Question one revealed that most of the respondents agreed that lecturer's qualification have influence on instructional delivery for teaching and learning by teachers of business education in federal colleges of education in north-east, Nigeria.

The result of research Question two revealed that most of the respondents agreed that lecturers are facing challenges in instructional delivery for teaching and learning business education in federal colleges of education in North-east, Nigeria.

DISCUSSION OF FINDINGS

The findings of research question one revealed that teacher's qualification have influence on instructional delivery on the teachers of Business Education in federal colleges of Education in North-east, Nigeria which emphasizes the use of technology in teaching and learning, use of different types of teaching methods, recognize students' academic goals, identify students personal goals, maximize instructional time, recognize complex concepts,

concentrates on meaningful concepts, classroom management, teacher-student relationship and teachers communication skills. The findings of the study is similar to the study of Bello (2015) who stated that it is certain that no curriculum can achieve the desired results unless teachers are appropriately trained. He further stated that recruiting, preparing and retraining good teachers are the central strategy for improving our schools. Popoola (2013) described a teacher as someone who supposed to have the competence to teach a particular subject. To her, teacher's efficiency in putting the instructional systems to use, matters a lot in the course of teaching and learning.

The findings of research question two revealed that instructional delivery constitute a challenges faced by the teachers of business education in federal colleges of education in North-east, Nigeria which emphasizes on; the use of instructional materials, learning environment, work overload, persistent power supply, internet facilities, managerial support, student attitude towards learning, student interest towards learning, teacher-student ratio and



motivational factors. The findings of the study is in line with the study of Etuk et al. (2013) who affirmed that students' participation in the classroom learning depends on the instructional process and their perception which can presents methodological challenges. Instructional materials used by the teacher play a significant role in developing positive attitude in the minds of students. The way students interact, think and perceive things determine their interest in the subject. The findings is also similar to the study of Moore (2000) who stated that instruction is also known as an action taken by teachers to create a stimulating learning environment for the purpose of providing guidance along with the necessary instructional tools and carrying out activities that will facilitate learning and help develop behavior appropriate for the gains students are supposed to have.

CONCLUSION

Based on the findings of the study, it was established that the teachers qualification influence instructional delivery of business education teachers and secondly, there are instructional delivery challenges faced by business education teachers in federal colleges of education North-east, Nigeria. Therefore, addressing these problems would contribute immensely to teaching and learning activities by preparing the student to be competent, self-reliant and faced life challenges after graduation, hence the teachers of business education in federal colleges of education in North-east.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made; School management and other Relevant Bodies should ensure recruitment of teachers that possess required qualification for teaching in federal colleges of education students and to also provide training and retraining, workshops and seminars for the teachers of business education in North-east, Nigeria

Government Stake holders and Non-governmental Organizations (NGO) should contribute in providing necessary facilities, equipment and necessary support to address the instructional delivery challenges faces by

teachers of business education in federal colleges of education in North-east, Nigeria.

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