

ASSESSMENT OF LECTURE METHOD AS A METHOD OF TEACHING BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract

This study investigated the assessment of lecture method as a method of teaching Business Education courses in tertiary institutions in Delta State. The population of the study consists of Business Education in the tertiary institutions in Delta State. Out of which one hundred and three were randomly sampled. Two research questions with two null hypotheses were raised to guide the study. Structured questionnaire will be used to gather information from the respondents. Data collected will be analyzed using mean and standard deviation while t-test will be used to test the null hypotheses at 0.05 level of significance. The study reveals that lecture method is inevitable as being the oldest and commonest method of teaching Business Education Courses. The study concluded that lecture method still remain a prominent feature of teaching Business Education Courses despite the development of new approaches to teaching and learning in higher education. The study recommended among others that Business Educators should continually engaged in in-service training to enhance their efficient utilization of lecture method.

Keywords - Assessment, Lecture Method, Teaching, Business Education Courses, Tertiary Institutions, Delta State.

Introduction

The lecture method is one of the oldest and still the most widely used teaching method in tertiary educational institutions. A lecturer is defined as one person speaking, more or less continuously, to a group of people on a particular subject. According to Alex (2014), lecture is a teaching method where an instructor is the central focus of information transfer. In lecture method, an instructor will stand before a class and present information for students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take down notes while listening to the lecture.

According to Ezegwul (2014), lecture method is a teaching method most often found in tertiary institutions today. Universities and Colleges of Education have a large number of students to communicate ideas to in a short period of time, hence, they normally use lecture method to complete

this. According to Chaplin cited in Ezegwul (2014), lecture method is a teaching method which the presenter or an instructor teaches orally to a group of class participation. Obi (2005) cited in Ezegwul (2014) opined that lecture method is characterized by talking or addressing or other type of verbal presentation to the students. According to her, the teacher's activity involves reading, speaking and some visual illustration while student's activity is passive and may be assimilating information through listening and note taking.

According to Nwalado, (2014), lecture method is one of the oldest method of teaching. It is a process whereby the teacher do all the talking on a subject to the students. In this method, the teacher is seen as king and the student as passive, that is the students are not opportune to ask questions or contribute or react to any concept that they fail to understand.

Advantages/Strength of the Lecture Method

- 1) It is very useful in covering a lot of ground within a short time.
- 2) It enables a teacher to spend little or no money on teaching aids and equipment.
- 3) It is very good for introduction of new subject or topic to learners.
- 4) It is regarded as an efficient method to transmit content to a large group of learners.
- 5) It is the best method to use when the facts or problems are conflicting or confusing in nature.
- 6) It is good when there is shortage of time.
- 7) It has full control of what is happening in the lecture.
- 8) It is good for those who learn by listening.

Disadvantages/Weakness of the Lecture Method

According to Alex (2014) lecture can stifle learner's creativity, difficult to judge and no check of learners' understanding.

- 1) It does not challenge learners but spoon feeds them.
- 2) It does not cater for individual differences among students.
- 3) It allows little or no room for student participation and student-teacher interaction in lesson.
- 4) Pure lecture fails to give feedback to both the teacher and learners.
- 5) Lectures cannot keep student attention for a long time or for the whole lesson.
Lecturers work harder than learners.
It can give poor results.

Definition

Okwuanaso (2004) cited business education is a process that aims to make one know, understand and modify one's behavior whatever is needed to

be done in business activities, whether as makers and users of goods and services.

Aina (2002) cited in Ikenga, Mordi, Ayemhenre (2015), business education programme is the training designed to empower youths to acquire the necessary skills for self employment as a surest way of coping with a distressed/depressed society. Okoro (2016) states that business education is education for the development of skills/competencies, attitude and attributes which are necessary for the efficiency of the economic system.

Statement of Problem

The use of lecture as a teaching strategy in tertiary institutions continues to surface from time to time without any apparent solution. The pedagogical value of lecture method continues to be questioned, specifically, whether students gain knowledge, or learn sufficiently from the lecture. To what extent has lecture method contributed to learning process remained unresolved for most academics. There are certain courses such as the case of Business Education, where you have large number of students being in a lecture hall and the lecture method continues to be the teaching strategy for delivering the basic curriculum as constraints on teachers, facilities and students.

As teaching is the primary function in tertiary institution's life, which carries a high cost factor, it seems sensible to address ways in which lecturers' could teach smarter and reduce the cost factor. This study therefore focuses on the assessment of lecture method as a teaching strategy in business education in tertiary institutions in Delta State based on the various challenges emanating from its usage.

Purpose of Study

The main purpose of the study is to assess lecture method as a method of teaching business education courses

- tertiary institutions. Specifically,
- the study aimed at
- Determining the usefulness of lecture method in business education.
- Determining the challenges of lecture method in business education.

Research Questions

The following research questions will guide the study;

- What are the usefulness of lecture method in teaching business education courses?
- What are the challenges of using lecture method in teaching business education courses?

Hypotheses

The following null hypotheses were formulated to guide the study, which will be tested at 0.05 level of significance;

- 1) There is no significant difference between male and female lecturers on the usefulness of lecture method in teaching business education courses in tertiary institutions in Delta State.
- 2) There is no significant difference between experienced (10 years and above) and inexperienced (below 10 years) lecturers on the challenges of using lecture method in teaching business education courses in tertiary

institutions in Delta State.

Method

Survey research design was employed to gather information from lecturers in business education in the eleven tertiary institutions in Delta State. The population for the study consists of all the lecturers in business education in the eleven tertiary institutions in Delta State, out of which 103 was randomly sampled. Structured questionnaire on a four point likert scale was used to answer the research questions. The instrument was validated by senior lecturers in Delta State University, Abraka and Federal College of Education (Technical), Asaba. The questionnaires were distributed personally and retrieved after two weeks for analysis. The data collected was analyzed using mean and standard deviation while the hypotheses were tested using z-test. Any

Response from 2.5 and above is accepted while any response below 2.5 is not accepted for the purpose of decision making.

Analysis of Data

Research Question 1: What are the usefulness of lecture method in teaching Business Education courses?

Table 1: Mean and standard deviation scores on the usefulness of lecture method of teaching Business Education courses.

S/N	Items	Groups	SA	A	SD	UD	X	SD	Decision
1	Lectures are excellent for transmitting large information.	Male	28	12	13	-	3.28	0.84	Accepted
		Female	22	18	10	-	3.24	0.77	Accepted
2	Lecture is appropriate for presenting materials that are too complex for students.	Male	30	21	2	-	3.53	0.58	Accepted
		Female	30	20	-	-	3.60	0.49	Accepted
3	Lecturers who use lecture method know the subject matter very well.	Male	24	10	13	6	2.98	1.10	Accepted
		Female	25	20	4	-	3.44	0.64	Accepted
4	The lecture makes learning relatively superficial.	Male	20	25	7	1	3.28	0.74	Accepted
		Female	19	25	3	3	3.20	0.81	Accepted
5	It is very useful in covering a lot of ground.	Male	23	25	5	-	3.34	0.65	Accepted
		Female	27	15	8	-	3.38	0.75	Accepted
6	It helps teachers to spend little or no money on teaching aids.	Male	26	14	8	3	3.26	0.92	Accepted
		Female	20	10	15	5	3.90	1.05	Accepted
7	It is good for introducing new topic or subject to learners.	Male	26	20	4	3	3.30	0.85	Accepted
		Female	26	20	1	3	3.38	0.81	Accepted
8	It makes students to be able to figure out what is important to write during lecture.	Male	30	20	2	1	3.49	0.67	Accepted
		Female	24	20	4	2	3.32	0.79	Accepted
9	It makes students to work hard for good grades.	Male	30	17	4	2	3.42	0.80	Accepted
		Female	27	20	2	1	3.46	0.68	Accepted
10	Lecture method provides low tolerance for challenges therein.	Male	27	15	6	5	3.21	0.99	Accepted
		Female	23	20	6	1	3.30	0.76	Accepted

The data in table 1 shows that all the items were accepted by the respondents as the usefulness of lecture method of teaching business education courses in tertiary institutions in Delta State as all the mean scores were above 2.50.

Table 2: Testing of Hypotheses 1

Z-test on the usefulness of lecture method of teaching business education courses in tertiary institutions in Delta State.

Lecturers	X	SD	N	df	Standard error	t-cal	t-crit	Decision
Male	3.30	0.81	53	101	0.155	0.13	1.98	N/S
Female	3.32	0.78	50					

The result in table 2 reveals that lecture method is good for teaching business education courses in tertiary institutions in Delta State as t-calculated of 0.13 is less than t-critical of 1.98 at 0.05 level of significance. This shows that there is significant difference between the two groups.

Research Question 2: What are the challenges of using lecture method of teaching business education courses in tertiary institutions in Delta State?

Table 3: Mean and standard deviation on the challenges of using lecture method of teaching business education courses in

Items	Groups	SA	A	SD	UD	X	SD	Decision
Lectures do not challenge learners but spoon feed them.	Experienced (10yrs & above)	25	15	10	3	3.16	0.94	Accepted
	Inexperienced (below 10yrs)	30	10	3	7	3.26	1.08	Accepted
Lectures are not appropriate for skill courses like word processing, typewriting in business education.	Experienced	30	12	8	2	3.34	0.88	Accepted
	Inexperienced	25	12	10	3	3.18	0.96	Accepted
Lectures do not cater for individual differences among students.	Experienced	40	10	3	-	3.70	0.57	Accepted
	Inexperienced	20	25	5	-	3.30	0.65	Accepted
Lectures do not give feedback to both the teacher and the learners.	Experienced	38	10	2	3	3.57	0.82	Accepted
	Inexperienced	37	10	1	2	3.64	0.72	Accepted
Lectures do not cater for individual differences among students.	Experienced	25	15	9	4	3.15	0.97	Accepted
	Inexperienced	24	20	5	1	3.34	0.75	Accepted
Materials for lectures are time consuming to prepare.	Experienced	20	20	3	10	2.94	1.10	Accepted
	Inexperienced	15	20	10	5	2.90	0.85	Accepted
The materials for lecturers i.e. textbooks are cost effective.	Experienced	30	12	10	1	3.34	0.85	Accepted
	Inexperienced	28	8	10	4	3.20	1.03	Accepted
It allows little or no room for students' participation.	Experienced	30	15	2	6	3.30	0.99	Accepted
	Inexperienced	23	23	2	1	3.34	0.75	Accepted
It may not cover the time for the lecture.	Experienced	25	15	6	7	3.09	1.06	Accepted
	Inexperienced	25	20	3	2	3.36	0.78	Accepted
It is mostly teacher centered.	Experienced	30	8	10	5	3.19	1.06	Accepted
	Inexperienced	28	12	10	-	3.36	0.80	Accepted

The result in table 3 shows that all the items were accepted as challenges of using lecture method of teaching business education courses in tertiary institutions in Delta State as their mean responses were above 2.5.

Table 4: Testing of Hypotheses 2

Z-test on the challenges of using lecture method of teaching business education courses in tertiary institutions in Delta State.

Lecturers	X	SD	N	df	Standard error	t-cal	t-crit	Decision
Experienced	3.24	0.92	53	101	0.155	0.29	1.98	N/S
Inexperienced	3.32	0.85	50					

The result in the table 4 above shows that no significant difference exist between experienced and inexperienced lecturers on the challenges of using lecture method of teaching business education courses in tertiary institutions in Delta State as the t-calculated of 0.29 is less than t-table of 1.98.

Discussion of Findings

The findings of this study reveal that there are some usefulness of using lecture method of teaching business education courses in tertiary institutions in Delta State;

it helps to cover a lot of grounds within a short time; it is good for new topics; it is also good for presenting topics that are complex to students; it makes the teacher to master the subject matter. This is in agreement with Obi (2005) cited in Ezegwui (2014), that lecture method is characterized by talking to students, the teacher's activity involves reading, speaking, transmitting a large number of information and that Universities and Colleges of Education have a large number of students to communicate ideas to in a short period of time.

Also, the study reveals a lot of challenges faced in using lecture method as a teaching strategy in business education courses in tertiary institutions in Delta State. Prominent among them are; it does not cater for individual differences, there is little or no room for student's participation, student's attention cannot be held throughout the lesson, it does not challenge students rather it spoon feeds them, it is not appropriate for skill courses in business education. This is also in agreement with Alex (2014) who opined that lecture method can stifle learner's creativity, learning very difficult to judge, there is little check on learner's understanding. Pure lectures fails to give feedback to both the teacher and the learners.

Conclusion

Despite the development of new approaches to teaching and learning in higher education, lectures remain a prominent feature of many courses including business education courses. It is almost inevitable that undergraduates will continue to experience the lecture, as the number of students attending tertiary institutions in Delta State is on the increase on yearly basis. Hence, lecture is here to stay, so it is imperative to make it effective as possible though, it has some overcoming challenges.

Recommendations

The study recommends the following;

- 1) Business Educators should be consistently undergoing in service training so as to be more efficient in using lecture method.
- 2) Though lecture method is inevitable due to the population of students in Business education, it should not be

applied always to skill courses.

- 3) Students should be made to contribute to the lesson occasionally using lecture method to make the lesson teacher-student centred.
- 4) School authorities should try as much as possible to make available equipment like projector so that the lecturer can at regular intervals write or show what is being lectured and students interest will be sustained to some extent.

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