INTERNATIONAL JOURNAL OF VOCATIONAL EDUCATION

VOLUME 15, NO. 1, NOVEMBER 2025

International Journal of Vocational Education (IJOVED) is a Peer-Reviewed Publication of Vocational Education
(Department of Business Education)
Faculty of Vocational and Entrepreneurial Education,
College of Education,
University of Calabar, Calabar - Nigeria

Copy right ©Vocational Education (Department of Business Education), University of Calabar, Calabar – Nigeria, in conjunction with University of Calabar Printing Press

INTERNATIONAL JOURNAL OF VOCATIONAL EDUCATION (IJOVED)
VOLUME 15, NO. 1, NOVEMBER 2025
www.ijorved.com

@ Department of Business Education, University of Calabar, Calabar -Nigeria

ISSN: 1596-3780

Published by:
University of Calabar Press Calabar – Nigeria.

Email: mathiassunday440@gmail.com

Website: unicalpress.edu.ng

Telephone: +234 8061587467, +234 8062556950

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic or mechanical, including photocopying, recording or otherwise without written permission from the copyright owners. The use of short quotations or occasional copying for personal or group study and not commercial purposes is, however, exempted.

International Journal of Vocational Education (IJOVED) Vol. 1

EDITORIAL BOARD
INTERNATIONAL JOURNAL OF VOCATIONAL EDUCATION (IJOVED)

Editor-in-Chief

Dr. (Mrs.) E. N. Ajuluchukwu

University of Calabar, Calabar-Nigeria

Editors

Dr.E.E.Okon

University of Calabar-Nigeria

International Consulting Editors Prof. Peter Neilson

Publishing Editor Neilson Journals

151 Whitehouse Publishing Edinburgh EH9 Loan Midlothian

Scotland, UK

Prof. M. A. Khan

Divisional Coordinator of Internationalisation of the

Business Faculty Technologico de Monterey,

Campus Monterey, Mexico

Prof. Bonaventure Wanjala Kerre
Professor of Technology Education University of Eldoret, Eldoret–Kenya

Consulting Editors Professor C. C. Chukwurah

Professor of Marketing and Distributive Education

Department of Business Education

Faculty of Vocational and Entrepreneurial Education

College of Education

University of Calabar, Calabar – Nigeria

Professor Effiong Asuquo

Department of Business Education

University of Uyo, Uyo – Akwa Ibom State

Editor'sNote

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

MANAGEMENT VARIABLES AND BUSINESS EDUCATORS' TEACHING EFFECTIVENESS IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE NIGERIA

AKPAN, EMMANUEL IGNATIUS akpanemmanuel0416@gmail.com

NNADI, NAOMI NWABUEZE
Department of Business Education, University of Calabar, Calabar.
&
AKPAN, AGNES EMMANUEL
ICS Outsourcing, Lagos.
Email: agnesakpan0001@gmail.com

Abstract This study determined the influence of management variables on business educators' teaching effectiveness in tertiary institutions in Cross River State, Nigeria. Specifically, the study examined the extent to which management style and provision of infrastructure influenced teaching effectiveness. Two research questions guided the study, and two null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a survey research design. A census and purposive sampling approach was employed to include all the 123 business educators in tertiary institutions in Cross River State. Data were collected using a structured instrument titled *Management Variable Questionnaire (MVQ)*. The instrument was subjected to pilot testing, and reliability analysis using Cronbach's Alpha yielded coefficients ranging from 0.81 to 0.91, indicating high internal consistency. Data were analyzed using one-way analysis of variance (ANOVA) and simple linear regression. Findings show that management style and provision of infrastructure significantly influence the teaching effectiveness of business educators in tertiary institutions in Cross River State. It is concluded that effective institutional management practices and adequate infrastructural provision are critical determinants of improved teaching effectiveness in business education. Based on the findings, it is recommended that Federal and State Governments collaborate with institutional management to ensure adequate provision and maintenance of infrastructural facilities across tertiary institutions. Additionally, institutional administrators should adopt participatory and supportive management styles that enhance lecturers' preparedness for content delivery, while also creating an enabling environment that promotes staff productivity, instructional efficiency, and improved learning outcomes in business education.

Introduction

In the current world of global economy, the success of any organization relies on its capacity to harness human capital to its maximum extent. Management, the so-called engine room of any organizational varies in style and its provisions, in order to achieve its organizational objectives. In an academic setting of tertiary institutions where the vice chancellor, rector, or provost as the case maybe are at the helm of affairs of their institution respectfully and in an attempt of making business educators' effective bringing about positive change or outcome in its learners. Since there are varieties in management style and relevant pre-requisites that should be provided by the management of the schools for effective teaching to take place including aforementioned managerial variables.

Management variables refer to the wealth of abilities, skills, ethics, expertise, intellectual resources and professionalism,

which is at a manager's disposal for effective and efficient achievement of predetermined objectives. Management variables also refer to the different managerial characteristics, style and unique attributes that can be observed from school to school, and which makes one school different from the other. Management variables range from emotional intelligence, strategic planning ability, communication ability, decision making ability to feedback mechanism. However, the management variables for this study are: institutions' management style and infrastructural facilities in relation to business educators' teaching effectiveness as put forward by (Obinnaya 2018).

Business education is a core component of Technical and Vocational Education programme and taught by professionally trained male and female business educators in universities and colleges of education in Nigeria. Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world.

Business Education which is offered at the Universities and Colleges of Education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work (Shamaki, 2015). Business Education is an important part of general education, which emphasizes skill acquisition for office use. An individual who receives training in Business Education can easily develop potentials for entrepreneurship pursuits especially in this era of economic meltdown and unemployment (Onoyase, 2015).

Business Educators are qualified persons in the field of Business education that equips the students with the relevant knowledge, skills, attitude and values that will enable them function effectively as citizens. In line with the objectives of introducing Business Education at tertiary institutions, the business educator ensures that the programme produces competent degree graduates: who can be self-employed; teach Business Education courses in secondary schools and higher institutions; inculcate business ideas into the economy; that can help in formulating economic policies and graduates that can employ other persons to reduce unemployment. From the above assertion, it implies that teachers are the mainstay of the educational system and can contribute to the furtherance or hindrance of the school from achieving stated objectives. Teachers provide instruction (nutrients) to the learners to help them develop into a fully nourished (useful) individual. The objectives of business education programme as stated above can be greatly achieved when her educators are teaching effectively.

Teaching effectiveness is an important aspect of human development as it concerns learning outcomes. It is the process through which teachers demonstrate professionalism in the course of lesson delivery. It begins with understanding of the course content which includes application of the best teaching practice and adoption of appropriate methodology in content delivery. Teaching effectiveness allows the teacher and the learners to share a common ground, the one playing the paternalistic role of grooming and modeling at one hand and the other submitting to be groomed. According to Ayua (2017) effective teaching as a profession is formally the job of talented and trained people in the field of education who are saddled with all pedagogical principles and practices and mandate to ensure the allround development of the learners at all levels of education. The skills required to achieve effective teaching involves more than just expertise in an academic field (Marshall, 2016). Thus effective teaching occurs when an individual deliberately attempts to assist another individual or a group of person in performing a skill or learning a specific activity or concept (according to Adzemba in Adsongo & Olaitan 2019).

Effective teaching is one that produce demonstrable results in terms of the cognitive and affective development of the students and hence it is an important component in the

teaching profession (Lorin in Mupal and Chinooneka 2015). Effective teaching involves far more than presenting content and methods used to convey contents. It involves ensuring that learners are carried along in order to achieve the desired learning outcome as designed in the curriculum. Teaching effectiveness cuts across all disciplines, including business education.

There has been slight improvement in the condition of service of the business educators, lecturers of tertiary institutions those in Cross River State, inclusive of these are; following the recent minimum wage pronouncement, promotion of lecturers and building of classroom blocks and few offices projects being completed recently and few more been embarked upon by the Federal and State Government. With all these developments in place, one expects teachers to be effective in performing their jobs. However, the reverse is the case, as the researcher has observed the unsatisfactory manner of practice by some business educators in the delivery of their lessons. Some are seen not teaching but giving assignments upon assignments when asked questions in class. Others sometimes do not lecture in line with the timetable, as they seldom come for classes. Also, some other lecturers have been observed not demonstrating or allow room for class discussion while teaching. The researcher assumes that this may be connected to management variables.

Institutions‘ management style refers to the methods and techniques used by the institutions‘ administrator to get things done and achieve stated goals of the institution. According to Akpan (2016), the success of any organization depends greatly on its leadership. The Heads of department should possess certain qualities that would enable him/her to perform his/her administrative tasks efficiently and effectively for the attainment of the institution‘s goals and objectives. It can be said that different institutions are managed by different leaders with different personal characteristics. These differences in the characteristics of leaders, makes the leadership of institutions to vary from one another. Another management variable is the provision of instructional aides.

Provision of infrastructural facilities means putting relevant structures on ground, whereby administrators of academic institutions place value, concern, interest and much importance on providing the relevant facilities for a conducive working environment for their staff. This is not limited to equipped laboratories, adequate lecture rooms and offices among others. The author further stated that it is not limited to safety of employees, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision making process of the institution.

Unarguably, individuals including business educators in tertiary institutions like to feel that someone cares about their work and appreciates them; this in turn motivates them to perform their job effectively. The essence of the management's variables is to enhance employees' teaching effectiveness, to make sure that the work environment is positive, teacher‘s morale is high and teachers have the resources they need to accomplish the tasks assigned to them. However, the teaching ineffectiveness of some business educators which is revealed in their negative work attitude such as lateness and absenteeism from lecturing students has persisted overtime. The researcher is concerned about this, hence the need for this study to determine the influence management variables have on business educators' teaching effectiveness, in tertiary institutions in Cross River State Nigeria.

Path-Goal theory by Robert House in 1974 was used in this study to provide more insight to the work. According to House, the theory derives its name from is concern of the leaders influences subordinate perception of their work goals and the path to follow towards goal attainment. The theory also upholds the fact that, there‘s no prescribed managerial action or organizational design that would be appropriate

or fit in all institutions. The design and managerial action would depend on the situation.

Again, Aunga & Masare (2017) carried out a research on ―Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania‖. The focus of this study was to investigate the effect of leadership styles on teachers' performance in primary schools in Arusha District. This research was quantitative in nature and the descriptive survey design was employed. The questionnaire was used to collect data. A sample size of 140 respondents was used. Data analysis was done using Statistical Package for Social Sciences (SPSS) and presented using frequency distribution tables and Pearson's product moment correlation was used to determine the existing relationship among the two variables. The study concluded that teachers' performance is good in the primary schools in Arusha district. There is a significant relationship between Transformational Leadership Style and Teachers' Performance. The researcher recommended that head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increases teachers' performance.

Further, Ukah & Atah (2021) conducted a study examined workplace variables and business educators' job performance in tertiary institutions in Cross River State. To achieve the purpose of the study, two research questions were posed and two hypotheses were formulated to guide the study. The study adopted a survey research design. The population for the study was 89 business educators from tertiary institutions in Cross River State, Nigeria. Census population was used. A 40 item validated researcher-made four points rating scale questionnaire titled ―Workplace Variables and Business Educators' Job Performance Questionnaire‖ (WVBEJPQ) was used for data collection. The instrument was face and content validated by four research experts. A reliability estimate ranging from .76 to .84 was achieved for the instrument using Cronbach Alpha reliability coefficient after a pilot test. The data were analyzed using simple linear regression. All the hypotheses were tested at .05 levels of significance. Findings revealed that physical work environment and career progression significantly influenced business educators' job performance in tertiary institutions in Cross River State. Based on the findings of the study, it was recommended amongst others that, owners of tertiary institutions- federal, state, and private proprietors should ensure that they provide the right quality of furniture and equipment, conducive working environment and an illuminated work area for business educators to operate

A related study conducted by Owan & Ekpe (2018) on classroom management variables and primary school system effectiveness in Calabar-South Local Government Area of Cross River State. Three null hypotheses were formulated to direct the study. The ex-post facto research design was adopted for the study. Census technique was employed in selecting the entire population of 525 academic staff (21 head teachers, 21 deputy head teachers, and 483 teachers) distributed across 21 public primary schools in the area of study. ―Classroom Management Variables and School Effectiveness Questionnaire (CMVSEQ) was the instrument used for data collection, with reliability estimates which ranged from .86 and .91 that were obtained through Cronbach Alpha technique. Collected data were analyzed using descriptive statistics, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation and One-Way ANOVA where applicable. Findings from the study revealed that public primary school system effectiveness in the area of study, was generally low; there is a significant relationship between classroom coordination and primary school system effectiveness; Based on the findings, it was recommended amongst others that teachers be retrained in terms of classroom coordination and management, to enable them to acquire new techniques of classroom management, as well as the modification or elimination of obsolete ones.

In addition, Egunjobi (2021) carried out a research on Infrastructural facilities and the practice of vocational business education in Nigeria. Since Nigeria education system gives little or no attention to technology and vocational business education. This paper therefore examines the availability and utilization of infrastructural facilities in the implementation of vocational business education policy. Descriptive survey deign was used for the study. A sample of 50 lecturers was selected across the departments of Technical and Business in the College of Education, Ikere-Ekiti. A questionnaire tagged Infrastructural Facilities and Implementation of Business Education Questionnaire (IFIBEQ) was adopted. The reliability of the instrument was ensured. Reliability coefficient of 0.68 was obtained, the questionnaires were later collected and analyzed using simple percentages. The findings revealed that, across the department there are not enough facilities, where available, they are not recent and many of the lecturers are not ICT compliant enough to handle the equipment. Based on the finding the researcher recommended among others, that the state government through the board for technical education, ministry of education and other government agencies should assist the colleges by making modern equipment available and organize training/workshops and seminars to globalize the lecturers by making them ICT compliant.

Oluwadare *et al*. (2019) conducted a study to investigate the availability and utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions. A descriptive survey research design was adopted. The population and sample of the study comprised 90 business education lecturers from the three government owned tertiary institutions running business education in Ondo State. Two research questions and two null pithiest guided the study used a four-point rating scale questionnaire with 38 items in two clusters. The instrument was validated by two measurement and evaluation experts and one business educator and it obtained a reliability coefficient of 0.84 using Cronbach Alpha. Data collected were analyzed using mean and standard deviation for answering the research questions and t-test for testing the null hypothesis at .05 levels of significance. The findings of the study revealed that new technologies infrastructures needed for the success and effective teaching of business education courses were not adequately provided. Utilization as a function of availability has therefore been hindered in Ondo State Tertiary Institutions. Recommendations were made that new technology infrastructures needed for teaching business education courses should be adequately provided by the government, management and stakeholders so as to ensure effective instructional process.

Statement of the problem

Business educators are the main point of the subjects' implementation, without them teaching effectively, students may be unproductive or likely switch to other areas of discipline in higher institutions of learning. It has been observed that some business educators in the study area sometimes do not prepare their lectures notes before meeting with their students. The absence of infrastructural facilities & technologies as lead to ineffectiveness of teaching by business educators not moving with time in this 21st century which has made some business educators obsolete, reluctant and loss of morale. Furthermore, management style can deeply affect teaching effectiveness of business educators, for instance been rigid and autocratic can affect one mentally, which in turn would affect content delivery.

Some Students sometimes find it difficult to understand what is being taught by their teachers, as a result of teaching directly from the textbook. Also, some teachers during the course of teaching practical topics like depreciation, do not use instructional materials to display the meaning of this concept to enable students appreciate the lesson more (Ekpoh & Eze 2015). Student who are exposed to universities and colleges programme of business education are

expected to be trained both in theory and practice and should be ready for necessary industrial man power, establishment of their own public and private business, teach it's course and subject effectively at all levels of our school system having acquired the necessary skills.

In the absence of these, most students become discouraged and even withdraw into their shells which may have affected their performance. If this problem is allowed to continue, there would be increased failure rate in the course of study, fewer number of students would conclude their studies, as others would switch to other courses and few business subject teachers would be lacking in our secondary schools and even higher institutions. These have aroused the curiosity of the researcher to find out whether management variables can influence business educators' teaching effectiveness in tertiary institutions in Cross River State. In other words, how do management variables influence business educators' teaching effectiveness? There is no ready answer to this question, hence the research.

Objectives of the study

The main objective of the study was to ascertain the extent to which management variables influence business educators' teaching effectiveness in tertiary institutions of Cross River State, Nigeria. Specifically, the study sought to investigate the extent to which:

1. Institution's management style influence business educators' teaching effectiveness in tertiary institutions
2. Provision of infrastructural facilities influence business educators' teaching effectiveness in tertiary institutions

Research questions

For the purpose of this study, the following research questions were posed in order to guide the researcher:

1. Does institution's management style influence business educators' teaching effectiveness in tertiary institutions?
2. Does provision of infrastructural facilities influence business educators' teaching effectiveness in tertiary institutions?

Statement of hypotheses The following null hypotheses were tested in the study:

1. Institution's management style does not significantly influence business educators' teaching effectiveness in tertiary institutions
2. Provision of infrastructural facilities does not significantly influence business educators' teaching effectiveness in tertiary institutions

Methods

The research design adopted for this study was survey design. It aligns with the research objectives, also allows the collection of standardized data from a large population. It tries to address issues of distribution of some phenomena in a population or among sub groups of a population or between management variables. The population of this study comprised of all Business Educators and students of business education in tertiary institutions of Cross River State, Nigeria. There are a total of one hundred and twentythree (123), business educator's which cut across these tertiary institutions in Cross River State: University of Calabar, University of Cross River, University of Education and Entrepreneurship; Akamkpa, Steady flow College of education; Federal College of Education.

The sampling technique adopted in this study was census sampling. Census approach was used to incorporate all the business educators, since the number is of a manageable size. Purposive sampling was also used by the researcher, since he intends to deliberately use only year three business education students in

tertiary institutions in Cross River State.The sampling technique adopted in this study is census approach and purposive sampling. Census approach was used to incorporate all the business educators, since the number is of a manageable size. Purposive sampling was also used by the researcher, since he intends to deliberately use only year two business education students in tertiary institutions in Cross River State. All the 123 Business Educators in tertiary institutions of Cross River State, Nigeria were participated in the study.

Structure questionnaire were the instrument used for data collection. The set of questionnaire is titled —Management Variables Questionnaire‖ (MVQ) which was responded to by the business educators in the study area. The MVQ is divided into two sections each, A and B. Section A consisted of demographic variables of the respondents. Such demographic variables include gender and name of institution. In addition, Section A of MVQ had items to elicit response on institution's management style (i.e democratic, autocratic and laissez faire) while section B consist of 25 in total for the sub variables under study. That is, institutions' management style, provision of infrastructural facilities, which will be responded by business educators. —Management Variables Questionnaire‖ (MVQ) had response options of Strongly Agree (SA), Agree (A), Disagree, (D) and Strongly Disagree (SD).

The instrument was validated by three experts. These comprised two business educators and one measurement and evaluation expert, all from the University of Calabar. They vetted the instrument for clarity and checked whether the items measure what it purports to measure. Some items were modified while some were dropped. The data was collected by the researchers with the help of three research assistants. The research questions were answered using mean and standard deviation while hypotheses were tested using analysis of variance (ANOVA) and simple linear regression. Response options were changed for the —Management Variables Questionnaire‖ (MVQ) from High Extent (HE), Moderate Extent (ME), Low Extent (LE) and No Extent (NE) to Strongly Agree (SA), Agree (A), Disagree, (D) and Strongly Disagree (SD). After these, it was submitted to the supervisor who equally scrutinized the suitability of the items. To determine the reliability of the instrument, a pilot test was carried out using fifteen (15) business educators in the University of Uyo, Akwa Ibom State. These respondents were not part of the study but have the same characteristics with the population of the study. They were administered the questionnaire once and their responses were subjected to a reliability test using Cronbach Alpha reliability method. The coefficients of reliability estimates for the instrument ranged from 0.81 to 0.91, this proved that items of the instrument were internally consistent in measuring what they ought to measure. Results of the reliability coefficients for the sub-scales are presented in

Table 1: Table 1: Cronbach's alpha reliability coefficients for all sub-scales in the instrument (n = 15)

S/N	Variables	No. of items	$\bar{X}$	SD	Ą
1	Institution's management style	6	2.27	0.799	
2	Provision of infrastructural facilities	6	15.00	5.237	0.88
3	Teaching effectiveness 10	25.27	7.851	0.91	

The mean value for institution's management style is 1.29 with a standard deviation of .508, the mean value of provision of infrastructural facilities is 17.81 with a standard deviation of 5.571, while the mean value for business educators' teaching effectiveness is 22.27 with a standard deviation of 6.793 as presented in Table 2

Table 2: Descriptive Statistics Mean (X) and Standard Deviation (SD) for all research variables in the study N=123

Variable	No of items	Mean X	SD
Independent:			
Institution's management style	6	1.29	.508
Provision of infrastructural facilities	6	17.81	5.571
Dependent variable			
Business educators teaching effectiveness	10	22.27	6.793

Result

The results of the analysis are presented in Table 3. The hypotheses were tested at 0.05 significant levels.

Research question one

1. Does institution's management style influence business educators' teaching effectiveness in tertiary institutions?

Institutions management style (Autocratic, Democratic, Laissez-faire) does not significantly influence business educators' teaching effectiveness in tertiary institutions. The independent variable was institution's management style while the dependent variable was business educators' teaching effectiveness. One Way Analysis of Variance (ANOVA) was used to test the hypothesis.

The result of the analysis is presented in Table 3. From Table 3, the calculated f-value of 20.291 with its p-value of .000 was found to be less than .05 levels of significance with 2 and 120 degrees of freedom. Based on this result, the null hypothesis was rejected. This implies that institution's management style significantly influences business educators' teaching effectiveness in tertiary institutions.

Significant at p<.05 level, df=2, 120

Table 3: Summary of One Way Analysis of Variance of the influence of institution's management style on business educators' teaching effectiveness (n=123)

Variables	N	X	SD
Democratic	90	24.31	6.79
Autocratic	30	16.43	1.55
Laissez-faire	3	19.33	4.04
Total	123	22.27	6.79

Source of variation	Sum of squares	Degree of freedom	Mean square	F-value	p-value
Between Groups	1422.824	2	711.412	20.291	.000
Within Groups	4207.322	120	35.061		
Total	5630.146	122			

To ascertain that the significant difference did not occur merely by chance, the data was subjected to Multiple Comparison Test for a Post Hoc Analysis as shown in Table 4. The result on Table 4 revealed that there is significant difference in business educators' teaching effectiveness whose heads of various tertiary institutions exhibit democratic management style and those whose heads of various tertiary institutions exhibit institutions exhibit autocratic management style and those whose principals exhibit autocratic management style. However, it showed that there is no significant difference in business educators' teaching effectiveness whose heads of various tertiary institutions exhibit democratic management style and those whose heads of various tertiary institutions exhibit laissez-faire management style. Also, it showed that there is no significant difference in business educators' teaching effectiveness whose heads of various tertiary

Table 4: Result of Post Hoc Test for Multiple Comparison of institution's management style on business educators' teaching effectiveness

(I)In-service training	(J)In-service training	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
Democratic	Autocratic	7.878*	1.248	.000	5.41	10.35
	Laissez-faire	4.978	3.475	.155	-1.90	11.86
Autocratic	Democratic	-7.878*	1.248	.000		

-10.35	-5.41				
	Laissez-faire	-2.900	3.585	.420	-10.00
4.20					
Laissez-faire	Democratic	-4.978	3.475	.155	-11.86
1.90					
	Autocratic	2.900	3.585	.420	-4.20
10.00					

*Mean difference is significant at p<0.05

Research question two

Does provision of infrastructural facilities influence business educators' teaching effectiveness in tertiary institutions?

Summary from the regression analysis table are presented to answer the above research question in Table 5.

The independent variable is provision of infrastructural facilities while the dependent variable is business educators' teaching effectiveness are measured continuously. To test this hypothesis, simple regression analysis was used and the result is presented in Table 5. Table 5 showed that the correlation coefficient of the variable is .540 which implied that there is a strong positive relationship between provision of infrastructural facilities and business educators' teaching effectiveness.

Table 5: Simple linear regression analysis of the influence of provision of infrastructural facilities on business educators' teaching effectiveness(N=123)

Variable	R	R^2	Adj R^2	Std. Error
Provision of infrastructural facilities	.540[a]	.291	.285	5.743

Source of variation	Some of Squares	Df	Mean Square	F	Sig.
Regression	1638.876	1	1638.876	49.684	.000[b]
Residual	3991.270	121	32.986		
Total	5630.146	122			

More so, the result in Table 4 showed that Adj. R^2 = .285 which implies that the variation in the dependent variable (business educators' teaching effectiveness) can be

accounted for by 28.5 percent of provision of infrastructural facilities. A cursory look at the Table also showed an analysis of variance result of (F=49.684, p<.000). Since p (.000) is less than p (.05), this implied that the percentage contribution is very high; the result showed that provision of infrastructural facilities significantly influences business educators' teaching effectiveness in tertiary institutions. Hence, the null hypothesis was rejected.

Discussion

The finding in this regard revealed that institution's management style significantly influences business educators' teaching effectiveness in tertiary institutions. The result is so because all teaching jobs contain at least some element of _management' in this sense, one can argue that every teacher is a manager. More restrictive definitions of management argue that a manager must additionally _direct' the work of others. The finding agrees with Aunga & Masare (2017) there is a significant relationship between Transformational Leadership Style and Teachers' Performance. The head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increases teachers' performance. Again, in their classroom role, this definition could apply to all teachers and, indeed, almost all principles of management do have very direct application to _managing' the classroom.

The finding in this regard revealed that provision of infrastructural facilities significantly influences business educators' teaching effectiveness in tertiary institutions. The result is so because teacher's effectiveness serves as a measurement of increasing quality of education, sometimes low teaching effectiveness is also as a result of the unavailable infrastructures, facilities, and training of man power. This finding agrees with Oluwadare *et al.* (2019) The findings of the study revealed that new technologies infrastructures needed for the success and effective teaching of business education courses were not adequately provided. Utilization as a function of availability has therefore been hindered. New technology, infrastructures needed for teaching business education courses should be adequately provided by the government, management and stakeholders so as to ensure effective instructional process.

Conclusion

A more effective business educator needs the presence of management variables to be functional and productive. Some of the management variable reveal in this study are institutions management style and provision of infrastructural facilities which are necessity for business educators' involvement in management and effectiveness in teaching respectively. Business educator need to be effective in paramount and vital in the molding, shaping and producing competitive graduate in the world of business.

Recommendation

1. Heads of institutions should operate a managerial style that includes its employee, making their opinions heard, rewarding and flexible. By so doing,

employees will be committed, increase productivity, motivated and effective.

2. Federal and state government should collaborate with institutions management of higher institutions to make provision for infrastructural facilities to higher institutions irrespective of the school. In order to help lecturers to prepare for content delivery and enhance teaching and learning of courses in business education.

REFERENCE

Adsongo, P. I. and Olaitan, T. O. (2019) Effective teaching and classroom management: A tool for quality education in Nigeria. *Benue State University Journal Educational Management*, *1*(2), 1-12.

Akpan, C. P. (2016). Leadership qualities of and administrative task performance effectiveness of secondary school principals in Akwa Ibom State, Nigeria: Teachers' perspective. *International Journal of Education and Research, 4(*6), 237 – 248.

Aunga, D. A. O. & Masare, O. (2017).Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania.*International Journal of Educational Policy Research*, *4* (4), 42-52

Ayua, G. A. (2017) Effective teaching and strategies.Orientation and refresher workshop for teachers. DOI: 10.13140/RG.2.2.34147.09765\

Egunjobi, J. O. (201). Infrastructural facilities and the practice of vocational business education in Nigeria.*Journal of Humanities and Social Science, 19* (5): 01, 5.

Ekpoh, U. I. & Eze, G. B. (2015). Principals' supervisory techniques and teachers' job performance in secondary schools in Ikom Education Zone, Cross River State, Nigeria*. British Journal of Education, 3*(6), 31-40.

House, R. J. Michelle, T. R. (1974) Path-goal theory of leadership. *Journal of Contemporary Business*, *3*, 1-97.

Mupal, P. & Chinooneka, T. I. (2015). Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence? *Journal of Education and Practice, 6*(19), 125-132.

Obinnaya, E. C. (2018). *Organisational variables and business educators' job performance in tertiary institutions in Cross River State, Nigeria*. *Unpublished Master's Thesis*.University of Calabar, Calabar.

Oluwadare, A. A., Adekunle, B. M., & Ebiniyi, O. O. (2019).Availability and utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institution.*Nigerian Journal of Business Education*, *6*(2), 392-404.

Onoyase, S. O. (2015). The impact of school management environment on students' output quality in Oyo State secondary schools. *Unpublished Ph.D Thesis*. University of Ibadan, Nigeria.

Owan, V. J. & Ekpe, M. B. (2018) Classroom management variable and primary school system effectiveness in Calabar South

Local Government Area, Cross River State Nigeria.*International Journal for Educational Administration, Planning and Research*. *11*(2), 87 – 100.

Shamaki, E. B. (2015). Influence of leadership style on teacher's job productivity in public secondary schools in Taraba State, Nigeria. *Journal of Education and Practice, 6*(10), 102-110.

Ukah, T. A., & Atah, C. A. (2021). Workplace variables and business educators' job performance in tertiary institutions in Cross River State, Nigeria. *Journal of Business and African Economy*, *7*(1), 1-16.

Vroom, V. (1964).*Work and Motivation.*Wiley, New York.