

Human Resources Skills Required by Heads for Management of Business Education Programme in Tertiary Institutions in Cross River State, Nigeria

Ititim, Donatus Ugbadu

Department of Vocational and Technical Education
University of Cross River State

Prof. N. Azih

Department of Business Education
Ebonyi State University, Abakaliki
cleatah4real@yahoo.com

DOI: 10.56201/ijssmr.v9.no6.2023.pg88.100

ABSTRACT

This study examined technical skills required by Heads for management of Business Education Programme in Tertiary Institutions in Cross River State, Nigeria. To achieve the purpose of the study, two research questions were raised and two hypotheses were formulated to guide the study. Literature was reviewed based on the variables of the study. The study adopted descriptive survey research design. The population of the study comprises 139 business educators including Heads of Department or Heads of Units in tertiary institutions in Cross River State, who were all involved in the study due to the manageable size of the population. A 16 item questionnaire titled "Human Resources Skills Required for Management of Business Education Programme Questionnaire" (HRSRMBEQ) was used for data collection. The HRSRMBEQ was validated by three (3) experts and .77 Cronbach Alpha Reliability Estimate was the overall reliability index for the instrument. 139 copies of the questionnaire were administered and 137 copies were successfully retrieved. The data collected were analysed using mean (\bar{X}) and Standard Deviation (SD) to answer the research questions. Similarly, the null hypotheses were tested at 0.05 level of significance using independent t -test. The findings from data analysis showed that communication and instructional supervision skills are required by Heads for management of Business Education Programme in tertiary institutions in Cross River State, Nigeria. While the test of hypotheses revealed that there is no significant difference in the mean rating of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions. The study also revealed that there is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions. Based on the findings of the study, it was recommended among others that Heads of Department or Unit should put modalities in place to ensure staff are allocated courses in line with their specialty and teach those courses allocated to them. The implication of the study is that these relevant skills, if reemphasized would help in the optimal management of business education programmes in tertiary institutions.

Keywords: Human Resources Skills, Management, Business Education Programme, Tertiary Institutions, Cross River State, Nigeria

Introduction

Business education is an aspect of education that involves teaching students the fundamental concepts, theories and processes of business. Edokpolor and Owenvbiugie (2017) defined business education as a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). Edokpolor and Egbri (2017) had stipulated that the actual goals of business education shall be to: prepare students for specific career in office occupations; equip students with the requisite skills for job creation and entrepreneurship; and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). For business education to achieve stated goals, it must be effectively managed.

According to Nwite and Bernadette (2016), management is achieving tasks with the help of other people. It provides answers to the following questions: what is going to be done? and how is it going to be done? A manager is a person who plans, controls, organizes and leads an organization. He combines the available human and material resources so as to attain organizational goals. The manager's main tasks include, directing the resources in an efficient way and coordinating the program to achieve its set objectives (Nnedebum & Egboka, 2017). Business education programme in tertiary institutions is being managed by the Head of Department or Unit, as the case may be.

The Head of Department (HOD) or Head of Unit (HOU) is the person responsible for coordinating the activities of the Department/Unit, using resources at his disposal in such a way that the programme objectives are achieved. He is essentially an organizer and implementer of plans, policies and programmes meant for Business Education. Trinity College, Dublin (2013), highlighted some of the functions performed by Heads to include planning, organizing, coordinating and directing.

However, it has been observed that some Heads in the Universities or Colleges of Education offering Business Education seldom consults with their staff during decision making and sometimes do not create an atmosphere that lets all staff participate in the programme development. According to Okeke (2014), some Heads fall short of adequate communication skills competence, hence, create problem between the Head of Department (HOD) or Head of Unit (HOU) and staff. Similarly, Okeke (2014) also stated that, some Heads provide guidelines without inputs from their staff. In the same vein, Oliva and Pawlas (2014) asserted that instructional supervision is not optimal in some schools as most Heads do not ensure that staff are allocated courses in line with their area of specialty. In a situation where neither the staff nor student is carried along, there must be bound to be chaos and disorder. The consequence of such mismanagement is in the rising number of disobedient staff present in such departments/units. These staff perform poorly as they would not provide the expected results, instead their negative behavior may distract others from doing their work and would reduce credibility (Banfield, Richmond & McCroskey, 2016). However, this may be connected to the skills exhibited by the Heads of Department in managing the programme.

Skill refers to the ability to perform an act expertly. It is the expertness, practiced ability or proficiency displayed in the performance of a task that made. Katz (2015) to define skill as the individual's capacity to control elements of behaviour, thinking and feeling within specified contexts and within particular task domains. In this study, skills are competencies, capabilities and characteristics peculiar to a profession that may be gotten by Heads for knowledge development, expertise and other enviable characteristics as professionals. With

respect to the Head of Department, Ogembo (2015) observed that their appointment is done on the assumption that the pre-service professional training that they underwent to prepare them for administration, coupled with the experience that they get as practicing administrators are enough to enable them discharge their roles effectively. It is assumed that when the newly appointed Heads assume office, they will learn on the job and that through in-service training, they will be equipped with emerging managerial challenges. In line with the above, there are various skills needed to manage an academic programme, among which are: management, technical, conceptual, human/interpersonal, technical, computer literacy, instructional supervision, financial management skills and so on (Robert, 2020; Lumby, 2013). This study focused on the following human resources skills: communication and instructional supervision skills.

The Heads' communication skill is one of the most important skills that is required in today's increasingly interconnected business environment. It is vital that they are able to interact and work effectively with others in the workplace, with students, and their lecturers. Heads are also increasingly expected to develop links with local communities. Developing good community relations is an additional burden on school leaders, particularly as the community may have no idea of what is needed in teaching and rely on the manager to explain the issues to them (Mike, 2014). Hence, the need for them to be skilled in communicating. The Head of Department according to Nwankwo (2017) should be skilled in various forms of communication, among which are: in speech or oral communication, written communication, signs and signals and actions.

Robert (2020) stated that around seventy percent of the Heads' time involves face-to-face communication with others. For example, HOD/HOUs deal with continuous states of emotions: excited students and rebellious staff are familiar scenes encountered by the Head. Similarly, Nakpodia (2016) added that they must know how to skilfully communicate their academic and administrative decisions to stakeholders who may not be co-operating or who lack formal education. Heads of Business Education programme are confronted with situations that involve a lot of communication exercise on daily basis. How effective they become depends largely on their ability to apply the appropriate communication skills in their daily interaction with their students, staff, parents and stakeholders. Coordinating the efforts of people towards the achievement of objectives and goals in any establishment has to do with administrative communication skills as its main trust. Without communication, there will be no good organization. The primary aim in administration is the improvement of teaching and learning process. Therefore, all the activities and efforts of the department must be tailored towards employing adequate communication skills. Okeke (2014) highlighted some of the communication skills, to include: listening skill, verbal and non-verbal skill. In order for the school administrator to achieve this, he or she must inevitably interact with various groups and individuals within the institution, community and with people outside the institution utilizing desired communication competence and skills. However, communication skills may differ based on the location where these institutions are located, be it urban or rural. Others believed that school location affects administrator's skills. The location of a school could be an urban or rural area. According to Funk and Wagnalls in Idialu (2013), urban areas are those thickly populated towns or cities with the basic amenities and facilities that make life comfortable, while rural areas are those places distinguished from towns and cities with little or no basic amenities or facilities. Another key human resources skill that plays an important role in effective management of department is instructional supervision.

Instructional supervision is a way to advise, guide, refresh, encourage, stimulate, improve and oversee lecturers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management. According to Wanzare (2012), instructional supervision embraces all activities that are directed specifically toward establishment, maintenance, and improvement of teaching and learning process in schools. In Nigeria, the HOD/HOU's role relative to instructional leadership includes the following: (a) monitoring lecturers' work by referring to their marking schemes, examination question and checking their course outline in line with the objectives of the programme; (b) selecting courses appearing in the programme curriculum so as to ensure a well-balanced education; (c) allocating reasonable credit load as a way of being in touch with the actual teaching and learning situation in the institution; and (d) maintaining a visible presence in the department.

Heads should be skilled in moderating assessments (test and exam question papers), dealing with irregularities in assessments, checking assessment scores for standardisation, providing written comments on all prescribed tasks to ensure adherence to policy and requirements, signs off final draft of tasks, checking of the model answers, marking schemes and rubric and ensuring that assessment meets the standard requirements. Nnebedum and Egboka (2017) stated that moderation of assessment is integral to teaching and learning. The moderation of internal assessment is one of the most important processes used to ensure quality and credibility of assessments that contribute to the final examination mark.

Nakpodia (2016) supported the finding, the author asserted that instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the lecturers and learners, helps in the identification of areas of strength and weaknesses of lecturers, follow-up activities that should be directed at the improvement of identified areas of lecturers' weaknesses and give recognition to the lecturers and create a cordial working atmosphere based on good human relations. In line with the finding, National Open University of Nigeria (NOUN, 2016) observed that supervision provides opportunities for lecturers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If lecturers are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the lecturers.

However, instructional supervision skills may differ based on gender. Gender seems to play a significant role in the level of skill exhibited by Heads of Department. Akpo (2012) argument is that men are more disposed to work harder than women and in the course of discharging their duties, they acquire relevant skills. On the relationship between gender and skills, Katz (2015) explains that gender plays a significant role as there are certain jobs that are more suitable for a particular gender due to the dominance of a specific gender. For instance, heading a Department or Unit seems masculine in nature, which gives the impression that many female Heads may not be as highly motivated as their male counterparts. Duze (2012) have shown that females are faced with more obstacles in leading, as they may be made to use technologies and new equipment in the workplace. Of which, Idialu (2013) stated that the female Heads tend to take longer time to adapt to new technologies. For instance, one of the sub-variables of the study is computer literacy. In line with Idialu (2013) position, some female Heads are not early adopters, thus conclusion could be drawn that gender plays a significant role in the use of new technology by Heads. However, Okolocha and Onyeneke (2013) noted that

women and men holding managerial posts do not differ in their level of skills needed in the workplace. The authors asserted that women in management adapt to 'male' thinking and conduct, whether knowingly or not, and internalise the values prevailing in a male-dominated labour market. Women in management position also adapt more easily to the use of new technology.

Departmental managers are the most important factor in making students beneficial for the society and the environment (Can, 2013). Head of Department (HOD) or Head of Unit (HOU) generally have a responsibility in departmental/unit management, external communications, community relations and instructional supervision and the extent to which these are effectively achieved may depend on their human resource and technical skills. Hence, the need to examine human resources skills required by Heads for management of Business Education Programme in Tertiary Institutions in Cross River State. Hence, the findings of this study may be of benefits to the government, Heads of Department/Unit, students, society and future researchers.

Purpose of the study

The study examined human resources skills required by Heads for management of Business Education Programme in Tertiary Institutions in Cross River State, Nigeria. Specifically, the study sought to determine the:

1. Communication skills required by Heads of Department/Units of Business Education Programme in Tertiary Institutions
2. Instructional supervision skills required by Heads of Department/Units of Business Education Programme in Tertiary Institutions

Research questions

The following research questions guided the study:

1. What are the communication skills required by Heads of Department/Unit for management of Business Education Programme in Tertiary Institutions?
2. What are the instructional supervision skills required by Heads of Department/Unit for management of Business Education Programme in Tertiary Institutions?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance to guide the study:

1. There is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions
2. There is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions

Methodology

The researcher adopted a descriptive survey research design. The study was carried out in tertiary institutions in Cross River State, Nigeria. The population for the study comprises 139 business educators including Heads of Department or Heads of Units in tertiary institutions in Cross River State, which were 47 males and 92 females (2021 Records from the Office of the Heads of Department of the various institutions under study). The breakdown of the population distribution is presented in Table 1. Purposive and census techniques was adopted in this study such that every member of the population is involved in the study due to the

manageable size. The instrument for data collection was a structured researcher-made questionnaire titled “Human Resources Skills Required for Management of Business Education Programme Questionnaire” (HRSRMBEQ). Three experts (Two from Business Education and one in Measurement and Evaluation) validated the instrument. To ascertain the reliability of the instrument, a trial test was carried out using 31 business educators in Akwa Ibom State who were not part of the main study. The data collected were subjected to Cronbach Alpha Statistical Analysis, which yielded an overall reliability index of .94. The HRSRMBEQ had a total of 16 items. 9 items elicit responses on technical skills and 7 items on financial management skills for management of business education programme with 4 response options of Very Highly Required (VHR), Highly Required (HR), Slightly Required (SR) and Not Required (NR). 139 copies of the HRSRMBEQ were administered and 137 copies were correctly filled and returned giving rise to 99% return rate. After the data were collected, research questions were answered using mean and standard deviation and hypotheses was analysed using population t-test. All the hypotheses were tested at 0.05 level of significance with 135 degree of freedom.

Table 1: Population Distribution by Education Zones

Education zone	Name of institution	Business Educators
Calabar	Unical	29
	CRUTECH, Calabar	15
	CRSCOE, Akamkpa	23
	Arthur Jarvis University, Akpabuyo	11
Ikom	Steady flow, COE	14
Ogoja	FCE, Obudu	47
	Total	139

Source: Records from Head of Department Office in all tertiary institutions in the study area (2021).

Results

Research question one

What are the communication skills required by Heads of Department/Unit for management of Business Education Programme in Tertiary Institutions?

The data providing answers to the above research question are presented in Table 2.

Table 2: Mean Ratings of Respondents on the Communication Skills required by Heads of Department/Unit for Management of Business Education Programme in Tertiary Institutions(n=137)

S/No	Communication Skills for Management of Business Education Programme	N	\bar{X}	SD	Decision
1.	Encourage open-ended conversations with staff	137	3.17	0.77	HR
2.	Speak in a way that the staff would understand	137	3.14	0.71	HR

3.	Listen attentively when spoken to	137	3.12	0.80	HR
4.	Interpret what the others have said for mutual understanding	137	3.07	0.78	HR
5.	Pay attention to staff non-verbal messages	137	3.01	0.86	HR
6.	Maintain an open door policy within the Department	137	3.03	0.86	HR
7.	Allow vertical flow of communication	137	3.04	0.78	HR
Grand Mean			3.08	0.79	HR

Note: \bar{X} = Mean; **HR** = Highly Required

The results in Table 2 showed that all the seven items (1-7) obtained the mean scores above 2.50 which is the cut-off point. The grand mean of 3.08 revealed that Heads of Department/Unit agreed that all the items on communication skills are required for management of Business Education Programme in Tertiary Institutions. The standard deviations for all the items are within the same range indicating that respondents are homogenous in their mean ratings.

Research question two

What are the instructional supervision skills required by Heads of Department/Unit for management of Business Education Programme in Tertiary Institutions?

The data providing answers to the above research question are presented in Table 3 below.

Table 3: Mean Ratings of Respondents on the Instructional Supervision Skills required by Heads of Department/Unit for Management of Business Education Programme in Tertiary Institutions (n=137)

S/No	Instructional Supervision Skills for Management of Business Education Programme	N	\bar{X}	SD	Decision
10.	Observe staff attendance to school	137	3.31	0.64	HR
11.	Ensure staff are allocated courses in line with their area of specialty	137	3.23	0.59	HR
12.	Ensure that staff teach courses that were allocated to them	3.33	3.35	0.60	HR
13.	Correlate the course outline developed with the programme's objectives	137	3.32	0.59	HR
14.	Examine examination questions set by the staff are in line with the course outline	137	3.31	0.61	HR
15.	Examine the examination marking scheme of staff	137	3.58	0.56	HR
16.	Assess the correlation between students' test scores and their examination scores	137	3.51	0.63	HR
Grand Mean			3.37	0.60	HR

Note: \bar{X} = Mean; **HR** = Highly Required

From the results displayed in Table 3, the grand mean of 3.37 revealed that Heads of Department/Unit agreed that all the instructional supervision skills are highly required for management of Business Education Programme. All the items, 8 to 16 obtained the mean

scores above 2.50 which is the cut-off point. This indicates that all the instructional supervision skills are highly required for management of Business Education Programme in Tertiary Institutions. The standard deviations for all the items are within the same range indicating that respondents are homogenous in their mean ratings.

Hypothesis one

There is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions.

The data providing answers to the above hypothesis are presented in Table 4 below.

Table 4: Independent t-test of Mean Ratings of Responses of Urban and Rural Based Tertiary Institutions' Heads of Department/Unit on the Communication Skills required for Management of Business Education Programme in Tertiary Institutions (n=137)

Items	Category of Respondents	N	\bar{X}	SD	df	t-cal	Alpha	p-val.	Decision
1.	Urban	126	2.98	.780	135	-1.035	0.05	.303	NS
	Rural	11	2.73	.905					
2.	Urban	126	2.90	.814	135	-.017	0.05	.986	NS
	Rural	11	2.91	.701					
3.	Urban	126	3.29	.646	135	-.789	0.05	.432	NS
	Rural	11	3.45	.688					
4.	Urban	126	3.29	.778	135	-.321	0.05	.748	NS
	Rural	11	3.36	.674					
5.	Urban	126	3.26	.706	135	-1.718	0.05	.088	NS
	Rural	11	3.64	.505					
6.	Urban	126	3.34	.739	135	-.490	0.05	.625	NS
	Rural	11	3.45	.688					
7.	Urban	126	3.48	.616	135	.111	0.05	.912	NS
	Rural	11	3.45	.688					
8.	Urban	126	3.53	.628	135	1.284	0.05	.201	NS
	Rural	11	3.27	.786					
9.	Urban	126	3.54	.653	135	.413	0.05	.680	NS
	Rural	11	3.45	.688					
	Urban	126	21.51	4.053	135	-.596	0.05	.552	NS
	Rural	11	22.27	4.407					

Note: Level of Sig. = 0.05; NS = Not Significant; S = Significant

The result of the t-test analyses presented in Table 4 indicated that there is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions. This is because data in Table 4 showed that the p-val of 0.552 is greater than 0.05. Since the p-values for all items is greater than p (.05), this implies that the null hypothesis that stated that there is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions is retained.

Hypothesis two

There is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions

The data providing answers to the above hypothesis are presented in Table 5 below.

Table 5: Independent t-test of Mean Ratings of Responses of Male and Female Heads of Department/Unit on the Instructional Supervision Skills Required for Management of Business Education Programme in Tertiary Institutions (n=137)

Items	Category of Respondents	N	\bar{X}	SD	df	t-cal	Alpha	p-val.	Decision
10.	Male staff	46	3.30	.591	135	-.124	0.05	.902	NS
	Femalestaff	91	3.32	.665					
11.	Male staff	46	3.30	.591	135	1.095	0.05	.276	NS
	Femalestaff	91	3.19	.595					
12.	Male staff	46	3.33	.598	135	-.335	0.05	.738	NS
	Femalestaff	91	3.36	.606					
13.	Male staff	46	3.52	.547	135	2.888	0.05	.005	S
	Femalestaff	91	3.22	.593					
14.	Male staff	46	3.37	.532	135	.854	0.05	.395	NS
	Femalestaff	91	3.27	.651					
15.	Male staff	46	3.50	.587	135	-.243	0.05	.808	NS
	Femalestaff	91	3.62	3.186					
16.	Male staff	46	3.33	.668	135	-.584	0.05	.560	NS
	Femalestaff	91	3.60	3.190					
	Male Staff	46	23.65	2.183	135	.069	0.05	.945	NS
	Female Staff	91	23.58	6.670					

Note: Level of Sig. = 0.05; NS = Not Significant; S = Significant

The result of the t-test analyses presented in Table 5 above indicated that there is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions. This is because data in Table 5 showed that the p-val of 0.945 is greater than 0.05. Only item 27 had a p-value of .005, which is less than 0.05 level of significance, which makes it significant. However, the p-values for all other items is greater than p (.05), this implies that the null hypothesis that stated that there is no significant difference in the mean

ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions is retained.

Discussion of findings

Communication skills required for management of business education programme

Based on the data analysed on the communication skills required for management of Business Education Programme in tertiary institutions, the responses of the respondents indicated that all the items on the communication skills were Highly Required (HR) for management of Business Education Programme in tertiary institutions. Also, the findings on the hypothesis tested showed that there is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions. The result is so because Heads of the Business Education programme should possess the above enumerated communications skills for smooth management of the department/unit, otherwise many Heads would be at logger heads with their staff and students which in most cases could lead to break down of law and discipline in the Department/Unit. The finding of the study is supported by Bridges (2017) who stated that around seventy percent of the Heads' time involves face- to- face communication with others. For example, HOD/HOU's deal with continuous states of emotions: excited students and rebellious staff are familiar scenes encountered by the Head. Similarly, Gale (2017) added that they must know how to skilfully communicate their academic and administrative decisions to stakeholders who may not be co-operating or who lack formal education.

Heads of Business Education programme are confronted with situations that involve a lot of communication exercise on daily basis. How effective they become depends largely on their ability to apply the appropriate communication skills in their daily interaction with their students, staff, parents and stakeholders. Coordinating the efforts of people towards the achievement of objectives and goals in any establishment has to do with administrative communication skills as its main trust. Without communication, there will be no good organization. The primary aim in administration is the improvement of teaching and learning process. Therefore, all the activities and efforts of the department must be tailored towards employing adequate communication skills. The finding agrees with Okeke (2014) who highlighted some of the communication skills, to include: listening skill, verbal and non-verbal skill. In order for the school administrator to achieve this, he or she must inevitably interact with various groups and individuals within the institution, community and with people outside the institution utilizing desired communication competence and skills.

Instructional supervision skills required for management of business education programme

With regards to the second research question which elicited information on the instructional supervision skills required for management of Business Education Programme in tertiary institutions, the responses of the respondents indicated that all the items on the instructional supervision skills were Highly Required (HR) for management of Business Education Programme in tertiary institutions. Also, the findings on the hypothesis tested showed that there is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions. In Nigeria, the HOD/HOU's role relative to

instructional leadership includes the following: (a) monitoring lecturers' work by referring to their marking schemes, examination question and checking their course outline in line with the objectives of the programme; (b) selecting courses appearing in the programme curriculum so as to ensure a well-balanced education; (c) allocating reasonable credit load as a way of being in touch with the actual teaching and learning situation in the institution; and (d) maintaining a visible presence in the department.

Heads should be skilled in moderating assessments (test and exam question papers), dealing with irregularities in assessments, checking assessment scores for standardisation, providing written comments on all prescribed tasks to ensure adherence to policy and requirements, signs off final draft of tasks, checking of the model answers, marking schemes and rubric and ensuring that assessment meets the standard requirements. The finding agree with Nnebedum and Egboka (2017) who stated that moderation of assessment is integral to teaching and learning. The moderation of internal assessment is one of the most important processes used to ensure quality and credibility of assessments that contribute to the final examination mark.

Nakpodia (2016) supported the finding, the author asserted that instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the lecturers and learners, helps in the identification of areas of strength and weaknesses of lecturers, follow-up activities that should be directed at the improvement of identified areas of lecturers' weaknesses and give recognition to the lecturers and create a cordial working atmosphere based on good human relations. In line with the finding, National Open University of Nigeria (NOUN, 2016) observed that supervision provides opportunities for lecturers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If lecturers are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the lecturers.

Conclusion

Based on the findings of the study, it was concluded that communication and instructional supervision are required by Heads for management of Business Education Programme in tertiary institutions in Cross River State, Nigeria. On the findings based on hypotheses tested, it was concluded that there is no significant difference in the mean ratings of urban and rural based tertiary institutions' Heads of Department/Unit on the communication skills required for management of Business Education Programme in Tertiary Institutions. The study also revealed that there is no significant difference in the mean ratings of male and female Heads of Department/Unit on the instructional supervision skills required for management of Business Education Programme in Tertiary Institutions.

Recommendations

Based on the findings of the study, the researcher recommended that:

1. Heads of Department or Unit should improve their communication skills and read body languages of their staff for effective management of the Department/Unit
2. Heads of Department or Unit should put modalities in place to ensure staff are allocated courses in line with their specialty and teach those courses allocated to them.

REFERENCES

- Akpo, S. E. (2012). The impact of teacher-related variables on students' junior secondary certificate mathematics results in Namibia (Unpublished Ph.D Thesis). University of South Africa, School of Education.
- Banfield, S. R., Richmond, V. P. & McCroskey, J. C. (2016). The effect of teacher misbehaviors on teacher credibility and affect for the teacher. *Communication Education*, 55, 63-71.
- Can, L. (2013). *The principles and practices of educational management*. London: Paul Chapman.
- Duze, C. O. (2012). Principals' perception of educational inputs and students' academic performance in junior secondary schools in Delta State of Nigeria. *African Research Review*, 6(1), 360-379.
- Edokpolor, J. E. & Egbri, J. N. (2017). Business education in Nigeria for value reorientation: A strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review (JERR)*, 5 (3), 41- 48.
- Edokpolor, J. E. & Owenvbiugie, R. O. (2017). Business education in Nigeria: issues, challenges and way forward for national development. *Journal of Collaborative Research and Development (JCRD)*, 5 (1), 1-25
- Idialu, J. O. (2013). Influence of gender, school location and students' attitude on academic achievement in Basic Technology in Delta State (Unpublished Ph.D Thesis). University of Nigeria, Nsukka.
- Katz, R. (2015). Skills for an effective administration. In G. Hersey & F. Blanchard (Eds.) *Management of organizational behaviour* (pp. 46-50). New York: Prentice-Hall.
- Lumby, J. (2013). *Transforming schools: Managing change process*. London: Commonwealth Secretarial.
- Mike, S. (2014). Educational leadership and management theory, polity, and practice. *South African Journal of Education*, 1(2), 35-48
- Nakpodia, E. D. (2016). *Educational administration: A new approach* (2nd ed.), Warri: Jonokase
- National Open University of Nigeria (NOUN) (2016). *Supervision of instruction in education*. Lagos: Press Craft Production.
- Nnebedum, C. & Egboka, P. N. (2017). Analysis of resource management strategies adopted by principals for secondary schools improvement in Enugu State, Nigeria.

International Journal of Advance Research And Innovative Ideas In Education, 3(3), 4124-4129.

Nwankwo, C. D. (2017). Examining team planning through an episodic lens: Effects of deliberate, contingency and reactive planning on team effectiveness. *Small Group Research*, 39(5), 542-568

Nwite, O. & Bernadette, N. E. (2016). Mechanism for improving the managerial communication skills of school HOD/HOUs for effective school administration in Nigeria. *British Journal of Education*, 4(7), 67-81

Ogembo, P. O. (2015). Training needs of Heads of department of secondary schools for effective Curriculum implementation in Kenya: A Case of Eldoret Municipality (Unpublished M. Phil Thesis). Kenya University.

Okeke, T. U. (2014). Development and validation of communication skills inventory for HOD/HOUs of secondary schools in Anambra State (Unpublished Doctoral Dissertation). University of Nigeria, Nsukka.

Okolocha, C. C., & Onyeneke, E. N. (2013). Secondary school principals' perception of Business Studies teachers' teaching effectiveness in Anambra State Nigeria. *Journal of Education and Practice*, 4(2), 171-179.

Oliva, P. F. & Pawlas, G. (2014). *Supervision for today's school*. Hoboken, Nj:Wiley and Sons

Wanzare, Z. (2012). Instructional supervision in public secondary schools in Kenya. *Education Management and Administration Leadership*, 40(2), 188-216.