British Journal of Contemporary Education
Volume 3, Issue 1, 2023 (pp. 74-86)
www.abjournals.org

MASSIFICATION OF UNIVERSITY EDUCATION AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME OF STATE-OWNED UNIVERSITIES IN SOUTH-SOUTH REGION, NIGERIA

NumbaraBari E. Kayii (PhD), Prof. Margaret E. Akpomi,

Prof. Maureen N. Koko and Oghenerukevwei C. Kpesu (PhD)

Department of Business Education, Rivers State University, Nkpolu-Oroworokwo, Port Harcourt, Nigeria

Cite this article:

Kayii N.E., Akpomi M.E., Koko M.N., Kpesu O.C. (2023), Massification of University Education and Instructional Delivery of Business Education Programme of State-owned Universities in South-South Region, Nigeria. British Journal of Contemporary Education 3(1), 74-86. DOI: 10.52589/BJCE-TQB8FYEA

Manuscript History

Received: 26 Feb 2023

Accepted: 25 March 2023

Published: 24 April 2023

ABSTRACT: *In response to historical circumstances, most south-south universities enrolled students in excess of their capacity, resulting in massification and negative consequences for educational quality. Increased enrollment has addressed issues of learning content selection and designing appropriate instructional models, which are equally important issues in ensuring the delivery of quality education. Apparently, the graduation rates of students do not match up to address unemployment. The study investigated the relationship between Massification of University Education and Instructional Delivery of Business Education Programme of State-Owned Universities in South-South Region, Nigeria. Two (2) specific objectives, research questions posed were answered and corresponding null hypotheses were stated, posed, formulated and tested at 0.05 level of significance. Correlation research design was adopted for this study and the population consisted of eighty-three (83) Business Education lecturers in the six (6) state-owned universities offering Business Education in South-south region, Nigeria. No sampling method was employed as the entire population served as a sample of the study. Two (2) sets of instruments titled "Questionnaire on Massification of University Education (QMUE) and Business Education Instructional Delivery Scale (BEIDS)" were used for data collection, which were validated by three experts in Business Education and Measurement and Evaluation. The reliability index of 0.81 and 0.78 were obtained respectively using the test-retest method. Research questions were answered using Pearson Product Moment Correlation Coefficient and t- transformational test was conducted to ascertain if the null hypotheses were significant or not. It was found out that there was a significant relationship between Massification of University Education and learning/content selection and instructional models as components of instructional delivery of Business Education programmes in State-Owned universities in the South-South region. Based on the findings, it was recommended amongst others that Business Education lecturers should select, design, and organize learning materials that stimulate and arouse students to reflect on what and how they are learning as they provide a high tech approach for students to utilize different technologies to aid students' learning.*

KEYWORDS: Massification, Instructional delivery, Learning/Content, Instructional models, Business education.

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

INTRODUCTION

University education is post-secondary education and an aspect of tertiary education, leading to the award of an academic degree. The federal government, states, and private individuals own and fund the university education programs spread across the six geopolitical zones. Today, 49 universities, 59 universities, and 111 universities are established by the federal government, state governments, and private individuals or bodies under the direct supervision of the National Universities Commission, respectively. The commission is a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in Nigeria (Federal Republic of Nigeria, 2018; National Universities Commission, 2022).

State-owned universities are tertiary institutions established by the state governments, the second tier of government that stands between the federal and local governments. The goals of the state-owned universities are similar to those of public universities; state-owned universities shall pursue these goals through teaching, research, and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programs, access to training funds, maintaining a minimum educational standard through appropriate agencies, etc., as these goals seem to have been affected by several challenges.

Universities in Nigeria have faced numerous challenges in delivering qualitative instruction due to massification. The term "massification" has emerged from the process that is gearing toward achieving social inclusion through democratization, globalization, and internationalization of higher education. These have equally resulted in the evaluation of social, cultural, economic, political, and technological outcomes in the 21st century. Conceptually, the term "massification" provokes a variety of meanings. To a greater extent, it refers to the escalating expansion and widening access to tertiary education (Marginson, 2017). In another context, massification is looked at as a diversity of institutions and programmes (Musa, 2018). Mohamedbhai (2011) defines massification as when the number of classrooms and educational resources do not match up. This makes learning difficult, lowers the quality of education, and lowers standards.

State-owned universities are tertiary institutions established by the state governments, the second tier of government that stands between the federal and local governments. The goals of the state-owned universities are similar to those of public universities; state-owned universities pursue these goals through teaching, research, and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programs, access to training funds, maintaining a minimum educational standard through appropriate agencies, among others, as these goals seem to have been affected by several challenges.

Universities in Nigeria have faced numerous challenges in delivering qualitative instruction due to massification. The term "massification" has emerged from the process that is gearing toward achieving social inclusion through democratization, globalization, and internationalization of higher education. These have equally resulted in the evaluation of social, cultural, economic, political, and technological outcomes in the 21st century. Conceptually, the term "massification" provokes a variety of meanings. To a greater extent, it refers to the escalating expansion and widening access to tertiary education (Marginson, 2017). In another context, massification is looked at as a diversity of institutions and programmes (Musa, 2018). Mohamedbhai (2011) defines massification as when the number of classrooms and educational

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

resources don't match up. This makes learning difficult, lowers the quality of education, and lowers standards.

In this study, massification is seen in the context of university education that is available to everyone, resulting in overwhelming numbers of students entering universities and the standardization of higher education programs to cater to the needs of these students. Similarly, Nigeria's university education is modeled after the higher education systems of its colonial masters. Nigeria's higher education system was elite at first because only children of those occupying the highest position in the social hierarchy were privileged for university education (Ahunanya et al., 2013); but with the necessity for technological growth, it has no choice but to join the massification race.

According to Ahunanya et al. (2013), Chineze and Nnennaya (2013), paradoxically, these four reasons for university education's massification were the democratization of higher education, which has enabled education demand to transcend social classes, ethnicity, and other barriers. The second is the emergence of the knowledge economy, which is replacing physical resources with knowledge. The third factor is globalization, which is altering academia with a cross-border education revolution. And lastly, there is a competition, as traditional universities are being forced to compete for students and research grants. To alleviate tension, the last three forms of evolution in higher education vary in strength in different institutions at different times in terms of instruction delivery (Patrick, 2011). Delivery of quality instruction helps students acquire some skills, attitudes, knowledge, ideas, or appreciation. The ability to accommodate a large number of enrolled students for academic programs depends on the teaching approaches used in creating instructional opportunities that are adaptable to diverse students. This condition has prompted universities to make various attempts to provide quality instruction while pressing for greater equality in the provision of learning experiences under conditions of massification. Learning experiences are paramount to quality instructional delivery through learning content selection and instructional models because they will provide the students with activities that engage them and bring about changes in their behavior in the desired direction (Hornsby & Osman, 2014; Loeb, Miller & Wyckoff, 2015).

Scholars have also identified other leading factors of massification in Nigeria. These include new information technologies, funding, the democratization of education, academic certification, the search for a lifelong career (Musa, 2018), institutional factors (class size, a gap in students-lecturers ratio, poor funding, a lack of frequent curriculum review, overpopulation, bad relations between the university and government, and poor teaching and research), and the search for a lifelong career (Obu, 2020; Ogbogu, 2011). In particular, the widespread belief that a degree is required to get a good job or to advance in a job demand has elevated the importance attached to a university education, making it a necessity for success. This in turn has increased the need among many Nigerians, especially those in the middle class, to access university education. The government's "free education for all" policy and the massive expansion of primary education (Selyutin, Kalashnikova, Danilova & Frolova, 2017) led to a rise in the number of people who left secondary school and went on to college. This led to a rise in the number of people who went from primary to secondary school (Selyutin, Kalashnikova, Danilova & Frolova, 2017).

From the foregoing, the influence of massification on instructional delivery has led to a marked increase in the student/lecturer ratio, resulting in a lack of individual attention to students or handling of students in smaller groups. Lectures and tests encourage memorization, which is

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

what the report on the state of education in Nigeria says should happen (Huang, 2011). Those instructional methods are not adapted to the overcrowded classes, a condition that affects teaching, learning, and research work supervision and follow-up of the students; just like the modes of assessment of learning, they produce little success in university examinations. Also, the deterioration of physical infrastructure and the wearing out of equipment have in no small measure contributed to the overcrowding of lecture halls, laboratories, halls of residence, and libraries. The reason for this is that some of the universities were planned when much smaller numbers of students and staff were envisioned. Kariwo, Gounko and Nungu (2014) point out that some Nigerian universities were built to hold a maximum of 5,000 students, but they now have about 24,000 students without a corresponding increase in academic and physical facilities. This is putting too much stress on the facilities that are already there.

In most cases, the lecturers do not have the time to attend to the needs of the students. Even when they do, the attention is not adequate. In the classroom, lecturers' interactions with students are better imagined than described. The kind of solution students receive to address their academic problems includes project supervision. Based on the foregoing personal experience, the researchers hold the conviction that, apart from other factors affecting the instructional delivery in Business Education, massification may have influenced the instructional delivery in Business Education due to the fact that most of the conditions identified are common in the department of business education. In the light of the foregoing discourse, it is clear that the influence of massification on the instructional delivery of Business Education programmes in universities can be ascertained by examining the interplay of these factors: selection of the learning area and instructional models. So far, no studies have been conducted to examine the relationship between the massification of university education and instructional delivery of Business Education programmes in universities using these factors. The researchers conceive the idea of finding a relationship between the massification of university education and the instructional delivery of Business Education programmes in university programmes in state-owned universities in the South-South region.

In recent times, universities have traded quality for quantity by keeping their doors open to the population of admission seekers into their various programmes. The pressures of massification and its attendant problems mean that academics now have increasingly demanding roles to improve student learning (Mve, 2021), particularly so in universities ravaged by a paucity of resources and the rate of expansion of infrastructural facilities. The number of universities and programmes grew from time to time. As a result, enrolment also jumped from about 64358 in 2000, to 122492 in 2004, to 154100 in 2008, to 1,274,761 in 2012, and to 1,700,000 in 2016 (Federal Ministry of Education, 2017). Regardless of the huge challenges facing higher education, the pace of quality seems to show signs of slowing down to allow for reflections or ways forward.

Studies have shown that the instructional process is influenced by challenges posed by massification for both lecturers and students. It is evident that massification provides more opportunities for personality conflicts, tension, and general disruptive behavior (Altbach, 2015), denying average and below-average students the opportunity to compete in their studies, as they need more direct instruction and minimal distractions to maximize their learning potential. The chances for lecturers to successfully improve proficiency on a standardized test decrease, which is coupled with unbearable disruptive behaviors in the classroom as the number of students in the classroom plummets. Meanwhile, the National Education Association (NEA, 2015) asserted that an average of 15 students per class is a good number to

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

target. While in Nigeria, the National Universities Commission (NUC) guidelines stipulate that a staff/student ratio of 1:30 is applicable for all academic departments (Ubulom, Kayii & Dambo; NUC, 2015). This new trend is that quantity is affecting quality. As a result, the quality of instruction given to students continues to decline in universities. The above assertions indicate that the smaller the class, the better the learning.

However, there is a growing concern over the quality of education offered in public universities in the face of recent mass admissions into these universities. Findings from research seem to be pointing to a decline in the quality of education offered in public universities (Pritam et al., 2011; Selyutin et al., 2017). Thus, it is believed that the concern for quality will continue to rise even as the accessibility and demand for university education increase. This demand is based on the perceived benefits accruing from higher education and the desire by governments to increase access to university education to learners of all categories. This increased demand has led to universities creating open distance learning programmes, increasing the proliferation of private universities, institutionalizing pseudo academic courses that ill-equipped campuses to certain conditions in the massification policy of the government. It is important to note that some of these universities have now created Business Education programmes that are not adequately equipped to provide students with the desired quality. Based on this, the study's question is: what relationship does massification of university education have with instructional delivery of the Business Education programme of state-owned universities in the South-South Region of Nigeria?

The purpose of the study was to investigate the relationship between Massification of University Education and Instructional Delivery of Business Education Programme of state-owned universities in the South-South region, Nigeria. In specific term, the study addressed the following objectives:

1. The relationship between massification of university education and learning content selection as a component of instructional delivery of Business Education programmes of state-owned universities in the South-South region

2. The relationship between massification of university education and instructional models as a component of instructional delivery of Business Education programmes of state-owned universities in the South-South region.

Research Questions

The following research questions guided the study:

1. What is the relationship between massification of university education and learning content selection as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region?

2. What is the relationship between massification of university education and instructional models as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region?

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

Hypotheses

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

1. There is no significant relationship between massification of university education and learning content selection as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region.

2. There is no significant relationship between massification of university education and instructional models as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region.

EMPIRICAL REVIEW

Due to massification, numerous public institutions use information and communication technology (ICT) in a variety of ways to reorganize learning content. At the University Cheikh Anta Diop in Senegal, one approach is the connectivity of many lecture halls so that a lecture delivered in one can be simultaneously relayed in the others via video-conferencing (Kaushik & Nabanita, 2016; Mohamedbhai, 2011). At the University of Ghana, live LCD practicals are broadcast via closed-circuit television so that a significantly larger number of students can observe them. Due to the large number of students, ICT has also been effectively utilized in selecting learning content and for assessment of students and processing of examination results; admission and registration of students for different programs; use of specially designed software in providing the optimal planning of lecture rooms to avoid collisions; and the automation of library services (Bede, Termit, & Singh, 2015). Little is known regarding the usage of cell phones by institutions to facilitate communication between staff and students in the design and selection of learning content in order to mitigate the negative consequences of large enrolments. Institutions can be upgraded branch campuses of existing universities, converted technical schools or polytechnics, or institutions founded from scratch (Pritam, Vineeta, & Akhilesh, 2011). New universities have emerged at an alarming rate in several nations. In Ethiopia, for instance, the number of public universities rose from nine in 2004 to 32 in 2012; in the Democratic Republic of the Congo, it rose from a few few years ago to 36 now. Despite the clear good intentions behind such initiatives, the rush has produced incontestable issues. In addition to other resources, the most significant problem for newly formed institutions is content selection (Ghavifekr & Rosdy, 2015). In Ethiopia, the oldest institution, Addis Ababa University, has been given the monumental duty of training lecturers in content modification in the faculty for the rising universities. Furthermore, a lack of resources threatens the quality of educational provision at the new universities. Also, the upgrading of existing technical colleges and polytechnics, which are essential for Africa's development, is frequently carried out without a plan to replace them. This can have a negative impact on the selection of learning content and the modifications required in tertiary education in a country because it creates a significant skills gap.

Despite the fact that the instructional models for south-south universities are the lowest in the world and do not appear to have increased significantly in recent years compared to growth in other world regions, actual numerical tertiary instructional models have been drastically altered over the past few decades. The region's tertiary enrollment increased from less than 0.2 million in 1970 to over 4.5 million in 2008 (Musa, 2018; Mve, 2021), necessitating diverse

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

instructional modeling techniques for teaching and learning. Nigeria's tertiary education system, which is the largest in Africa, went from having about 0.7 million students in 2000 to having about 1.4 million students in 2005.

There are inevitable and considerable differences in instructional models among regional universities. This ratio reached as low as 0.5% at Niger Delta University, 2.5% at Delta State University, and 2.7% at Ambrose Alli University in 2009, when the entire student enrollment was approximately 7%. However, several states had substantially higher ratios, including Rivers State University's 25.9%, Ignatius Ajuru University of Education's 14.9%, and Cross River State University of Technology's 9.2%. (Chandra, 2015; NUC, 2015; Marginson, 2017; Mohamedbhai, 2011). The annual increase in tertiary enrollment in Africa has been more than the population growth in the appropriate age group, but the demand for access to tertiary education has continued to rise as secondary education has become more accessible. The relationship between university teaching models and the proportion of skilled workers who graduate is strong (Umar, Umar, & Luba, 2017). Human capital development is a crucial evaluation strategy for graduates (Obu 2020). All evidence points to inadequate teaching models among suitably prepared university students, a concern that could hinder the economic and social growth of business education. The South-South region has witnessed commendable and steady economic growth in student enrolment over the past decade, which will require additional instructional methods to be sustained (Shamaki, 2015; Ahunanya, et al., 2013; Altbach, 2015). Institutions have a responsibility to continue to create and implement robust instructional approaches in order to compete with universities in other emerging nations. The issues that their tertiary education institutions confront are how to further increase instructional tactics to be in synchronization with massive attempts to raise enrolment when their completion rates are relatively low and their graduates find it increasingly difficult to obtain jobs.

Literature reviewed in this study consists of theoretical and empirical reports. From the conceptual perspective, massification has been reported greatly to influence instructional delivery, while some attributes of instructional delivery do not (Ahunanya et al., 2013; Altbach, 2015; Marginson, 2017; Mohamedbhai, 2011; Musa, 2018; Mve, 2021).

Empirically, it was found out that most of the instructional delivery indices studies by different researchers do not have significant relationship with massification. Generally, reviewed studies show that most of the studies on massification and instructional delivery indices are foreign. A few related studies were found to focus on teaching and learning in relation to student enrolment using teachers in primary schools. It became necessary to fill the gap by studying massification in relation to instructional delivery.

METHOD

The study adopted a correlational design. Correlational design involves the collection of two or more sets of data from a group of subjects with the attempt to determine the relationship between those sets of data (Nwankwo, 2013). This design is appropriate for the study since the researcher intends to establish a relationship between massification of university education and instructional delivery of Business Education programmes in state-owned universities. The population of this study consists of eighty-three (83) Business Education lecturers, including their heads of department, saddled with academic, managerial, and administrative

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

responsibilities in the six (6) state-owned universities running Business Education programmes in the south-south region of Nigeria. The researchers decided to use the entire population of eighty-three (83) Business Educators since the population of this study is manageable. Therefore, there is no need to employ a sampling technique to determine sample size. The two validated instruments developed for the study are the Questionnaire on Massification of University Education (QMUE), which was used to assess the conditions posed by massification in state-owned universities by Business Education lecturers, and the Business Education Instructional Delivery Scale (BEIDS), which was used to assess information on the measures of instructional delivery. The reliability coefficients for QMUE and IDS are 0.81 and 0.78, respectively. Pearson Product Moment Correlation was used to answer the two research questions, and t-test statistics were used to test the corresponding hypotheses by finding the significance of r.

RESULTS

Research Question 1: What is the relationship between massification of university education and learning content selection as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region?

Table 1: Relationship between Massification of University Education and Learning Content Selection

Variables	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r-cal
Learning Content Selection (Y)	83	257.83	249.33	820.69	770.30	761.85	-0.618
Massification (X)	83						

The data presented in Table 1 shows that the correlation coefficient between the massification of university education and learning content selection is (r-cal) =-0.618. This value shows that a negative and strong relationship exists between the massification of university education and learning content selection. This implies that as the massification of university education increases, effectiveness in learning content selection areas becomes difficult.

Research Question 2: What is the relationship between massification of university education and the utilization of instructional models as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region?

Table 2: Relationship between Massification of University Education and Utilization of Instructional Models

Variables	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r-cal
Instructional models (Y)	83	249.71	249.33	774.08	770.30	735.11	-0.683
Massification (X)	83						

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

The data presented in Table 2 shows that the correlation coefficient between the massification of university education and the utilization of instructional models is (r-cal) =-0.683. This value shows that a negative and strong relationship exists between the massification of university education and the utilization of instructional models. This implies that as massification increases, effectiveness in the utilization of instructional models decreases.

$H0_1$: There is no significant relationship between massification of university education and learning content selection as a component of instructional delivery of the Business Education Programme of State-Owned universities in the South-South region.

Table 3: t-Transformation for Correlation between Massification of University Education and Learning Content Selection

Variables	N	df	r-cal	t-cal	t-crit	Decision
Learning Content Selection (Y)	83	81	-0.618	-5.60	±1.96	Rejected
Massification (X)	83					

The result in Table 3 shows a t-calculated value (t-cal) of 5.60 and a t-critical value of ±1.96. As the result shows, t-calc is greater than t-crit. Based on the above statistical evidence, the hypothesis was rejected. This implies that there was a significant relationship between massification of university education and the selection of learning areas as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region.

$H0_2$: There is no significant relationship between massification of university education and the utilization of instructional models as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region.

Table 4: t-Transformation for Correlation between Massification of University Education and the Utilization of Instructional Models

Variables	N	Df	r-cal	t-cal	t-crit	Decision
Instructional models (Y)	83	81	-0.682	-6.18	±1.96	Rejected
Massification (X)	83					

The result in Table 4 shows a t-calculated value (t-cal) of -6.18 and a t-critical value of ±1.96. As the result shows, t-calc is greater than t-crit. Based on the above statistical evidence, the hypothesis was rejected. This implies that there was a significant relationship between the massification of university education and instructional models as a component of the instructional delivery of the Business Education Programme of state-owned universities in the South-South region.

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

DISCUSSION

Research question one sought to ascertain how massification of university education relates to the selection of learning areas as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region. The result shows that a negative and moderate relationship exists between the massification of university education and the selection of learning areas. The result implies that as massification of university education increases, effectiveness in the selection of learning areas reduces and vice versa. This result is not surprising as previous researchers had related results. So, there is a link between the growth of universities and the way learning areas are chosen as part of the Business Education program at state-owned universities in the South-South.

The findings of the present study are in agreement with those of Kaushik and Nabanita (2016), Bede, Termit and Singh (2015), Pritam, Vineeta and Akhilesh (2011), and Ghavifekr and Rosdy (2015), who found a negative but significant relationship between the massification of university education and learning content selection when they studied samples of lecturers. They obtained coefficients ranging from -0.53, 0.61, and -0.57, respectively, for massification and learning content selection. However, Chandra (2015) discovered a finding that contradicted the current one. Using a simple random sampling technique to draw 240 students and 60 lecturers, he discovered an inverse relationship between the massification of university education and learning content selection. The divergence in the results is that past studies may be attributed to many reasons. while the present study used lecturers against the lecturers and students used by Chandra in his previous study.

Research question two sought to ascertain the relationship between massification of university education and the utilization of instructional models as a component of instructional delivery of the Business Education programme of state-owned universities in the South-South region. The result shows that a negative and moderate relationship exists between the massification of university education and the utilization of instructional models. This implies that as more people gain access to university education as a result of massification, the effectiveness of instructional models in use decreases. The result is expected because if the level of accessibility is not managed properly, the utilization of instructional models in the delivery of lessons would be ineffective under such conditions triggered by massification. The findings of the present study are in agreement with those of Ahunanya, Chineze, and Nnennaya (2013) who examined the relationship between massification and adequacy and the application of motivation models in universities and Eimuhi and Ogedegbe (2016) who examined the influence of social interaction theory on teaching and learning in primary and secondary schools in Edo State of Nigeria respectively. Their separate results showed that the massification and social interaction theories of language students at the University of Nairobi, Kenya, had a negative and moderate relationship, and that social interaction theory had a negative effect on teaching and learning in primary and secondary schools in Edo State, Nigeria.

Similarly, Umar, Umar and Luba (2017) studied the influence of social interaction theory on students' academic achievement in mathematics in Nigeria, and the finding revealed that the influence of deteriorating conditions of buildings, pressures on teaching facilities, and instructional model deficiencies impaired the quality of teaching and learning in the selected schools. Also, similar to the present finding is Shamaki (2015), who examined the influence of social interaction theory on students' academic achievement in mathematics in Nigeria. The

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

results showed that social interaction theory hurts the quality of teaching and learning in the schools that were looked at.

However, findings in disagreement with the present one were found by Ubu (2020) and Eimuhi and Ogedegbe (2016). Using samples of ministry workers, they found a positive correlation between massification and instructional models. The coefficients obtained were 0.49 and 0.63 by Ubu and Eimuhi and Ogedegbe, respectively. Many reasons may be attributed to the divergent results between the present and past studies. While the present study used lecturers, lecturers were also used in the previous ones. Furthermore, a larger sample size of 330 lecturers than that of 83 lecturers was used in the present study. The small sample size in that study might have influenced the direction of the result.

CONCLUSION

Based on findings, it was concluded that a negative and strong relationship exists between the massification of university education, learning content selection, and instructional models. It is deduced that there is a significant relationship between the massification of university education and learning selection and instructional models. It is also concluded that the massification of university education has a significant relationship with the instructional delivery of Business education programmes in the South-South region.

RECOMMENDATIONS

Based on findings of this study, the following recommendations were made:

i. Business Education lecturers should select, design, and organize learning materials that stimulate and arouse students to reflect on what and how they are learning as they provide a high tech approach for students to utilize different technologies to aid students' learning.

ii. Management of higher education institutions should provide the basic enabling learning environment to enhance the implementation of a range of different instructional models through training and retraining of teaching staff.

REFERENCES

Altbach, P. (2015). Massification of the higher education and global knowledge economy: continuing contradictions. *International Higher Education,* 80, 9-30.

Bede, B.C.O., Termit K. R. & Singh, F.S.F. (2015). Need for ICT integration for effective instructional delivery in Nigerian Colleges of Education. *Journal of Education and Practice,* 6(3), 51-57.

Chandra, R. (2015).Learning content selection for effective teaching. *International Journal of Education and Psychological Research,* 4(4), 13-15.

Eimuhi, J.O. & Ogedegbe, B.G. (2016). Effect of environmental factors in teaching and learning in primary and secondary schools in Edo State of Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 7(4), 310-317.

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

Fabiyi, A. & Uzoka, N. E. (2012). Massification and quality assurance in tertiary education: The Nigerian Experience. *Makerere Journal of Higher Education***,** 4(1), 61 – 69.

Federal Ministry of Education, (2017). *Nigeria Digest of Education Statistics.* Abuja: Government Press

Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES),* 1(2), 175-191.

Hornsby, D. J. & Osman, R. (2014). Massification in higher education: Large classes and student learning. *Higher Education,* 10, 734-973.

Huang, F. (2011). Higher education from massification to universal access: A perspective from Japan. Higher Education, DOI 10.1007/s10734-011-9438-7

Kariwo, M., Gounko, T. & Nungu, M. (2014). A comparative analysis of higher education systems: Issues, challenges and dilemmas. Sense publishers, Rotterdam - The Netherlands.

Kaushik, B. & Nabanita, D. (2016). Impact of information technology on teaching-learning process. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS),* II (XI), 131-138

Loeb, S., Miller, L. C. & Wyckoff, J. (2015). Performance screens for school improvement: The case of lecturer tenure reform in New York City. *Educational Researcher,* 44(4), 199-212

Marginson, S. (2017). Elite, mass, and high-participation Higher education. *Encyclopedia of International Higher Education Systems and Institutions,* 9(1), 1-8.

Mohamedbhai, G. (2011). Higher education in Africa: The challenges ahead. Higher Education Forum, Hiroshima, Japan. *Research Institute for Higher Education Hiroshima* University, 8, 23-36.

Musa, M. (2018). Massification or quality of graduates? A model for higher education and development in Uganda. *African Journal of Education, Science and Technology,* 5(1), 1-11.

Mve, J.P. (2021). Revisiting the Causes and Meaning of Higher Education Massification in Sub-Saharan Africa: Evidence from Cameroon. Open Journal of Social Sciences, 09(04), 188-211. doi: 10.4236/jss.2021.94015

National Education Association (2015). *Report of the 2015–2016 NEA resolutions committee held on July 4–7, 2016.* NEA Representative Assembly.

Nwankwo, O.C. (2016). *A practical guide to research writing.* (5thEd.) Port Harcourt. Uniport Press.

Obu, J.K. (2020). Implications of government funding for research and teaching in Visual impaired students in Niger State. *International Journal of Special Education,* 4(6), 544-573.

Ogbogu, C. O. (2011). *Modes of funding Nigerian Universities and the implications on performance.* Paper presented at the 2011 Barcelona European Education conference. Calderon, Rambla, Barcelona, Spain

Patrick, C. L. (2011). Student evaluations of teaching: Effects of the big five personality traits, grades and the validity hypothesis. *Assessment & Evaluation in Higher Education,* 36(2), 239-249.

Pritam S.N., Vineeta, N. & Akhilesh, C. P. (2011). Impact of information technology on learning, teaching and human resource management in educational sector. *International Journal of Computer Science and Telecommunications,* 2(4), 66-72.

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA

Selyutin, A.A., Kalashnikova, T.V., Danilova,N.E. & Frolova, N.V. (2017). Massification of the higher education as a way to individual subjective wellbeing. *European Proceedings of Social and Behavioral Sciences,* 6, 259-263.

Shamaki, T.A. (2015). Influence of instructional models on students' academic achievement in Mathematics: A case study of some selected secondary schools in Yobe State-Nigeria. *Journal of Education and Practice,* 6(34), 40-44.

Ubulom, W.J., Kayii, N.E. & Dambo, B.I. (2016). Impact of information and communication technology on Business Studies students' academic performance in upper basic education in Tai Local Government Area of Rivers State. *International Journal of Innovative Social & Science Education Research*, 4(1), 1-7.

Umar, M., Umar, A. A. & Luba, A.K. (2017). Funding as a tool for revitalizing university education for social political and economic engineering in Nigeria. *International Journal of Topical Educational Issues*, 1(2), 269-282

Article DOI: 10.52589/BJCE-TQB8FYEA
DOI URL: https://doi.org/10.52589/BJCE-TQB8FYEA