



LEVERAGING ON MODERN INSTRUCTIONAL DELIVERY STRATEGIES FOR DEVELOPMENT OF EMPLOYABILITY SKILLS IN BUSINESS EDUCATION STUDENTS

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Abstract

The study investigated how Leveraging on modern instructional delivery strategies can promote business education students employability skills. The study adopted descriptive survey research design, the population of the study consists of (666) 2016/2017 final business education students in universities in South- South, Nigeria. Proportionate stratified sampling technique was used to select a sample of 400 Business Education final year students in the said tertiary institutions. Four hypotheses guided the study. The study used a four-point rating scale questionnaire of 25-item structured instrument titled: *Modern Instructional Delivery Strategies Employability Skill Questionnaire (MIDSESQ)*. The instrument was validated by three experts and the reliability coefficient was determined using split half reliability which indicated 0.89 which necessitated the administration of the instrument. The instrument was analyzed using multiple linear regression analysis. The findings of the study revealed that the use of cooperative learning strategy contributes to business education student digital capability skills and that the use of student grouping strategy also contributes to business education student communication skills in South-South Universities. Recommendations were made, among others that Business Education students involved in cooperative learning should imbibe digital skills that would enable them explore e-business options thereby enhancing their employability and that business education Lecturers should encourage students' grouping strategy which provides the opportunity for students to acquire social skills likely to improve their interaction in the work place.

Keywords: Modern Instructions, Delivery, Strategies, Employability Skills

Introduction

Business education as an aspect of Technical and Vocational Education has been recognized the world over as a medium for empowering people, especially the youths, for sustainable livelihood and social-economic development. It is a programme with the capacity of delivering the knowledge, skill, and philosophy that influence the development of attitudes and behaviours likely to impact on the actualization of educational goals (Ezinwa, 2016). Similarly Federal Republic of Nigeria (FRN) (2004) sees business education as a conglomerate of courses (like Accounting, Marketing, Office Technology Management (OTM), and management) that are concerned with the acquisition, development and inculcation of proper values for the survival of individuals and the society. Aliyu (2006) explained that business education is the education for the acquisition and development of skills and competencies, attitude and attributes which are essential for the efficiency of the economic system. Business education prepares its recipients to acquire viable skills that will enable them fit into various business organizations or be self-employed in the absence of paid job (Oladunjoye, 2016).

In view of this therefore, Gidado and Akaeze (2014) opined that the success of a society in entrepreneurship depends on training or education and the skills acquired



by the entrepreneurs. This implies that training leads to creativity. It is evident that education also equips a person with relevant skills which would lead him to be employed or have a better performance in his chosen career. Since education is very instrumental in ensuring the attainment of a functional citizenship, it therefore follows that emphasis should be placed on modern instructional delivery methods like students grouping strategies and cooperative learning strategies to stem and sustain the much desired development.

Students' grouping increases students' engagement in learning. It is an instructional delivery strategy where students in a large class are grouped or divided into a set of smaller groups for some portion of the time they are in the classroom. While in operation, each small group is recognized and treated as a separate and distinct social entity by the teacher and the students in the classroom, while cooperative learning strategy requires students to be responsible not only for their own learning but also for the learning of all others in the class. Presumably students engaged in group and cooperative learning tend to have more mature social skills, higher test scores, greater self-esteem, fewer stereotypes of individuals of other races or ethnic groups, and a deeper understanding of the concepts and skills they are studying (www.teachingasleadership.org). Slade (2017) observed that there are those who argued that the threshold of quality education is met by focusing only on literacy and numeracy. This definition according to United Nation (UN) Secretary General Ban Ki-moon is insufficient and outdated (Slade, 2017).

Corroborating on this, Slade maintained that education is not simply a content delivery system; rather, it is a system designed to help students to reach their full potential and enter society as full and employable citizens. Similarly education plays a large role in the socialization of students. It functions as a socializing agent because it provides the intellectual and social experiences from which students develop their skills, knowledge, interests, and attitudes that characterize them as individual and shape their abilities to perform optimally not only in their chosen career but also as rational personality (Bern, 2000).

Employability skills are group of essential abilities that involve the development of a knowledge-base, expertise level and mindset that is increasingly necessary for success in the modern workplace. Furthermore, employability skills are considered as essential qualifications for many job positions and hence have become necessary for an individual's employment success within a business world. It is on this basis Eneji, Mai-Lafia and Weiping (2013) assert that for every graduate, finding a decent job is a milestone towards self-reliance and contribution to poverty reduction, social stability and sustainable development.

Yusuff and Soyemi (2012) posited that the sustainable economic development will lead to the improvement of technical and vocational skills which are very vital for two important reasons firstly; the technical and vocational skills are needed for enterprise productivity and profitability, as well as for national productivity and wealth creation. This is owing to the fact that technological innovations and economic growth fuel the demand for skilled workers, also because of technological changes and advancement, changes in work organization, growing economic openness and competitiveness, and capital deepening (increasing capital per worker). The second



reason for development of technical and vocational skills is of vital importance because it is essential for individual prosperity.

Since skills enable the individual to prosper, increase productivity and income. It therefore holds that instructional delivery methods are essential ingredients because it serves as system development processes that seek to look at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate instructions can be specified (Ludo, 2017).

Statement of the problem

The unprecedented outcry and complaints from the government, entrepreneurs and the general public as to the suitability of our graduates in job placement particularly business education leave much to be desired. This is because the advancement in new instructional techniques and technologies are in nanoseconds. This scenario has necessitated organizational reforms, complete changes in work practices and training methods in every profession (Okoli and Wagbara, 2016). Therefore, instructional delivery of business education requires knowledge based skills through sound instructions both in the subject matter as well as the pedagogic technological skills that can be transferable to make them employable. Oyedele and Oladeji (2016) posited that business education is a systematic and organized programme of instruction aimed at transmitting business knowledge, skills, ideas, aptitude and technical know-how to recipients which is required for usage in business offices and for teaching others. Despite the benefits and contributions of this lofty programme (business education) geared towards the development of human and societal well being. Based on the personal experience of the researchers they have observed that some business education graduates are not productive in the discharge of their duties upon graduation.

Imeokparia and Ediagbonya (2012) supported the above assertion when they maintained that the poor level of skills of Nigerian workers leading to low productivity was what informed the establishment of Industrial Training programme (IT) in 1971 and that the mindset behind the establishment of this agency was to bridge the gap between theory and practice, yet the situation is still unabated. Furthermore, Imeokparia and Ediagbonya, opined that this informed reasons for the Executive Secretary of National University Commission (NUC) to say that the lack of regular study to advise Nigeria University system on the graduate needs of the labour market has led to a mismatch in the country that needs to be urgently addressed. The result of this could be adduced that the worth and focus of the instructional strategies offered by the universities do not achieve its intended purpose of solving the needs of the society. It is in view of this that this study is poised to ascertain how business education students in South- South, Nigeria tertiary institutions can leverage on modern instructional delivery strategies for developing employability skills in a recessive economy.



Purpose of the Study

The major purpose of this study was to ascertain how the use of modern instructional delivery methods will help to develop employability skills in business education students. Specifically the study intends to:

1. Determine how cooperative learning strategy will enhance business education students digital capability skills
2. Determine how students grouping strategy will enhance business education students social skills
3. Determine how students grouping strategy will enhance business education students' communication skills
4. Determine how students cooperative learning and student grouping strategies will enhance business education students' communication skills

Research hypotheses

1. There is no significant mean difference in use of cooperative learning strategy to enhance business education students digital capability skills
2. There is no significant mean difference in use of students grouping strategy to enhance business education students social skills
3. There is no significant mean difference in use of students grouping strategies to enhance business education students communication skills
4. There is no significant mean difference in use of cooperative learning and student grouping strategies to enhance business education students communication skills

Procedures

This study adopted the descriptive survey research design as it involved eliciting information from respondents using a structured questionnaire. The population of the study comprised of all the 2016/2017 Business Education final year students in all tertiary institutions in South-South, Nigeria. Its breakdown is as thus: (203) from Rivers State University (RSU), (125) from Niger Delta University (NDU), (78) from University of Calabar (UNICAL) and (120) from Delta State University (DELSU). Proportionate stratified sampling technique was used to select a sample of 400 Business Education final year students in the tertiary institutions in South-South, Nigeria. The breakdown of the sample was contained in table 1 below:

Table 1: Composition of the proportionate sampling

S/N	Institution	Population	Proportion	Sample Size
1	University of Uyo	70	0.10	40
2	Niger Delta University	125	0.19	76
3	University of Calabar	78	0.12	48
4	Delta State University	120	0.18	72
5	University of Benin	70	0.10	40
6	Rivers State University	203	0.31	124
	TOTAL	666	1	400

Source: Various Institution Heads of Department, 2017



The above calculation leads to the University of Uyo (having 40 respondents), Niger Delta University (with 76 respondents), Delta State University (with 72 respondents), University of Benin (with 40 respondents) and Rivers State University (with 124 respondents). Furthermore, a 25-item structured instrument titled: Modern Instructional Delivery Strategies Employability Skill Questionnaire (MIDSESQ) was used for the study. The instrument was structured using 4 point scale of Very Needed (VND = 4 points). Needed (NN = 3 points), Lowly Needed (LND= 2 points) and Not Needed (NND = 1 point).

Copies of the MIDSESQ were given to one expert in Business Education and two in Measurement and Evaluation department in Rivers State University and Ebonyi State University respectively for face and content validity. Data collected from pilot testing were used to estimate the reliability of the instrument using 40 Business Education Final Year students in Ebonyi State University. The reliability of the coefficient of MIDSESQ was determined using split half reliability. The estimated internal consistency computed was 0.89 which necessitated the use of the instrument for administration. Out of the 400 copies of the MIDSESQ instrument administered to the respondents (2016/2017 Final year Business Education students), only 371 (representing approximately 93% return or retrieval rate) were validly retrieved and analyzed using multiple linear regression analysis.

Results

Hypothesis 1: There is no significant mean difference in use of cooperative learning strategy to enhance business education students digital capability skills

This hypothesis was tested using Linear Regression Analysis and the result is shown thus:

Table 1: Extent the Use of Cooperative Learning Strategy Enhances Business Education Student Digital Capability Skills In South-South University

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	127.459	1	127.459	40.420	.000 ^b	S
Residual	1163.586	369	3.153			
Total	1291.046	370				
Multiple R (r _p) = .314 ^a						
R. Square (r ²) = .099						
Adjusted R ² = .096						
Standard Error of Estimate = 1.77577						

Predictors: (Constant), Cooperative Learning Strategy

Table 1 shows that the use of cooperative learning strategy to predict Business Education students digital capability skills in South-South University's yielded a coefficient of multiple regression R (r_p) of 0.314 and multiple regression square (R²) of 0.099. This also shows that F is 40.420 which is significant at P < 0.05 because the value of P is less than 0.05. Furthermore, the (R²) of 0.099 indicates that the use of cooperative learning strategy yielded a 9.9% contribution to business education students digital capability skills in South-South University's. This also signifies that



91.1% in the variance of digital capability skills was contributed by other extraneous variables not considered in the study.

Hypothesis 2: There is no significant mean difference in use of students grouping strategy to enhance business education students’ social skills

Hypothesis 2 was tested using Linear Regression Analysis and the result is shown in the table below:

Table 2: Extent the use of Student Grouping Strategy Enhances Business Education Student Social Skills in South-South University

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	428.006	1	428.006	189.345	.000 ^b	S
Residual	834.108	369	2.260			
Total	1262.113	370				
Multiple R (r_p) = .582 ^a R. Square (r^2) = .339 Adjusted R ² = .337 Standard Error of Estimate = 1.50348						

Predictors: (Constant), Student Grouping Strategy

Table 2 shows that the use of student grouping strategy to predict Business Education student social skills in South-South University yielded a coefficient of multiple regression R (rp) of 0.582 and multiple regression square (R²) of 0.339. This also shows that F is 189.345 which is significant at P < 0.05 because the value of P is less than 0.05. Furthermore, the (R²) of 0.339 indicates that the use of cooperative learning strategy yielded a 33.9% contribution to business education student social skills in South-South University. This also signifies that 60.1% in the variance of social skills was contributed by other extraneous variables not considered in the study.

Hypothesis 3: There is no significant mean difference in use of students grouping strategies to enhance business education students’ communication skills

This hypothesis was tested using Linear Regression Analysis and the result is shown thus:

Table 3: Extent the Use of Student Grouping Strategy Enhances Business Education Student Communication Skills in South-South University

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	903.489	1	903.489	541.760	.000 ^b	S
Residual	615.379	369	1.668			
Total	1518.868	370				
Multiple R (r_p) = .771 ^a R. Square (r^2) = .595 Adjusted R ² = .594 Standard Error of Estimate = 1.29139						

Predictors: (Constant), Student Grouping Strategy



Table 3 shows that the use of student grouping strategy to predict Business Education student communication skills in South-South University yielded a coefficient of multiple regression R (rp) of 0.771 and multiple regression square (R²) of 0.595. This also shows that F is 541.760 which is significant at P < 0.05 because the value of P is less than 0.05. Furthermore, the (R²) of 0.595 indicates that the use of student grouping strategy yielded a 59.5% contribution to business education student communication skills in South-South University. This also signifies that 40.1% in the variance of communication skills was contributed by other extraneous variables not considered in the study.

Hypothesis 4: There is no significant mean difference in use of cooperative learning and student grouping strategies to enhance business education students' communication skills

Hypothesis 4 was tested using Linear Regression Analysis and the result is shown in the table below:

Table 4: Extent the use of Cooperative Learning and Student Grouping Strategies Enhances Business Education Student Communication Skills in South-South University

Source	Sum of Squares (SS)	Df	Mean Square	F. Ratio	P-value	Remark
Regression	904.042	2	904.042	270.554	.000 ^b	S
Residual	614.826	368	1.671			
Total	1518.868	370				
Multiple R (r _p) = .771 ^a R. Square (r ²) = .595 Adjusted R ² = .593 Standard Error of Estimate = 1.29256						

Predictors: (Constant), Cooperative Learning and Student Grouping Strategies

Table 4 shows that the use of cooperative learning and student grouping strategies to predict Business Education students' communication skills in South-South University yielded a coefficient of multiple regression R (rp) of 0.771 and multiple regression square (R²) of 0.595. This also shows that F is 270.554 which is significant at P < 0.05 because the value of P is less than 0.05. Furthermore, the (R²) of 0.595 indicates that the use of cooperative learning and student grouping strategies yielded a 59.5% contribution to business education student communication skills in South-South University. This also signifies that 40.1% in the variance of communication skills was contributed by other extraneous variables not considered in the study.

Discussion of Findings

The result in Table 1 revealed that cooperative learning strategy significantly and statistically predicted Business Education students' digital capability skills in South-South University. The interaction yielded a percentage contribution of approximately 10%, which suggests the likelihood of Business Education students learning and internalizing digital capability skills from fellow students who are



equally engaged in cooperative learning strategy. This finding is consistent with earlier views by Utoware, Kren-Ikidi and Apreala (2016) who agreed that new technologies are relevant in the teaching and learning of business education. Osakwa (2010) also affirm the benefits in using new or modern techniques as part of the process of teaching and learning so long as the teacher recognizes the relationship between the use of this new techniques and the overall curriculum.

The result in Table 2 revealed that students' grouping strategy significantly and statistically predicted Business Education students' social skills in South-South University. The interaction yielded a percentage contribution of approximately 34%, which suggests the likelihood of Business Education students highly enhancing their level of socialization when they are grouped alongside their fellow students. This finding is in agreement with Oyedele and Oladeji (2016) who posits that the strength of internet social media application is that they offer an assortment of tools that the learners can mix and match to best suit their individual learning styles and increase their academic success. Also the finding is consistent with earlier views by Ajjan and Hartshome (2008) who alleged that internet based social media supports and enhances teaching in tertiary institutions because it provides learners with a chance to manipulate their learning environment and to participate actively in the learning process.

The result in Table 3 revealed that students grouping strategy significantly and statistically predicted Business Education students' communication skills in South-South University. The interaction yielded a percentage contribution of approximately 60%, which suggests the likelihood of Business Education students effectively enhancing their communication with fellow students when they are grouped together. This finding is consistent with the earlier position of Rae (2009) who posits that learning approach by theory and practice to generate social interactions rather than personal cognition is better for developing experiences for dealing with challenges

The result in Table 4 revealed that cooperative learning and student grouping strategies significantly and statistically predicted Business Education students' communication skills in South-South University. The interaction yielded a percentage contribution of approximately 60%, which suggests the likelihood of Business Education students effectively enhancing their communication with fellow students when they are put in cooperative learning strategy or student grouping strategy. This finding is supported by earlier findings by Balasubramanian (2007) in Ordu and Musa (2016) who maintained that students help each other to learn and develop skills by working together as a cohesive group.

Conclusion

The study found that the use of cooperative learning strategy and student grouping strategy enhance Business Education student digital capability skills, social skills and communication skills. Furthermore, the use of cooperative learning and student grouping helped Business Education student to get involved in activities that increased their socialization, eliminated discrimination and resourcefulness which is a prerequisite for success after graduation.



Recommendations

Based on the findings of the study the following recommendations were proffered.

1. Business Education students involved in cooperative learning should imbibe digital skills that would enable them explore e-business options thereby enhancing their employability.
2. Lecturers should encourage students grouping strategy which provides the opportunity for students to acquire social skills likely to improve their interaction in the work place.
3. Every student group should be provided with equal opportunity that will enable its members (students) acquire sound communication skills capable of enhancing their interaction upon graduation for greater productivity.
4. Education curriculum planners should develop programmes that will promote collaboration and communication skills among Business Education students groups with a view at promoting resourcefulness in the work place.

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