

INSTRUCTIONAL DELIVERY FOR SKILLS ACQUISITION IN BUSINESS EDUCATION IN THE NEW NORMAL IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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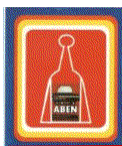
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Abstract

The study investigated instructional delivery for skills acquisition in business education in the new normal in colleges of education in Anambra State. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was 83 Business Education lecturers comprising lecturers from Federal College of Education, Umunze and Nwafor Orizu College of Education, Nsugbe. No sampling technique was used since the population was small. The Instrument used for data collection was a structured questionnaire titled "Instructional Delivery for Skills Acquisition in Business Education in the New Normal". The instrument was validated by two experts from the Department of Business Education, Chukwuemeka Odumegwu Ojukwu, University, Igbariam. A reliability coefficient of .82 was obtained using the test retest method, making the instrument suitable. Sixty copies of the questionnaire only, were retrieved and analyzed using mean for the research questions and z-test for the hypotheses at 0.05 level of significance. The results obtained indicated that business educators agreed on high extent of utilization of synchronous instructional delivery model in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State. It also revealed that asynchronous use of electronic tools for instructional delivery model in teaching skills acquisition was to a very high extent compared to synchronous use of electronic tools which affects to a high extent. The study recommended among others conferences and seminars should be organized periodically to allow for training of lecturers on the use of digital based instructional delivery platforms for teaching skills acquisition in business education.

Keywords: Business Education, Skills Acquisition, Instructional Delivery, New Normal, Colleges of Education.



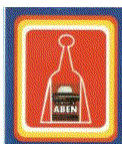
Introduction

Business education remains strategic to the economic development of Nigeria. This is because it is a programme designed with the goal of preparing students to become employable and self-sustaining individuals who can make sound economic decisions (Oguejiofor, 2020). Business education has attracted different definitions from several scholars. Akpan and Okiridu (2018) defined business education as an aspect of Vocational Education, a specialized programme of instruction designed to enable students to be knowledgeable in skills acquisition and attitudes leading to employability and advancement in business office occupations, business operations as well as teaching business subjects. Ezeonwurie (2019) described business education as a programme of instructions that offers various skills in Office Technology and Management (OTM), accounting and marketing. The author further stated that business education programme is a qualitative programme that has all the prospects that life demands.

Central to the definition of business education has been acquisition of skills which emphasizes the importance of skill acquisition to business education. Skills acquisition refers to the ability to be trained on a particular task till the trainee becomes an expert on the specific skill (Umeh, 2021). Skills acquisition is also described as the art of learning to do something in order to earn a living and or to survive (Iwuoha et al., 2021). Acquisition of skills requires effective and consistent training for the students to be proficient enough to secure jobs after graduation. To achieve this, training the students requires competence from the teachers that can make use of appropriate instructional delivery to enhance learning and acquisition of skills in business education (Onojaife, 2018).

Instructional delivery refers to the various methods a teacher or trainer adopts in explaining lessons to a student for better understanding (Okiridu and Godpower, 2021). When these methods are effectively applied, they directly impact positively on the students' performance (Amaewhule and Wokocha, 2018). Therefore, business educators are expected to employ effective instructional delivery models in teaching students skills to enhance learning and acquisition. Okenjom et al., (2016) stated that strategies used for effective instructional delivery in skills acquisition includes the use of lesson plan preparation, computers and instructional materials among others. Various materials used for instructional delivery includes; print materials, audio materials, visual materials, audio visual materials, digital materials, Presentation materials, web based materials and so on. The use of instructional delivery in skill acquisition is widely encouraged as it enhances participation and reduces carefree attitude of students. Moreover, Umoru and Shaibu (2018) stated that the future of business education as a field of study and its achievement is highly dependent on the ability to impart knowledge and skills to its students. In other words, it implies that the ability of lecturers to employ the right instructional delivery model in teaching skills is important to the future of business education.

The wide embrace of technology to teach students became more pronounced during the COVID 19 pandemic. The pandemic changed the conventional way of doing things such as teaching, learning and assessment in the education sector (Stanistreet *et al.*, 2020). This change in trend started when COVID 19 pandemic forced social distance measures on people all over the world resulting into closure of schools. The need to however, sustain academic activity while at home resulted into the use of various electronic tools as an alternative to the traditional face to face learning. Therefore, teaching, assessment, supervision, seminar presentation were done online. The change from the traditional way of teaching and learning from the advent of the COVID 19 pandemic is referred to as the new normal. Furthermore, the new normal describes the modern trend of teaching, assessing and carrying out academic activities subsequent to the effect of COVID – 19 pandemic which include re-adjustment in the school calendar, prolonged graduation dates and reduced research output (Ogwu et al., 2022).



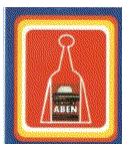
In the new normal, especially during the COVID 19 pandemic, most tertiary institutions involved in online teaching provided students with learning materials and pre-recorded lecture videos. It was also reported that remote teaching was done through online learning management systems such as Microsoft Teams, Edmodo, Canvas, Zoom and Google Classroom during the COVID 19 pandemic (Ebohon, 2021). Course materials and pre-recorded lectures were also sent to the students' emails, uploaded to learning software and sometimes sent to students WhatsApp groups. According to Ebohon (2021), teaching in the new normal (online teaching) in Nigeria made use of both asynchronous instructional delivery model and synchronous instructional delivery model. Lecturers in tertiary institutions applied these two models of instructional delivery to teach and assess students. In asynchronous model, students can communicate and complete activities at their own time and pace, while synchronous model is a form of teaching that occurred through live video and/or audio with immediate feedback, similar to a face to face teaching in the classroom. Management teams in these tertiary institutions ensured that the quality of teaching was maintained and appropriate methods which addresses some of the limitations of remote teaching were used. Quizzes, presentations, assignments, reports, essays etc. were some of the coursework-related activities adopted while most assessments were done via virtual multiple-choice questions and oral examinations

Other platforms used during the pandemic include; Telegram, Youtube, Facebook, Discussion board, Digital Library, Microsoft Teams, Google Hangout, WebEx, Skype, Google Meet, zoom, Instagram, email, telnet. The use of the electronic tools in teaching, assessment and supervision after opening of schools was however sustained despite restrictions bans being lifted. Therefore, in the new normal, electronic tools were employed for instructional delivery strategies in skills acquisition to teach business education students. The electronic tools were either used real time as instructional delivery strategies with students responding (synchronous learning) while learning or deployed for students to learn on their own (asynchronous learning). The former is a form of face to face learning usually carried out in the classroom during lecture periods. The latter allows students to learn at their own convenience.

Colleges of education are higher institutions tasked with the training of would be teachers known as student – teachers for the secondary education sector (Onajite, 2022). These student – teachers in business education are taught several courses both in theory and practice. Instructional delivery models in teaching skills acquisition in tertiary institutions (parts of which are colleges of education) in Anambra state in the new normal is crucial to the production of skilled graduates of business education. Onajite (2022) advocated for the effective utilization of electronic tools in teaching these courses as the right step towards achieving educational goals and objectives. Employing the right model in the use of these electronics tools as instructional delivery strategies are therefore important in efficient learning of the student – teachers. Instructional delivery models appropriate for the efficient learning of students are considered based on its impact on; students' understanding, participation and confidence, lecturer – students relationship, exchanged of ideas among students, completion of course contents and lecturer's competence (Umoru and Shaibu, 2018; Amaewhule and Wokocho, 2018; Okenjom et al., 2016;)

Statement of Problem

Unemployment rate increased with the advent of the COVID 19 pandemic which has forced many unemployed graduates to be looking for means of survival. Sad enough, business education graduates are found among these myriads of unemployed individuals (Wogboroma, 2022). Statistics shows that the rate of unemployed graduates increased in 2020 (NBS, 2021). This means such graduates are both unable to secure jobs and cannot creatively think of establishing business to sustain themselves. This is owing to poor skills acquisition training in schools relevant to the demands of the current trends leading to tertiary institutions producing graduates that are barely self-



sustainable even in the operation of their business and employable. The crisis may be deepened with the new normal experience being experienced in schools where teaching techniques have changed from the conventional ways. It is therefore, important for stakeholders to strategize on how to effectively impart knowledge and skills into business education students using the available electronic resources as instructional delivery strategies. This study therefore seeks to determine effective instructional delivery model for skill acquisition in business education in the new normal.

Research Questions

1. To what extent is synchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal Colleges of Education in Anambra State.
2. To what extent is asynchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal Colleges of Education in Anambra State.

Hypotheses

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

1. Lecturers from Nwafor Orizu Colleges of Education, Nsugbe and Federal College of Education, Umuze do not significantly differ on the extent of utilization of synchronous instructional delivery model in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State based on gender.
2. Lecturers from Nwafor Orizu Colleges of Education, Nsugbe and Federal College of Education, Umuze do not significantly differ on the extent of utilization of asynchronous instructional delivery model in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State based on gender.

Methods

This study adopted descriptive survey research design. The population of study consist of all the (83) lecturers from business education department in Federal College of Education, Umuze and Nwafor Orizu College of Education, Nsugbe in Anambra state. All the population was used because the population is small hence census method was used. Questionnaire tagged "Instructional Delivery for Skills Acquisition in Business Education in the New Normal in Colleges of Education in Anambra State"; which contained twenty items was instrument for data collection. The instrument was given a face validation by two expert from the department of business education Chukwuemeka Odumegwu Ojukwu University, Igbariam. A test-re-test approach was used to determine the reliability of the instrument. Four (4) points rating scale was used and was represented thus; Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) respectively. 83 copies of the questionnaire were personally administered by the researchers. Fifty (32 female lecturers and 18 male lecturers) copies was retrieved from Federal College of Education, Umuze while Nwafor Orizu College of Education, Nsugbe ten (10) (6 female lecturers and 4 male lecturers) copies was retrieved from out of 83 copies administered, thus 72% retrieval was achieved. Data were analyzed using the mean for the research questions and z-test to test the null hypotheses at 0.05 level of significance. A mean score above 2.5 was accepted as agreeing to the question posed. While a mean score below 2.5 was rejected. The z-test distribution was used to test the null hypotheses at a critical value of .05 significance. If the z-calculated is greater than the z- critical, the null hypothesis is rejected but accepted if the z-calculated is less than z-critical at .05 level of significance.

Result

Research Question One: To what extent is synchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal in colleges of education in Anambra State

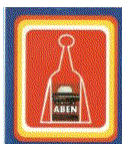


Table 1: Mean and standard deviation of respondents on the synchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal.

S/N	Item Description	Mean \bar{X}	Standard Deviation	Remarks
1	Webex	2.6	0.45	HE
2	Virtual Classroom	3.0	0.43	VHE
3	Skype	2.6	0.34	HE
4	Zoom	3.7	0.12	VHE
5	Whatsapp	3.4	0.22	VHE
6	Google Meet	3.6	0.14	VHE
7	Google Hangout	2.7	0.35	HE
8	Instagram	2.5	0.35	HE
9	Microsoft Team	2.7	0.46	HE
10	Youtube	2.8	0.21	HE
Cluster mean		2.96	0.31	HE

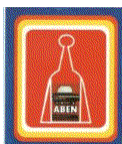
Table 1 shows the synchronous use of electronic tools employed as instructional delivery strategies in Colleges of Education in Anambra state in the new normal. The cluster mean of 2.96 shows that the electronic tools are used to a high extent. However, item by item analysis shows 2, 4, 5 and 6 are used to a very high extent as instructional delivery strategies in Colleges of Education in Anambra State in the new normal.

Research Question Two: To what extent is asynchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State

Table 2: Mean and standard deviation of respondents on the asynchronous instructional delivery model utilized in teaching skills acquisition in business education in the new normal

S/N	Description	Mean \bar{X}	Standard Deviation	Remarks
11	Whatsapp	3.8	0.32	VHE
12	Telegram	3.6	0.21	VHE
13	Discussion Board	3.9	0.42	VHE
14	Computer	2.7	0.24	HE
15	Google Hangout	3.4	0.55	VHE
16	Emails	3.6	0.43	VHE
17	Digital	3.6	0.12	VHE
18	Telnet	3.4	0.11	VHE
19	Podcast	3.5	0.21	VHE
20	Flashdrive	3.7	0.10	VHE
Cluster Mean		3.52	0.27	VHE

Table 2: Shows the asynchronous use of electronic tools used as instructional delivery strategies in Colleges of Education in Anambra state in the new normal. The cluster mean of 3.52 shows that the electronic tools are used to a very high extent. Item by item analysis shows all except item 14 are employed to a very high extent.



Hypotheses Testing

Hypotheses 1:

Lecturers from Colleges of Education, Nsugbe and Federal College of Education, Umuze do not significantly differ on the extent of utilization of synchronous instructional delivery model in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State based on gender.

Table 3: Z-test analysis of the mean responses of lecturers on the utilization of synchronous instructional delivery model in teaching skills acquisition in business education in the new normal

S/N	Group	N	X	SD	DF	Z-cal	Z-crit	L/Sign.	Remark
1	Nsugbe	15	3.4667	0.5164	15	-1.7678	1.9600	0.05	Accepted
2	Umuze	10	3.8	0.4216					

The data presented in table 3 revealed that Z-calculated value of -1.7678 is less than Z-critical value of 1.9600 at 0.05 level of significance. Therefore the null hypothesis was accepted. It is observed that there is no significant difference in the mean ratings of lecturers from the respondent institutions on the utilization of synchronous instructional delivery model in teaching skills acquisition in business education in the new normal.

Hypotheses 2:

Lecturers from Colleges of Education, Nsugbe and Federal College of Education, Umuze do not significantly differ on the extent of utilization of asynchronous instructional delivery model in teaching skills acquisition in business education in the new normal in Colleges of Education in Anambra State based on gender.

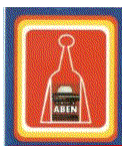
Table 4: Z-test analysis of the mean responses of lecturers on the utilization of asynchronous instructional delivery model in teaching skills acquisition in business education in the new normal

S/N	Group	N	X	SD	DF	Z-cal	Z-crit.	L/Sign.	Remark
1	Nsugbe	15	3.4667	0.4577	15	0.6614	1.9600	0.05	Accepted
2	Umuze	10	3.8	0.5164					

The data presented in table 4 revealed that Z-calculated value of 0.6614 is less than Z-critical value of 1.9600 at 0.05 level of significance. Therefore the null hypothesis was accepted. It can then be stated that there is no significant difference in the mean ratings of lecturers from the respondent institutions on the utilization of asynchronous instructional delivery model in teaching skills acquisition in business education in the new normal

Discussion

The data presented in Table 1 provided answers to Research Question 1 which indicated the extent of synchronous instructional delivery model utilized in teaching skills acquisition in business education in Colleges of Education in Anambra State in the new normal. The table shows that lecturers from the two Colleges of Education believed synchronous instructional delivery model using electronic tools in the new normal is utilized to a high extent to enable students acquire skills in business education. This is line with report of Wolugbom *et al.*, (2020) in a study on the impact of electronic tools on teaching and learning in tertiary institutions in the new normal. The study shows that electronic tools is being utilized in the tertiary institutions and that it has impact on the academic performance of students to a high extent.



Also, the data observed in Table 2 shows that asynchronous use of electronic tools as instructional delivery strategies for skills acquisition in business education in the new normal is utilized to a very high extent. The better use of electronic tools as asynchronous instructional delivery models might be as a result of the unique effect of such as; improved understanding, increased exchanged of ideas among students and increased confidence among students. These are important in acquiring skills not just for academic evaluation but for application of the acquired skills after graduation. These unique effects are obvious as the lecturers from both institutions agreed that the effect of using asynchronous instructional delivery model influences the production of highly skilled graduates to a high extent. Deploying asynchronous instructional delivery tools to teach might also be owed to the fact that students perform better when they are allowed to learn skills on their own using resources provided for by the lecturers outside of the normal lecture period Ananga and Biney (2017). The very high extent use of electronic tools in asynchronous delivery model is in line with the report of Olaniyi (2022) which indicated a wider use of electronic tools for asynchronous mode of teaching in instructional delivery compared to the synchronous method.

Conclusion

Based on the analysis of the data and discussion of findings, the study concluded that asynchronous instructional delivery model for skills acquisition in business education enhances skills acquisition the more than synchronous instructional delivery model. The unique effect of asynchronous use of electronic tools is in the improved understanding, increased exchanged of ideas among students, production of highly skilled graduates and increased confidence among students. The lecturers in both schools agreed that electronic tools are being used for instructional delivery strategies for skills acquisitions in business education to a moderate extent.

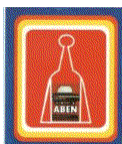
Recommendations

Considering the importance of instructional delivery in skills acquisition of students of business education.

1. Curriculum planners should allow more of self taught practice using electronic platforms for skills acquisition in the business education curriculum and students should be encouraged to purchase tools and materials like computer, internet enabled phones and others that can allow them to assess online resources designed to enable them to acquire skills in business education.
2. Conferences and seminars should be organized periodically to allow for training of lecturers on the use of digital based instructional delivery platforms for teaching skills acquisition in business education.

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