



## **AN EVALUATION OF INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION FOR SKILLS ACQUISITION IN DIGITAL ERA IN TERTIARY INSTITUTION IN ONDO STATE**

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### **Abstract**

***The study evaluated instructional delivery of business education for skills acquisition in digital era in tertiary institution in Ondo State. Four research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study comprises of all the four hundred and fourteen (414) registered Business Education Students in Adeyemi College of Education, Ondo, Ondo State in the 2020/2021 academic session. One hundred and thirty eight (138) Business Education Students selected through simple random sampling technique were the respondents for the study. Questionnaire was the instrument used for data collection. The research instrument was validated by experts. A test-retest method was used to determine the reliability of the instrument. A reliability coefficient of 0.86 was arrived at using Pearson Product Moment Correlation Co-efficient (r) statistics. Data collected were analyzed using Arithmetic Mean. The findings showed that the Business Education Students evaluate the general aspects of teaching and learning of business education for skills acquisition to be relevant in digital era, the lecturers' use teaching/learning aids to enhance the students' knowledge of business education for skills acquisition in digital era, the lecturers' facilitation of teaching and learning of business education for skills acquisition in digital era was adjudged very good and the teaching and learning environment of Business education is conducive. It was recommended among others that Tertiary institution management should make provision for improved digital learning environment such as provision of private power plants, e-classrooms, e-library, e-books and so on.***

Key words: Evaluation, Instructional delivery, Business Education, Skills acquisition, Digital Era.

### **Introduction**

Business Education is a programme of instruction that prepares students for the world of work by exposing them to theoretical and practical knowledge in business practice and pedagogy. The mandate of business education is to ensure that students are *educated for and about business*, which indicates that it covers the practical aspects of business knowledge and the exposure of ways of teaching business. 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). This has to do with acquiring the skills and



competencies that are needed to carry out commercial activities effectively. Also, Business Education programme seeks to raise teachers of business, who are competent and skillful in business related subject areas.

Business Education as an integral part of vocational education plays a vital role to national development. The programme provides instruction and training for office occupations like secretaries, accountants, computer operators, data processors and so on, and also exposes students to the knowledge of economic, finance, marketing, accounting and managerial aspects of business endeavor (Oladunjoye, 2016). Students are therefore, trained to be self-reliant either by becoming entrepreneurs or by being gainfully employed. Graduates of Business Education programme should be able to start small businesses and manage them properly and also teach business subjects in the secondary school level.

Business Education is taught at different levels of education with different nomenclature. At junior secondary level, the programme is taught as business studies with book-keeping, commerce, typing, shorthand and office practice, as component parts. In the senior secondary level, Business Education is taught as Financial Accounting, Commerce, Marketing, and entrepreneurship (practicals). At the tertiary level, the programme is operated by universities, polytechnics and colleges of education as a four-year, two-year or three-year course, depending on the nature of the programme enrolled for (Ezeani & Ogundola, 2016). Due to the robust nature of the programme, at the college of education level the programme is divided into specialized options in Accountancy, Marketing, Entrepreneurship and Office Technology and Management (formerly known as Secretarial option). These options usually run general courses in the first and second level of study after which students focus on specialized subject areas at their third level.

Skill acquisition is paramount to Business education. Business education helps to develop 'life skills' for economic success through impartation of business knowledge, time management skills, organizational skills and goal-setting skills. It provides information and communication technology skills through instructions in word processing, spreadsheet, database management, digital and internet skills. It helps to develop skills and attitude needed for career success by inculcating soft skills, problem-solving, critical thinking and team work skills in students (ABEN, 2017). If the course outlines as stated in the minimum standard/benchmark for tertiary institutions at various levels are well taught the objectives of teaching business education would no doubt be achieved and skills needed to succeed as a teacher and in the business world would also be imparted to the learner. We are living in the digital era, a time of rapid technological change. The digital era or information age is a period where a shift process occurs from the industrial revolution to an information based economy using computer or other technology devices as medium or communication. The digital era is characterized by technology and it is to the advantage of the business education lecturers and students. Hence, the need for appropriate and effective instructional delivery of business education for skill acquisition.

Instructional delivery refers to the interaction among the student, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world (Ile & Mekuri-Ndimele 2021). It is understood from the aforementioned that to impart to students the desired skills necessary for effective participation in the world of work and also help for economic development of a country, the most appropriate techniques of instruction must be practiced by the business education lecturers. Appropriate techniques when effectively practiced will build confidence on the part of the instructors/lecturers and provoke self motivation to participate on the part of the students in the digital era.

Evaluation is generally defined as the process of determining the worth of evidence, idea or something. Evaluation means different things to different people. To some people evaluation means assessment (test) while to others it means a process of determining the value or worth of a programme, a course or an initiative with the ultimate aim of making decision about adopting,



continuing, modifying or rejecting a programme, a course or an initiative. It is a purposeful, systematic and careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of programmes, establishing accountability and identifying areas needing change and improvement. Applied to education, it is seen as the process of investigating the strength and weakness of the curriculum process and implementation at each stage to enable the curriculum planners to modify and restore the programme (Umoru & Oluwalola, 2016). Evaluation in schools and colleges are mostly carried out by the teachers or lecturers. Students' evaluation of instructional delivery is rarely carried out and it is perceived to be necessary for quality improvement of teaching and learning in the digital era. Students' evaluation of instructional delivery is mostly carried out during programme accreditation to determine the quality of teaching, facilitation of lectures, use of teaching aids/instructional materials and the learning environment.

Generally, business education courses are mostly taught with a conventional classroom approach where the teacher physically stands before the students and gives out the learning materials, using a variety of teaching methods, and assesses the students through home works and class activities. This approach (which is also known as the face-to-face approach) entails that the teacher coordinates the learning process by giving out the learning materials in class as students listen and possibly take notes. At appropriate times, assignments and class activities are given by the teacher to evaluate students' comprehension. It encourages teacher in-person instruction where the teacher takes the center stage. However, this approach may not consider students' individual learning style, and also may not be flexible enough for self-paced learning. As a result, the conventional classroom approach may not be student-centered as students' participation may be restricted to only what the teacher permits in class. The above scenario makes this study to evaluate instructional delivery of business education for skills acquisition in digital era in tertiary institution in Ondo State.

### **Statement of the Problem**

Business education programme includes options in: office technology and management (OTM) education and accounting education, marketing education and entrepreneurship education. The manner of instructional delivery of by lecturers in tertiary institution in Nigeria has been heavily criticized in recent times by stakeholders. A cursory look shows that some lecturers in tertiary institutions do not show the right attitude to academic work resulting in production of poor graduates without saleable skills. These lecturers are said to lack the zeal to work, the briskness and the momentum of hardworking people; and generally, dedication, honesty, competence and determination, all of which characterized highly performing and productive people in a society (Ile & Mekuri-Ndimele 2021). The scenario painted above has led to hasty generalization that lecturers have been ineffective in instructional delivery. Stakeholders attributed this to lack of knowledge and digital skills while others blame the predicament on poor digitalization of the institutions. However, there is need for objective evaluation of the situation. Evaluation in schools and colleges are mostly carried out by the teachers or lecturers. Students' evaluation of instructional delivery is rarely carried out and it is perceived by the researchers to be necessary for improvement in skills acquisition in the digital era. Students' evaluation of instructional delivery is occasionally carried out during programme accreditation in tertiary institutions to determine the quality of teaching, facilitation of lectures, use of teaching aids/instructional materials and the learning environment. In the light of the above, it becomes imperative to evaluate instructional delivery of business education for skills acquisition in digital era in tertiary institution in Ondo State.



**Research Questions**

The following research questions were raised to guide the study:

1. What is business education students’ evaluation of the general aspects of teaching and learning of business education for skills acquisition in digital era?
2. What is business education students’ evaluation of lecturers’ use of teaching/learning aids to enhance the knowledge of business education for skills acquisition in digital era?
3. What is business education students’ evaluation of lecturers’ facilitation of teaching and learning of business education for skills acquisition in digital era?
4. What is business education students’ evaluation of the teaching and learning environment of business education for skills acquisition in digital era?

**Method**

Descriptive survey research design was adopted for the study. The population of the study comprises of all the four hundred and fourteen (414) registered Business Education Students in Adeyemi College of Education, Ondo, Ondo State in the 2020/2021 academic session. One hundred and thirty eight (138) Business Education Students selected through simple random sampling technique were the respondents for the study. Questionnaire was the instrument used for data collection. It contained structured items based on the research questions raised in order to elicit accurate information using a five point Likert rating scale thus; Strongly Agree (SA) - 5, Agree (A) - 4, Undecided (U) – 3, Disagree - (D) - 2 and Strongly Disagree (SD) – 1. The research instrument was validated by experts. A test-retest method was used to determine the reliability of the instrument. A reliability coefficient of 0.86 was arrived at using Pearson Product Moment Correlation Co-efficient (r) statistics. Data collected for the study were analyzed using Arithmetic Mean to make a decision, the cut off point was 3.0. Mean score of items above 3.0 was accepted while mean score of items below 3.0 was rejected.

**Results**

**Research Question 1:** What is the business education students’ evaluation of the general aspects of teaching and learning of business education for skills acquisition in digital era?

**Table 1: Business Education Students’ Evaluation of the General Aspects of Teaching and Learning of Business Education for Skills Acquisition in Digital Era.**

S/No	General Aspects of Business Education	Mean	SD	Decision
1	Business education courses are relevant for skills acquisition in digital era.	4.67	0.47	Agree
2	The lecturers provided detailed course outlines at the beginning of each course.	4.67	0.49	Agree
3	The stated course objectives were fully covered.	4.36	0.69	Agree
<b>Average Mean</b>		<b>4.57</b>		

Source: Field Survey (2021)

The results in Table 1 above indicate a positive response in all the 3 items with mean scores of (4.67), (4.36) and (3.13) respectively. This implies that the Business Education Students evaluate the



general aspects of teaching and learning of business education for skills acquisition to be relevant in digital era with the average mean score of 4.57.

**Research Question 2:** What is the business education students' evaluation of lecturers' use of teaching/learning aids to enhance the knowledge of business education for skills acquisition in digital era?

**Table 2: Business Education Students' Evaluation of Lecturers' Use of Teaching/Learning Aids to Enhance the Knowledge of Business Education for Skills Acquisition in Digital Era.**

	<b>Use of Learning /Teaching Aids in Business Education</b>	<b>Mean</b>	<b>SD</b>	<b>Decision</b>
4.	The course materials, e.g reading, lecture notes, in-class assignments e.t.c contributed to learning the subject matter.	4.34	0.77	Agree
5.	Modern teaching aids such as Projectors, Interactive Boards and Multi-media devices were provided.	3.21	1.32	Agree
6.	Modern teaching aids such as Projectors, Interactive Boards and Multi-media devices were used by the Lecturers.	3.25	1.37	Agree
	<b>Cluster Mean</b>	<b>3.60</b>		

Source: Field Survey (2021)

Results in the Table 2 above shows that all the mean scores are above the cutoff point (3.00), with mean scores of 4.34, 3.21 and 3.25 respectively. Thus indicating a positive response, meaning that the lecturers' use teaching/learning aids to enhance the students' knowledge of business education for skills acquisition in digital era with the average means score of 3.60.

**Research Question 3:** What is the business education students' evaluation of lecturers' facilitation of teaching and learning of business education for skills acquisition in digital era?

**Table 3: Business Education Students' Evaluation of the Lecturers' Facilitation of Teaching and Learning of Business Education for Skills Acquisition in Digital Era.**

	<b>Facilitation of Business Education Courses</b>	<b>Mean</b>	<b>SD</b>	<b>Decision</b>
7	The course delivery is in tandem with the course contents.	4.16	0.85	Agree
8	The lecturers lectured to the understanding of the students.	4.57	0.54	Agree
9	The lecturers delivered lectures with seriousness and without wasting time.	4.47	0.62	Agree
10	The lecturers attended classes regularly.	4.50	0.72	Agree
11	The lecturers covered the syllabi for their courses.	4.46	0.77	Agree
12	The lecturers allowed students to ask questions in class, provided useful responses and encouraged students participation.	4.48	0.71	Agree
13.	The styles of teaching were good and impactful.	4.49	0.73	Agree
14	The lecturers gave assignments or tests or term papers.	4.24	0.96	Agree
15	The sequence of lectures followed the plan course outlines provided.	4.38	0.79	Agree



16	The lecturers were able to stimulate thinking throughout the courses.	3.83	1.03	Agree
17	Each lecture was presented in a well organized and structured manner.	4.34	0.70	Agree
18	The lecturers stated clearly the procedures by which students will be assessed.	4.36	0.71	Agree
19	The lecturers used relevant examples and illustrations to clarify concepts.	4.31	0.78	Agree
20	The lecturers were punctual for most of the schedule lecture periods.	4.28	0.90	Agree
21	The lecturers were present for entire portion of the scheduled lecture periods.	4.24	0.76	Agree
22	The lecturers provided adequate assignments at regular intervals	3.81	1.21	Agree
23	The assignments were promptly marked and returned.	2.93	1.42	Disagree
24	The lecturers always provided useful feedback and comments on the assignment(s) given.	3.42	1.41	Agree
25	The lecturers were fair and treated the students with respect.	3.86	1.22	Agree
<b>Cluster Mean</b>		<b>3.96</b>		

Source: Field Survey (2021)

The results in the Table 3 above showed that the respondents agreed with all the items except item 23. This implies that the lecturers' facilitation of teaching and learning of business education for skills acquisition in digital era was adjudged very good with the average mean score of 3.96 which is above the cut off mean of 3.00. However, the respondents disagree that the assignments were promptly marked and returned.

**Research Question 4:** What is the business education students' evaluation of the teaching and learning environment of business education for skills acquisition in digital era?

**Table 4: Business Education Students' Evaluation of the Lecturers' Facilitation of Teaching and Learning Environment of Business Education for Skills Acquisition in Digital Era.**

	Teaching and Learning Environment	Mean	SD	Decision
26	There were enough seats for all students during lectures.	4.32	0.85	Agree
27	The teaching and learning environments were satisfactory.	4.34	0.73	Agree
28	The library was stocked with relevant materials (e.g textbooks and academic journals).	4.06	1.03	Agree
<b>Cluster Mean</b>		<b>4.24</b>		

Source: Field Survey (2021)

The findings of Table 4 revealed that all the three items in the table indicate a positive response as they are above the cut off mark (3.0). This implied that the teaching and learning environment of Business education is conducive.



### **Discussion of Findings**

The results in table 1 revealed that business education is relevant to the business education students' study, the lecturers provided detailed course outlines at the beginning of the course and the stated course objectives were fully covered. This finding agrees with Ile & Mekuri-Ndimele (2021) who noted that the teaching role of business education lecturers involves preparing and delivering of lectures, supervision of students, marking assessments, development and promotion of innovative teaching methods, consultation with students, production of teaching materials for students and so on.

The results in table 2 revealed that the course materials, e.g reading, lecture notes, in-class assignments and so on contributed to learning the subject matter, modern teaching aids such as Projectors, Interactive Boards and Multi-media devices were provided, the lecturer delivered lectures with seriousness and without wasting time and modern teaching aids such as Projectors, Interactive Boards and Multi-media devices were used by the Lecturers. This finding is in line with Okoli and Ifeakor (2011) who reported that teachers utilize multimedia gadgets like telephone, televisions and emails because they are commonly used in most homes. However this finding disagrees with Vin-Mbah (2016) who found out that business educators in tertiary institutions in Anambra State do not utilize audio/visual multimedia and hyper media technologies in the business education classrooms.

The results in table 3 revealed that the course delivery is in tandem with the course contents, the lecturers lectured to the understanding of the students, the lecturers delivered lectures with seriousness and without wasting time, the lecturers attended classes regularly, the lecturers covered the syllabus for the course, the lecturers allowed students to ask questions in class, provided useful responses and encouraged students participation, the style of teaching was good and impactful, the lecturers gave assignments or test or term papers, the sequence of lectures followed the plan course outline provided, the lecturers were able to stimulate thinking throughout the course, each lecture was presented in a well organized and structured manner, the lecturers stated clearly the procedures by which students will be assessed, the lecturers used relevant examples and illustrations to clarify concepts, the lecturers were punctual for most of the schedule lecture periods, the lecturers were present for entire portion of the scheduled lecture periods, the lecturers provided adequate assignments at regular intervals, the lecturers always provided useful feedback and comments on the assignment(s), the lecturers were fair and treated the students with respect and the respondents disagree that the assignments were promptly marked and returned. The finding of the study correspond with Azih and Wagbara (2018) who found out that modern instructional delivery strategies can promote business education students employability skills and reported that instructional delivery significantly and statistically predicted Business Education students' digital capability skills. Similarly, Adnan, Abdullah, Puteh, Ahmad, and Maat (2014) found out that during teaching and learning there is the element of cooperation, fairness, teacher support and involvement. The finding sternly disagrees with Ile and Mekuri-Ndimele (2021) who opined that lecturers lack the zeal to work, the briskness and the momentum of hardworking people; and generally, dedication, honesty, competence and determination, all of which characterized highly performing and productive people in a society.

The results in table 4 revealed that there were enough seats for all students during lectures, the teaching and learning environments were satisfactory and the library was stocked with relevant materials (e.g textbooks and academic journals). This finding supports the findings of Adnan, Abdullah, Puteh, Ahmad, and Maat (2014) and Nidzam, Kamsiah and Lilia (2010) who noted that a conducive learning environment would promote learning and student development, which includes intellectual activities, friendship, cooperation and support. Similarly, Omotoyo and Yunus (2016) opined that higher education students in open and distance learning institution and centers make use of print and electronic media in knowledge and skill acquisitions.



## Conclusion

Based on the research findings, it was concluded that the general aspects of business education for skills acquisition is relevant to the students, lecturers' use teaching/learning aids to enhance the students' knowledge, lecturers' facilitation of teaching and learning of business education is very good and teaching and learning environment of business education is conducive.

## Recommendations

Consequent upon the findings of this study, the following recommendations were made:

1. The curriculum of business education programme in tertiary institutions should be reviewed from time to time to include skilled course contents that are technologically relevant and at the same time meaningful to the learners for skills acquisition in digital era.
2. Business educators should optimally utilize the available teaching/learning aids to enhance the knowledge of business education students for skills acquisition in digital era.
3. Business education lecturers need to be trained and retrained, given opportunities to attend seminars, workshop and conferences to update their knowledge in the various fields of business education and in the use of information and communication technology to facilitate teaching and learning of business education for skills acquisition in the digital era.
4. Tertiary institution management should make provision for improved digital learning environment such as provision of private power plants, e-classrooms, e-library, e-books and so on.

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