



COOPERATIVE INSTRUCTIONAL DELIVERY AMONG BUSINESS EDUCATION LECTURERS AND DELIVERING OF DIGITAL SKILLS FOR DECENT EMPLOYMENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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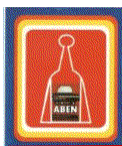
Abstract

This study investigated cooperative instructional delivery among Business Education lecturers and delivering of digital skills for decent employments in tertiary institutions in Rivers State. Descriptive survey research design was adopted. The population and sample size were 96 lecturers. Self-developed questionnaire was used with five point rating scale. Face and contents validity were established using the opinions of three experts with trial-test on 12 lecturers. Data collected were analyzed using Cronbach Alpha with a coefficient value of .87. On the spot completion and time gap of one week were used. Out of 69 copies of questionnaire distributed, 63 were correctly filled, retrieved, and used for data analysis. Arithmetic mean and standard deviation were used to answer the research question and determined the spread in respondents' views, while One-way Analysis of Variance (ANOVA) was used to test the null hypothesis. Findings of the study revealed that the level of lecturers' cooperative instructional delivery of ICTs as digital skills was at a very low level, and that the level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments was based on lecturers' educational attainment. Among other things, it was recommended that Business Education lecturers should engaged in cooperative instructional delivery and higher education programmes to enable them attain a very high level in delivering ICTs as digital skills for learners to acquire decent employments upon graduation.

Keywords: *cooperative instructional delivery, Business Education lecturers, delivery of digital skills, tertiary institutions, Rivers State*

Introduction

The problem of poor performance among Business Education students in particular and other courses in general, have been a source of concern to tertiary institutions in Nigeria. The educational experts in their efforts to checkmate this predicament observed that lecturers are sometimes the major cause. This is because often time, some of them do not have the required competencies in grey areas and also cover the course contents for the semester and thereby not allowing the students to acquire the needed skills. To ensure that Business education students acquire the expected knowledge and skills for effective performance and secure decent



employments, cooperative instructional delivery is needed in order to facilitate teaching and learning, and to ensure effective delivery of digital skills (Ukata & Amini, 2022).

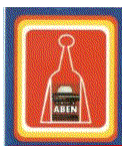
Cooperative instructional delivery is the relationship between teaching colleagues who are explicitly united in a common purpose and respecting each other's abilities and competencies to work towards that purpose (Johnson, 2013). In other words, cooperative instructional delivery simply means "team teaching" or "collaborating teaching". That is the coming together of two or more Business Education lecturers who share common purpose to plan, share ideas, knowledge, skills, competencies, experiences and values on how to achieve effective instructional delivery of digital skills to enable Business Education students acquire these skills for decent employments in the global labour markets.

Business Education is an integral part of vocational education, which is aimed at equipping the students with relevant skills (digital skills inclusive) for purpose of making them functional in the society. Business education focuses on skills acquisition in different areas such as Office Technology and Management, Management Information System, Management, Marketing, Digital Marketing, Entrepreneurship, Cooperative Studies, Insurance, Accounting among others (Ukata & Amini, 2022). It is therefore expected that the various components of Business Education courses that formed different skills (digital skills) are effectively delivered to the learners through cooperative instructional delivery (Oyerinde, Onajite & Aina, 2020). Effective delivery of digital skills is the ability of Business Education lecturers in tertiary institutions to deliver the Business Education courses contents to learners to acquire digital skills for decent employments through cooperative instructional delivery.

Digital skills are skills, knowledge and attributes that go beyond disciplinary knowledge, which are applicable in a range of contexts as against vocational, technical or academic skills (Luk, Ho, Yeung & Chan, 2014). Digital skills equip one to organize, adapt, and strategically apply specific skills in new situations and circumstances. Digital skills also enable one to generate new skills that help to succeed in novel situations, manage and adapt to change and to flourish by creating what matters, even in the face of adversity and serve as an antidote to Nigeria social economic problems of unemployment, poverty and crimes (Ukata & Amini, 2022 & Singh and Gera, 2015). According to Pitan (2015), some digital skills include, communication, critical thinking, decision-making, problem solving, interpersonal, self-management, analytical, entrepreneurial, and ICT skills among others. Ismail and Mohammed (2014) noted that communication skills, ICTs, problem solving skills and interpersonal skills are four most important digital skills in developed countries. However, this study will focus on information and communication technologies (ICTs) as digital skills and how cooperative instructional delivery lead to the delivery of the contents to enable learners acquired the needed digital skills for decent employments.

Decent employments are "productive works for women and men in conditions of freedom, equity, security and human dignity". In general, work is considered as decent when: it pays a fair income. it guarantees a secure form of employment and safe working conditions (International Labour Organization, 2022). Decent employments involve opportunities for work that are productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent employments can easily be gotten via digital skills (International Labour Organization, 2022).

Information and communication technologies are hardware and software deployed for the performance of different needed tasks in public and private offices with the required competencies and skills. There are two main categories of information and communication technologies used for instructional delivery for learners to acquire digital skills. They are the hardware and software. The hardware components include the part of the computer system one can see and



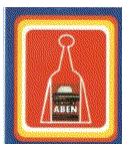
touch such as the laptop, desktop, multimedia/dataprojector, interactive whiteboard, instructional CDs/DVDs.

Others are iPad/smart phones, internet facilities, digital camera, microphone, speaker, etc., while software include manufacturers or users programs of instructions that enhance the effectiveness of the hardware such the laptop, video, audio, graphics, animation, e-learning platforms as well as software used for teaching and learning. These ICTs hardware and software enable learners to acquire digital skills for decent employments if properly and adequately delivered. Nwaukwa (2015) lamented that majority of business teachers lacked computer skills required to integrate new technologies for successful instructional delivery as required for implementing ICT-based curriculum. Also, Fadare (2014) identified problems and bewailed that business teachers in tertiary institutions seem not adequately utilizing computer for instructional delivery due to their lack of new technology skills and modern instructional competencies this may be because cooperative instructional delivery were not adopted. Although Nnaji & Hauwa (2019) said lecturers possessed competence in the teaching of office application, keyboarding, dictate shorthand at 120 word per minute. Select, copy, paste, and save in Microsoft word, as well as develop, adapt and use instructional strategies, materials and equipment, including PowerPoint to prepare lessons and create new slides in the selected Polytechnics. The roles of cooperative instructional delivery of ICTs as a digital skills for learners to acquire decent employments cannot be overemphasized.

Cooperative instructional delivery of ICTs mean the ability of Business Education lecturers to come together as a team and use ICTs hardware and software of different kinds such multimedia desktop, laptop, computer system, and multimedia/data. Others are projector, interactive whiteboard, instructional CDs/DVDs, iPad/smart phones, internet facilities, digital camera, microphone, speaker, video, audio, graphics, animation, e-learning platforms to deliver OTM course contents to OTM student to acquire employability skills for decent employments. Cooperative Instructional delivery of ICTs as well refers to the interactions among the students, the teachers, the course contents, and the knowledge/skills/dispositions the students will need for learning and collaborating with others in a diverse society and rapidly changing world through the application of ICTs as a digital skills in form of text, audio, video, image, animation, annotation and 3-D which are part of the curriculum courses covered.

According to Akpomudjere (2014), the individualistic approach to problem solving may hamper quality lesson plan, delivery of instruction and assessment of students' performance and it could as well lead to high attrition rate among Business Education lecturers and render them ineffective in instructional delivery practices. Ineffectiveness instructional delivery could skew the attainment of lesson objectives which could pose challenges to effective delivery of digital skills to learners to perform in the labour market. To remedy this situation, with cooperative instructional delivery, it is hoped that it will lead to good academic performance of Business Education students, as structured to equip its recipients with the necessary skills, knowledge and attitudes to be self-reliant economically. Shah (2014) was also optimistic that through cooperative instructional delivery, lectures could share their failures, mistakes, uncertainty and inadequacies together and provide possible solution rather than protecting and defending them.

The process of cooperative instructional delivery could facilitate easy coverage of whole course contents without much stress on individual lecturer. Dean and Forray (2017) maintained that enduring cooperative instructional delivery could foster lecturers' relationship to have meaningful discussions in other to think, reflect, analyze and take useful decisions which could increase their competencies and make them become resilient even in adverse conditions. Dean and Forray further stressed that, higher cooperative instructional delivery practices leads to higher quality instructional delivery thereby increasing students' academic achievement. The acquisition of relevant knowledge and skills is a sine-qua-non to quality of Business Education programme. This could be achieved



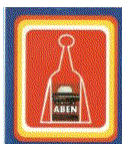
through effective planning and delivery of the curriculum contents as well as assessment of students' performance. Cooperative instructional delivery could help Business Education lecturers become more open and receptive to themselves to avoid any form of sentiment that may be inimical to their effective instructional delivery practices. This could facilitate the attainment of the lesson objectives that could guarantee delivery of digital skills to learners for decent employments.

Dean and Forray (2017) also observed that in institutions (universities, polytechnics and colleges of education in urban and rural areas) where cooperative instructional delivery is being practiced, members of institutions community are bound to be less isolative and but more collaborative. Donaldson (2019) opined that cooperative instructional delivery leads to high quality professional development towards the implementing curriculum for excellence.

Akpomudjere (2014) observed with dismay that cooperative instructional delivery seems to have been neglected by lecturers for individualistic approach teaching owing the sentiments such as unnecessary and unhealthy competition, conservatism, and resentment, jealousy, over self-esteem and over confidence among others which could sustain them through difficulties and impel them to test and compare new practices in teaching techniques. If instructions are not planned and delivered, students may not comprehend the lesson objectives and this could affect the acquisition of relevant knowledge, skills, attitudes and values, needed in the field of study. Also, if there is shortage of knowledge, skills, competencies, strength, equipment and facilities, quality teaching and learning will be affected negatively.

The justification for this topic "Cooperative instructional delivery among Business Education lecturers and delivery of digital skills in tertiary institutions in Rivers State" was because the study addressed the issues of poor performance of Business Education students in ICTs as digital skills, since the highly competent and incompetent or lesser ones will form one group to teach. The ICTs courses will be adequately covered and delivered. It will reduce the issue of incompetency, prevent the delay in covering and solve the problem of not covering the course contents. It will teach lecturers how to create positive relationship among themselves as colleagues to achieve teaching objectives. It will as well create "team teaching spirit", and solve the problem of individualism to achieve collaborativism. The study will also create atmosphere for idea sharing to achieve high quality instructional objectives delivery in the tertiary institutions running Business Education programme.

The contents scope of this study was limited to ICTs through cooperative instructional delivery. Only Business Education programme lecturers and those running it as an options in government owned tertiary institutions in Rivers state were used for this study. The moderator variable include educational qualification. Educational qualification as a moderating factor is the level of education a lecturer acquired as at the time of this investigation. This may be National Diploma (ND), Higher National Diploma (HND), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Master of Science (M.Sc.), Master of Education (M.Ed.), and Doctor of Philosophy (PhD) (Ukata and Udeh, 2022). The researcher decided to use these variable because it will likely influence the topic "Cooperative instructional delivery among Business Education lecturers and delivering of digital skills in tertiary institutions in Rivers State". For example, a lecturer with Doctor of Philosophy (PhD) may perform better than a lecturer with Master of Science in instructional delivery of digital skills because of volume of research done. Taiwo and Ade-Ajayi (2015) revealed that teachers' educational attainment can have great influence on perceived factors affecting effective teaching and learning. Taiwo and Ade-Ajayi (2015) further advanced that educational attainment of teachers can have influence on their understanding of the subject matter, selection of tools, use of appropriate instructional strategies and classroom management skills applied in teaching (Enyekit and Ukata, 2022). So, it is a variable of interest.



Statement of the Problem

Study has shown that some Business Education lecturers seem not to be effective in their instructional delivery practices that could guarantee digital skills acquisition for learners to acquire decent employments. This is may be because of their individualistic approach of instructional delivery instead of collaborative or team work approach. Many lecturers appears to lack all the needed competencies and looks to have failed in many academic sessions to adequately cover the courses contents of Business Education programme thereby making the learners not to acquire the expected knowledge and digital skills (Ukata & Okafor, 2022). Some lecturers too appears to have not been able to adequately interpret and implement the ICT-based Business Education curriculum because of inadequate competencies. This could hinder the effective delivery of digital skills to students for decent employments at the global work environment. It becomes very important therefore, to explore strategies that could enhance Business Education lecturers' proficiencies in instructional delivery practices through cooperative instructional delivery. This was the reason for this study, "cooperative instructional delivery among Business Education lecturers and delivering of digital skills in tertiary institutions in Rivers State."

Research Question

The following research question guided the researcher, from the perception of Business Education lecturers:

1. What is the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State?

Research Hypothesis

The following research hypothesis was raised and tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of Business Education lecturers on their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment (PhD, M.Sc. /M.Ed. and B.Sc./B.Ed./HND) in tertiary institutions in Rivers State.

Methodology

Descriptive survey research design was adopted for the topic, "cooperative instructional delivery among business education lecturers for delivering ICTs as digital skills in tertiary institutions in Rivers State". Survey research design was deemed appropriate since it sought to obtain the views of Business Education lecturers on using cooperative instructional delivery to achieve effective delivery of digital skills. The population of the study was 69 Business Education lecturers of government tertiary institutions. The population is as displayed and explained in figure 1. This include the number and percentage representation per tertiary institutions offering Business Education programme in Rivers State.

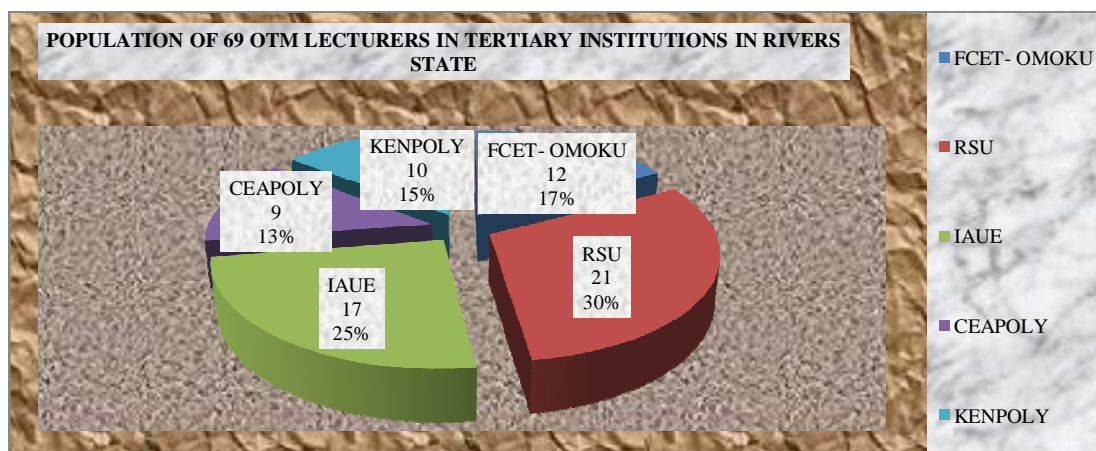


Figure 1: Ukata Model of Population Presentation (UMPP) (Researcher creation, 2022)

This include the number of representation per tertiary institutions offering Business Education programme in Rivers State. The sample size was 69 using census sampling technique. This means the entire population was used as sample size. This reason for using the entire sample size and sampling technique was because the number was small and manageable. The instrument for data collection was a self-developed questionnaire based on the reviewed related literature and research question posed. The instrument was titled: "Cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills (CIDABELDDS)", with five point rating scale of the following options: Very High Level (5), 4.50 - 5.00, High Level (4), 3.50-4.49, Moderate Level (3), 2.50-3.49, Low Level (2) 1.50-2.49 and Very Low Level (1) 0.50-1.49.

The face and contents validity of the instrument were established using the opinions of three experts from the departments of Business Education of Rivers State University and Captain Elechi Amadi Polytechnic. The questionnaire was trial-tested using 12 Business Education lecturers of University of Uyo. Data collected were analyzed using Cronbach alpha and Coefficient value of .87 was obtained. The high reliability value indicated that the instrument was reliable for the study. The researcher personally administered copies of the questionnaire to the respondents in their schools with the help of four research assistants. The research assistants were adequately briefed on the modalities for administration and collection of the questionnaires. On the spot completion and time gap of one week were used for those who could not fill the questionnaire immediately. Out of 69 copies of questionnaire distributed, 63 were correctly filled, retrieved, and used for data analysis.

The arithmetic mean and standard deviation were used to answer the research question and determine the homogeneity and heterogeneity of respondents' views, while the inferential statistics of One-way Analysis of Variance (ANOVA) was used to test the only null hypothesis. The justification for adopting Analysis of Variance (One-way ANOVA) was because the only null hypothesis has one categorical independent variable.

A null hypothesis was accepted where the calculated significant (Sig.) value, (p- value) was greater than or equal to (\geq) the alpha value of 0.05. Otherwise, the null hypothesis was not rejected.



Result Presentation, Analysis and Discussion

Research Question 1

What is the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State?

Table 1: Respondents` mean ratings on the level of cooperative instructional delivery and delivering ICTs as digital skills to learners.

SN	Items on ICTs as Digital Skills	\bar{X}	SD	N = 63 Remarks
1	Together to identify parts of the computer	1.10	.88	Very Low Level
2	Jointly explain functions of the parts the computer	1.17	.92	Very Low Level
3	Together explain the roles of operating system in computer usage	1.25	.81	Very Low Level
4	Collectively illustrate how to password documents on desktop	1.26	.78	Very Low Level
5	Jointly give correct instructions on how to manage files	1.22	.85	Low Level
6	Jointly provide correct guides in using storage devices	1.16	.84	Low Level
7	Jointly tutor converting documents using different file formats online	1.17	.88	Very Low Level
8	Mutually deliver lesson through different social media platforms	1.14	.89	Very Low Level
9	Jointly educate how to edit text professionally	1.15	.88	Very Low Level
10	Jointly teach the use different ICT instructional aids	1.22	1.0	Very Low Level
11	Jointly explain how to manage database successfully	1.13	.94	Very Low Level
12	Mutually teach how to use different Microsoft Word application	1.18	.91	Very Low Level
13	Mutually provide suitable guides on how to analyse data using Statistical Package for Social Sciences	1.15	1.0	Very Low Level
14	Collectively use projectors effectively	1.17	.78	Very Low Level
15	Collectively tutor how to use cameras effectively	1.11	.51	Very Low Level
16	Collectively teach how to use video tape recorder	1.07	.56	Very Low Level
17	Collectively use of micro-phones	1.19	.78	Very Low Level
18	Mutually use of video tape recorder	1.10	.50	Very Low Level
19	Mutually use of speakers	1.19	.89	Very Low Level
20	Mutually operate the laptop/desktop computer	1.16	.10	Very Low Level
21	Collectively use of IPAD	1.18	.86	High Level
22	Collectively use the multimedia projector effectively	1.12	.01	Very Low Level
23	Collectively use interactive Whiteboard (Smartboard/Starboard)	1.16	.88	Very Low Level
24	Collectively use of multimedia instructional CD/DVDs	1.12	.01	Very Low Level
25	Jointly use of internet facilities (Modem, LAN, Wireless)	1.22	.01	Very Low Level
26	Jointly use video (or YouTube)	1.24	.02	Very Low Level
27	Jointly use of audio (or Podcast)	1.15	.92	Very Low Level
28	Jointly use of pictures/graphics	1.13	.03	Very Low Level
29	Jointly use of animation/simulation	1.06	.94	Very Low Level
30	Jointly use of presentation software (PowerPoint)	1.15	.81	Very Low Level
31	Jointly use E-Learning Platform (Moodle, WebCT, etc.)	1.15	.88	Very Low Level
Aggregate Mean		1.16		Very Low Level

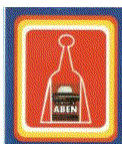


Table 1 shows that 31 out of the 31 listed items have mean scores ranged within 1.06 to 1.24. This means very low level. The aggregate mean was 1.16, meaning very low level too. This means that the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State was at a very low level. The standard deviations for 20 out of 31 listed items ranged within 0.50 to 0.94 which shows that respondents were homogeneous in those items. Six ranged within 0.01 to 0.03, this means respondents were as well homogeneous in those items. The last two ranged within 1.0 to 1.0, meaning that respondent were heterogeneous in those items on the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills to learners to acquire decent employments.

Testing of Null Hypothesis Hypothesis 1

There is no statistical significant difference in the mean rating of Business Education lecturers on their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment (PhD, M.Sc. /M.Ed. and B.Sc./B.Ed./HND) in tertiary institutions in Rivers State.

Table 2: Summary of ANOVA on the level of cooperative instructional delivering ICTs as digital skills for learners to acquire decent employments.

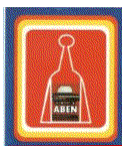
Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig. (P-value)	Decision
Between Groups	9.182	2	4.641	4.433	.014 Not Significant	H ₀₁ Accepted
Within Groups	65.980	60	1.248			
Total	74.062	62				

Data on Table 2 shows a calculated F-value of 4.43 with a significant (sig.) p-value of 0.01 which is lesser than the alpha value of 0.05 ($0.01 < 0.05$) at degrees of 2 and 60. Therefore, the null hypothesis (H₀₁) was accepted. This means that there is no statistical significant difference in the mean rating of Business Education lecturers on their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment in tertiary institutions in Rivers State.

Discussion of Findings

Findings of the study showed that the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State was at a very low level. Finding of this study agrees with the views of Nwaukwa (2015) who lamented that majority of business teachers lacked computer skills required to integrate new technologies for successful instructional delivery as required for implementing ICT-based curriculum. The findings also aligned with the views of Fadare (2014) who identified problems and bewailed that business teachers in tertiary institutions are not adequately utilizing computer for instructional delivery due to their lack of new technology skills and modern instructional competencies.

However, the findings diverged with the views of Nnaji and Hauwa (2019) who claimed that lecturers possessed competence in the teaching of office application, keyboarding, dictate shorthand



at 120 word per minute. Select, copy, paste, and save in Microsoft word, as well as develop, adapt and use instructional strategies, materials and equipment, including PowerPoint to prepare lessons and create new slides in the selected Polytechnics. The fact is that, because all the items, (31) listed ICTs as digital skills for learners to acquire decent employment indicated a very low level and the clustered mean also indicated a very low level. It shows that the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State was at a very low level.

The findings of this study further disclosed that there is no statistical significant difference in the mean rating of Business Education lecturers on their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment.

This findings disagrees with the study of Taiwo and Ade-Ajayi (2015) which revealed that teachers' educational attainment can have great influence on perceived factors affecting effective teaching and learning. Taiwo and Ade-Ajayi (2015) advanced that educational attainment of teachers can have influence on their understanding of the subject matter, selection of tools, use of appropriate instructional strategies and classroom management skills applied in teaching.

Summary of Findings

From the results of the analysis presented, findings of the study are summarized as follows:

1. The level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills for learners to acquire decent employments in tertiary institutions in Rivers State was at a very low level
2. There is no statistical significant difference in the mean rating of Business Education lecturers on their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment in tertiary institutions in Rivers State.

Conclusion

From the summary of the findings, it was concluded that the level of cooperative instructional delivery among Business Education lecturers for delivering ICTs as digital skills was at a very low level and Business Education lecturers did not differ in their level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments based on their educational attainment in tertiary institutions in Rivers State.

Recommendations

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

1. That Business Education lecturers, Heads of Departments and management of tertiary institutions should seriously engaged in and encourage cooperative instructional delivery to enable lecturers attain a very high level for delivering ICTs as digital skills for learners to acquire decent employments.
2. States and federal governments should encourage lecturers to engage in advanced educational programmes via scholarships, conferences, workshops since they influence the level of cooperative instructional delivery of ICTs as digital skills for learners to acquire decent employments. More so, adequate hardware, software facilities, laboratories, standard offices and welfare packages should be provided to support teaching and learning of ICTs as a soft skills for learners to acquire decent employments.



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