



APPLICATION OF ONLINE TEACHING STRATEGY FOR TRAINING STUDENTS FOR IMPROVED PERFORMANCE IN BUSINESS ORGANIZATIONS IN SOUTH-EAST, NIGERIA

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Abstract

The purpose of the study was to ascertain online teaching strategies considered effective for training students for improved performance in business organizations in South East, Nigeria. The descriptive survey research design was adopted. The population of the study was 144 business educators in tertiary institutions in the South East, Nigeria. One research question guided the study and one hypothesis were tested at 0.05 level of significance. An 11 item questionnaire was used for data collection. The questionnaire was tested for validity and for the reliability of the instrument which stood at 0.87 alpha respectively. The data generated from the study were analyzed using descriptive statistics of mean and standard deviation and Analysis of Variance. The mean ratings was used to answer the research question while standard deviation was used to determine the closeness of the respondents' means. Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Findings revealed that the respondents considered the application of online teaching strategy as an effective strategy for training students for improved performance in business organizations. Furthermore, the findings revealed that years of experience of the respondents did not significantly influence their mean ratings on the effectiveness of online teaching strategies for training students for improved performance in business organizations. It was recommended among others, that government should provide internet facilities for the training of business education students. It was also recommended that business educators should go for in-service training so as to acquire more knowledge on how to infuse technology in their classrooms.

Keywords: *Online, Teaching, Strategies, Effective, Training, Students, Improved, Performance, Business Organizations*

Introduction

Tertiary education is the education given after post basic education. This level of education according to Aluede, Aluede and Ufah, (2004), has been identified as the process that helps develop the whole man physically, mentally, morally and technologically, to enable him/her function effectively in any environment in which man finds himself so that man may become more productive, self-fulfilling and self-reliant. According to the Federal Government of Nigeria (2013), the goals of tertiary education in Nigeria include: to contribute to national development through high level manpower training; to provide accessible and affordable quality learning opportunities through



formal and non-formal education in response to the needs and interests of all Nigerians; to promote and encourage scholarship, entrepreneurship and community service and to reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market among others.

The above goals as enunciated by the Federal Government of Nigeria in her national policy on education are laudable enough for consideration and utilization by educational managers for the purpose of improving and sustaining Nigerian educational system which the business education programme is an integral part of. Business education is an aspect of the vocational education programme offered at the tertiary level of education which prepares students for careers in business. Business education is the education that prepares individual for business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Similarly, Chukwurah (2007) defined business education as an aspect of educational training process which business teacher-trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities. It is also an aspect of educational training received for personal or vocational usage, and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. Okoro (2013) noted that the objectives of introducing business education at the tertiary level of education are: (1) to produce competent graduates who can be self-employed; (2) to produce competent graduates who can teach business education courses in secondary school and higher institutions; (3) to produce competent degree graduates who can inculcate business ideas into the economy; (4) to produce competent graduates who can help in formulating economic policies and (5) to produce competent graduates who can employ other persons to reduce unemployment.

However, it appears that despite the laudable expectations of what can be achieved through the study of business education, the business education programme in tertiary institution may have failed to meet its stated goals. This is evident in the views of Essia (2012), Nwazor (2012) and Obiete, Nwazor and Vin-Mbah (2015) who decried the apparent failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations and corporate leadership.

Ohiwerei (2009) specifically noted that the inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence. This incompetence is traceable to failure to use the vast array of Information and Communication Technology gadgets in teaching students (Obiete, Nwazor & Vin-Mbah, 2015). Obiete et al (2015) proposed the application of online teaching strategies as a strategy for training business education students for improved performance of business organization.

The application of online teaching strategy is another strategy that has been suggested for training students for improved performance in business organization. This strategy involves the application of Information and Communication Technology (ICT) in teaching students. Evans and Howe (2007) noted that the recent corporate climate, riddled with many high profile corporate collapses and a trend towards tightened legal regulation of the business environment, has served as a wake- up call not only to the business world, but to educators who are teaching students about complex sets of rules, which it is increasingly understood can only be truly appreciated through



contextual application and situational discussion. However, the application of online teaching strategy in teaching students could be influenced by the years of experience of business educators according to Obodo in Uzodi (2012).

Jimoh-Kadiri (2012) stated that some strategies are better used based on an educator's experience and competence. Jimoh-Kadiri further asserted that less experienced educators (who have taught for less than six years) may not be competent enough in the use of online teaching strategy. However, this strategy for training business education students for improved performance in business organizations and the variable that could affect its application are either theoretical in views and do not seem to have been empirically proven to be effective in training business education students in South East States of Nigeria. It is against this background that the researcher intends to empirically ascertain online teaching strategies considered effective for training students for improved performance in business organizations in South-East States of Nigeria.

Statement of the Problem

The training programmes in the country at the tertiary levels seem to have concentrated more on teaching knowledge and skills in principles devoid of practical experiences in related fields. This situation has resulted in the production of graduates who cannot demonstrate the required corporate skills needed to function effectively in corporate organizations. This poor state of affairs prompted the search for strategies for training students for improved performance in business organization. The strategies outlined by Obiete et al. among others, include the application of online teaching strategies that could be employed to foster students' acquisition of knowledge on business organizations. This strategy seems not to be known or embraced by business educators in tertiary institutions in South East, Nigeria. The problem of this study therefore is to ascertain how business educators in tertiary institutions in South East, Nigeria consider this strategy as effective to train students for improved performance of their duties in business organizations.

Purpose of the Study

The main purpose of the study is to determine business educators' rating of the application of online teaching strategy as effective for training students for improved performance in business organizations.

Research Question

To what extent do business educators in tertiary institutions in South East, Nigeria rate application of online teaching strategy as an effective for training students for improved performance in business organizations?

Hypothesis

Business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean ratings on the application of online teaching strategy as effective for training students for improved performance in business organizations based on experience (0-5 years, 6-10 years and Above 10 years).



Method

The research design adopted in this study was descriptive survey. The study was carried out in the south eastern part of Nigeria. The population of the study comprised 144 business educators from 13 public and private tertiary institutions offering business education in the zone. The instrument for data collection was a validated questionnaire developed by the researchers. The instrument was titled: Online Teaching Strategies for Training Students for Improved Performance in Business Organizations Questionnaire (OTSTSIPBOQ) with two main sections A and B. Section A contained one item on respondents' background information covering years of experience; while section B contained 11 items on application of online teaching strategies for training students for improved performance. Section B is structured on a 5- point rating scale of Very Effective (VE), Effective (E), Moderately Effective (ME), Ineffective (IE) and Very Ineffective (VIE). The application of Cronbach Alpha on the obtained data yielded a score of 0.87 for internal consistency which was deemed reliable for the study. Out of the 144 copies of the questionnaire administered, 128 copies were returned. These 128 copies representing an overall return rate of 89 percent were deemed adequate for the study and were used for data analysis. Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule was based on the real limit of numbers on the 5-point rating scale as shown below:

Response option	Values	Real Limit
Very Effective	5	4.50-5.00
Effective	4	3.50-4.49
Moderately Effective	3	2.50-3.49
Ineffective	2	1.50-2.49
Very Ineffective	1	1.00- 1.49

For the hypotheses, ANOVA was employed to test the null hypotheses at 0.05 level of significance. Where the calculated f value is less than the critical value of f, it means that there was no significant difference and the hypothesis was not rejected. Conversely, where the calculated f value is equal to or greater than the critical f value, it means that there was a significant difference and the hypothesis was rejected.

Results

Research Question

To what extent do business educators in tertiary institutions in South East, Nigeria rate application of online teaching strategy as an effective for training students for improved performance in business organizations?

Table 1: Respondents Mean Ratings Application of Online Teaching Strategies as Effective for Training Students for Improved Performance (N = 128)

S/No.	Online teaching strategies	Mean	SD	Remarks
1.	Exposing business management challenges to students through online videos	3.46	0.62	Effective
	Using internet-networking between school and corporate organizations.	3.56	0.78	Effective
3.	Setting up internet-Networking between different schools and different corporate interest groups.	3.76	0.86	Effective
4.	Adopting online simulation teaching to expose students to corporate social responsibility	3.61	0.84	Effective
5.	Adopting teaching tools that exposes students to the benefits of social networks (such as Facebook, Whatsapp, Twitter etc.) in corporate organizations.	3.45	0.63	Effective
6.	Encouraging students to study the profiles of established entrepreneurs and Directors of companies from social networking sites	3.67	0.74	Effective
7.	Encouraging students to identify and join social networking groups that share corporate standards and skills needed for corporate leadership.	3.50	0.69	Effective
8.	Reading corporate journals online.	3.71	0.66	Effective
9.	Watching how a particular skill or task is carried out through video platforms like Youtube, Twitter, Instagram	3.85	0.89	Effective
10.	Using internet to organize ethics competitions among business education students.	3.65	0.75	Effective
11.	Establishing online job skill training fora that will involve company executives, education policy makers, teachers, students, parents and other stakeholder in business education	3.74	0.84	Effective
Cluster Mean		3.63		Effective

Data in Table 1 reveal that the respondents rated all items as effective with mean ratings ranging from 3.45 to 3.85 and standard deviations ranging from 0.62 to 0.89. The cluster mean of 3.68 indicates that business educators in South East, Nigeria consider the application of online teaching strategy as effective for training students for improved performance in business organizations. The standard deviations show that the respondents' opinions are closely related.

Hypothesis

Business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean ratings on the application of online teaching strategy as effective for training students for improved performance in business organizations based on experience (0-5years, 6-10years and Above 10years).

Table 2: Summary of Analysis of Variance (ANOVA) of the mean ratings of respondents on the extent they considered application of online teaching strategy as effective for training business education students

Source	Sum of square	df	Mean Square	F-ratio	F-Crit	Remark
Between groups	.137	2	.068			
Within groups	223.583	126	.801	.085	3.09	NS
Total	223.720	128				

Data in Table 2 reveal that f-ratio of 0.085 calculated at 0.05 level of significance and at 2 and 126 degrees of freedom is less than the F-crit of 3.09. Since the F-cal of 0.085 is less than the F-crit value of 3.09, the null hypothesis is not rejected. Thus, business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean rating on the application of online teaching strategies as effective for training students for improved performance in business organizations based on experience.

Discussion

The findings on the extent business educators in South East States consider the application of online teaching strategies as effective for training business education students for improved performance indicated that business educators considered the application of online teaching strategies as effective for training students for improved performance in business organizations. This is in line with Okoro (2013) who revealed that instructors perceived that informal learning using social media could be facilitated by instructors and integrated into the formal learning environments for enriched discussions, increased engagement, and broad connections. Similarly, Ching-Kun, Gwo-Jen, Chien-wien and Chih-Kai (2012) found that the high-achievement students who learned with selected-internet resource network had significantly better performance than those who learned in the open-resource network. According to Okoro (2013), the innovative aspect of learning through online platforms is that real life situations must be tackled by students, and merely remembering definitions and previously decided cases will not be of much assistance. It is the application of that knowledge to new and differing situations that will result in their success in this process

The findings also revealed that there was no significant difference in the mean ratings of business educators in South East States on the effectiveness of the application of online teaching strategies as a strategy for training students for improved performance in business organizations on experience. This implies that the years of experience did not influence the opinion of business educators. This shows the importance of application of online teaching strategies as a strategy for training students for improved performance in business organizations.

Conclusion

Based on the findings of the study, the researchers conclude that an online teaching strategy is an effective strategy for training business education students for improved performance in business organizations. It therefore becomes imperative that concerted effort is made to improve the level of integration of information and communication technologies that will facilitate the use of online



scenarios and simulation to prepare business education students for leadership in business organizations.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

Business educators should go for in-service training so as to acquire more knowledge on how to infuse technology in their classrooms.

Administrators of business education programmes should consistently organize seminars and workshops where business educators will be exposed to the vast array of internet assisted technologies that can be used in teaching.

Government and school authorities should provide internet facilities for the training of business education students. Through the provision of internet based services business educators can expose students to best practices in business organizations through online videos and games simulations.

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