

**EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES IN
TRAINING BUSINESS EDUCATION STUDENTS FOR IMPROVED
JOB PERFORMANCE IN BUSINESS ORGANIZATIONS IN
ANAMBRA STATE**

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Abstract

This study aimed at finding out the effectiveness of instructional strategies in training business education students for improved job performance in business organizations. Two research questions guided the study, two null hypotheses tested at 0.05 level of significance. Descriptive research design was used for the study and the population was all the 150 business managers in three major cities (Onitsha, Awka and Nnewi) in Anambra State. Two instruments titled: Instructional Strategies in Training Business Education Students' (ISTBES) adapted from Mannison in Ogwunte (2016) proposed six groups of instructional strategies with 100 items and Self-structured questionnaire titled: Job Performance Rating in Business Organizations (JPRBO) with 14 items were the instruments used for data collection. The Instruments were subjected to face and construct validation by three experts. Inter-consistency and reliability of the instruments was established at 0.84, 0.88, 0.82, 0.86, 0.79 and 0.80 respectively according to the research questions using Cronbach Alpha. A cumulative reliability of 0.83 was obtained indicating that the instruments were highly reliable. Mean statistics was used to answer the research questions while t-test was used to test the hypotheses. Findings of the study revealed that business managers in the three major cities (Awka, Nnewi and Onitsha) in Anambra State considered direct, indirect, experiential, interactive, independent and materials instructional strategies as high effective in training business education students at tertiary level for improved job performance in business organisations. However, this study revealed that business managers rating on job performance of business education students in business organisations was at low extent. It was concluded that instructional strategies that are more

of students centre are highly effective for training business education students for improved job performance in business organisations. It was also recommended among others that students should participate actively during teaching and learning so as to acquaint themselves with necessary skills to work in modern business organisations.

Introduction

Education is a key to human development and empowerment which provides an individual for all round development. Section 1 of the Nigerian National Policy on Education (2013) states the need for functional education to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment for individual to live and contribute to the development of his society. This implies that the quality of instruction at all levels has to be oriented towards inculcating the right values for acquisition of competencies necessary for self-reliance and sustainable national development. The success of business education graduates in the global business world lies on the content of the business education programme (Obi & Otamiri, 2015).

Business Education is a sub-set of the general education programme which falls within the spectrum of vocational education. Business education programme is a broad and comprehensive discipline whose instructional programme encompasses knowledge, skills, vocation and aptitude needed by all citizens in order to effectively manage their personal businesses and also function in the economic system. (American Vocational Association in Okoli & Okeke, 2020). Oguejofor (2020) asserted that it is an organized efforts and activities of individuals to produce and sell goods and services for profit ranges from sole proprietorship to an international corporation.

Business education trainers are nation and human builders, therefore they should know how to mould business education students to achieve the aim and not having their own interest at hand more than their teaching jobs (Okoye, 2020). More so, Umezulike (2021) defined business education trainer as a person or personnel who is professionally trained to inculcate into the students the knowledge, skills, competencies, techniques, attitudes and understanding needed to perform in the business world as a producer and consumer of goods and services. Umezulike further maintained that business education trainers are those that specializes in connecting corporations and institutions directly with leaders in executive education ensuring cost-effective solutions of superior quality. The Federal Republic of Nigeria in her National Policy on Education (2013) asserted that teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching to inculcate in the students the right skills that will make them resourceful and innovative so as to reduce high increase in crimes and unemployment in the society. Some school of thoughts believed that the growing number of unemployed school leavers in Nigeria is not only as a result of scarcity of jobs, but inability to perform job well.

Job performance is the rate at which employees like or dislike their work and the extent to which their expectations concerning work have been fulfilled. Adeyemi (2016). Improved job performance simply means work well done. In human life, improved job performance paves way to all round development. Take improved job performance away in human life, life becomes useless. This is why every business organisations considers improved job performance as primary when making selection because it will help to determine the achievement of their goal. Improved job performance all over the world and throughout the ages, remains irreplaceable in human existence.

Also, education programmes (business education inclusive), considers improved job performance in order to achieve their educational goals. This is why business education and other programs uses instructional strategies to prepare their students to acquire necessary skills, knowledge, attitude and competencies required in business activities of the world. This is because organizations select those graduates that can apply their skills in their work settings. It is therefore important to note that business education needs to be effectively taught with effective instructional strategies in order to attain the required goals of business education.

Effective instructional strategies as the processes of planning and carrying out teaching task in order to achieve education goals. Umezulike (2018). The researcher sees effective teaching strategy as a process by which different means or methods are used by the teacher to transfer knowledge, skill and attitude to the students so as to meet their diverse needs, societal needs and to achieve educational objectives and goals.

Strategy is the determination of the basic long-term goals of an enterprise and the adoption of course of action and the allocation of resources necessary for carrying out these goals. (Anozie & Igboanugo (2017). The authors stressed further that strategy in business refers to the overall approach of an organization that is made up of multiple business units, operating in multiple markets. Hornby (2015) defined strategy as the act of planning operations in organization especially skills in managing any affair. Azuka and Nwosu (2018), viewed strategy as the technique or mechanism put in place to maintain degree of quality of excellence of a product or service. Operationally, strategies involve list of technique which involves all action taken by the business teacher as he taps various resources of the students to effect a long-lasting change in their behaviour. These activities and techniques are expected to be achieved when requirements for job performance are met.

In order to prepare students for entry into careers through exposure to the knowledge and understanding they need modern strategies of instruction which has three components; the doing, the viewing and abstracting or deducting components are utilized rather than traditional or outdated methods (Ahumaraeze, 2021). For practical skill acquisition in business education, the Nigeria Educational Research and Development Council (NERDC, 2008), prescribed the following methods as appropriate

for teaching business subjects: discussion, excursion, lecture, chalk board, project, simulation, question and answering, individual learning, demonstration, resource person, text book, explanation, video clip, field observation, Radio, television, office visit method, dramatization methods, use of local resources, flip chart, Compact Disc (CDs), and Digital Video Disc (DVDs).

In terms of the acquisition of practical skills needed for self-reliance and national development, the National Board for Technical Education (NBTE in Ogwunte, 2016) modular curriculum on Vocational and Technical Education (VTE) approved the instructional strategies for teaching business subjects as follows: demonstration method, discussion method, project method, field-trips method, drill/practice method, inquiry method, close circuit television (Electronic learning) method, survey method, discovery method, Problem-solving method, assignment and lecture methods. Ajibade and Olarewaju in Yinusa (2018) cited outlined the instructional strategies for practical skills acquisition to include: field-trip method, demonstration method, assignment method, lecture method, problem solving method, discussion method, project and electronic learning method. McCarthy (2016) affirmed that the reforms in Nigerian education system were aimed at promoting functional education for life skill acquisition, job creation and poverty eradication for all categories of people both male, female, urban, rural, skilled and unskilled through effective instructional strategies.

Therefore, the use of different instructional strategies to train business education students is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development and effective job performance.

Improved job performance helps individuals in provision of their basic needs which are shelter, food and clothing. So, improved job performance is indispensable in human life and can take an individual to a better and higher level.

The efforts individuals make in meeting job performance have an effect on the quality of services (Adeolu, 2018; Aja-Okorie, 2016). It is important to note that, job performance in some business organization is still facing some acute problems and the most contentious of these problems as highlighted by researchers as hinged on the level of instructional strategies imparted on business education graduates in the world of work. To buttress this fact, Adeolu and Aja-Oloye contended that the solution does not lie only with the availability of qualified teachers and modern teaching facilities, but also the use of instructional strategies to train business education students. This is why Adeolu (2018) observed that the training adopted by most business education trainers are more of theory than practical and enquiry; and that the type of training materials used are all outdated, therefore, no longer relevant for training in the present information technology era. Adeolu and Aja-Oloye further stressed that most teachers are not after students' participation and contributions in class but are concerned with covering their

scheme of work. The type of approach to be adopted by any teacher depends on the information or skills the teacher is trying to convey.

Job performance demands that many strategies could be used, but the major consideration should be effectiveness, because wrongly used strategies leads to poor learning experience and incorrect performance (Okoye, 2020). Therefore, to teach students how to acquire and practice skills in a manner that will produce skillful youths then becomes one of the greatest challenges to business teachers. He concluded by stating that a skillful person performs a task with little or no difficulty, mistakes or distraction. Supporting the view, Oguejiofor (2020) stressed that Business education has two categories of skills; mental and manipulative and they are competencies that work together and complement one another. Oguejiofor continued that mental skills are generally referred to the category of skill that allow students to think, reason and solve problems while manipulative skills are generally referred to those skills that allow students to use tools and instrumentation to bring about or produce a desired result. She said that it is the combination of these skills that accompany teaching in vocational business education which allows many students to effectively learn information that they would not retain through mental retention but with effective teaching method.

Practice in developing countries is to edge away from business enterprises those whose educational exposure is less precise and comprehensive in favour of those graduates that are expansively educated (Okoye, 2020). This therefore calls for adequate training of these students to meet with job trends and revolving business era.

Training is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency (Fejoh & Faniran, 2016). The authors further maintained that training is a type of activity which is planned systematically and it results in enhanced level of skill, knowledge and competencies that are necessary to perform work effectively. Training has specific goals of improving students' capability, capacity, productivity and overall performance. It forms the core of apprenticeships and provides the backbone of content of the organization whether with low or high level qualifications. The measures for promoting training of business education students have turned out to be the "sine qua non" for rapid acquisition of technological know-how in most countries of the world. Today any youth; whether in urban or rural area unable to move with the modern trends is a failure and any programme (business education programme inclusive) which does not pay adequate attention to how students will acquire and practice improved job performance in organizations through effective instructional strategies is useless.

These strategies are not to be taken for granted if a nation would boost of being economically, technologically and educationally developed (Ferdinand, 2017). It is the tactics for achieving an objective. (Oguejiofor & Obigwe 2023). Douglas, et al (2018), stated that the teaching of business

education requires application of different strategies to make it interesting and meaningful. Akuezilo (2019) stressed that these strategies include not only the manner of presentation that the teacher employs but everything that he does in the way of arranging conditions, grouping students, guiding activities, making assignments and providing information to aid learning. In this study, the researcher viewed instructional strategies as techniques used by teachers used in the classroom, his activities, behaviour and/or actions taken to improve students' interest, participation and performance in his subjects.

In this regards, the researcher borrowed Mannison in Ogwunte (2016) proposed groups of instructional strategies business managers may see as effective for training business education students for better job performance in business organisations. The strategies include: direct instructional strategies, indirect instructional strategies, interactive instructional strategies, experiential instructional strategies, independent instructional strategies and materials-aid instructional strategies.

Direct Instructional Strategies: Mannison, referred these strategies as highly teacher-centred and very effective for providing instructional information to students. Examples are: lecture method, listen and visualize method, programmed instruction method, individualized instruction methods; Richa (2018) posited that direct method is also good for introducing other teaching methods like problem-solving, that students will be engaged in learning e.g. dancing steps. Direct instruction is always deductive, illustrating with examples from general to specifics. It is one of the most commonly used and effective instruction strategies in secondary schools and higher institutions. This instructional method requires the learners' developmental abilities, processing and attitudes of critical thinking for interpersonal and group learning to achieve learning outcomes. In this case, this strategy requires the combination of other necessary strategies during teaching and learning to achieve educational goals.

Indirect Instructional Strategies: Another important instructional strategy is the indirect instructional strategy. Ahumaraeze defined this group as student-centred strategies which seek a high level of students' involvement in observing, investigating, drawing inferences from data and forming hypotheses. Examples are: inquiry method, assignments or dalton method, questioning technique, read and practice method;

Direct instructional strategies are highly teacher-centered method and are among the most commonly used methods of instructional delivery. Also, it is observed that teachers prefer methods that make their work easier based on their beliefs, personal preferences and norms of their discipline. In this regard, some teachers believe that lessons should be teacher-centered.

Direct instructional strategies as perceived by the researcher are known as traditional style of teaching. It is a style of teaching which assumes a student's mind is essentially empty and needs to be filled by the expert, the teacher. Critics of the traditional approach to teaching according to Oguejiofor (2020) insist that the teaching style is outmoded and needs to be

updated for the diverse 21st classroom. In teaching method, teacher becomes the master of all in the classroom discussion and student discussed only when called upon to answer questions. Examples of direct instructional strategies are lecture, explicit teaching, drill and practice and didactic questions. Also, Richa (2018) posited that direct method is also good for introducing other teaching methods like problem-solving, that students will be engaged in learning e.g. dancing steps. Direct instruction is always deductive, illustrating with examples from general to specifics. It is one of the most commonly used and effective instruction strategies in secondary schools and higher institutions. This instructional method requires the learners' developmental abilities, processing and attitudes of critical thinking for interpersonal and group learning to achieve learning outcomes. Chika (2015), maintained that direct instructional strategies are effective for providing information or developing step-by-step skills. Direct instructional strategy is also effective when actively involving students in knowledge construction as well as developing their abilities and attitudes required for critical thinking and interpersonal learning. They concluded that though direct instructional strategies may be considered among the easier strategies in planning and usage, it is often more complex than it would appear. However, they noted that it is very effective when combined with other strategies.

Indirect instructional strategies is defined as that which involves teaching methods that are effective for fostering creative and development of individual skills and abilities. They observed that these strategies are also effective when seeking a high level of student's involvement in observing, investigating, drawing inference from data and forming hypotheses. Unlike the direct instructional strategy, indirect instruction is more student-oriented and can be used to complement the direct instruction methods (Ahumaraeze, 2021). It encourages students to be more involved by observing, questioning, problem-solving, forming inference. This implies that students can explore their desire to learn.

Supporting the view, Ukata, et al (2017) are of the opinion that indirect instruction is interactive learning techniques that are heavily used in accounting education. In the transfer between the students who are in the receiver position and the instructor who is in the transmitter positions, the students are in active status, and the instructor is in passive status. It is mostly referred in the workings that implementation of intensive teaching techniques that are required about increase performance in business education courses. Also, Ukata, et al, (2017) postulated that student-centred instruction strategy is sometimes called problem-solving instruction method, decision-making, inquiring and discovering. Examples of indirect instruction are: flash-back discussion, fact-finding, problem solving, guided inquiry etc. The authors argued that indirect instructions create room for high degree of students (learners) dominating learning environment by observing, investigating, drawing, manipulating, forming hypotheses, analyzing, probing etc.

From the forgoing therefore, it is glaring that the approved teaching methods listed by the Nigerian Educational Research Development Council (NERDC, 2008), and the National Board for Technical Education (NBTE, 2004) agreed with that of Ahumaraeze (2021). The choice of adapting from Ogwunte (2016) as copied from Mannison instructional strategies for this study was informed by the author's careful selection and grouping of the Nigeria Educational Research Development Council (NERDC) and National Board for Technical Education (NBTE) approved teaching methods into six instructional strategies. This is not only seen to be appropriate, but in line with the title of the study.

Following this, it is important to note that these strategies cut across all programmes. For effective teaching of business education, the lecturers need effective strategies that will significantly improve job performance of employees in business organizations.

A good number of researchers and scholars in this area of study including Aja-Okorie (2016) and Ogwunte (2016) all agreed that no nation can rise above the quality of their teachers. It perturbs the researcher that teachers are not applying effective training strategies, schools and education authorities as well as government are paying lip service attitude towards providing effective teaching materials/facilities thereby leading to poor grooming of graduates which will eventually lead to poor performance in businesses, increase in unemployment and societal vices among graduates. On this note, managers' of business organization ratings may differ in terms of their gender and years of experience of their business.

Gender is referred to a state of being male or female. It can be seen as the socially built roles, behaviours, activities and attributes that a given society at a given place considers appropriate for men and women and relationship between them. Gender can be a key determinant of who does what, who has what and decides who has power or even who performs well or not in an organisation. It is therefore necessary in this study to investigate effectiveness of instructional strategies for training business education students for improved job performance in business organizations.

Statement of the Problem

One major observed weakness in the education system by parents, trainers, government, and managers is the absence of appropriate use of effective instructional strategies for training students (business education students inclusive) for improved job performance in organisations. Effective instructional strategies which among others include direct, indirect, interactive, experiential, independent and material-aids instructional strategies that could be employed to foster the training of students of business education for improve job performance in organizations seem not to be properly identified by business educators in Anambra State Public Tertiary Institutions.

In Nigeria, business organizations such as Small and Medium Enterprises (SMEs) are estimated to comprise 87% of all firms operating in

Nigeria. This statistic is a manifestation of the importance of business organizations in Nigeria as in other economies. Researchers have suggested that business education students have challenges in transferring knowledge, skills and abilities learnt in the classroom into their workplaces.

This problem has made employers of labour to express their disappointment with the employment readiness level of business education graduates. Researcher's survey from previous scholars, revealed that managers indicated that some of the business education graduates are technically competent, while some are far below expectations of prospective employment.

It is generally believed that if business education students are properly trained, it will enable the graduates to perform very well in their various work place either as managers, lecturers, paid employees or self-employed personnel, thereby reducing the level of business failure and poverty in our state and the society at large. This is because improve job performance will lead to increase in productivity, promotion, improve in salary and job satisfaction. The study therefore, seeks to identify those instructional strategies that should be used to train business education students for improved job performance in business organizations in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent is direct instructional strategies effective in training business education students for improved job performance in business organizations in Anambra State?
2. To what extent is indirect instructional effective strategies in training business education students for improved job performance in business organizations in Anambra State?

Research Hypotheses

The following null hypotheses were tested at .05 level of significance to guide the study:

1. There is no significant difference in the mean ratings of male and female business organization managers in Anambra state on the extent direct instructional strategies is effective in training business education students for improved job performance in business organizations.
2. Male and female managers in business organization in Anambra state do not differ significantly in their mean ratings on the extent indirect instructional strategies is effective in training business education students for improved job performance in business organizations.

Method

Descriptive survey research design was used for the study. This design was considered suitable for the study because it involves exploration of business managers' views in all the registered business organisations in Anambra state regarding effectiveness of instructional strategies in training business education students for improved job performance in business organizations. The population for this study consisted of all the business managers in three (3) major cities in Anambra State of Nigeria. Census study was used for the study because population of business managers was small and therefore manageable. Therefore, the sample of the study was all the 150 business managers in the 150 business organisations in the 3 major cities in Anambra State. Two instruments titled Questionnaire on instructional strategies for training business education students (ISTBES) and Questionnaire on job performance rating of business organization (JPRBO) were used for data collection. The questionnaires were divided into three sections, A, B, and C. Section A contains information on personal data of the respondents which includes gender, location and working experience of business managers. Section B contains Instructional strategies for training business education students (ISTBES) adapted from Ogwunte (2016) one hundred (100) instructional strategies items for teaching business education courses in tertiary institutions and was modified to suit the current study. (for both the modified and original instruments, see attached appendix C and D), it was distributed under sub-clusters (B₁ - B₆) with 16, 13, 18, 17, 17 and 19 items of instructional strategies (direct instructional strategies, indirect instructional strategies, independent instructional strategies and material instructional strategies) The instrument was structured on a five-point Likert scale with the following options: Very High Effective (VHE), High Effective (HE), Fairly Effective (FE) Ineffective (IE) and Very Ineffective (VI), weighted 5, 4, 3, 2 and 1 respectively, while Section C contained job performance rating by managers in business organisations questionnaire (JPRBO) with 14 items which was structured on a four-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4,3,2 and 1.

Results

Research Question 1: To what extent is direct instructional strategies effective in training business education students for improved job performance in business organizations in Anambra State?

Table 1: Respondents’ Mean Ratings and Standard Deviations on the extent direct instructional strategies are effective in training business education students for improved job performance in business organizations.

Source: Field Study 2023

From Table 1, all the items except item I (lecture method with mean score of 2.46) were accepted to be effective instructional strategies for training business education students for improved job performance in

N - 150

S/N	Item Descriptions	Mean	Std. Deviation	Decision
1	Lecture Method	2.46	0.38	IE
2	Individualized Instruction Method	4.12	0.15	HE
3	Guidance Method	4.19	0.19	HE
4	Programme Instruction Method	3.99	0.16	HE
5	Brainstorm Method	3.76	0.18	HE
6	Support (Scaffolding) Method	3.95	0.18	HE
7	Seminar Method	4.10	0.20	HE
8	Shared Reading Method	4.11	1.15	HE
9	Audio-visual Method	4.10	0.18	HE
10	Model-lead-test Instructional Method (MLTI)	4.15	0.22	HE
11	Structure Overview Method	4.05	0.21	HE
12	Explicit Teaching Method	3.89	0.22	HE
13	Self-questioning Method	3.88	1.31	HE
14	Deductive Instruction Method	3.91	0.27	HE
15	Peer Partner Learning Method	3.95	0.20	HE
16	Team Teaching Method	3.87	0.18	HE
	Cumulative Mean	3.89	0.26	HE

business organization. With cumulative mean of 3.89 in Table I, it indicates that the respondents agree that direct instruction strategies will be highly effective in training business education students for improved job performance in business organizations. Standard deviations for all the items

are within the same range, showing that the respondents are not wide apart in their ratings.

N – 150

S/N	Item Descriptions	Mean	Std. Deviation	Decision
17	Inquiry-based instruction method	3.84	0.29	HE
18	Assignment Method	3.80	0.24	HE
19	Questioning Technique	3.92	0.26	HE
20	Practice Method	3.88	0.23	HE
21	Report back session Method	3.93	0.29	HE
22	Questioning Method	3.93	0.29	HE
23	Term paper Method	3.93	0.33	HE
24	Concept learning Method	4.06	0.25	HE
25	Self-evaluation Method	4.00	0.29	HE
26	Use of brochure Method	4.08	0.30	HE
27	Flexible learning Method	3.71	0.22	HE
28	Close test Method	3.91	0.26	HE
29	Reference reading Method	3.97	0.34	HE
	Cumulative Mean	3.94	0.28	HE

Research Question 2: To what extent is indirect instructional strategies effective in training business education students for improved job performance in business organizations in Anambra State?

Table 2: Respondents’ Mean Ratings and Standard Deviations on the extent indirect instructional strategies are effective in training business education students in Anambra State for improved job performance in business organization

Source: Field Study 2023

Results in Table 2 showed that all the 13 designated indirect instructional strategies were accepted by the respondents to be effective to a high extent in the training of business education students for improved job performance in business organizations. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Testing of Null Hypotheses

Hypothesis 1

There is no significant difference in the mean rating of male and female business managers in Anambra State on the extent direct instructional strategies were be effective in training business education students for improved job performance in business organizations.

Table 1

Summary of t-test analysis of mean responses of male and female business managers in Anambra State on the extent direct instructional strategies were effective in training business education students for improved job performance in business organization.

Gender	N	X	SD	Df	t-value	p-value	Decision
Male	85	3.89	0.20	148	1.29	0.20	Accepted
Female	65	4.14	0.14				

Data in Table 2 show that t-value of 1.29 at 148 degree of freedom with s p-value of 0.20 is greater than the criterion value of 0.05 (p-value = $0.19 > 0.05$). This means that there was no significant difference in the male and female managers' rating in Anambra State on the extent direct instructional strategies were effective in training business education students for improved job performance in business organization. Therefore, the null hypothesis is accepted.

Hypothesis 2

Male and female business managers in business organizations in Anambra State would not differ significantly in their mean ratings on the extent indirect instructional strategies were effective in training business education students for improved job performance in business organizations.

Table 2

Summary of t-test analysis of mean response scores of male and female business managers in Anambra State on the extent indirect instructional strategies were effective in training business education students for improved job performance in business organizations.

Gender	N	X	SD	Df	t-value	p-value	Decision
Male	85	3.82	0.31	148	0.37	0.17	Accepted
Female	65	4.10	0.12				

Data in Table 2 show that t-value of 0.37 at 148 degree of freedom with a p-value of 0.17 is greater than the criterion value of 0.05 (p-value = $0.17 > 0.05$). This means that there is no significant difference between the male and female managers' rating in Anambra State on the extent indirect instructional

strategies were effective in training business education students for improved job performance in business organizations. Therefore, the null hypothesis is accepted.

Discussion of the Findings

Findings from this study were discussed under the following sub-headings:

1. Extent direct instructional strategies is effective in training business education students for improved job performance in business organisations.
2. Extent indirect instructional strategies is effective in training business education students for improved job performance in business organisations.

Finding of the study revealed that business managers in Anambra State agreed that if business education lecturers will judiciously apply direct instructional strategies during teaching, business education students job performance will be highly effective in the business organisations. This is in line with Chika (2015) assertion that Direct Instructional Strategies are effective for providing information or developing step-by-step skills. That direct instructional strategies is also effective when students are actively involved in knowledge construction as well as developing their abilities and attitudes required for critical thinking and interpersonal learning.

However, the study disclosed that lecture instructional strategy is not effective instructional strategy for effective training of business education students improved job performance in business organisations. This goes contrary to Okoye (2020) assertion that lecture method if well illustrated will provide opportunity to talk with students, exchange questions and answer with them and as well explain and demonstrate for them. This finding could be attributed to business managers negative experience of lecturers' attitudes in rushing their lectures within the shortest time in order to cover their scheme of work.

The analysis of hypothesis one revealed that there was no significant difference between mean ratings of male and female business managers on the extent direct instructional strategies were effective in training business education students for improved job performance in business organizations. These findings means that business managers regardless of their sex agreed that direct instructional strategies will be effective in training business education students for improved job performance in business organizations in Anambra State. The finding of the study agreed with the finding of Azuka and Nwosu (2018) that teachers should keep students in mind when developing lesson plans and workbook exercise, direct and interactive learning.

Extent indirect instructional strategies is effective in training business education students for improved job performance in business organisations.

The result of research question two indicated that both more experience and less experience Business managers rated the questionnaire items high as all the ratings were above 3.00 cut-off-point on five Likert type scale. This is why indirect instructional strategies is viewed as a method which involves teaching methods that are effective in fostering creativity, development of individual skills and abilities, observation, investigating, drawing inference from data and forming hypothesis. It is more of student centered unlike direct instructional strategies which focuses more on teacher-centered method. This is in line with Ahumaraeze (2021) which encourages students to be more involved by observing, questioning, problem-solving, forming inference hence they can explore their desire to learn. This finding is equally in conformity with Ukata, et al, (2017) who are of the opinion that indirect instructional strategy is interactive learning techniques that are heavily used in accounting education. Perhaps, this may be the reason why Ukata, et al (2017) postulated that student centered instructional strategy can also be regarded as problem-solving, instruction method, decision-making, inquiry and discovery method or better skill as flash back discussion, fact finding, problem solving and guided-inquiry. This views were also supported by Tella, et al (2018), Richa (2018), Rosle, (2017), Adamu (2018) and Adamu and Kabiru (2016) who viewed indirect instructional strategies as pedagogy that may also involve the use of media, student field work activities, thinking outcome, inter personal outcomes, collaborative learning to connect new information to previous knowledge and critical thinking.

The analysis of hypothesis two revealed that there was no significant difference in the mean responses of business managers with more and less experienced regarding the extent indirect instructional strategies could be effective in training business education students for better job performance in business organizations, hence it is accepted. This means that location has no influence over their ratings.

Conclusion

The results of the findings and the hypotheses presented in this study are obvious that the business managers in Anambra State concluded that Direct, Indirect, Interactive, Experiential, Independent and Material-aids Instructional strategies are highly effective in training business education students in Anambra State except lecture method which is teacher-centred method that was rated low effective; also that job performance of business education students in Business Organization are of low extent and that if instructors of business education in tertiary institutions will apply these strategies in training the students while in school, graduates of business education job performance in business organisations will be excellent and wonderful.

Recommendations

Based on the findings of this study and educational implications arising from the findings using the direct, indirect, interactive, experiential independent and material-aids instructional strategies, the researcher recommended as follows:

1. The business education lecturers in Anambra State tertiary institutions should always use instructional strategies that are more of student- centred than those of teacher-centred instructional strategies during teaching.
2. Students should participate actively during teaching and learning, so as to acquaint themselves with necessary skills to work in modern business organizations.

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