

**EFFECTIVENESS OF INSTRUCTIONAL DELIVERY METHODS
IN TEACHING BUSINESS EDUCATION COURSES IN TERTIARY
INSTITUTION IN ANAMBRA STATE**

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Abstract

This study determined the effectiveness of instructional delivery methods in teaching business education courses in tertiary institution in Anambra State, Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Survey research was adopted for this study. The population of this study comprised all the business education lecturers from the four public tertiary institutions in Anambra State offering business education programme. The instrument for data collection employed by the researchers was questionnaire. The structured questionnaire was validated by two experts in the field of business education and one expert from science education of the same institution. The reliability of the instrument was established using pilot test and data collected were analyzed using Cronbach Alpha co-efficient which yielded co-efficient values of 0.82, 0.80 respectively. Data collected were analyzed using mean and standard deviation for research questions while t-test was used to test the hypotheses. Results of the study revealed that lecture method of instructional delivery was ineffective in teaching business education courses in tertiary institutions in Anambra state while demonstration method, was effective in teaching business education courses in tertiary institutions in Anambra State. It was therefore recommended that tertiary institutions in Anambra state should develop and implement gender-sensitive approaches that cater for the diverse needs as well as consider ways to enhance demonstration methods to increase engagement and learning outcomes for all students. and perspectives of male and female students.

Keywords: Instructional delivery, Effectiveness, Teaching and Business education courses

Introduction

Education is the process of teaching, training and learning. This means that education is the fundamental basis on which any nation achieves their national developments. Education as defined by Onyido and Duru (2019) as a vital instrument for the acquisition of fundamental and essential skills needed for technological breakthrough and socio-political improvement which enhances national development. Education provides a platform for the development of human capital and national development. This is because education ensures the production of knowledge and expertise that allow individuals to increase their competitiveness and improve their quality of life. Education facilitates the development of human potentials, human talents, human intellect, human attitude and human skills (Oduma 2021) Sharratt and Harild (2018) opined that there is need for comprehensive, sustainable and innovative education. This is a type of education that involve the transforming of the theory and practice of teaching and learning as well as all other aspects of this complex organization in ensuring quality preparation of all students to face the challenges of life and work. Education in Nigeria is carried out formally at the primary, secondary and tertiary levels. The prime focus of this study is tertiary institution.

Tertiary institution level refers to education above secondary level. Tertiary institution means an educational institution in which the students who attend the institution are taught at the tertiary level of education (Olaitan et al 2018). Tertiary institution refers to all formal post secondary education including public and private universities, polytechnics, colleges of education, technical training institutes, monotronics and vocational schools. Tertiary institution level of education is created to satisfy specific or general educational needs and purposes of a nation through teaching of students conducting research and dissemination of knowledge together with other community service activities. Osaat (2019) stated that the role of tertiary institution level of education in the construction of knowledge economies and democratic education is central to the creation of intellectual capital on which knowledge production and utilization depend and to the promotion of the life-long learning practices necessary to update individual knowledge and skills. Tertiary education is instrumental in fostering growth; reducing poverty, and boosting shared prosperity.

Tertiary education is critical to economic success and long-term development of countries facing several challenges of growth and development in several areas. Tertiary education of higher education provides economic and social benefits both to the individual and the society, produces qualified human capital, adopts and generates knowledge, promotes international co-operation and improves competitiveness in the global knowledge-based economy (Okeke, 2018). In Nigeria, the tertiary

education system is at the core of the development of human capital. The federal republic of Nigeria (FRN, 2013) opined that the tertiary institutions are the cradle of national growth. This is because the tertiary level of education equips students with the requisite expertise and skills to work successfully in the real world. Obiete et al (2018) averred that the tertiary level of education is that level of education that develops students physically, mentally, spiritually and technologically, to make it possible or them to function effectively in the world of work and as self employers. There are many programmes or courses offered in tertiary institutions and business education is one of them.

Business education is an aspect of education with a dynamic programme of study that is adjusted with change so as to produce functional Individuals that are proficient and profitable in the present age business world. Business education is a programme that equips it's recipients with occupational and entrepreneurial skills. This programme is a veritable tool for national development because of the role it plays in the development of human capital in all sectors of the country. Business education enables individual with functional skills, knowledge, ability, values and attitudes that makes he or she to be efficient, knowledgeable and productive in his or her field of study (Okoye, 2021). Business education programme is equipped towards producing sound individual that are well provided with innovative skills, competence and experience that will help them meet up with the current challenges in the global economy and field of study. Oguejiofor and Iyoha also noted that business education is an integral part of vocational and technical education that prepares student for advancement in jobs within business . Business education aims at providing training for specific type of jobs, developing the ability to use skills in the environment of business and helping its recipients become intelligent consumers of services. Business education is a branch of education that involves teaching the skills and operation of business industry. Oduma (2021) was of the opinion that business education enables its recipients to acquire basic knowledge of business and economy, office occupational skill and basic entrepreneur knowledge. Idris (2021) opined that business education is the education that involves office occupations, business teaching, business administration and economic understanding. Business education equips its recipients with basic knowledge of business and the economy so as to acquire basic skills and competences needed to secure employment in business organization. Business education courses teaches students how to be discipline, manage resources, maximize their potentials, develop their skills, improve their academic performance and become abreast with modern technologies.

Concerning the role and importance of business education in the lives of both the individuals and the nation as a whole, it is very important that it is taught to every Nigerian. To achieve this, competent teachers are

needed. The institutions where the teachers and the lecturers are trained, have to be functional and poor instructional delivery need to be addressed if competent graduates are to be produced bearing in mind that good foundation is very important for educational success. The production of lecturers who will be entrusted with the nation's education using appropriate instructional delivery should not be joked with such lecturers are trained in colleges of education and universities to become graduates.

Graduates of business education are referred to as business education graduates. Those of them who teach in tertiary institutions are called business education lecturers or business educators. Oduma (2021) maintained that business education lecturers play important role as teachers and learning facilitators. In the classroom, business education lecturers are charged with the responsibility of transmitting what is specified in the curriculum to the students of business education-Okolocha and Ifeanyi (2020) expressed that the curriculum of business education will expose students to educational and business-related experiences by employing business education lecturers. Business education students no doubt are committed to the business education lecturer's teaching. However the effectiveness of such lecturers and students interaction and the transmission of knowledge depends on the quality of the business education lecturers both academically and professionally. Academically, the lecturers should possess adequate knowledge of the content to deliver. Professionally, business education lecturers should also possess the skills and varied instructional delivery method of imparting the knowledge to the students.

Instructional delivery is the technique or method that a teacher adopts to meet various learning objectives. These instructional delivery methods help students to walk on the path of independent learning and become strategic learners. Ndukwe (2018) noted that instructional delivery is the ability of the lecturer or teacher to transmit appropriate information, skills, values, belief and moral to his or her learner. Amesi & Akpomi (2018) posited that the lecturers (Business Educators) who are distributors of knowledge are expected to know the process of designing and using teaching methods and materials for instructional delivery of lesson content. The process of instructional delivery must be based on stated objectives of the lesson, it is based on this that when the process of instructional delivery is over then the opportunity to determine if the aim of the lesson has been achieved or not comes which is the evaluation act that will tell if the lesson met stated objectives (Buseri & Dorgu, 2019). There are different types of instructional methods. These include: lecture method, demonstration method, discussion method, case study method, collaborative method and simulation method of instructional delivery. This study focused on lecture method and demonstration method.

Lecture method is the most widely used form of presentation. Lectures are used for introduction of new subjects, summarizing ideas,

showing relationships between theory and practice and re-emphasizing main points. the lecture method is adaptable to many different settings including either small or large groups.

In the same vain, demonstration method is an instructional delivery method of teaching that is used to communicate an idea with the aid of visuals such as flip chats, posters, powerpoint etc. (Pangaribunan et al, 2022). Demonstration teaching method is an instructional delivery system whereby a lecturer does something in the presence of students in order to show them how to do it or to illustrate the principle .Umeh and Oguejiofor (2019) noted that demonstration method consists of nothing more than showing the learner how the new skill should be performed. Demonstration method is usually used to illustrate how a process, procedure or experiment is executed so as to aid the learner in acquiring the skill (Onyeka & Okoye 2023). This is one of the most effective methods of teaching skills. It provides visual experiences for the students for easy understanding of the concepts taught. This suggested that the relevance of gender as moderator variable need to be carried out to determine whether perceptions of male and female lecturers differ significantly. Demonstration is a teaching method used to communicate an idea with the aid of visual such as film charts,posters,powerpoint etc. Demonstration method is a practical way of teaching,in this method teacher perform an activity to teach his students a concept.

Statement of the Problem

The quality of the instructional delivery and material used in the school system determines the quality of graduates the school system produces. Observation showed that some business education lecturers' busy schedule and inadequate instructional delivery made them not to teach the students using variety of methods. This has led to business education graduates not possessing employability skills upon graduation. This has continued to increase unemployment rate in Nigeria. Sadly, the commitment towards ensuring that business education meets its set objectives have been hampered by issues relating to poor instructional delivery. The extent to which students performance relates with the effective instructional delivery of business education lecturers is not clear because most of the available studies on instructional delivery methods were conducted on basic levels of education in Nigeria .Therefore there is need to determine the effectiveness of instructional delivery method in teaching business education courses in tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the effectiveness of instructional delivery methods in teaching business education courses in tertiary institutions in Anambra State. Specifically, the study sought to :

1. determine the extent to which lecture method of instructional delivery is effective in teaching business education courses in tertiary institution in Anambra State.
2. examine the extent to which demonstration methods of instructional delivery is effective in teaching business education courses in tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study

1. To what extent is lecture method of instructional delivery effective in teaching business education courses in tertiary institutions in Anambra State.
2. To what extent is demonstration method of instructional delivery effective in teaching business education courses in tertiary institution in Anambra State?

Research Hypotheses

The following hypotheses were formulated for this study and tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which lecture method of instructional delivery is effective in teaching business education courses in tertiary institutions in Anambra State.

H₀₂: There is no significance difference in the mean responses of male and female business education lecturers on the extent to which demonstration method of instructional delivery is effective in teaching business education courses in tertiary institutions in Anambra State .

Methods

This study adopted Survey research design. The population comprised of 114 business education lecturers from the four public tertiary institutions offering business education courses in Anambra state, namely; Chukwuemeka Odumegwu Ojukwu University Igbariam Campus, Nnamdi Azikiwe University Awka., Nwafor Orizu College of Education Nsugbe and Federal College of Education (Technical) Umuze. The sample size was 114 and the entire population was used since the population was not too large to necessitate sampling. The instrument for data collection was structured questionnaire developed by the researcher titled Questionnaire on Effectiveness of Business Education Lecturers. Instructional Delivery

Method (QEABELIDM) in tertiary institutions in Anambra state”, the instrument has two sections A and B. Section A has information on personal data of the respondents while section B has four clusters B1-B4 and containing 10 items each giving a total of 40 items aimed at providing answers to the four research questions with four point response categories validation of the instrument.

The instruments was subjected to face and content validation. This was to ensure the authenticity and validity of the structured questionnaire. A draft copy of the instrument was given to the researcher’s supervisor. After correcting the instrument, it was given to two experts from vocational education of Chukwuemeka Odumegwu Ojukwu University, Igbariam campus and one expert from science education of the same institution to check and ensure the structuring and adequacy of the items and also to make sure that the instrument has ability to measure what it supposed to measure. Reliability of the instrument was determined using pilot test method. 20 copies of the questionnaire for the study were administered to 20 lecturers of business education in Enugu state university of science and technology (ESUT) and Enugu state college of education (Technical) for pilot testing. 114 copies of the questionnaire were administered to the respondents by the researcher with the help of the four research assistants one each in the tertiary institutions studied.

The researcher briefed the research assistants on how to administer and retrieve the instrument to give 100% return rate. 111 copies were retrieved and used given 97% rate.

Results

Research Question 1: To what extent is lecture method of instructional delivery effective in teaching business education courses in tertiary institution in Anambra State.

Table 1: Mean and standard deviation of the responses of business educators on the extent to which lecture method of Instructional delivery is effective in teaching business education courses.

S/N	Items	Statement	Mean	Std	Decision	Dev.
1.	Lecture method is fact, simple	Method of presenting materials fitted to the needs or interest of learners	2.03	0.57	IE	
2.	Lecture communicate the intrinsic	Interest of the subject matter	2.12	0.92	IE	
	Lecture method stimulate students	to want to learn more	1.63	0.89	IE	
3.	Lecture method impart perfect	complete knowledge of the subject to the student	1.73	0.66	IE	
	Lecture method is an effective way	for motivating students to develop interest in the subject	2.24	0.94	IE	
4.	Lecture method helps in developing	the habit of concentration among the student	1.98	0.70	IE	
5.	Lecturers hold the attention of	learners when thought with lecture method	2.47	0.73	IE	
6.	Lecture method helps in achieving	even high order cognitive objectives (ie) application	2.22	0.96	IE	
7.	Lecture method presents the subject	matters in a systematic way	1.88	0.60	IE	
8.	Lecture method develops good	audience habit	2.49	0.86	IE	
Cluster mean			2.07		IE	

Source: field survey, 2024.

The results presented in table I revealed the extent of effectiveness of lecture method of delivery in teaching business education courses in tertiary institutions in Anambra State. The Table showed that all the items from 1 to 10 respectively showed that the lecture method of instructional delivery in teaching business education courses was ineffective. Moreso the cluster mean of lecture method of instructional delivery in teaching business education course was 2.07 which implies being ineffective.

Therefore this indicates that lecture method of instructional delivery in teaching business education courses was ineffective .

Research Question 2: To what extent is demonstration method of instructional delivery effective in teaching business education courses in tertiary institutions of Anambra State?

Table 2: Mean and SD of the responses of Business Educators on the extent of effectiveness of demonstration method of instructional delivery in teaching business education courses.

S/N	Items Statement	mean	Std	decision	Dev
11	Demonstration method helps the students to understand lessons very clearly since they combine all the senses while learning	3.00	0.99	E	
12.	Demonstration method of instructional delivery facilitates material economy	2.72	0.97	E	
13.	Demonstration method is a powerful motivator in lesson delivery	2.58	0.92	E	
14	Students receive feedback immediately through their own products	2.62	0.67	E	
15	Students acquire skills in real life situations using tools and materials	3.43	0.88	E	
16	It helps to motivate students when carried out by skilled teachers	2.63	0.60	E	
17.	Demonstration method Reinforces students memory retention	2.53	0.72	E	
18.	Demonstration method is good in showing the appropriate ways of doing things	2.73	0.83	E	
19	It gives a real life situation of course of study	2.85	0.78	E	
20.	Demonstration method is an attention Inducer	2.57	0.63	E	
	Cluster mean	2.76		E	

Source: Field survey, 2024

The result from table 2 showed the extent of effectiveness of demonstration method of instructional delivery in teaching business education course in tertiary institutions in Anambra State.

Findings revealed that all the items from 11 to 20 respectively revealed that demonstration method of instructional delivery in teaching business education courses was effective.

Meanwhile the cluster mean of demonstration method of instructional delivery in teaching Business education courses was 2.76 which implied being effective.

Test of Hypotheses

Hypothesis 1

Independent t-test of male and female business education lecturers on the extent to which lecturer method of instructional delivery is effective in teaching Business Education courses.

Variable	N	Mean	SD	t-cal	df	P-value	Remarks
Male	40	21.12	8.47				significant
Female	74	20.98	8.35	0.084	112	0.003	

Decision: Accept hypotheses since the associated P-value of 0.003 was less than 0.05 level of significance, therefore, the null hypotheses was rejected or accept the alternative hypotheses which states that there is a significant difference in the mean responses of male and female business

education lecturers on the extent to which lecture method of instructional delivery is effective in teaching Business Education courses in tertiary institutions in Anambra State.

Hypothesis 2

Independent t- test of male and female business education lecturers on the extent to which demonstration method of instructional delivery is effective in teaching business education courses.

Variables	N	Mean	SD	t-cal	df	p-value	Remarks
Male	40	24.37	8.24				Not Significant
Female	74	24.12	8.22	0.157	112	0.876	

Since the calculated P-value of 0.876 was greater than 0.05 alpha level, hence the null hypotheses was not rejected. In the same vein, there is no significant difference in the mean responses of male and female Business Education lecturers on the extent to which demonstration method of instructional delivery is effective in teaching Business Education courses in tertiary Institutions in Anambra state.

Discussion of Findings

Extent to which lecture method of instruction delivery is effective in teaching business education courses in tertiary institutions in Anambra state

The findings revealed that lecture method of instructional delivery was ineffective in teaching business education courses in tertiary institutions in Anambra state. This implied that the lecture method is not having a significant positive impact on student learning outcomes in Business Education courses in tertiary institution in Anambra state. The findings of the study was in agreement with the findings of Tomo, (2018) who stated that students who received direct instruction model showed higher satisfaction rate and academic achievement than who have received lecture method. Students may not be adequately understanding and retaining the material presented through lectures. The findings of Ukata, et al. (2017) argued that lecture method transmit information that will enhance reading, promote understanding through explanations responds to students' misconceptions or conflicts, difficulties, engage them in new areas and motivate them with related assignments.. The findings is in contrast with the finding of Odundo and Gunga (2020) who confirmed that the use of lecture method was significantly associated with students learning achievement.

Extent to which demonstration method of instruction delivery is effective in teaching business education courses in tertiary institutions in Anambra State.

The findings revealed that demonstration method of instruction delivery is effective in teaching business education courses in tertiary institutions in Anambra state. Findings of this study showed that tertiary institution lecturers in Anambra state considered demonstration method effective for teaching business education. The findings are in agreement with the study of Solomon, Blankmeyer, Tennial and Garczynski (2015) who conducted a study to examine the effectiveness of four teaching methods (lecture, demonstrations, discussions, and case study) in the classroom. Additionally, the findings of the study supported the notion that active methods do aid in increasing learning. Demonstration method led to higher overall scores than any other teaching method. The findings are also in line with Eze, and Nwaukwa, (2018) who posited that modern day philosophers support the use of demonstrations for improved teaching of practical skilled courses like entrepreneurship education. The method gives the learner the opportunity to touch in addition to the general opportunity of seeing and hearing of the details of the skill being taught.

The findings are also in line with Eze (2019) who maintained that the repetition steps involved during demonstration helps the average and slow learners as it gives them an additional opportunity to see, hear and be reminded of the skill being taught. The performance steps during demonstration give all the learners the opportunity to become skillful because it affords them the chance to demonstrate the task by themselves. The findings aligns with the views of Ezioma, & Eze, (2018) who pointed out that the teacher must connect the abstract with the concrete and reveal the “tricks of the trade” during the presentation. The findings further showed that experience did not significantly influence the views of the respondents. This shows that most lecturers are beginning to imbibe the business education which is a panacea to youth restiveness and job creation. This study contradicts the findings of Koontz (2017) who, posited that experienced teachers prefer demonstration to younger teachers. In the present study, both the experienced and inexperienced lecturers did not differ significantly on how effective they considered the demonstration method as they all considered it to be effective.

Conclusion

Based on the findings of the study, the study concluded that lecture method of instructional delivery is ineffective while Demonstration method of instructional delivery is effective in teaching Business Education Courses in Tertiary Institutions in Anambra State

Recommendation

Based on the findings the following recommendations were made

1. Tertiary Institutions in Anambra State should develop and implement gender-sensitive lecture method approaches that cater for the diverse needs and perspectives of students and provides training for lecturers on gender-effective teaching methods.
2. Tertiary institutions in Anambra State should consider ways to enhance demonstration methods to increase engagement and learning outcomes for all students. They should provide professional development opportunities for lecturer to improve their teaching skills and stay updated on the best practices in teaching Business Education courses.

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