

**UTILIZATION OF MODERN INSTRUCTIONAL DELIVERY STRATEGIES FOR  
DEVELOPMENT OF EMPLOYABILITY SKILLS IN BUSINESS EDUCATION  
STUDENTS IN SOUTH EAST NIGERIA.**

**By**

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**ABSTRACT**

*The study examined the utilization of modern instructional delivery strategies for development of employability skills in business education students in South East Nigeria. A survey research design was used for the study. Two research questions were used for the study and two null hypotheses were tested at 0.05 level of significance. The population of the study comprised of 165 Business educators from the Tertiary Institutions in the South East that offer Business Education Program. There was no sampling because the population size was manageable. Structured questionnaire titled modern instructional delivery strategies for development of employability skills (MIDSDES) was used to collect data from the study. The instrument was validated by three experts, one from business education department, AlvanIkoku Federal University of Education, Owerri, one from the department of measurement and evaluation, AlvanIkoku Federal University of EducationOwerri and the third from the department of Vocational and Technology Education, NnamdiAzikiwe University, Awka. The Instrument was also subjected for internal consistency using Cronbach Alpha coefficient and a reliability coefficient of 0.86 was obtained. The instrument consists of 19 item questions. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses. The results of the study showed that for business education students to acquire the necessary and relevant employability skills for effectiveness in the present society, there is need for business education students to be taught making use of modern instructional strategy of collaborative learning, corporative learning, Jigsaw learning, computer based , Flipped classroom, think- pair -shar, reflective learning, field trips, teaching among others to contribute to business education student employability skills like, team work skills, time management skills among others that help to enhance the employability skills of business education students in the tertiary institutions in the South East. Also, the knowledge and skill in making use of modern technologies in teaching is highly required. It was recommending among others that the institutions should organize workshop where business education teachers will be trained on the use of required innovative teaching strategies.*

**KEYWORDS:** Utilization, Modern Instructional Strategy, Employability Skills, Business Education.

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## **INTRODUCTION**

In the contemporary landscape of education, the focus has shifted significantly towards not just imparting knowledge but also equipping students with the necessary skills to thrive in a dynamic and competitive job market thereby achieve the basic educational objective. According to Obasi (2019), the broad objective of any educational programme is the ability to utilize the appropriate modern instructional delivery strategies to help students develop employability skills. According to Edozie (2020) modern teaching methods are gaining prominence, focusing on student engagement, active participation, and effective knowledge transfer. Modern instructional strategies in essence, are teaching methods that focus on improving the intellectual ability of learners by using new and innovative ideas as opposed to instructing the learner to recite information memorized from a syllabus to pass a rigid examination. Alozie (2021) opined that modern instructional strategies focus, on the entire learning process, rather than focusing strictly on the final result, and is dedicated to helping students build skills as part of a constructivist approach to learning. Azi and Wabara (2017) also defined modern instructional delivery strategies as the application of various resources and procedures that offers unique ways to helping the growth of students' intellectual capabilities and skills. Uzoma (2021) explained that modern instructional delivery strategies are designed to be learner-centered in nature, task-based, interactive based and peer collaborative for effective teaching and building of skills of the learner. According to Smart (2019) modern instructional strategies includes; collaborative learning, corporate learning, differentiated learning, computer-based teaching, self-learning, crossover learning to achieve the desired development. Collaborative learning and corporate learning are two different methods that can be used to promote team work in a training setting.

Collaborative learning also known as think-pair-share is an active learning that can occur as an individual learner or in-large groups. Ozor (2018) defined collaborative learning as peer learning or peer instruction that involves students working in pairs or small groups to discuss concepts or find solutions to problems with the guidance of the teacher. Similar to the idea that two or three good heads are better than one. Okere (2019) observed that through collaborative instruction, students teach each other by addressing misunderstanding and clarifying misconceptions and therefore acquire competence easily. Imoh (2018) noted the benefits of collaborative learning to include development of higher level thinking, oral communication, self-management and leadership skills, promotion of student faculty interaction, increased student retention, self-esteem and responsibility, exposure and increased understanding of diverse perspectives as well as preparation for real life social and employment situations. On the other hand, cooperative learning strategies also called small-group learning, is one teaching method that can help students learn academic material and social skills. Amanna (2016) defined cooperative learning as a situation where students work in small group to achieve a common goal. This learning approach takes the form of open discussions that lead to positive interdependence, face-to-face interaction, individual and group accountability group behaviours, stronger relationship, increased motivation and more authentic experience.

Self-learning, crossover learning and computer based learning are other modern instructional strategies currently in used. Self-learning is defined as the process of gathering information, processing it, and retaining it without the assistance of another person. According to Uba (2018) self-learning is an approach to learner where the individual makes the effort to identify their own learning needs, set learning goals, find the necessary resources, and evaluate their own knowledge. Ofondu (2017) opined that self-learning helps individuals to discover and learn necessary self-directed skills. Maduforo (2018) affirmed that self-learning in today's world and economy provides excellent practice to teach oneself new skills and gain knowledge that is relevant to one's daily work and activities. The benefits of self-learning among others include; increased competence, growing confidence, better social life, increasing awareness and better quality of life. Also, computer base learning in the view of Onuzor (2017) refers to any kind of learning with the help of computers. Computer based learning make use of the interactive elements of the computer applications and software. Okoli (2020) added that computer based learning provides more learning opportunity unlike the traditional classroom. UNESCO (2018) posited that modern classroom activities has shifted from the teach centered to learner-centered creating better learning strategies for development of employability skills, according to Ile (2019) encompass a range of abilities from mental thinking and problem-solving to collaboration and team work, communication, critical thinking, digital literacy all of which are essential for success in today's professional environment. Anozie (2020) opined that the paradynshift from basic knowledge and mental learning to development of employability skill has become a top priority in various vocation and discipline including business education.

Business education is an aspect of vocational and technical education that trains its recipients towards the development of skills for employment. According to Oladunjoye (2016) business education is an academic program offered in tertiary educational institutions geared towards the acquisition of knowledge and skills needed in the place of work. Business education equips individuals with functional skills, knowledge, competencies, values and attitudes that enable the individual to be employed. The recent developments globalization and changing demands for new skill sets in the job market calls for the need to utilize modern instructional delivery strategies to teach business education students to encourage the development of employability skills. This paper delves into the utilization of modern instructional delivery strategies aimed at enhancing the employability skills of business education students in the tertiary institutions in South East Nigeria.

## **STATEMENT OF THE PROBLEM**

The business landscape in South East Nigeria is rapidly evolving marked by technological advancement, globalization and changing industry dynamics has called for skilled business professionals with enhanced employability skills. Onuzor (2017) noted that the South East business land scape is rapidly changing as a result of technology. According to Oladenjoye (2016), there exists a significant gap between traditional instruction delivery method and the evolving requirement of the workforce. The problem at hand evolved around the inadequacy of the use of instructional delivery strategies in business education students in the tertiary institutions in the South East Nigeria, with the required employability skills. Mbah (2015) noted that development of

employability skills are lacking when the students are taught without the opportunity to learn in teams, individual, cooperatively and with the use of computer based teaching. The conventional teaching approach seems not enough in helping students especially, business education students to develop the required employability skills. This study therefore is carried out to find out the modern instructional delivery strategies that are needed in teaching business education students to acquire employability skills.

## **RESEARCH QUESTIONS**

The following research questions guided the study.

- What are the Technology-Enhanced Instructional Delivery Strategies used for the development of employability skills in business education students?
- What are the Collaborative and Experiential Instructional Strategies used for the development of employability skills in business education students?

## **HYPOTHESES**

The following null hypotheses were tested at 0.05 level of significance.

- There is no significant difference in the mean ratings of male and female business educators on the Technology-Enhanced Instructional Strategies used in developing employability skills in business education students.
- There is no significant difference in the mean ratings of male and female business educators on the Collaborative and Experiential Instructional Strategies used for the development of employability skills in business education students.

## **METHODOLOGY**

The study adopted a descriptive survey research design. The population for the study consisted of 165 business educators in the tertiary institutions in South East Nigeria offering business education programme. The entire population was studied due to the management size as such the study did not adopt any sample sampling technique. The data for the study was collected using structured questionnaire titled “Modern instructional delivery strategies for development of employability skills (MIDSDES)”. The instrument was validated by three experts, one from the departments of business education, AlvanIkoku Federal University of Education, one from department of measurement and evaluation, AlvanIkoku Federal University of Education, Owerri and the third from the faculty of vocational and technology education, NnamdiAzikiwe University, Awka. All the suggestions of the experts were duly considered to improve the final draft of the questions.

The instrument was of two sections. A and B. Section A sought to elicit personal information of the respondents while section B contained 19 items covering data collections on the research questions. A four-point rating scale was adopted with a response-option of strongly agreed

(4), agreed (3), disagreed (2), strongly disagreed (1). Cronbach Alpha reliability method was used to test the internal consistency of the instrument and a reliability coefficient of 0.76 was adopted. The researchers with the help of four research assistants distributed and collected the data from the respondents. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 was used for decision rule, regarding the research questions. This was calculated based on 4 points rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed. The null hypotheses were accepted when the t-calculated value was less than t-table value and was rejected when the t-calculated value was equal or greater than the t-table value.

## **RESULTS**

### **Research Question 1**

What are the Technology - Enhanced Instructional Delivery Strategies used for the development of employability skills in business education students?

**Table 1:**

**Respondents mean ratings and standard deviation on the Technology- Enhanced Delivery strategies used for development of employability skills in business education students.**

<b>S/N</b>	<b>Item Description</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Remark</b>
1	Virtual Field Trips	2.86	0.73	Agreed
2	Flipped classroom Approach	2.89	0.20	Agreed
3	Gamification	2.81	0.16	Agreed
4	Stimulation Based Learning	3.05	1.02	Agreed
5	Google classroom	3.86	1.09	Agreed
6	Pre-Recorded VideoLectures	2.68	0.77	Agreed
7	Zoom Workspace	3.01	1.03	Agreed
8	Virtual Labs	2.53	0.62	Agreed
	<b>Grand mean</b>	<b>3.78</b>	<b>0.61</b>	

Table 1 shows the responses of business educators on the modern instructional delivery strategies for development of employability skills in business education students in South East Nigeria. The responses in table one show items with mean scores ranging from 2.53 - 3.86, indicating their acceptance. The grand mean of 2.78, indicating the respondents agreed that the modern instructional delivery strategies are needed for development of employability skills.

### **Research Question 2**

What are the employability skills needed to be developed in business education students?

**Table 2:**

Mean ratings and standard deviation on the employability skills needed to be developed in business education students.

S/N	Item Description	$\bar{X}$	SD	Remark
9	Group Projects	3.23	1.04	Agreed
10	Peer Review	3.11	1.07	Agreed
11	Experiential learning	3.18	1.05	Agreed
12	Group Discussions	2.84	0.77	Agreed
13	Collaborative problem solving	2.68	0.83	Agreed
14	Think-Pair-Share	3.05	1.03	Agreed
15	Reflection Learning Strategies	3.15	0.76	Agreed
16	Jigsaw Learning	3.25	0.72	Agreed
17	Service-Learning	3.05	0.68	Agreed
18	Internships	3.09	0.73	Agreed
19	Simulation	3.20	0.71	Agreed
	<b>Grand Mean</b>	<b>3.61</b>	<b>1.27</b>	

Result on table 2 indicate that the respondents agreed with items 9-19 with aggregate mean ranging from 2.68 - 3.86 as employability skills needed to be developed by business education teachers. The grand mean of 3.61 confirms that, again, the standard deviation ranged from 0.68 - 1.09 with a cluster standard deviation of 1.02 this shows homogenous opinion of the respondents.

## TEST OF HYPOTHESES

### Null Hypothesis 1

There is no significant difference in the mean ratings of male and female business educators on the Technology -Enhanced Instructional Strategies used for development of employability skills in business education students.

Variable	N	$\bar{X}$	SD	Df	t-cal	t-tab	Level of significant	Decision
Male	59	3.25	1.21	185	1.71	1.96	0.05	Not significant
Female	97	3.59	1.47					

The data presented in table 3 shows that the t-calculated (t-cal) value of 1.71 was less than the table (t-tab) value of 1.96 at 0.05 level of significance and 185 degree of freedom. This shows that there was no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female business educators on the modern instructional delivery strategies for development of employability skills in business education students.

Hence, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female business educators is accepted on hypothesis one.

**Hypothesis 2:** There is no significant difference in the mean ratings of male and female business educators on the Collaborative and Experiential Instructional Strategies used for development of employability skills in business education students.

Variable	N	$\bar{X}$	SD	Df	t-cal	t-tab	Level of significant	Decision
Male	59	3.27	0.96	179	1.83	1.96	0.05	Not significant
Female	97	3.41	1.08					

The data presented in table 4 revealed that the t-calculated (t-cal) value of 1.83 was less than the table (t-tab) value of 1.96 at 0.05 level of significance and 179 degree of freedom. This shows that there was no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female business educators on the employability skills needed to be developed in business education students. Hence, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female business educators is accepted in hypothesis two.

## DISCUSSION OF FINDINGS

Findings on research question one shows that Technology-Enhanced Instructional Strategies are necessary because the teaching method help to inculcate in the students the educational needs of the students in the contemporary era. The use of collaborative or think-pair-share learning enables the learner to handle specific tasks, seek for the solution as an individual or a group thereby solving the need with little or no supervision by the teacher. It was also revealed that corporative learning closely related to collaborative learning enables learners to learn as a team towards solving a particular group-tasks which also helps in development of critical thinking skill, that will enable them acquire skills for employment. This finding in line with the view of Ubani (2021) that student centered teaching methods of collaborative and corporative learning are essential in helping learners build confidence and decision making skills that are required in the workforce of the 21<sup>st</sup> century. The findings in research question one also revealed that project-based learning slipped classroom, competency based learning, self-learning, computer learning skills among others are the modern instructional delivery strategies utilized in helping students develop employability skills required for maximum performance in the place of work. The findings further show that employability skill development in business education students is to a large extent dependent on the modern instructional delivery strategies utilized by the teachers. This is also in agreement with Ogujiofor (2019) who noted that work place skills are acquired when the learner is taught using the modern method of teaching. The author further stated that the traditional method of teaching restricts the learner from finding solution to problem or solve task because most of the time the teacher provides the answer which limits the learner from utilizing the self-skills.

The findings from research questions 2 revealed that the employability skills to be developed in business education students using the Collaborative and experiential Instructional Strategies instructional like: field trip, group discussion, simulation, Jigsaw learning, reflective

learning among others are utilized to teach business education students to enable students to acquire skills that will set them apart for employment. employable. The findings are in agreement with the findings of Oko (2021) that viewed the employability skills of leadership, team work, critical thinking, time management resources management as essential in becoming employable in the place of work or be employed. The result revealed in hypotheses one showed that there is no significant difference in the mean ratings of male and female business educators on modern instructional delivery strategies for development of employability skills in business education students in the South East Nigeria. According to Agbo (2018), modern teaching strategies such as: compute based learning , online learning like the use of Google meet classroom, Watsapp, ,zoom class, flipped classroom, modern instructional strategies should be utilized in teaching and learning in business education programmes in the South East for promotion of development of relevant skills. The results of hypotheses two showed that there is no significant difference in the mean ratings of male and female business educators on employability skills to be developed in business education students using modern instructional strategies of Technology-Enhanced Instructional Strategies. The findings revealed that Gamification, flipped classroom Stimulation -Based Learning, managements are utilized by business educators to enable the student acquire skills needed to be employed when they graduate from the higher institution. This is in agreement with Njoku (2021), that the context of South East Nigeria adds a unique dimension to the fact that industry demands influence the employability opportunity for business education graduates. There is therefore need to utilize modern approaches in teaching business education students to develop in the students, the needed employability skills to meet the demands of the industry.

## **CONCLUSION**

Based on the findings of the study, it is clear that modern instructional delivery strategies of Flipped classroom, Gamification, Stimulation learning, project based learning g, collaborative, learning, self-learning, computer based learning among others should be utilized in business education program to create opportunity for learner-centered teaching that will enable the learner develop employability skills needed in the modern workforce.

## **RECOMMENDATION**

Based on the findings of the study, the following recommendations were made;

- Business educators should encourage students grouping strategies of cooperative learning and collaborative learning to enable students acquire skills needed for employment.
- Business educators should endeavor to provide students with equal opportunity that will help in sound communication, team work, and leadership skills for employment.
- Workshops and seminars should be organized by institutions for proper exposure of business educators on the modern instructional strategies required for the training of business education students.
- Educational curriculum planners should develop programmes that promote collaborative and communication skills among business education students for employability.



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