

**MODERN STRATEGIES NEEDED FOR EFFECTIVE  
INSTRUCTIONAL DELIVERY IN  
BUSINESS EDUCATION**

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**Abstract**

*The global economy is changing, current jobs are disappearing due to automation and new jobs emerging everyday as a result of technological advances. The continual advances in technology are changing the way students, connect and interact. Business education as an aspect of Technical and Vocational Education has been recognized the world over as a medium for empowering people, especially the youths, for sustainable livelihood and social-economic development. It is a programme with the capacity of delivering the knowledge, skill, and philosophy that influence the development of attitudes and behaviors likely to impact on the actualization of educational goals. It is evidenced that education also equips a person with relevant skills which would lead him to be employed or have a better performance in his chosen career. Since education is very instrumental in ensuring the attainment of a functional citizenship, it therefore follows that emphasis should be placed on modern strategies to stem and sustain the much desired development in business education. It is in seeking a solution to this problem that the writer delved through literature to determine modern strategies needed for effective instructional delivery in business education. The strategies proffered included: experiential related strategy, team related strategy and flipped related strategy. It is concluded that there is a mismatch between the training received in schools and the expectations of employers of labour while recruiting employees. The researchers recommend that on-the-job training and conferences should be organized at intervals for Business Education students in order to update their knowledge on team related strategies that can allow the students to be at the centre of learning. The writers believe that these strategies if judiciously adopted will to a great extent improve the quality of business education graduates and improve their chances of being gainfully employed in the world of work.*

**Keywords:** Business Education, Modern Strategy, Effective Instructional Delivery,

## **Introduction**

The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of any nation. Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy. Business education, according to Popham, Schrag and Blocklus (2017) is an educational programme that prepares students for entry into and advancement in jobs within business. Popham et al also asserted that business education prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. Similarly, Njoku (2016) highlighted the objectives of business education at the tertiary level of education as:

1. To empower students with desirable skills, knowledge and value to perform specific functions so as to become self reliant.
2. To help students appreciate the world around them and contribute maximally to the social and economic development of the nation.
3. To empower student in such a way that the students will develop intellectual capability that would help them make informed decisions in all sphere of life.
4. To help students' become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation.
5. To understand the political framework of a nation so that students can contribute to the national and economic development of the nation.

However, Essia (2018) and Nwazor (2018) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. In consonance, Lioyde and Tokunbo (2018) had noted that the cause of increased rate of unemployment amongst university graduates is manifested in lack of functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are noticeable by the number of university graduates, especially those from the business education programmemes who have failed to gain employment in companies in the business sector of the country. Ohiwerei (2019) specifically noted that the inability of business education graduates to gain employment in various organizations resulted from incompetence which is traceable to the shortages of business education teachers, lack of maintenance of equipment, inaccessibility of teaching facilities, inadequate textbooks and workbooks and other business teaching materials. Ohiwerei further alluded that the over-bearing emphasis placed on paper qualification is the reason for the mismatch between the quality of business education graduates and their employability in the real world of business. Similarly, Osunde and Omoruyi (2018) noted that the quality of the teaching personnel in the educational institution has been a contributing factor in the decline in quality of graduates produced for the business education programmeme. The situation is not helped by the lack of faith of most business organizations especially the banking sector who mostly employ graduates from tertiary institutions abroad (Sokunbi, 2016). It is in light of the above, that the paper seeks to determine perceived strategies that will be effective in educating and training business education graduates from tertiary institutions which will lead the graduates to have a better performance in their chosen careers. The

writer believe that finding remediating strategies for improving the quality of business education graduates will automatically improve the capacity of adoption of the business education graduates in the field of work.

### **Strategies**

According to Reber (2017), the term strategy (which is derived from the Greek word strategic meaning "general") has been used in different ways. Strategy refers to the determination of the mission (or the fundamental purpose) and the basic long-term objectives of enterprise followed by adoption of courses of action and allocation of resources necessary to achieve those objectives. Therefore, objective is part of strategy formulation.

Strategy according to Ige (2017) is an act or ways of planning operation especially of troops, so as to fight successfully and win. It entails skills in managing an affair or matter at hand. It is the tactics for achieving an objective. It consists of various parts, methods and techniques, all of which joined together to help achieve the goal. According to Babayemi (2016), strategy refers to pattern of decisions and actions in an organization which reveal, or intended to determine its ability to achieve known objectives.

Strategy is defined as a plan that is intended to achieve a particular purpose or putting a plan into operation in a skillful way Singh (2019). According to Smith (2018), strategies are the basic goals and objectives of the organization, the major programmemes of action chosen to reach those goals and objectives, and the major patterns of resources allocation used to relate the organization to its environment. Strategies can be defined as the determination of the basic long term goals and objectives in an enterprise and the adoption of courses of action and the location of resources necessary for carrying out their goals. In an educational enterprise, strategy is the plan mapped out to enhance effective teaching and learning in school. On this note, Business Educators should therefore ensure that for effective instructional delivery in business education, teachers should adopt the right strategies so as to impact the right and necessary knowledge and skills to the students on graduations.

### **Modern Strategies**

Modern strategy is a method you would use in your teaching (in the classroom, online, or in some other medium), to help activate students` curiosity about a class topic, to engage students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and in general, to enable and enhance the learning course content, University of Regina, (2016). The reason is to motivate learners, to engage them in the learning, to assist them to be focus and achieved the spelt out objectives.

Therefore, the use of modern teaching strategy in business education instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development. Business education emphasizes use of the products of the programme to create, maintain and harness the resources of natural business environment for a long term benefit of the entire populace and for the nations economic growth For any business educator to impact the relevant business skills,

knowledge and digital skills required of a Business education graduate to be saleable or a successful entrepreneur, there is a need for the utilization of modern strategies in the teaching and learning of Business Education courses in the public universities.

Modern strategies are the techniques or methods that a teacher adopt to meet various learning objectives. These modern strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awaken their desire to learn, Modern strategies focus on not only the educational content but also on the methods and environment of the teaching and learning process. Students' development level, interests and experience are considered while choosing a particular teaching strategy so that they can self-accomplish their goals (Richa, 2014) Modern strategies enable students to focus their attention, organise their learning material for better understanding and help teachers to provide a suitable platform for strategic learning, such modern strategies are:

1. Experiential Teaching
2. Team Related Strategy
3. Flipped Related Strategy

#### **Features of Modern Strategies**

- i. It includes step-by-step learning process with a number of innovative approaches
- ii. It support students with guided and independent practice, modeling and handling real-life situation.
- iii. It gives platform to students to display their skills, ideas and their existing language.
- iv. It encourages students to self-monitor and assess their learning
- v. It should create interdependent teaching and learning environment for teachers and learners
- vi. It should take the learning objectives, age of the learner, experience etc. into consideration

#### **Strategies for Effective Instructional Delivery**

Instructional delivery has an overriding effect on the economy of the nation. It is important for business education students who will form part of the stakeholders in the organization in future to be educated on modern strategies to meet organizational objectives. The following are modern strategies for effective instructional delivery in business education.

**Experiential Related Strategy:** is seen as learner-centered and activity oriented. This strategy involves personal and practical experience of the learner Exampla ark field trips, office visits, workshops and laboratory exposure. Experiential education takes many forms in the graduate and undergraduate computer information system (CIS) curricula. They include strategies such as simulations, case study, project-based course works and presentation. Specifically, these are important element of the Computer information System curriculum because they enhance students understanding of the topic beyond abstract conceptualization. Ahurnaraeze (2020) described experiential strategies as any learning activity that is carried on by the students as a group of side the classroom under

the guidance of the teacher. Ahumaraeze further noted that these strategies are effective in exposing students to a particular skill or experience where learning is by seeing and doing, and when subject matter requires observation, analyzing, generalizing and application it thus provides the experiences that cannot be brought into the classroom when properly planned.

**Team Related Strategy:** can be defined as a group of two or more teachers working together to plan conduct and evaluate learning activities for the same group of learners. Team teaching in an online environment promotes effective and efficient instruction to meet the needs of students. Prepared and aligned instructors can provide timely feedback, different perspectives about topics and promptly returned emails or phone communication (Scribner-Maclean and Miller, 211). The instructors collaborate on how to effectively provide meaningful learning in the online environment taking note of the following components like enhancing the discussion in the forum, providing timely feedback, adding stimulating questions, returning emails, facilitating course management among others. Team teaching can therefore be viewed, as team work between two or more qualified instructors who, together, make presentations on an audience (the learners) (Chia, 2012). Team-teaching consists of two or more teachers sharing, to some degree, responsibility for a group of students. Teachers set goals together for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results of the teaching and learning process.

**Flipped Related Strategy:** Flipped Learning Network (2014) defines "Flipped Learning as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter". It means that the learners initially acquire learning resources outside of class, mainly through lecture videos, and then use the face-to-face session to do in-depth discussion, problem-solving, or debates. Flipped classroom increases students' engagement, provides teacher freedom, teachers establish personal communication with students regarding the subject, homework and any other progress, reduces time spent answering basic and repetitive questions due to students' ability to review lectures online; increases adaptation of lecture content to respond to new learning needs (Millard, 2012). Following this, it is important to note that these modern strategies cut across all programmes including Business Education. This is why Erneasoba and Igwe (2018) view Business Education as a tripartite program of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, values to be a business education teacher, an office worker or to be an entrepreneur. According to Okoli (2023), Business Education is also that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offers. Operationally, Business Education is an important part of general education which emphasizes skill acquisition for office use consisting of a programme of vocation for office careers, and general Business Education. For effective teaching of business education, the lecturers need to adopt innovative strategies that will significantly impact business knowledge and skills to the students. Succinctly, universities in Nigeria

are regulated by the National University Commission (NUC) and are mainly classified by ownership. There are specifically, three classes of universities in Nigeria; the federal, state and private universities. The private universities are owned and run by individuals, corporate organizations or faith based organizations. The federal and state universities are owned and run by the federal and state government respectively. There are male and female lecturers in all the universities both public and private.

### **Effectiveness**

The process of being effective in producing or being capable of producing an intended result or having a striking effect Van Doorn (2018). It is also a degree to which objectives are achieved and the extent to which targeted problems are solved. On the other hand, it is the extent to which a desired effect is achieved; the ability to produce a desired result of the desired effect or the success in achieving a given goal. Effective is the proper method of modern instructional delivery to achieve objectives.

Apart from stimulating student's interest, effective teaching improves students' performance in skills acquisition in both internal and external examinations. This becomes important because of the unemployment problem in the country. Effective use of modern strategies ensure that all youths (school leavers) are capable of making themselves better citizens with skills sufficient to obtain employment and have additional career training at relevant educational institutions. In support of this Akpoghol and Ezeudu (2016) contended that modern strategy when properly matched with the teaching objective of a lesson help to stimulate students' active learning through reflective thinking in areas of discussion, listening, seeing, reading writing and doing as they go through the course content with the teacher who is the facilitator. Oliha (2015) advocated that the use of appropriate modern strategies create effectiveness for Business Educators. These go a long way towards ensuring that learning is enhanced and the proficiency in the use of the various teaching techniques and procedures are vital asset of all Business Educators and teachers.

Teachers' effective use of modern strategies for instructional delivery will enhance efficient development of the programme. Akpoghol and Ezeudu (2016) were of the opinion that to improve the standard of teaching and for effective instructional delivery, teachers should make use of effective instructional delivery strategies. The use of effective teaching strategies will help students to achieve deeper learning that is required to develop a higher level competence.

### **Business Education**

Business education, which is part of the general education curriculum, comes under the framework of vocational education. Business education according to Edokpolor and Owenvbiugie (2017) is an educational programme that provides a range of expertise in accounting, marketing and Office Technology and Management (OTM). Jimoh-Kadiri and Bupo (2016) defined business education as the transmission of educational and business skills required to teach business attitudes, ideas, skills and knowledge. Rotua (2017) stated that business education encompasses office education, business teaching, business management and economic awareness. The business education programme at the tertiary level is

offered in tertiary institutions like colleges of education, polytechnics and universities. Edokpolor and Owenubi (2017) noted that business education has two primary objectives which are education for business and education about business. According to Edokpolor and Owenubi (2017), education for business is concerned with equipping students with the requisite attributes (knowledge, skills, competencies, and attitudes) to become gainfully employed in the world of work, while education about business, focuses on providing a sound basis for further studies at the graduate and post-graduate levels. Ajisafe, Bolarinwa and Edeh (2015) highlighted the objectives of business education to include:

1. to develop basic skills for personal use in the future,
2. acquire the basic knowledge and skills of business education,
3. relate the knowledge and skills acquired to national development,
4. develop basic skills in office occupation,
5. provide the needed background for teaching in business subjects,
6. prepare students for further training in business studies and
7. provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Okoye and Achibogwu (2018) opined that business education is a feasible element of education that introduces students to the development of demonstrable skills that could be further applied to economic and productive livelihoods. The realization of the objectives of business education is hugely dependent on the institution the quality and standard of its practices. Oduma (2014) stated that ensuring quality in business education entails the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system.

## **Conclusion**

From the foregoing, it is concluded that there is a mismatch between the training received in schools and the expectations of employers of labour while recruiting employees. These have resulted in the need to educate business education students with the necessary modern strategies that would enable them function effectively in a corporate organization. Strategies like the experiential teaching, team related strategy and flipped related strategy

## **Recommendations**

It was recommended among others that:

1. Experiential strategies should be implemented by the various departments of Business Education in public universities in order to develop students' skills through hands on activities and further simulate student's interest in the course.
2. On the-job training and conferences should be organized at intervals for Business Education students in order to update their knowledge on team related strategies that can allow the students to be at the centre of learning.

3. Teachers to be trained in the used of direct instructional strategy to improve intellectual functioning of the students and ensure better performance of their studies especially in business Education courses.

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