

## **INNOVATIVE STRATEGIES AND TEACHING OF BUSINESS EDUCATION COURSES IN COLLEGES OF EDUCATION, DELTA STATE FOR GOOD GOVERNANCE**

**AKITI, Ndidi**

Department of Office Technology and Management Education (OTME)

Federal College of Education (Technical), Asaba, Delta State

Email: nemmanuelakiti@gmail.com

### **Abstract**

*The study focused on innovative strategies and teaching of Business Education courses in colleges of education, delta state for good governance. Two research questions and two hypotheses guided the study. The study adopted the descriptive survey research design. The population of the study comprised 113 business educators in three (3) Colleges of Education in Delta State. Since the population was sizeable, there was no sampling. A structured questionnaire was used to collect data. To ascertain the face validity of the instrument, the draft of the instrument was given to three experts in the Department of Educational Foundations. The researcher with the help of two research assistants administered 113 copies of the instrument and retrieved 108 copies which were used for analysis. The data collected were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that to a high extent, Computer Assisted Instruction and Artificial Intelligence strategies enhance teaching of Business Education courses in Colleges of Education, Delta State. The study recommends among other things that educational bodies should ensure that lecturers of business education in Colleges of Education should be given the lucrative opportunity to be armed with more effective innovative teaching strategies such through regular conferences, workshops, seminars, lectures and symposiums.*

**Keywords:** Good Governance, Innovative Strategies, Teaching, Business Education.

### **Introduction**

The issue of good governance has been a problem that has crippled the growth of many countries in the world particularly, Nigeria. Osawe and Igbokwe-Ibeto (2015), stated that the concept of "good governance" often emerges as a model to compare ineffective economies or political bodies with viable economies and political bodies. It centers on the responsibility of governing bodies to meet the needs of the masses as opposed to selected groups in the society. Good governance is, among other things, about being participatory, transparent and accountable. Good governance is the rightly exercising of authority, the ability to problem solving and conflict resolution, the capacity to manage resources efficiently for development, and high level of responsiveness to the needs and the interest of the citizens (Otoghile, Igbafe & Aghontaen, 2014). Good governance is essential for economic growth, the eradication of poverty and hunger, quality education and sustainable development. Good governance is therefore described for the purpose of this paper as the ability of governing bodies to provide quality education through adoption of innovative strategies in teaching business education courses in various colleges of education.

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. Teaching and learning is the major activities in a country's educational system. This is due to the fact that teaching and learning contribute towards generation, transmission and application of knowledge which are the focal

points of a nation's educational objective. The productivity of the teachers (teaching) and the skills acquired by the learners (learning) also determine the quality of a country's education (Gidado, Abudullahi & Adamu, 2015).

In line with the above, business education, according to Okoye (2017), is an education program that orientate students in: art of business making (marketing), computer appreciation and operation, service delivery, secretarial jobs, stenography, account clerking, office information system and management. He further elaborated that business education prepares students in two interrelated areas; Education for business and Education about business. Business Education is education that is focused towards developing the learner to be productive in teaching, paid employment and self-employment, it is also the means of instructing person on happenings in business transactions, offices, banks, markets, among others where there is exchange of resources (Emeasoba, Ekoh, & Modebelu, 2015). In the same vein, Ezenwafor (2019), explained that Business education is a programme of instruction that consists of two parts, namely office careers and general business education programme which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world.

The concept of business education has evolved over time. This is evident in the different definitions offered by various authors and researchers in trying to make clear the meaning of business education. Ohiwere (2017), defined business education as a course that prepares students for entry in advancement of jobs within business; and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Similarly, Amaewhule (2018), opined that business education encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Atakpa (2019), remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, Business education is an aspect of vocational and technical education which is used as a term to refer to those educational processes involving the study of techniques, acquisition of practical skills, attitudes and knowledge relating to occupation in vocational sectors of economic and social life. Business education is an academic programme essentially geared towards preparing its recipients for the task of teaching business courses, work life and for sustainable livelihood. Etonyeaku (2018), affirmed that business education has a formidable force that will equip its graduates with appropriate entrepreneurial skills, knowledge, abilities and competencies that will enable them to be self-employed and self-reliant.

Innovation is a driver of growth and well-being in the economy and society. In education, innovation has also become an imperative to bring about qualitative changes alongside the expansion of education systems. Innovation leads to more efficiency and improved outcomes in quality and equity of learning opportunities. Strategy on the other hand is deliberately choosing different set of activities to deliver a unique mix of value. Amesi (2017), argued that strategy is all about competitive position, about differentiating oneself in the eyes of the students, about adding value through a mix of activities different from those used by others. Innovative strategies in teaching business education courses tend to engage students with different kinds of stimuli activity-based learning. Modern innovative instructional strategies incorporate technology into teaching learning methods to recreate, enrich and provide more realistic experience for students for a rewarding teaching experience (Akinyele, Oke & Bolarinwa, 2017).

Furthermore, innovative strategies are the techniques or methods that business education teacher adopts to meet various learning objectives. These innovative strategies tend to help students walk on the path of independent learning and become strategic learners. They equip business education teachers to make teaching and learning fun and help students to awaken their desire to learn. Innovative strategies focus on not only the educational content but also on the

methods and environment of the teaching and learning process. Students' developmental level, interests and experience are considered while choosing a particular teaching strategy so that they can self-accomplish their goals (Richa, 2014). More so, innovative strategies enable business education students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. Some innovative strategies could be a combination of computer-assisted instruction (CAI) and artificial intelligence (AI) tools.

Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. It uses a combination of text, graphics, sound and video in enhancing the learning process to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem-solving approaches to present topics, and they test the student's understanding (Usman & Mududili, 2020). Computer-Aided Instruction (CAI) is a diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. CAI is also known as computer-assisted instruction. Examples of CAI applications include guided drill and practice exercises, computer visualization of complex objects, and computer facilitated communication between students and teachers (Nazimuddin, 2014). Computer assisted learning was developed to enhance educational life. It is intended to make education more comfortable, precise, and fun as well.

Artificial Intelligence (AI) has had an enormous role in education, which has been further increased by the COVID pandemic. Perhaps the adoption and acceptance intensity of AI has been potentially amplified in the education sector. according to Jackson (2019), AI plays many roles in education, such as providing access, and improves communication between teachers and students. It has changed the trends of education and schooling by introducing personalization, where educating someone depends upon the knowledge level of the student, his/her speed of learning, and goals to be obtained from education or the course. Unlike the traditional manner, the learning histories of each student are analyzed continuously to assess the weaknesses and offer courses of interest and improvement (Tegmark, 2018). Through its many applications and tools, AI provides tutoring, such as a chatbot. It provides extra help to the students outside the classroom. AI has decreased the burden of many teachers who do not have much free time (Tripathy & Devarapalli, 2020). The foregoing discussion had established the importance of innovative strategies in enhancing teaching and learning in this competitive globalised nation. These necessitated this study on innovative strategies and teaching of business education courses in colleges of education, delta state for good governance.

### **Statement of the Problem**

Today, unemployment is not only ravaging the youths and future leaders of this country, but also poses one of the greatest challenges to the government and people of Nigeria. These school leavers are unemployed because they seem to lack the necessary skills for paid or self-employment. Ohiwerei (2019), unambiguously noted that the inability of business education graduates to gain employment in various corporate bodies and organizations resulted from incompetence which is traceable to the method of teaching, lack of maintenance of equipment, inaccessibility of teaching facilities among others. The implication is that different forms of misdemeanors like deceit, fraud, robbery, kidnapping and ferocity usually occur in a society with large number of young unemployed graduates.. In addition, it has been observed that business education lecturers find it challenging and stressful assessing and evaluating students' assignments, tests and exam papers. And because correcting time is long, lecturers are prone to fatigue when correcting assignments, tests and exam papers for a long time. This has led to some errors and bias in most students' academic outcomes leading to further stress on both teachers

and students alike. The problem of this study therefore is identifying innovative strategies and teaching of Business Education courses in colleges of education, delta state for good governance

### **Purpose of the Study**

The general purpose of the study is innovative strategies and teaching of Business Education courses in colleges of education, delta state for good governance. This study specifically sought to:

1. Determine the extent to which Computer Assisted Instruction strategy enhances teaching of Business Education courses in Colleges of Education, Delta State.
2. Examine the extent to which artificial intelligence strategy enhances teaching of Business Education courses in Colleges of Education, Delta State.

### **Research Questions**

The following research questions were raised for the study.

1. To what extent does Computer Assisted Instruction strategy enhance teaching of Business Education courses in Colleges of Education, Delta State?
2. To what extent does artificial intelligence strategy enhance teaching of Business Education courses in Colleges of Education, Delta State?

### **Hypotheses**

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

**Ho1:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Computer Assisted Instruction strategy enhance teaching of business education in Colleges of Education Delta State.

**Ho2:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Artificial Intelligence strategy enhance teaching of business education in Colleges of Education Delta State.

### **Methodology**

This study adopted the descriptive survey research design. The population of the study comprised of 113 Business Education Lecturers in three Colleges of Education in Delta State. Since the population was sizeable, there was no sampling. A researcher-developed questionnaire titled "Innovative Strategies and Teaching of Business Education Courses Questionnaire (ISTBECQ)" was used to collect data. The questionnaire items used in this study was structured using a four-point response scale with the following options: Very High Extent (VHE) - 4; High Extent (HE) - 3; Low Extent (LE) - 2; Very Low Extent (VLE) - 1. To ascertain the face validity of the instrument, the draft of the instrument was given to three experts who are lecturers in the Department of Educational Foundations. The researcher with the help of two research assistants administered 113 copies of the instrument and retrieved 108 copies which were used for analysis. The data collected were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. For the research questions, the decision was based on the criterion mean of 2.50. Thus, any item whose mean value was 2.50 or above were accepted while any item having a mean value lower than 2.50 was rejected. For the hypotheses, if the calculated value of  $t$  ( $t$ -cal) is greater than the table value of  $t$  ( $t$ -crit), the hypothesis will be rejected; whereas, if the calculated value of  $t$  ( $t$ -cal) is less than the table or critical value of  $t$  ( $t$ -crit), the hypothesis will be accepted.

### **Results**

**Research Question 1:** To what extent does Computer Assisted Instruction strategy enhance teaching of Business Education courses in Colleges of Education, Delta State?

**Table 1:** Mean and Standard Deviation Scores of Responses on the Extent to which Computer Assisted Instruction Strategy Enhance Teaching of Business Education Courses in Colleges of Education, Delta State. (N= 108)

| S/N                    | Statements                                                              | $\bar{x}$   | SD          | Remark    |
|------------------------|-------------------------------------------------------------------------|-------------|-------------|-----------|
| 1.                     | It combines text, graphics, sound and video to enhance learning process | 2.94        | 0.94        | HE        |
| 2.                     | It adjusts the pace of feedback based on the students' progress.        | 3.00        | 1.04        | HE        |
| 3.                     | It is a tool to facilitate and improve instruction                      | 3.45        | 1.0         | HE        |
| 4.                     | It can process information suiting the needs of the learner             | 3.44        | 1.0         | HE        |
| 5.                     | It is a learner-controlled instruction.                                 | 3.32        | 0.9         | HE        |
| <b>Grand Mean (SD)</b> |                                                                         | <b>3.23</b> | <b>0.98</b> | <b>HE</b> |

Field survey data (2023).

Analyses on Table 1 reveals that the mean scores range from 2.94 – 3.45. This shows that the respondents rated high extent to all the statements in items 1-5. Data in Table 1 further shows the grand mean for the entire item which is 3.23, and falls within the response option of high extent. This indicates that to a high extent Computer Assisted Instruction strategy enhance teaching of Business Education courses in Colleges of Education, Delta State. The standard deviation score of 0.98 indicates that the respondents were homogenous in their response.

**Research Question 2:** To what extent does artificial intelligence strategy enhance teaching of Business Education courses in Colleges of Education, Delta State?

**Table 2:** Mean and Standard Deviation Scores of Responses on the Extent to which Artificial Intelligence Strategy Enhance Teaching of Business Education Courses in Colleges of Education, Delta State. (N= 108)

| S/N                    | Statements                                                                                                                                                                                           | $\bar{x}$   | SD          | Remark     |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------|
| 6.                     | AI adoption offers more objective grading that is more consistent, lowering the possibility of grading bias or errors.                                                                               | 3.23        | 0.6         | HE         |
| 7.                     | Automatic grading system is used to solve many mechanically repeated daily tasks, such as correcting homework and correcting test papers, alleviating the pressure of teachers in various tasks.     | 3.53        | 0.7         | VHE        |
| 8.                     | AI is used to provide students with increased opportunities for practice and improvement, which is crucial for developing mastery of any subject.                                                    | 3.90        | 0.5         | VHE        |
| 9.                     | AI is used to provide personalized, accurate responses in real-time which allows students to get answers to their questions quickly and accurately, without having to wait for a teacher to respond. | 3.99        | 0.1         | VHE        |
| 10.                    | AI is used to create interactive learning experiences, allowing business education students to engage with the material in a more meaningful way.                                                    | 3.76        | 0.6         | VHE        |
| <b>Grand Mean (SD)</b> |                                                                                                                                                                                                      | <b>3.68</b> | <b>0.50</b> | <b>VHE</b> |

Field survey data (2023).

Analyses on Table 2 reveals that the mean scores range from 3.23 – 3.99. This shows that the respondents rated high extent to all the statements in items 6-10. Data in Table 2 further shows the Grand Mean for the entire item which is 3.68, and falls within the response option of high extent. This indicates that to a very high extent Artificial Intelligence strategy enhance

teaching of Business Education courses in Colleges of Education, Delta State. The standard deviation score of 0.50 indicates that the respondents were homogenous in their response.

### Hypotheses

**Ho<sub>1</sub>:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Computer Assisted Instruction strategy enhance teaching of business education in Colleges of Education Delta State.

**Table 3:** Analysis of t-test on the Mean and Standard Deviation Responses of Male and Female Business Education Lecturers on the Extent to which Computer Assisted Instruction Strategy Enhance Teaching of Business Education in Colleges of Education Delta State.

| Respondents | n   | $\bar{x}$ | $S^2$ | df | t.cal  | t.crit | $\alpha$ | Remark           |
|-------------|-----|-----------|-------|----|--------|--------|----------|------------------|
| Male        | 4   | 1.25      | 0.43  | 36 | -3.088 | 2.028  | .05      | <b>Retain Ho</b> |
| Female      | 104 | 2.00      | 0.64  |    |        |        |          |                  |

From the t-test table, since t-cal (-3.088) < t-crit (2.028), retain Ho. The null hypothesis is hereby retained that There is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Computer Assisted Instruction strategy enhance teaching of business education in Colleges of Education Delta State.

**Ho<sub>2</sub>:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Artificial Intelligence strategy enhance teaching of business education in Colleges of Education Delta State.

**Table 4:** Analysis of t-test on the Mean and Standard Deviation Responses of Male and Female Business Education Lecturers on the Extent to which Artificial Intelligence Strategy Enhance Teaching of Business Education in Colleges of Education Delta State

| Respondents | n   | $\bar{x}$ | $S^2$ | df | t.cal   | t.crit | $\alpha$ | Remark           |
|-------------|-----|-----------|-------|----|---------|--------|----------|------------------|
| Male        | 4   | 1.73      | 0.62  | 36 | -0.0602 | 2.0280 | .05      | <b>Retain Ho</b> |
| Female      | 104 | 1.74      | 0.64  |    |         |        |          |                  |

From the t-test table, since t-cal (-0.0602) < t-crit (2.0280), retain Ho. The null hypothesis is hereby retained that there is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Artificial Intelligence strategy enhance teaching of business education in Colleges of Education Delta State.

### Summary of Findings

The summary of findings of this study includes the following:

1. To a high extent Computer Assisted Instruction strategy enhance teaching of Business Education courses in Colleges of Education, Delta State.
2. To a very high extent Artificial Intelligence strategy enhance teaching of Business Education courses in Colleges of Education, Delta State.

### Discussion

The findings of the study revealed that to a high extent Computer Assisted Instruction strategy enhance teaching of Business Education courses in Colleges of Education, Delta State. It was suggested that Computer Assisted Instruction strategy combines text, graphics, sound and video to enhance learning process; it adjusts the pace of feedback based on the students' progress; it is a tool to facilitate and improve instruction; it can process information suiting the needs of the learner; it is a learner-controlled instruction; it adjust the pace of feedback based on

the student's progress; it can process information suiting the needs of the learner; and it can be applied to all ages and all forms of education. The findings of this study is in line with the results of Nazimuddin (2014), which stated that Computer-Aided Instruction (CAI) is a diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. This is supported by Usman and Mududili (2020), which stated that the use of CAI in teaching is a relevant and functional way of providing education to learners in order to assist them develop the required capacity for the world to work.

The null hypothesis was retained which states that there is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Computer Assisted Instruction strategy enhance teaching of business education in Colleges of Education Delta State.

Finally, the finding of the revealed that to a very high extent Artificial Intelligence strategy enhance teaching of Business Education courses in Colleges of Education, Delta State. This findings shows that Artificial Intelligence adoption offers more objective grading system for the teacher that is more consistent, lowering the possibility of grading bias or errors; it is used by the teacher to solve many mechanically repeated daily tasks, such as correcting homework and correcting test papers, thereby alleviating the pressure on teachers in various tasks; AI is used to provide students with increased opportunities for practice and improvement, which is crucial for developing mastery of any subject; it is used to provide personalized, accurate responses in real-time which allows students to get answers to their questions quickly and accurately, without having to wait for a teacher to respond; and AI can be used by the teacher to create interactive learning experiences, allowing business education students to engage with the material in a more meaningful way. This finding aligns with Rahim, Aziz, Rauf, and Shamsudin (2018), that AI technology not only can generate exam questions but also can automatically correct the assignments and test papers. Correcting homework and test papers are routine tasks for teachers. Correcting time is long, teachers are prone to fatigue when correcting homework and test papers for a long time. AI technology is applied to the examination paper correction, and it can also detect blank papers and suspected identical papers, saving teachers' working time.

The null hypothesis was retained which states that there is no significant difference in the mean ratings of male and female business education lecturers on the extent to which Artificial Intelligence enhance teaching of business education in Colleges of Education Delta State.

## **Conclusion**

The study focused on achieving good governance through adoption of innovative strategies in teaching Business Education courses in Colleges of Education, Delta State. Based on the findings of the study, it could be concluded that in order to achieve good governance, there is need for business educators to adopt computer Assisted Instruction and Artificial Intelligence strategies in teaching and learning of Business education courses.

## **Recommendations**

The following recommendations were made;

1. Educational bodies should ensure that lecturers of business education in colleges of education should be given the lucrative opportunity to be armed with more effective innovative teaching strategies such as CAI through regular conferences, workshops, seminars, lectures and symposium.
2. Government and its relevant agencies should ensure adequate and incessant awareness creation of the need to adopt Artificial Intelligence in business education teaching and learning process, this way the threats and opportunities would be deliberated and gray areas cleared.

## References

- Akinyele, T.A., Oke, S.O., & Bolarinwa, F.F.B. (2017). Utilizing innovative instructional strategies in the development of entrepreneurial skills in Business Education. *IEEE Transactions on Learning Technologies*, 3(4), 329-343
- Amaewhule, W. (2018). *An Introduction to Vocational Education and Administration*. Owerri: Springfield Publishers.
- Amesi, J. (2017). Business education and poverty alleviation. *Orient Journal of Education*, 5(1), 57-62.
- Atakpa, R.A. (2011). Career opportunities in business education in Nigeria. *Business Education Journal*, 3(3), 109-117.
- Emeasoba, N.C., Ekoh, A.C., & Modebelu, M.N. (2015). *Fundamentals of business education: Skills building approach*. Anambra: SCOA Heritage Nig. Ltd.
- Etonyeaku, E.A.C. (2018). Quality assurance for youth empowerment through Business education and entrepreneurship education for national development. *Nigeria Vocational Journal*, 13(1), 23-35.
- Ezenwafor, J.I. (2019). Adequacy of exposure to information and communication technology by graduating business education students of tertiary institutions in Anambra state. *Business Education Journal*, 8 (2), 45-60.
- Gidado, S.D., Abdullahi, H.R. & Adamu, A. (2015). Student-centred techniques: Effective strategies for enhancing qualitative teaching and learning of business education in Nigeria. *ABEN Conference Proceedings*, 2(1), 64-69.
- Jackson, P. C. (2019). *Introduction to Artificial Intelligence*. Courier Dover Publications.
- Nazimuddin, S.K. (2014). Computer Assisted Instruction (CAI): A New Approach in the Field of Education. *International Journal of Scientific Engineering and Research*, 3(5) 165-188.
- Ohiwerei, F.O. (2019). Job prospect for business educators' university graduates in Nigeria. *Current Research Journal of Social Sciences*, 1(3), 70-73.
- Okoye, R.E. (2017). Emerging issues in business, vocational and technical education in Nigeria: The challenges and prospects. A keynote address presented at the 3rd Annual National Conference Organized by School of Business Education, FCE (Technical), Asaba 20th-24th May.
- Osawe, A.C., & Igbokwe-Ibeto, C.J. (2015). The civil service and democratic governance in Nigeria: issues, prospects and new hopes", *Journal of Research and Development (RnD)*, 2(8), 1-13.
- Otoghile, A., Igbafe, A.A., & Aghontaen, E.S. (2014), The Quest for Good Governance in Nigeria: A Survey of People's Perception in Benin City. *Research on Humanities and Social Sciences*, 4(28), 179-188.
- Rahim, T. N. T. A., Aziz, Z. A., Rauf, R. H. A., & Shamsudin, N. (2018). Automated exam question generator using genetic algorithm. *2018 IEEE Conference on e-Learning, e-Management and e-Services, IC3e 2017*
- Richa, I.E. (2014). Instructional strategies: fine best approach to encourage independent learning. <https://blog.udmy.com/instructional-strategies>. Accessed 24<sup>th</sup> September, 2023.
- Tegmark, M. (2018). *Life 3.0: Being human in the age of artificial intelligence*. London, UK: Penguin Books.
- Tripathy, S., & Devarapalli, S. (2020). Emerging trend set by a start-ups on Indian online education system: A case of Byju's. *Journal of Public Affairs*. 4(1), 13–22
- Usman, Y.D., & Madidili, G.C. (2020). Assessment of the impact of Computer Assisted Instruction on teaching and learning in Nigeria. A theoretical view point. *International Journal of Education and Development using ICT*, 16(2) 259-271.