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TELETEACHING PEDAGOGICAL DESIGN IN AN ERA OF UNCERTAINTIES AS PERCEIVED BY BUSINESS EDUCATORS IN ANAMBRA STATE

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Abstract

This study explored the application of teleteaching pedagogical design in an era of uncertainties in Nigeria by business educators in tertiary institutions in Anambra State. One research question guided the study and two null hypotheses were tested. A descriptive survey research design was adopted for the study. The population of the study comprised 99 business educators from public tertiary institutions in Anambra State. The census survey technique was used due to the relatively small size of the population. The instrument for data collection was a structured questionnaire titled "Teleteaching Pedagogical Design Questionnaire" (TPDQ) which was validated by three experts. Cronbach alpha was used to determine the reliability of the instrument and it yielded a reliability coefficient of 0.88. The researchers together with two research assistants collected data for the study using the direct approach method and a 91% return rate was recorded. Mean and standard deviation were used to answer the research question while a t-test was used in testing the hypotheses at a 0.05 level of significance. The findings of the study revealed among others that business educators applied teleteaching pedagogical design at a low level in tertiary institutions in Anambra State. This shows that the integration of teleteaching in tertiary institutions in Anambra state has not gained popularity. Based on the findings, it was recommended among others that government and business education curriculum planners should make policies on the integration of teleteaching pedagogical designs into the curriculum of business education programs in tertiary institutions compulsory, to equip students with the requisite skills needed for jobs in the 21st-century labor market.

Keywords: E-learning**,** Teleteaching, pedagogical designs, business education, business educators

Introduction

The COVID-19 pandemic has brought about unprecedented disruptions to the education sector globally, with Nigeria being no exception. Aside from the COVID-19 pandemic, Nigeria, Africa's most populous nation, faces numerous uncertainties (economic instability, political instability and insecurity, environmental degradation, climate change, unemployment and poverty, and infrastructure deficit, among others) that threaten its stability, development, and prosperity (Oxfam, 2017; World Bank, 2022; Ogbonna *et al*., 2021 Obiakor, Akpa & Okwu, 2022). These uncertainties have far-reaching implications for the country's economic growth, political stability, social cohesion, human capital, and especially the education sector. Thus, in Anambra state, tertiary institutions need to adapt new ways of teaching and learning to ensure continuity of education amidst the uncertainties.

Teleteaching is an e-learning pedagogical design that creates video content so that students can get quality education in the comfort of their homes. Rani and Suarana (2015) defined tele-teaching as an online instructional technology especially being used in Massive Open Online Courses (MOOCs) for providing services such as life-recorded lectures as video streams. According to Wiktionary (2019), teleteaching is synonymous with distance learning and

is defined as a system of obtaining education and training from a remote teaching site via TV, the Internet, or a private education network. It is in this sense that Akudolu (2012) reported that teleteaching was originally referred to as teaching via television but now refers to teaching via different types of communication technologies. Akudolu further explained that teleteaching as a form of teaching can be done synchronously (involving verbal and non-verbal communication between teacher and learners) or asynchronously (involving delayed or not-at-the-moment interaction). Similarly, Reichenberger *et al.* (2020) opined that teleteaching may be in the form of preparing information to share with students and families or preparing lessons for delivery synchronously or asynchronously. Teleteaching can be done as local lectures to online students which can happen anytime, anywhere. The main goal of teleteaching is to impart distance independence education with the use of Information and Communication Technology (ICT).

Teleteaching mediums include various technologies such as computer-mediated communication technologies, interactive TV, telephone and telefax, TV software, radio, multimedia networks, video, and smart boards (Rani and Surana, 2015). Teleteaching uses two-way audio and two-way video and has the potential to be as interactive as a face-to-face situation. Gr'Unewald, Yang, Mazandarani, Bauer, and Meinel (2013) posited that teaching via teleteaching requires staff to spend time rehearsing to ensure that activities planned for any given lecture were possible in terms of technical requirements. Most times the teleteaching facilities are designed with the intention that the lecturer would require no technical support to operate the various functions available, hence, encouraging the introduction of innovative pedagogical approaches in the classroom. In other words, teleteaching is a powerful tool for expanding access to education, but it requires careful planning and implementation to ensure that students remain engaged and motivated. Teleteaching can be used to support a variety of learning styles and needs. For example, students who are visual learners can benefit from video lectures, while students who are auditory learners can benefit from audio recordings. In addition, teleteaching can provide opportunities for students to learn at their own pace and on their schedule. This can be particularly helpful for students who have work or family commitments that make it difficult to attend traditional classes. However, it is necessary to make an effort to efficiently combine teleteaching methodologies and didactic resources with face-to-face teaching, generating asynchronous resources without detriments to traditional face-to-face activities (Amez *et al*. 2021). Moreover, teleteaching requires a high level of organization and planning. Teachers need to be able to create clear and concise instructions, provide regular feedback, and monitor students' progress. However, it is important to note that teleteaching is not a replacement for traditional face-to-face teaching, but rather a supplement to it. It can be used to provide additional support and resources for students who need them. As noted by Roy (2015), teleteaching requires a different set of skills and knowledge than traditional face-to-face teaching. Teleteaching pedagogical design offers a promising solution to education in an era of uncertainties. Moreover, research has shown that effective teleteaching pedagogical design can lead to improved student learning outcomes (Guo, Kim & Rubin, 2014, Baluja et al., 2008).

Nigeria is facing numerous uncertainties, including economic instability, political instability, corruption, and infrastructure deficits, which have significantly impacted the education sector. The COVID-19 pandemic further exacerbated these challenges, leading to widespread disruptions in teaching and learning. In response, teleteaching becomes a potential solution to ensure continuity in education. However, the effectiveness of teleteaching in Nigerian tertiary institutions remains understudied, particularly in the context of business education. Business education is an academic programme offered in tertiary educational institutions geared towards the acquisition of knowledge and skills needed in the work place while business educator are those that studied business education or related courses and also teach the course in any level of education (Oladunjoye, 2016). Business education, in particular,

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requires innovative pedagogical approaches to equip students with the skills and knowledge necessary to navigate the complexities of the modern business world.

Anambra state like other states in Nigeria faces significant challenges in providing quality education, including inadequate infrastructures, poor internet connectivity, and a shortage of qualified teachers. Business educators in tertiary institutions in Anambra state face additional challenges in delivering effective teaching and learning experiences due to the limitations of traditional face-to-face instruction. Teleteaching pedagogical design has the potential to address some of these challenges by providing flexible and accessible learning opportunities.

Despite the growing interest in teleteaching, there is a significant research gap in the literature regarding the application of teleteaching pedagogical design in business education in Nigerian tertiary institutions. Furthermore, while there is a growing body of research on teleteaching in general (Said & Schwartz, 2021: Garcia *et al*., 2020: Bauer, Malchow & Meinel, 2015), there is a need for research that specifically focuses on the Nigerian context, where the educational system and cultural context are unique. However, its application in Nigerian tertiary institutions requires careful consideration of the unique contextual factors, including the need for culturally relevant content, appropriate technology, and effective pedagogical strategies. In addition, several challenges are facing tertiary institutions in developing countries including Nigeria as they seek to apply teleteaching in instructional delivery. Some of these challenges are associated with the demographic variables of the individuals involved in the application of teleteaching pedagogical designs in instructional delivery. Some of these demographic factors include; age, gender, teaching experience, environment, and e-learning experience among others. However, in this study, two demographic factors are considered, namely; gender and age.

Research suggests that males and females may have different attitudes and behaviours toward technology adoption and the use of teleteaching. For example, Mcknight-Tutein and Thackaberry (2011) asserted that there was a strong body of evidence that suggested that females teach differently from males, with females often employing more collaborative and student-centered approaches, while males may use more traditional methods. In addition, gender dynamics can affect student-teacher interaction, potentially impacting the effectiveness of teleteaching. In contrast, Chiaha, Eze, and Ezeudu (2013) discovered that gender does not affect the utilization of e-learning facilities in tertiary institutions in southeast Nigeria because male and female lecturers were exposed to the same environmental learning conditions when they were students. However, this study sought to examine the level at which male and female lecturers applied teleteaching pedagogical designs in instructional delivery and to discover if gender differences observed by other researchers are similar to those of this study. Therefore, considering gender in this study could yield useful practical information to the study.

The age factor of business educators captures the digital divide (the digital natives and the digital migrants). Zur and Zur (2011) defined digital native as a term used for people born in the digital era while digital migrants refer to those born in a pre-computer world. In this study, business educators between the ages of 35 and below are referred to as digital natives (those born in the present digital era) while business educators above 35 are termed digital immigrants (those born in the analog era). Adebayo, Durey, and Slack-Smith (2017) noted that older adults experience challenges in adopting and using new technology as a result of low motivation to use technology, low computer/internet literacy, and changes in cognitive and physical function. Whereas, younger educators are more comfortable with digital tools because they are more open to innovation. In summary, people tend to exhibit different behaviors as a result of their age. Hence, considering age in this study can provide a more nuanced understanding of the application of teleteaching pedagogical design and its potential impact on business education in Anambra state.

However, the effectiveness of technology for pedagogical purposes depends on the technology itself and its users (Moradi and Chen, 2019). Therefore teachers' competence and attitude towards the application is very important. This agrees with the Technology Acceptance Model (TAM). The Technology Acceptance Model (TAM) was postulated by Fred Davis and Richard Bagozzi in 1989. The model explains how users form attitudes and intentions to use a new technology. It aims to predict and understand the factors that influence technology adoption. The model proposes that when users are introduced to a new technology, several factors influence their choice of using it. Such factors include; Perceived Usefulness (PU) which is all about the degree to which a person believes that using a particular system would enhance his or her job performance as well and Perceived Ease-of-Use (PEOU) refers to the degree to which a person believes that using a particular system would be easy and effortless. Attitude Towards Using (ATU) refers to a user's overall evaluation of using the technology, Behavioural Intention to Use (BI) refers to the user's intention to use the technology in the future and lastly, Actual System Use (ASU), means the actual usage of the technology. This means that the more the person thinks of technology as being easy to use, the greater the probability of being willing to adopt and use such technology. The key to the use of any new technology is to first understand and accept the usefulness of the technology in question, which could be assessed by asking individuals about their future intentions to use the new technology. Hence, business educators need to understand the usefulness and the ease of application of teleteaching pedagogical design as a new pedagogy that facilitates teaching and learning which can help minimize the burden of teaching that was previously teacher-centered, non-interactive, and all-demanding on the part of the lecturers.

The problem of inadequate research on teleteaching pedagogical design in Nigerian tertiary institutions, particularly in business education, necessitates an investigation into the experiences and perceptions of business educators in Anambra state. This study aims to explore the perception of business educators in tertiary institutions in Anambra state on the application of teleteaching pedagogical design in an era of uncertainties in Nigeria.

Research Question

1. What is the level of application of teleteaching in instructional delivery by business educators in tertiary institutions in Anambra State?
2. What is the difference in the level of application of teleteaching in instructional delivery by business educators in tertiary institutions in Anambra state based on their age?

Hypotheses

1. Male and female business educators in tertiary institutions in Anambra State do not differ significantly in their level of application of teleteaching in instructional delivery.
2. Business educators in tertiary institutions in Anambra State do not differ significantly on their level of application of teleteaching in instructional delivery based on age.

Method

The descriptive survey research design was utilized for the study. Nworgu (2015) posited that a survey design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The design was deemed appropriate since the researchers used data from the population of the study to draw inferences on business educators' level of application of teleteaching pedagogical designs for instructional delivery in tertiary institutions in Anambra State. The study was carried out in public tertiary institutions in Anambra State. The population of the study comprised all the 99 business educators in all four public tertiary institutions in Anambra State. This is according to data collected from the Academic Planning Unit of each institution. There was no sampling due to the relatively small size of the population of the study. A 6-item researcher-developed

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questionnaire titled "Teleteaching Pedagogical Design Questionnaire (LATPDQ)" was used for data collection. The questionnaire was divided into two sections A and B. Section A sought to elicit respondents' data such as gender and age while section B consisted of 6 items on the application of teleteaching. Respondents were required to indicate their opinions on a five-point rating scale of Very High Level (VHL); High Level (HL); Moderate Level (ML), Low Level (LL), and Very Low Level (VLL) weighed 5, 4, 3, 2 and 1 respectively. Three experts face-validated the instrument. Cronbach alpha coefficient measure of internal consistency was used to determine the reliability of the instrument and a coefficient of 0.86 was obtained. 99 copies of the questionnaire were administered to the respondents by the researcher and two research assistants and 90 copies were retrieved on completion which gave a retrieval rate of 91%. The data generated was analyzed through descriptive statistics of Mean and Standard deviation to answer the research question. Inferential statistics (t-test) was employed to test the hypotheses at a 0.05 level of significance.

Results

Research Question 1

What is the level of application of teleteaching in instructional delivery by business educators in tertiary institutions in Anambra State?

Analysis of data relating to this research question is presented in Table 1

Table 1: Mean responses of Business Educators on the level of application of teleteaching

S/No	Items on Teleteaching	Mean	SD	Decision
1.	Delivering offline recorded lectures on television.	2.40	1.38	Low level
2.	Delivering audio-recorded lectures to students on the telephone.	2.32	1.13	Low level
3.	Delivering computer-generated text lectures to students via blogs.	2.43	1.23	Low level
4.	Delivering computer-generated text lectures to students via websites.	2.44	1.23	Low level
5.	Delivering computer-generated text lectures to students via e-mail	2.74	1.26	Moderate level
6.	Delivering lectures using PowerPoint presentations.	2.82	1.36	Moderate level
Cluster Mean		**2.53**	**1.27**	**Moderate level**

Results in Table 1 show that business educators applied items 1, 2, 3, and 4 with mean scores ranging from 2.32 – 2.44 at a low level while business educators applied items 5 and 6 with mean scores of 2.74 and 2.82 respectively at a moderate level. The cluster mean of 2.53 indicates that business educators in tertiary institutions in Anambra State apply teleteaching in instructional delivery at a moderate level. The standard deviations of 1.13 to 1.38 with a cluster of 1.27 are within the same range showing that business educators are not wide apart in their responses.

Research Question 2

What is the difference in the level of application of teleteaching in instructional delivery by business educators in tertiary institutions in Anambra state based on their age?

Table 2: Mean responses of Business Educators on the level of application of teleteaching based on their age

S/No	Items on Teleteaching	≤35 yrs	Decision	>35 yrs	Decision
1.	Delivering offline recorded lectures on television.	2.40	Low Level	2.40	Low Level
2.	Delivering audio-recorded lectures to students on the telephone.	2.44	Low Level	2.20	Low Level
3.	Delivering computer-generated text lectures to students via blogs.	2.46	Low Level	2.40	Low Level
4.	Delivering computer-generated text lectures to students via websites.	2.47	Low Level	2.41	Low level
5.	Delivering computer-generated text lectures to students via e-mail	2.80	Moderate Level	2.68	Moderate Level
6.	Delivering lectures using PowerPoint presentations.	2.89	Moderate Level	2.75	Moderate Level
	Cluster Mean	**2.63**	**Moderate Level**	**2.42**	**Low Level**

Results in Table 2 show that business educators less than or equal to 35yrs applied items 1, 2, 3, and 4 with mean scores ranging from 2.40 – 2.47 at a low level while they applied items 5 and 6 with mean scores of 2.80 and 2.89 respectively at a moderate level. In the same vein, business educators above 35yrs applied items 1, 2, 3, and 4 with mean scores ranging from 2.20 – 2.41 at a low level while they applied items 5 and 6 with mean scores of 2.74 and 2.82 respectively at a moderate level. The cluster mean of 2.63 indicates that business educators less than or equal to 35yrs apply teleteaching in instructional delivery at a moderate level, while the cluster mean of 2.42 indicates that business educators above 35yrs apply teleteaching in instructional delivery at a low level.

Hypothesis 1

Male and female business educators in tertiary institutions in Anambra State do not differ significantly in their level of application of tele-teaching in instructional delivery.

Table 2: Summary of t-test result on the level of application of teleteaching by male and female business educators in tertiary institutions in Anambra State.

Tele-teaching	N	$\bar{X}$	SD	df	t-value	p-value	Decision
Male	33	2.54	1.04				
				88	.087	.931	Not significant
Female	57	2.52	1.05				

Data in Table 2 shows that male and female business educators in tertiary institutions in Anambra State do not differ significantly in their level of application of tele-teaching in instructional delivery. This is shown by the p-value of .931 which is greater than the significant level of 0.05. This shows that there is no significant difference in the mean responses of business educators. Therefore, the null hypothesis of no significant difference between the two groups is accepted.

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Hypothesis 2

Business educators in tertiary institutions in Anambra State do not differ significantly in their level of application of teleteaching in instructional delivery as a result of age.

Table 3

Summary of t-test result on the level of application of teleteaching by business educators in tertiary institutions in Anambra State as a result of age.

Virtual learning	N	$\overline{X}$	SD	df	t-value	p-value	Decision
35 years and Below	33	2.28	.85				
				88	-1.72	.089	Not significant
Above 35 years	57	2.67	1.11				

Data in Table 3 shows that business educators in tertiary institutions in Anambra State do not differ significantly on their level of application of tele-teaching in instructional delivery as a result of age. This is shown by the p-value of .089 which is greater than the significant level of 0.05. This shows that there is no significant difference in the mean responses of business educators. Therefore, the null hypothesis of no significant difference between the two groups is accepted.

Discussion of Findings

The findings of the study indicated that business educators in tertiary institutions in Anambra State applied teleteaching at a low level. This aligns with that of Adelabu and Adu (2014) who reported that business educators in Nigeria rarely utilize multi-media and hypermedia in instructional delivery for some reasons ranging from usability problems to lack of conceptual foundation among others. The low level of application of these modern technologies in education has hampered the efficiency of the instructional delivery of business educators. In support of this, Vin-Mbah (2016) held that business educators in tertiary institutions in Anambra State do not utilize multimedia and hypermedia technologies in the business education classroom. The findings of the study also indicated that there's little or no difference in the level of application of teleteaching in instructional delivery by business educators in tertiary institutiona in Anambra State based on age. This is line with the findings of Fleming, Becker and Newton (2017) who found no moderating effect of age on imparting either future use intentions or satisfaction with e-learning.

Testing of the first hypothesis revealed that a significant difference did not exist in the mean scores of male and female business educators in tertiary institutions in Anambra State on their level of application of teleteaching in instructional delivery. This agrees with the findings of Vin-Mbah (2016) which reported that male and female business educators do not significantly differ in their mean ratings on the extent they utilize multimedia and hypermedia technologies in the classroom. This indicated that male and female business educators are comparable in terms of their application of teleteaching in the business education classroom. Also, the second hypothesis revealed that age has no moderating effect on business educators' level of application of teleteaching in instructional delivery. This is in line with the findings of Aldowah, Umar, and Ghazal (2019) who reported that teachers' age does not significantly influence individual adoption and application of e-learning in their teaching. However, these results do not align with Al-Mamary and Shamsuddin (2015) who proved that age has a significant impact on the usage of e-learning in instructional delivery.

Conclusion

This study investigated the application of teleteaching pedagogical design among business educators in tertiary institutions in Anambra state, Nigeria, amidst the era of uncertainties. The findings revealed a low level of teleteaching application among business educators, indicating a significant gap in the adoption of innovative instructional delivery methods. Notably, the study found no moderating effect of gender and age on the level of teleteaching application. This suggests that business educators, regardless of gender and age, face similar challenges or have similar perceptions that hinder the adoption of teleteaching.

The low level of teleteaching applications can be attributed to various factors, including inadequate training, limited access to technology, and resistance to change. The absence of a moderating effect from gender and age implies that these factors affect all business educators equally, highlighting the need for institutional support and professional development programs.

Recommendations

1. Institutions should provide training and support for business educators to develop their teleteaching skills.
2. Tertiary institutions should invest in reliable technology infrastructure to facilitate teleteaching.
3. Educational policies should be developed to encourage the adoption of innovative instructional methods.
4. Studies should investigate the specific challenges faced by business educators in adopting teleteaching and explore strategies to address them.

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