

Strategies for Improving Teaching of Business Education in Universities in Enugu State in the E-World

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Abstract: The main purpose of the study was to determine the strategies for improving teaching of business education in universities in the e-world. The area of the study was Enugu State. The study was guided by two research questions and two- null hypotheses. A descriptive survey research design was adopted for the study. The population used for the study was 20 Business Educators in public universities in Enugu State. No sampling was done due to the manageable size of the population. The instrument used for data collection was 20 questionnaire-items grouped into three sections according to the research questions that guided the study. The items were structured in four point rating scale of strongly agree, agree, disagree and strongly disagree with numerical values of 4, 3, 2 and 1 respectively. The reliability of the instrument was determined using Cronbach Alpha which yielded 0.87. The researchers distributed and collected the copies of the questionnaire themselves. Out of 20 copies of the questionnaire distributed, 20 were properly filled and returned representing 100% return rate. Mean and standard deviation were used to analyze the data while t-test statistics was used to test the null hypotheses. Based on the result of data analysis, it was found that teachers attending workshops and seminars and participating in in-service training to gain new knowledge on new technologies could improve teaching and learning of business education in the E-world. Moreover, institution providing facilities on new technologies and internet connectivity within school environment. Management and student's strategies could be used to improve the teaching of business education in e-world. The findings of the study showed that there is no significant difference between the mean rating of Federal and State university business educators on the variable of the study. Recommendations were made among others which include; that institution management should provide an enabling environment for effective teaching of business education in the e-world and business educators should utilize the available new technologies in developing the skills and competencies needed among the students.

Keywords: Strategies, teaching, business education, e-world.

INTRODUCTION

Teaching and learning of business education has been greatly influenced by technological development in the electronic world. In the view of Wanjalakerre (2018), the world in which we live today is characterized by tremendous scientific and technological innovation and explorations. Electronic world, popularly referred to as E-world has critical impact on education and training, business education inclusive.

E-world according to Okeke (2017) is a concept that shows the relationship between the digitalization of human activities and use of electronic principles and devices in achieving success. E-world is basically the use of information and communication technologies (ICTs) to enhance teaching and learning of business education in the 21st century. According to Ogidi and Umezulike (2017) e-world covers e-learning, e-commerce, e-marketing, e-payment technologies etc employed to aid and enhance co-operate interaction and relationships among the various sectors of the world. Teaching and learning in the e-world is now very

exciting and interesting because of the many opportunities it offers to both teachers and students.

Teaching according to Mbah and Umurhurhu (2016) is any action geared towards making another person to learn. Teaching is any process or activity that helps the learners to acquire new knowledge. It is the process of imparting desired knowledge to the learner. Utoware and Eneogwe (2017) citing Ifeagbu stated that teaching deals with series of activities which are directed towards helping the students to acquire skills on how to learn. Teaching of business education in the

E-world can be so exciting and interesting if business educators possess the relevant skills in new technologies. In the opinion of Nwokike and Chukwuma (2018), new technologies are potential tools in teaching and learning of business education in universities if properly integrated in teaching and learning process.

Business education is concerned with teaching of skills, attitudes, competencies and knowledge necessary for a successful business career (Okoli, 2010). It is an education programme that equips the recipient with the necessary skills for office careers and the fundamentals of business for managing personal business career. It exposes the recipients with the relevant skill in accounting, office education, marketing and entrepreneurship education. This is in conformity with the view of Umezulike (2016) that business education involves teaching students the fundamentals, theories and processes of business. Therefore, business education prepares students for entry into and advancement in electronically controlled office, market and businesses. This programme is offered in colleges of education and Universities across the country and some of them are owned by Federal Government while some are owned by State government. Agomuo (2007) noted that electronics has permeated every nook and crannies of human existence. This is an era where the development in electronic or integrated circuits has revolutionized the field of business, communication, computing, production, processing and education (Odah & Ogbaga, 2010). It is imperative to note that the success of any business career, vocation or office in electronic world depends on the individuals or organization's ability to do business electronically. Business education students need to be taught with new technologies such as computer, scanner, printer, internet, intranet, e-mail, videophone systems, teleconferencing, devices, wireless application protocols (WAP) radio and television and satellites, multimedia computer, multimedia projector and web-based technologies. The teaching-learning of business education programme in modern society is expected to equip the learners with digital and E-Business competencies to function in the electronic world. Therefore, it becomes pertinent for business educators and school administrators to employ effective strategies for improving teaching of business education in the E-world.

Strategies are approaches, methods and measures adopted in achieving the objective of a given task. Odigbo (2004) opined that teaching strategies are the approaches adopted by the teachers and school administrators in ensuring that quality instruction is achieved in the teaching-learning situation.

Improving on the other hand entails making something better. Improving teaching of business education guarantees quality of the programme. In

improving teaching-learning of business education in e-world, the teachers and school administrators have high responsibility to perform. According to Eze (2016), the teachers' strategies are the primary strategies that control other variable in achieving the quality and effective teaching-learning. The business educators through the use of new technologies in teaching, presentation and evaluation of instruction would equip their students with the skills and knowledge to perform in electronically and digital world. Business educators are professional trained in colleges of Education or Universities on the theories, principles and fundamentals of business.

Further, the school administrators need to ensure that these e-equipment and facilities that are necessary for training students for e-world are provided and accessible to the teachers and students. They should also ensure that business Educators are constantly trained on new technologies. It is pertinent to note that the school administrator through supervision and monitoring need to ensure that students are thought with new technologies that are electronically based. Umezulike (2016) pointed out that the neglect of the government on public tertiary institutions in providing facilities for new technologies has affected the teaching-learning activities in these schools and equally hinders the utilization of new technologies by the teachers. Okeke (2017) noted that training students in the electronic driven hob demand would help in reducing the level of unemployment and produce people that will operate various electronic devices. It becomes expedient to improve the teaching of business education in electronic era now that office automation and digital machines are the other of the day. Therefore the need arose to determine the strategies for improving teaching of business education in the E-World in Universities in Enugu State. It is against this backdrop that the researchers seek to determine the strategies for improving teaching of business education in the E-World.

Statement of Problem

The world is electronically driven and gradually turning into a global village as a result of advancement in technology. Nwokike and Chukwuma (2018) emphasized that the modern offices where business education graduates are going to work is highly automated. Ohiwerel (2009), specifically noted that inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence which is traceable to inaccessibility of teaching facilities, teachers and students lack of interest in the use of new technologies in studying the theory and principles of business education. The problem of this study is the constant advancement in new technologies and their application in business and other commercial activities without commensurate skilled human resource. This gap has affected the quality of business education

graduates in the society. Nwazor (2012) decried the failure of the education offered in tertiary institutions especially in the business education programme to prepare students and graduates for real life situation. This has affected the employability skills of the graduates and poor performance in digitalize work activities. If business educators and the institution management do not devise appropriate strategies for improving teaching of business education in the E-World, it may likely affect the productivity of the students in the labour market and E-World in general.

Purpose of the Study

The main purpose of the study was to determine the strategies for improving the teaching of business education in e-world. Specifically, the study sought to determine the;

1. teachers related strategies for improving teaching of business education the E-World.
2. institution management related strategies for improving teaching of business education in e-world.

Research Questions

The following research questions were answered by the study.

1. What are the teachers' related strategies for improving the teaching of business education in the E-world?
2. What are the institution management related strategies for improving teaching of business education in E-World?

Hypotheses

The following null hypotheses were tested at .05 level of significant;

- H₀₁.** There is no significant difference between the mean ratings of Business Educators in Federal and State Universities on the teachers' related strategies for improving teaching of business education in the E-world.
- H₀₂.** There is no significant difference between the mean ratings of Business Educators in Federal and State universities on the institution management related strategies for improving teaching of business education in the E-World.

METHOD

The study adopted a descriptive survey research design. This design according to Uzoagulu

(2011) is one in which data are usually collected, organized and analyzed in its natural settings without interfering with them. The design was considered appropriate for the study because a structured questionnaire was used for data collection. The population used for the study was 20 Business Educators in public universities in Enugu State. The population was determined through a preliminary survey conducted by the researchers in the respective Departments of Business Education in public Universities in Enugu State. There was no sampling due to the manageable size of the population. The instrument used for data collection was a 20 item questionnaire grouped in to two sections according to the research questions that guided the study. The items were structured in four point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with weighting numerical values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts, two from the Department of Business Education, and one from the Department of Science and Computer (Measurement and Evaluation option), all in Enugu State University of Science and Technology. The reliability of the instrument was determined using Cronbach Alpha which yielded 0.87. The researchers distributed and collected the copies of the questionnaire. Out of 20 copies of the questionnaire distributed, 20 were properly filled and returned representing 100% return rate. Mean and standard deviation were used to analyze the data collected while t-test statistics was used to test the null hypotheses at 0.5 level of significance. Decision rule was on upper and lower limit of the mean thus.

3.50– 4.00	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00– 1.49	Strongly Disagree

The null hypotheses was rejected when the significant value is less than the 0.05 level of significant and when the significant value is more than the 0.05 level of significant null hypothesis is not rejected.

RESULTS

The result of the study was presented according to the research questions and hypotheses that guided the study.

Research Question 1

What are the teachers' related strategies for improving the teaching of business education in e-world?

Table 1: Mean ratings and standard deviation of the respondents on the teachers' related strategies for improving the teaching of business education in e-world.

S/N	The Teachers strategies include	Federal N=15		State N=5		Overall		Dec.
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_G	SD _G	
1	Using available new technologies in teaching	3.07	0.70	3.40	0.57	3.15	0.67	Agree
2	Providing electronic machines for teaching business education	3.33	0.82	2.80	1.10	3.20	0.89	Agree
3	Using field trip as an instructional approach to learning.	3.13	0.74	3.27	0.84	3.19	0.75	Agree
4	Adopting innovative teaching methods	2.93	1.09	3.20	0.89	3.00	1.03	Agree
5	Teaching with e-learning facilities	3.23	0.75	3.23	0.80	3.23	0.84	Agree
6	Attending conferences, seminar/ workshops on e-world	3.31	0.79	3.15	0.90	3.22	0.89	Agree
7	Participating in-service training for new knowledge gain	3.32	0.82	3.07	0.74	3.19	0.79	Agree
	Cluster mean/SD	3.19	0.82	3.16	0.83	3.17	0.84	Agree

The result of data analysis presented in Table 1 shows that the overall mean ratings of the respondents ranges from 3.00 (adopting innovative teaching methods to 3.23 (teaching with e-learning facilities) for the seven items showing that the itemized strategies are the teachers' related strategies for improving the teaching of business education in the E-World. The cluster mean of 3.17 further attest to that. The low standard deviation of 0.84 shows that the respondents have similar opinions to all the items as the teachers'

related strategies for improving the teaching of business education in e-world.

Hypothesis 1

There is no significant difference between the mean ratings of business educators in Federal and State Universities on the teachers' related strategies for improving the teaching of business education in e-world.

Table 2: t-test analysis of mean ratings of Business Educators in Federal and State Universities on the teachers' related strategies for improving teaching of business education in the E-World.

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Dec.
Federal	15	1.939	18	0.087	0.32200	2.87991	NS
State	5						

The result of t-test analysis presented in Table 2 shows that the t-value at 0.05 level of significant and 18 degree of freedom for the seven items is 1.94 with a significant value of 0.09. Since the significant value of 0.09 is more than the .05 level of significant, the null hypothesis is significant. This depicts that there is no significant difference with the regard to the seven items on the mean ratings of business educators in Federal

and State Universities on the teachers' related strategies for improving the teaching of business education in E-World.

Research Question 2

What are the institution management strategies for improving the teaching of business education in e-world?

Table 3: Mean ratings and standard deviation of the respondents on the institution management related strategies for improving the teaching of business education in the E-world

S/N	Institution management strategies include:	Federal N=15		State N=5		Overall		Dec.
		\bar{X}_1	SD ₁	\bar{X}_2	\bar{X}_1	\bar{X}_1	SD ₁	
1	Supervision/monitoring of teachers and students in teaching	3.20	0.82	3.32	0.67	3.27	0.77	Agree
2	Provision of instructional facilities in new technologies.	3.41	0.71	3.40	0.70	3.41	0.69	Agree
3	Providing enabling environment to teachers and learners e-world	3.24	0.83	3.43	0.71	3.30	0.78	Agree
4	Organizing training/retraining programme for teachers in e-world	3.33	0.89	3.40	0.55	3.35	0.81	Agree
5	Maintaining e-equipment and infrastructures in their schools.	2.93	0.88	3.60	0.56	3.10	0.85	Agree
6	Partnering with private organizations in achieving	3.01	0.85	3.40	0.54	3.13	0.79	Agree

	quality instruction							
7	Providing internet connectivity within school environment to improve e-world interaction	3.27	0.46	2.80	1.10	3.15	0.67	Agree
8	Encouraging e-learning teaching-learning among students and staff.	3.15	0.83	3.17	0.66	3.24	0.77	Agree
	Cluster mean/SD	3.19	0.78	3.32	0.69	3.24	0.77	Agree

The result of data presented in Table 3 depicts that the overall mean rating of the respondents ranges from 3.01 (partnering with private organizations) to 3.41 (Provision of new facilities in new technologies) for the eight items showing that the items are institution management strategies for improving the teaching of business education in E-World. This is evidenced by the result of the cluster mean of 3.24. The low standard deviation of 0.77 shows that the respondents have consensus opinion on itemized strategies as institution

management strategies for improving the teaching of business education in the E-world.

Hypothesis 2

There is no significant difference between the mean ratings of Business Educators in Federal and State Universities on the institution management related strategies for improving the teaching of business education in the E-World.

Table 4:t-test analysis of mean ratings of business educators in Federal and State universities on the institution management related strategies for improving teaching of business education in the E--World.

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Dec.
Federal	15	1.635	18	0.208	4.1170	2.17981	NS
State	5						

The result of t-test analysis presented in Table 4 shows that the t-value at 0.05 level of significant and 18 degree of freedom for the seven items is 1.635 with a significant value of 0.208. Since the significant value of 0.208 is more than the .05 level of significant, the null hypothesis is not significant. This indicates that there is no significant difference with the regard to the eight items on the mean ratings of business educators in Federal and State universities on the institution management related strategies for improving the teaching of business education in E-World.

Discussion of Findings

The findings of the study with respect to research question one (Table 1) showed that teaching with e-learning facilities is one of the teachers related strategies for improving teaching of business education in the E-World. The findings further revealed that that business educators need to adopt innovative teaching methods and use e-learning facilities to promote teaching of business education in the E-World. The findings of the study were in agreement with Mbah and Umuhurhu (2016) that teachers irrespective of level of education need to adopt innovative teaching approaches and technology in order to improve the teaching of business education in the E- world.

The findings of the study in Table 2 revealed that there is no significant difference in the mean ratings of business educators on the teachers' related strategies for improving teaching and learning of business education in the E-world. Therefore, business educators in Federal and State owned Universities do not differ significantly on the teachers' related strategies for improving teaching of business education in the E-

world. This conforms to the findings Onojetah and Utoware (2019) who found that significant difference did exist between business education lecturers from State universities and Federal universities on the strategies for improving new technology applications in the teaching and learning of business education in universities in the South East.

The findings of research question two (Table 3) revealed the institution management related strategies for improving teaching of business education in universities in Enugu State in the E-World. The strategies include among others institution providing instructional facilities that would enable teaching in the E-world and organizing training and re-training programme for teachers of programme for teachers in the E-world. The result of the study revealed that the itemized institution related strategies are for ensuring that the instructional delivery is promoted in e-world. The findings indicated that encouraging electronic teaching and providing in enabling environment for the teachers and student are key strategies for improving teaching in e-world. The finding of the study were supported by Eze (2016) that institution administrators need to provide modern teaching facilities that are in line with contemporary technological development to enhance the acquisition digital skills. The findings (in Table 4) also depicted that there is no significant difference between the mean ratings of Business Educators in Federal and State universities on the institution management related strategies for improving the teaching of business Education in the E-world. This means that institution type has no influence on the identified challenges.

CONCLUSION

Emergence of the E-World has posed a great threat to teaching of Business Education in the Universities and as result of this; both the Business Educators and Institution management has a vital role to play in improving the teaching of business educators in the E-World. Therefore, the study concluded that business educators and Institutions should holistically adopt the indentified strategies for improving teaching of Business Education in the E-World. Implementing the findings would ensure quality education and training of students in the E-world.

Recommendations

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

1. Institution management should provide teaching facilities that are needed for training of students in the E-World.
2. Business educators should utilize the available new technologies in developing the skills and competencies needed among the students for the field of work in the E-World.

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