

Educational Innovation for Quality Instructional Delivery Among Business Education Lecturers in Tertiary Institutions in Rivers State: 21st Century Education

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Abstract

The study examined educational innovation for quality instructional delivery among business education lecturers in tertiary institutions in Rivers State: 21st century education. Descriptive survey design was adopted for this study and the population and sample comprises of 104 business education lecturers. Two (2) objectives, research questions and null hypotheses were used to guide the study respectively. A self-developed instrument was used to obtain data with a five-point rating scales. Mean and standard deviation were used to analyze the research questions, the hypotheses were tested using t-test statistical tool. The study concluded that business education lecturers should be innovative through ICT training, workshop participation and other educational innovation strategies in order to improve quality instructional delivery in their areas of specialization. It was therefore recommended among other things that business education lecturers should endeavour to adopt the various educational innovation approaches in order to overcome the challenges of 21st century education.

Keywords: Educational Innovation, Quality, Instructional Delivery, Business Education Lecturers, Tertiary Institutions, ICT Training, Workshop participation.

INTRODUCTION

It is a truism that tertiary institutions all over the world are places for the impartation of desirable knowledge, skills and attitudes that are directly profitable to students and the society. These institutions continuously build in the knowledge, skills, values and attitude learnt at the lower levels of education to make individuals live and function as production members of the society, earning a living and contributing to societal progress (Bridgen, 2015). These institutions imbibe what is relevant to the needs of their environment and the people they serve. Thus, the crucial roles that these institutions play in the educational, political, and social-economic development of the nations in the 21st century cannot be over-emphasized. The Federal Republic of Nigeria (2013); described tertiary education as

the education that comes after secondary education. Therefore, tertiary institutions as the highest educational institutions are statutorily charged with the responsibilities of producing people who can fit properly and contribute meaningfully to the development of the society. There is no doubt therefore that for meaningful growth

and development to be achieved in the education sector, change and innovation must be built in the tertiary educational system to ensure compliance with societal needs. The education sector cannot afford to lay behind modernity in this digital era. In this regard (for the educational sector to be in tandem with modern trends, it must initiate planned change in the educational system). Abali and Suanukordu (2018) averred that the road-map to innovating and reforming the educational system lies within the context of structural changes. Conscious of this, the government has made series of changes and innovation in the formulation of her educational policies, and it becomes imperative to improve and maintain the quality of education in order to give the contents of the various levels of education the desired and expected propagation (Adolphus, 2017). However, Adolphus (2017) describes quality instruction delivery as the degree to which an instruction is adequately delivered, meet the students learning needs, learning styles and so on for academic excellence.

Concept of Educational Innovations

A cursory examination of the terms “education” and “innovation” is imperative for an in-depth understanding of the concept of educational innovation. Ogundele, Margu and Yarwal (2017) perceived education as the process of acquiring basic knowledge, skills, habits and values that enables individuals function effectively and become relevant in the society. Ayeni (2011) asserts that through education, appropriate values, attitudes, skills and knowledge are inculcated. Okorosaye (2010) averred that education is the induction of the young ones into the social heredity of a given society for the sustenance and continuity of that society. It is “the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well-being of mankind and guarantee its survival against the unpredictable” (Nwagu in Adiele, 2013).

The term “innovation” is derived from the Latin word “innovates” which means to alter or to make change. Lankard (2016) affirms that innovation is a tool for enhancing quality in education and it has been receiving the attention of educators, educationists and researchers across the globe. This is because the development and transformation of education has been a great challenge in this 21st century. In addition, Hornby (2016) contended that innovation is a new idea, ways of doing something that has been introduced or discovered. Bassey (2013) also asserts that innovations is any thought behaviour or thing that is new because it is qualitatively different from existing forms. It is an idea, practice, or material artifact perceived to be new by the relevant unit of adoption. According to Fadipe and Adepoju (2015), innovation is a purposeful, organized, risk-taking change introduced for the purpose of ensuring efficiency and increased productivity. It means not only adapting to new conditions but creating new conditions.

In consonance with the postulations put forward, it is deducible that when innovation occurs in the field of education, hence referred to as educational innovation, meaning changes made in the field of education. Achuonye (2018) posits that an educational innovation is a change made in an established way of doing something in the field of education or education related matters.

Information and Communication Technology (ICT) Training and Quality Instrument Delivery of Business Education Lecturers

The introduction of information and communication in education in recent times is a technology innovation in the educational system. For a nation to be in tandem with modern trends in this digital era, it should be able to boost of a viable and functional ICT driven education, especially in the fast changing world where globalization is the order of the day (Ogunsola, 2015). Uwaezuoke and Bema (2018) opined that globalization has made necessary the use of ICT, as ICTs such as e-mail, cellular

telephone and teleconferencing enable people to share knowledge without having to be in the same place. It is therefore required of business educators in tertiary institutions to have ICT competence through ICT training in order to survive in this technology drive age and delivery quality instructions to students. Today, computers perform a host of function in teaching and learning as educational institutions of learning are adding computer literacy, reading and writing literacy as skills students will need for succeeding in this technological developed world (Nwanekezi and Ugonna, 2016). Ejesu (2017) contended that computers aid quality instructional processes and facilitate students learning, and provide varied opportunities for business education lecturers to develop the required capabilities for academic effectiveness, which in turn boost students' academic performance.

Achuonye (2018) stated that in the classroom setting, ICT is used as instructional tool to explore, investigate, solve problem, interact, reflect, reason, communicate and learn concepts embedded in the curriculum. The scholar buttressed that ICT benefit in quality instructional delivery in these areas access to more information by lecturers and learners, shift in lecturer's role as a sole information provider to that of a facilitator of learning, virtual learning competence and so on. This is to enhance practical skills acquisition in a non-risk environment and individualized instruction at the learner's pace.

Workshop Participation and Quality Instructional Delivery of Business Education Lecturers

A workshop is an avenue that brings professionals together for the acquisition of new techniques and relevant first-hand information on step by step cases with the use of modern facilities. It implies professionals sharing up-dated knowledge through hands on practice, role playing activities, brainstorming debates, questions and answers section and think-pair-shoes (TPS) (Wiki-How, 2019). Olalekan (2016) averred that an ideal workshop provides opportunities for participants to interact and learn actively and acquire new knowledge, better method for improving their skills, attitudes and knowledge toward more effective, efficient and competent for quality instructional delivery. The need for business education lecturers to be educational innovative by ways of improving their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nation than ever before because academic programmes in tertiary institutions in Nigeria rarely adequately prepare candidates as finished products for future position and their accompanying responsibilities (Nwanekezi & Ugonna, 2016). Azikiwe (2013) acknowledges that there is the issue of knowledge explosion and these institutions are also in constant flux of lecturers to be trained and retrained by organizing workshops on a regular basis as globalization and competition for talents is becoming universal.

The above assertion implies that business education lecturers needs to keep abreast of the of the time and trends of knowledge development in their discipline so as not to become obsolete and made redundant.

STATEMENT OF THE PROBLEM

Nigerians have raised the issue that the country's tertiary educational system has in the contemporary period experienced quantitative expansion but the problems facing the education sector have remained unresolved (Ajuonuma & Oguguo, 2015). Despite the critical position of the tertiary educational system to the development of the economy, its potential in enhancing the attainment of the nation's national goals is frequently thwarted by changes arising from the pressures and the demand of the political economic, scientific and technological environments with their attendant challenges. Also, there has been a lot of debate about the quality of education because scholars are in agreement that the quality of education is falling, which calls for new forms and methods of education that can only be achieved through a deliberate process of educational innovations in the area of structure, curriculum and methods (Jaja & Bruce, 2016). Thus, the need to take a cursory

examination of the form of educational innovations among business education lecturers and their contributions to the delivery of quality standards in tertiary institutions in Rivers State become the focus of this study.

PURPOSE OF THE STUDY

The aim of this study was to examine educational innovation for quality instructional delivery among business education lecturers in tertiary institutions in Rivers State as a panacea for the challenges of 21st century education. Specifically, the study sought to:

1. Investigate the extent to which Information and Communication Technology (ICT) training as an educational innovation enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State.
2. Determine the extent to which workshop participation as an educational innovation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does Information and Communication Technology (ICT) training enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?
2. To what extent does workshop participation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Null Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.
2. There is no significant difference in the mean response of male and female business education lecturers on the extent to which workshop participation improves their quality instruction delivery in tertiary institutions in Rivers State.

METHODOLOGY

The study adopted the survey design as it involved eliciting information from respondents using a structured questionnaire. The population of the study comprised of all the business education lecturers in tertiary institutions in Rivers State running business education programmes. Its breakdown is thus: (20 lecturers) from Rivers State university (22 lecturers) from Ignatius Ajuru University of Education, (30 lecturers) from University of Port Harcourt and (32 lecturers) from Federal College of Education, Omoku making a total of One hundred and four (104) business education lecturers, which comprises of 69 males and 35 females. The researcher deemed it fit to use the entire population because it was manageable; hence purposive sampling was adopted for the study.

Data were collected through a self-developed instrument titled “Educational Innovation for Quality Instructional Delivery of Business Education Lecturers Questionnaire (EIQIDBELQ)”. The instrument was validated by two experts from Business Education Department, Rivers State University. On reliability of the instrument, the test re-test method was used and a reliability index of 0.75 was established using Pearson Product Moment Correlation (PPMC) and deemed adequate for the study. Responses on the instrument were rated on a five (5) point rating scale of Very High Extent

(VHE = 5), High Extent (HE = 4), Moderate Extent (ME= 3), Low Extent (LE= 2) and Very Low Extent (VLE = 1). Data were analyzed using mean and standard deviation and a decision rule based on mean ratings between 4.50 – 5.00 was regarded as very high extent, item with mean ratings of 3.50 – 4.49 was high extent, item with 2.50 – 3.49 was moderate extent, item with 1.50 – 2.49 was low extent and item with 0.50 – 1.49 was very low extent.

The t-test statistical tool was used to test the null hypotheses at 0.05 of significance and any value of the calculated t-test that is greater than or equal to the critical table value at a given degree of freedom would be regarded as significant and the associated null hypothesis rejected, but if otherwise, the associated null hypothesis would be accepted.

Results

Research Question 1: To what extent does information and communication technology (ICT) training enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Table 1: Mean and Standard Deviation of the Responses of Business Education Lecturers on Extent ICT Training Enhances Quality Instructional Delivery

S/N	Items	Male = 69			Female = 35		
		M	SD	Rmks	M	SD	Rmks
1.	Develops lecturers competences on carry out effective searches on web	4.22	1.05	HE	4.08	1.02	HE
2.	Increases lecturers motivation and engagement in teaching/learning process.	4.00	1.00	HE	3.99	0.87	HE
3.	Facilitates lecturers teaching/learning process with be use of computers during lesson.	4.58	1.11	VHE	4.02	1.00	HE
4.	Enables lecturers develop their intellectual and creative ability.	4.25	1.06	HE	4.18	1.06	HE
5.	Enables lecturers share knowledge among themselves without close contact.	4.40	1.08	HE	3.85	0.74	HE
6.	Aids lecturers quality instructional processes.	4.45	1.10	HE	4.10	1.03	HE
7.	Serves as an instructional tool for lecturers to explore, communicate and learn concepts embedded in the curriculum.	4.38	1.01	HE	4.42	1.15	HE
	Grand Mean	4.33	1.10	HE	4.09	0.98	HE

Source: Survey Data, 2021

As indicated by the grand mean of 4.33 and 4.09 respectively for male and female business education respondents, they rated that ICT training enhances their quality instructional delivery to a high extent. The item by item analysis shows that item 1, 2, 4, 5, 6 and 7 with mean ratings ranging from

3.85 to 4.45 for both male and female respondents were rated to a high extent, while item 3 for the male respondents with a mean of 4.58 was rated to a very high extent. The standard deviation shows that there is homogeneity in items amongst male and female lecturers responses indicating a consensus of opinion.

Research Question 2: To what extent does workshop participation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Table 2: Mean and Standard Deviation of the Responses of Business Education Lecturers on Extent Workshop Participation Improves Quality Instructional Delivery

S/N	Items	Male= 69			Female = 35		
		M	SD	Rmks	M	SD	Rmks
8.	Provide lecturers with new skills and knowledge.	4.04	1.00	HE	4.25	1.06	HE
9.	Exposes new method of teaching and learning to lecturers.	3.48	0.62	ME	4.09	0.01	HE
10.	Lecturers gain opportunities to interact and learn actively with other participants.	4.20	1.04	HE	4.30	1.10	HE
11.	Improves lecturers moral for quality instructional delivery.	4.47	1.12	HE	4.10	1.03	HE
12.	Facilitates changes and improves quality teaching.	4.12	1.07	HE	4.05	1.01	HE
13.	Provides lecturers with sense of accomplishment.	3.34	0.57	ME	3.46	0.61	ME
14.	Inculcates lecturers with new trends and innovations.	4.49	1.12	HE	4.42	1.07	HE
	Grand Mean	4.02	0.93	HE	4.10	1.00	HE

Source: Survey Data, 2021

The analysis in Table 2 shows the grand mean of 4.02 and 4.10 respectively for male and female business education respondents which indicate that both male and female business education lecturers rated that workshop participation improves their quality instructional delivery to a high extent. The item by item analysis reveals that item 8, 10, 11, 12 and 14 with mean ratings ranging from 4.04 to 4.49 for both male and female respondents were rated to a high extent, item 9 with mean ratings of 3.48 for male and 4.09 for female respondents were rated to a moderate and high extent respectively, while item 13 with mean ratings of 3.34 and 3.46 for male and female respondents were rated to a moderate extent respectively. In addition, the standard deviation shows that there is homogeneity amongst responses indicating a consensus of opinion.

Test of Null Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.

Table 3: T-test Summary of significant Difference in the Mean Responses of Male and Female Business Education Lecturers on the Extent ICT Training Enhances their Quality Instructional Delivery.

Variables	N	\bar{x}	SD	DF	t-cal	t-crit	Decision
Male	69	4.33	1.10	102	1.09	1.98	Accepted
Female	35	4.09	0.98				

The analysis in Table 3 shows that there is no significant differences in the mean responses of male and female business education lecturers on extent ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State. This is shown by t-cal value of 1.09 and the t-crit of 1.98 which is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significance difference between the two groups was not rejected.

Hypothesis 2: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which workshop participation improves their quality instructional delivery in tertiary institutions in Rivers State.

Table 4: T-test Summary of Significant Difference on the Mean Responses of Male and Female Business Education Lecturers on the Extent Workshop Participation Improves their Quality Instructional Delivery

Variable	No	\bar{x}	SD	DF	t-cal	t-crit	Decision
Male	69	4.02	0.93	102	0.40	1.98	Accepted
Female	35	4.10	1.00				

Also, the analysis in Table 4 reveals that there is no significant differences in the mean responses of male and female business education lecturers on extent workshop participation improves their quality instructional delivery in tertiary institutions in Rivers State. This is shown by t-cal value of 0.40 and the t-crit of 1.98 which is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significance difference between the two groups was not rejected.

DISCUSSION OF FINDINGS

One of the finding of the study indicated that business education lecturers rated the extent to which ICT training having enhances their quality instructional delivery to high extent. This finding is corroborated with that of Ejesus (2017) who stated that ICT aid quality instructional processes, facilitate students learning and provide varied opportunities for business education lecturers to develop the required capabilities for academic effectiveness which in turn boost students' academic performance. ICTs such as e-mail, cellular telephone and teleconferencing enable lecturers to share knowledge without having to be in the place. The finding is also in agreement with Achuonye (2018) that in the classroom setting, ICT is used as an instructional tool to explore, investigate, solve problem, interact, reason, reflect, communicate and learn concepts embedded in the curriculum. In

addition, the finding of the associated null hypothesis revealed that there is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.

Secondly, finding of the study also revealed that business education lecturers rated the extent to which workshop participation improves their quality instructional delivery to a high extent. This finding is in consonance with that of Wiki-How (2019) that workshop is an avenue that brings professionals together for the acquisition of new techniques and relevant first-hand information on step by step cases with the use of modern facilities. The finding is also in line with that of Olalekan (2016) who averred that an ideal workshop provides opportunities for participants to interact and learn actively and acquire new knowledge, better method for improving their skills, attitudes and knowledge towards move effective, efficient and competent for quality instructional delivery. Furthermore, the finding of the associated null hypothesis shows that there is no significant difference in the mean responses of male and female business education lecturers on the extent workshop participation improves quality instructional delivery in tertiary institutions in Rivers State.

CONCLUSION

The study concluded that educational innovations serves as a panacea for the challenges of 21st century education. However, for business education lecturers to overcome the challenges, it then becomes pertinent that they need to be innovative through ICT training, workshop participation and other educational innovation strategies in order to improve quality instructional delivery in their areas of specialization.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proffered:

1. Stakeholders and management of tertiary institutions should assist in the acquisition of ICT facilities for business education lecturers to use in order to enhance quality instructional delivery.
2. Business education lecturers should endeavour to adopt the various educational innovation approaches in order to overcome the challenges of 21st century education.
3. Management of tertiary institutions should regularly organize workshop and other forms of educational innovation approaches for business education lecturers in order to be acquainted with new trends in technology.
4. Government and management of tertiary institutions should support with the needed funds for these lecturers to be educationally innovative, thereby promoting quality instructional delivery.

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