

Business Educators Job Effectiveness and Emerging Instructional Delivery Tools in Universities in Cross River State, Nigeria

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Abstract

The study was carried out to determine Business educators Job effectiveness and emerging instructional delivery tools in universities in Cross River State, Nigeria. two objectives, research questions and null hypotheses were formulated to guide the study. The research design used for the study was the survey research design. The population was forty five (45) business educators in university of calabar and cross river state university of technology. Census sampling technique was adopted for this study. The instrument for data collection was a structured questionnaire titled “Business educators Job effectiveness and emerging instructional delivery tools questionnaire (BEJEEIDTQ)”. Data was analyzed with simple linear regression analysis at .05 level of significant. The findings of the study show that; there is a significant influence of zoom classrooms as emerging instructional delivery tool on the teaching and learning among business educators in universities in Cross River State and there is a significant influence of power point as emerging instructional delivery tool on the teaching and learning among business educators in universities in Cross River State. Based on the findings of the study, it was concluded that, emmerging instructional delivery is essential in teaching and learning process and the universities management. it was recommended that; The Federal or State Government, as the owner of schools should ensure that staff re- training and development programmes on emerging learning tools and also Federal or State Government, as the owner of schools should encourage teachers training and development programmes because it enhance the increase in organizational productivity.

Key words: *Business educators, Job effectiveness, emerging, instructional delivery and tools*

Introduction

The COVID-19 pandemic has changed the pattern of education from face-to-face learning to online learning. The online learning process has become commonplace in the world of education. Currently, the learning process can be done not only in the classroom but also online. This is supported by the opinion of Smallino et al. (2015) that learning activities in the

digital era are carried out inside or outside the classroom using easily accessible computer-based technology as a learning resource. The benefits of online learning are increasingly recognized after many schools have implemented online learning systems to prevent the transmission of the COVID-19 virus. Some governments have implemented an online learning policy to prevent the spread of COVID-19 in schools. This policy led to social restrictions and the cessation of face-to-face learning. Face-to-face learning is temporarily replaced by online learning. Online learning is interactive. Students can interact with teachers and other students through online learning media. The use of online learning media in the future will produce better and more effective learning outcomes than face-to-face learning. Online learning media is attractive, accessible, and flexible. Online learning media is used to increase the effectiveness and efficiency of learning. Online learning media can overcome the limitations of space and time, generate enthusiasm for learning, and provide opportunities for students to interact directly with their learning environment. This follows the opinion (Sanjaya, 2014) that learning objectives can be easily achieved when students are allowed to study independently according to their interests and passions.

There are also challenges in online learning, which require a stable internet network, a conducive learning atmosphere, and full support from parents. During the COVID-19 pandemic, students must continue to study. The interaction between teachers and students must be effective, and the solution is the use of online learning applications. The results of observations in the field show that the learning application that is often used during distance learning is Zoom Meetings. Many schools in Nigeria are already using Zoom for online learning. The advantage of the Zoom application is that it is free and can be used by anyone, anywhere, and anytime without having to meet face-to-face. Using Zoom, we can communicate directly with anyone via video. Zoom is an application that is used to assist the face-to-face learning process using video (Ganesha et al., 2021). Videos can also be recorded, downloaded, viewed, or played back. One of the advantages of Zoom is the application of technology that can bridge space and time and is flexible in the learning process (Bawanti et al., 2021). There are also other advantages to Zoom, such as ease of use, quality, and immediate success. The display features are neatly arranged, easy to find, practical, and easy to use. larger meeting room capacity. quality video and sound production. It displays a presentation file that can be sent to all meeting participants. Teachers can easily create learning schedules through meeting schedule settings. The teacher can determine the topic of learning, the description of the learning to be carried out, the learning time, and the duration of learning. The availability of access links allows participants to participate in activities according to a predetermined schedule. The record feature to record and save learning videos is easy to use. The breakout room feature can make it easier for teachers and students to conduct virtual discussions. In the Zoom meeting application, the breakout room is separated from the main meeting room. Teachers can divide students into small groups so that teachers and students are separated to maximize learning activities. With the breakout room, students have a private space to carry out discussion activities. Through this breakout room feature, students can have a virtual discussion and learning experience to increase their confidence. During a meeting, you can view diagnostic information to determine whether the problem is caused by audio, video, or the network (Sutterlin, 2018; Setiani, 2020). It can be concluded that Zoom has complete facilities and is suitable for use as an interesting online learning medium.

The results of the study (Serhan, 2020) show that student interaction during zoom learning is lower than student interaction in the classroom. But students love the flexibility and convenience of zooming in. This follows the results of research (Suardi, 2020) concluding that the learning process using Zoom cloud meetings is very effective because it is more relaxed than face-to-face learning. Several studies examine teachers' perceptions and attitudes using Zoom. Peiyan Cai (2021) "Thinking skills development in mobile learning: The case of elementary school students studying environmental studies", the results obtained, it can be concluded that mobile learning with use zoom meeting platforms in the context of elementary school can be effective and have a positive effect on the development of children's thinking skills provided that it is properly organized and the above recommendations are followed, and Mahhabah (2020) conducted a study entitled " An Analysis Of Students' Perception About The Efficiency Of Using Of Zoom Cloud Meeting For Online Learning During Pandemic Covid 19" home learning policy by implementing online learning using the Zoom application for face-to-face learning, lecture materials and assignments for online learning media learning will be provided. The test results found that online learning with Zoom meetings is effective. This study attempts to describe the effectiveness of using Zoom during online learning and to analyze student involvement in using Zoom compared to face-to-face learning.

The instructional delivery mode employed by the teacher plays an important role in skill acquisition and meaningful learning. Huge and giant strides have been made in countries such as Hong Kong, Japan, Thailand, Singapore, and others in technology. Economic empowerment and self-reliance can be attributed, among others, to effective teaching and learning. The importance of education and modes of instruction cannot be overemphasized in this era of science, technology, and mathematics driven by ICT. Science, technology, and engineering have much to offer in terms of economic development and the provision of modern conveniences to mankind. This is why governments, institutions, and management emphasize the need for a practically oriented technical education curriculum and the need to provide effective media for teaching technical subjects in Nigerian schools and colleges (Abd-El-Aziz, 2014). Most Nigerian classrooms, from pre-primary to tertiary institutions, are dominated by chalkboards and markerboards. The limitations of these types of instructional delivery modes include ineffectiveness for very large group instruction; inability to allow information storage for future use; inability to accommodate illustrations to support the teaching; health hazards for teachers from chalk particles; and making learning uninteresting, among others (Aliyu, 2003). To improve student achievement in education in Nigeria, it is necessary to have a paradigm shift and join the developed world in embracing a constructivist approach to teaching and learning. Such an approach should be used in the country's educational system, beginning from the basic school level up to the university. The use of PowerPoint slides for teaching is one of the right directions to achieve such a shift (Uz, Orhan, & Bilgiç, 2010).

PowerPoint is part of the Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program for presentations bundled in Microsoft Office (El-Ikhan, 2010). It consists of slides allowing the user to present messages (Asogwa, 2011). Information prepared on a computer could be better projected to a larger audience using a liquid crystal display (LCD) or DLP projector. A PowerPoint presentation could be used in the classroom to support teachers' teaching by combining a computer and projector to display slides for illustrating a lesson. Potentials of Microsoft PowerPoint include its ability to do spell check, allow the user to add, correct, make changes to the lessons, and

finally use printout materials for students' personal use (Teachnology.com, 2007). PowerPoint gives the user the opportunity to incorporate visual and auditory aspects into a presentation. It permits a variety of manipulations by editing or text modification, the removal of existing slides, and the addition of new slides to make the lesson more organized and flexible. PowerPoint presentations can be regarded as a good instructional medium and a key to facilitating an effective teaching-learning process. It would therefore not be out of place to explore such an instructional medium in the field of technical drawing of basic technology at the junior secondary level.

Proponents of PowerPoint argue that it increases visual quality in the learning process. They also contend that it takes less time to present a subject matter; therefore, more materials can be covered in the classroom. Opponents of PowerPoint believe that it diminishes creativity and innovation besides elevating format over content, betraying an attitude of commercialism that turns everything into a sales pitch (Tufte, 2003). Supporters of Power Point believe that it helps to keep students' interest and attention on the lecture (Szabo & Hastings, 2010), improves student learning (Lowry, 2019), and aids explanations of complex illustrations (Apperson, Laws, & Scepanisky, 2006). On the other hand, Creed (2019) describes PowerPoint as a teacher-centered instructional tool that nourishes teacher-controlled lectures. Similarly, Tufte (2006) points out that PowerPoint reduces the analytical quality of a presentation, limits the amount of detail that can be presented, and often weakens verbal and spatial thinking.

In recent years, studies have indicated conflicting findings about PowerPoint effectiveness in improving student learning (Craig & Amernic, 2006; Levasseur & Sawyer, 2006). For instance, Gier and Kreiner (2009), who studied the effectiveness of PowerPoint in a psychology class, concluded that when students were actively engaged in the class using PowerPoint presentations, information retention increased. Another similar study conducted by Nouri and Shahid (2005) reported that students in a PowerPoint section of an Accounting Principles II class perceived the presented materials to be more understandable than their counterparts in another class. However, Daniels (2019) studied the effectiveness of PowerPoint in a college-level economics class and found no significant difference in student performance. Another study on engineering students by Savoy et al. (2009) showed that there was no evidence that PowerPoint could enhance students' performance more than traditional lectures. Similarly, Apperson et al. (2006); Bartsch and Cobern (2003); Beets and Lobingier (2001); Susskind (2005); and Szabo and Hastings (2000) found little effect of PowerPoint on students' academic achievement.

The use of Microsoft PowerPoint presentations as an instructional medium for teaching technical drawing aspects of basic technology is novel in Nigerian public schools. Meanwhile, further exploration needs to be conducted to extend and optimize the benefits of Microsoft PowerPoint presentations to other technical and vocational subjects involving skills acquisition to make a paradigm shift to the new era of information and communications technology. The study therefore sought to determine the job effectiveness of business educators and emerging instructional delivery tools in universities in Cross River State, Nigeria.

Objectives

The main purpose of the study was to investigate the job effectiveness of business educators and emerging instructional delivery tools in universities in Cross River State, Nigeria. Specifically, the study sought to ascertain the influence of:

1. Zoom classrooms as emerging instructional delivery tools in universities in Cross River State, Nigeria
2. the use of PowerPoint as instructional delivery tools in universities in Cross River State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does the use and application of Zoom Classrooms as an emerging instructional delivery tool influence the job effectiveness of business educators in universities in Cross River State, Nigeria?
2. To what extent does the use of PowerPoint as an instructional delivery tool influence the job effectiveness of business educators in universities in Cross River State, Nigeria?

Statement of Hypotheses

The following null hypotheses were raised and tested at the 0.05 level of significance.

1. There is no significant influence of Zoom Classrooms as an emerging instructional delivery tool on the job effectiveness of business educators in universities in Cross River State, Nigeria.
2. There is no significant influence of PowerPoint as a nascent instructional delivery tool on the job effectiveness of business educators in universities in Cross River State, Nigeria.

Research methodology

The research design used for the study was the survey research design. The study was carried out in Obudu Local Government in Cross River State. The population was forty-five (45) business educators at the University of Calabar and Cross River State University of Technology. The census sampling technique was adopted for this study. The instrument for data collection was a structured questionnaire titled “Business educators job effectiveness and emerging instructional delivery tools questionnaire (BEJEEIDTQ)”. The questionnaire was divided into sections A and B. The introduction reflected the identity of the researcher, the aims of the research study, and the request or appeal to fill out the questionnaire. Section A elicited the personal data of the respondents, while Section B contains the questionnaire items, and each contains two alternative resources, namely: very high extent, high extent, low extent, and very low extent. The instrument was validated by two experts in the department of vocational education at the University of Calabar. A 4-point Likert-type questionnaire ranging from very high extent, high extent, low extent, and very low extent was used.

- Very high extent 3.50 > 4.00
- High extent: 2.50–3.49
- Low extent: 1.50–2.49
- Very low extent 0.40 -1.49

The collected data were analyzed using the mean and standard deviation to answer the research question, while the hypotheses were tested using simple linear regression analysis. For each hypothesis, the procedures used in testing it is explained briefly, followed by the presentation and interpretation of the results. All decisions were taken at the .05 level of significance, such that a null hypothesis was rejected if the P-value associated with the computed test statistic was less than .05 but retained if otherwise.

Presentation of results

Hypothesis 1

There is no significant influence of zoom classrooms as emerging instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria.

Table 1: Simple linear regression of significant influence zoom classrooms as emerging instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria.

R-value = .043		Adj. R-Squared = .001			
R-squared = .002		Standard. Error = 8.036			
Source of variation	Sum of squares	df	Mean square	F-value	p-value
Regression	49.829	1	49.829	.002	.000
Residual	26095.149	44	64.592		
Total	26143.979	45			
Predictor variable	Unstandardized coefficient		Std. coefficient	t-value	p-value
	B	Std. Error			
Constant	73.683	3.782		19.481*	.000
Zoom classrooms	.042	.048	.043	.869	.000

The results in Table 1 show that an R-value of .043 was obtained, giving an R-squared value of .001. This means that about .018% of the total variations on the influence of *zoom classrooms as emerging instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria*. The P-value (.000) associated with the computed F-value (.002) is less than .05. As such, the null hypothesis was rejected. This means that there is a significant influence of zoom classrooms as emerging instructional delivery tool on

Business educators Job effectiveness in universities in Cross River State, Nigeria. Significant influence of zoom classrooms (is a significant predictor) as instructional delivery tool on the teaching and learning of business education is a significant inverse predictor because of the positive unstandardized beta coefficient .042. The regression constant (73.683) makes significant contribution in the regression model ($t=19.481$, $p=.000$).

Hypothesis 2

There is no significant influence of PowerPoint as emerging instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria

Table 2: Simple linear regression of significant influence of instructional delivery tool on the teaching and learning of accounting by power point.

R-value = .052		Adj. R-Squared = .002			
R-squared = .004		Standard. Error = 7.038			
Source of variation	Sum of squares	Df	Mean square	F-value	p-value
Regression	49.829	1	49.829	.005	.000
Residual	26095.149	44	64.592		
Total	26143.979	45			
Predictor variable	Unstandardized coefficient		Std. coefficient	t-value	p-value
	B	Std. Error			
Constant	73.543	3.782		20.401	.000
Power point variable	.046	.042	.041	.769	.000

The results in Table 2 show that an R-value of .052 was obtained, giving an R-squared value of .004. This means that about .020% of the total variations on the influence of instructional delivery tool on the teaching and learning by business educators in the variation in PowerPoint. The P-value (.000) associated with the computed F-value (.005) is less than .05. As such, the null hypothesis was rejected. This means that there is a significant influence of PowerPoint as emerging instructional delivery tool on Business educator's Job effectiveness in universities in Cross River State. PowerPoint (is a significant predictor) on instructional delivery tool on the teaching and learning by business educators is positive standardized beta coefficient .052. The regression constant (73.543) makes significant contribution in the regression model ($t=20.401$, $p=.000$).

Discussion of findings

The findings of the study show that there is no a significant influence of zoom classrooms as emerging instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria. This finding is in line with Smaldino, al et., (2015) zoom play a vital role in the 21st century to enable the teachers and students to have classroom experience from a distance. This could be because learning activities takes place in a digital format, and we are in the era are of digitization and the universities' environment must be adapted to the accessibility of computer-based technology as a learning resource. The findings of the study are in consonance with Atah al et., (2022) whose results opined that online learning media could produce better and more effective learning outcomes than face-to-face learning. The findings are also in agreement with Ukah al et., (2022) reviewed that online learning media is attractive, accessible, and flexible in the 21st century. Sanjaya, (2014) supported the finding that learning objectives can be achieved easily when students are allowed to study independently according to their interests and passions.

There is no significant influence of PowerPoint as nascent instructional delivery tool on Business educators Job effectiveness in universities in Cross River State, Nigeria

The second finding showed that there is a significant influence of power point as nascent instructional delivery tools for the teaching and learning of accounting. This means that power point significantly influence instructional delivery tools for the teaching and learning of accounting. The finding is in line with the study conducted by Aliyu, (2003), who says that to improve student achievement in education in Nigeria, it is necessary to have a paradigm shift and join the developed world in embracing constructionist approach to teaching and learning. Such approach should be used in the country's educational system beginning from the basic school level up to the university. The use of PowerPoint slides for teaching is one of the right directions to achieve such shift. PowerPoint is part of the Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program of presentation bundled in Microsoft office (El-Ikhan, 2010). It consists of slides allowing the user to present messages (Asogwa, 2011). Information prepared on a computer could be better projected for larger audience using a Liquid Crystal Display (LCD)

Recommendations

Based on the conclusion, the following recommendations are made:

1. The Federal or State Government, as the owner of schools should ensure that staff re-training and development programmes are properly implemented in order to significantly improve learning and also encourages organizational goal attainment.
2. The Federal or State Government, as the owner of schools should encourage teachers training and development programmes because it enhance the increase in organizational productivity.

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