

ONLINE PRESENTATION PLATFORM AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION, SOUTH-SOUTH, NIGERIA.

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ABSTRACT

The study examined how online presentation platform can enhance instructional delivery of Business Education programme in Colleges of Education in South-South Nigeria. The paper employed the survey of literatures to achieve the objectives. Three hypotheses were raised in this study. The population for the study was two hundred and fifty-one business educators in colleges of education in South-South, Nigeria. There was no sampling as the entire population was used in the study while 227 were used for data analysis indicating the number of questionnaires that were returned. The research questions were answered using mean and standard deviation. The mean figures were 3.0 and above which showed a high extent response from the respondents to the questions posed. While the hypotheses were tested using t-test statistical tool at 0.05 significant level. It was found out that male and female, experienced and inexperienced business educators Online Presentation Platforms has high extent of influence on content delivery and supervision, skills development as well as educators' expectations among other findings. It is therefore concluded that online presentation platform highly enhances instructional delivery of Business Education programme in colleges of education in South-South Nigeria.

Keywords: Online Presentation Platform, Instructional Delivery, Skill Development

INTRODUCTION

Digital switch-over is everywhere and is incorporated into every aspect of the individuals live. The clarion calls for digital switch-over and instructional delivery of Business Education programme in this twenty first century is an evolving aptitude that empowers both male and female business educators, experienced and inexperienced business educators to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world. Using online presentation platforms in teaching, makes effective instructional delivery easy for both male and female business educators, experienced and inexperienced business educators as it ignites the possible achievement of content delivery, smart facilities for skills development and as well WhatsApp platforms in addressing educator's expectations. The application of digital switch- over resources to teaching of Business Education programme has been attributed to the expansion of online presentation platforms.

Online presentation platforms are the component of the Internet, allowing digital materials to be created, stored, interacted and accessed over the internet, (Bates, 2005). The digital switch – over encompasses the use of computer or electronic devices with Online Platforms such as Microsoft Teams, Zoom Meeting and Webinar, Google Classroom, Smart facilities and WhatsApp Platforms. The digital switch-over and instructional delivery of Business Education programme in Colleges of Education in South-South is faced with problems of producing the needed skills for the world of work; for instance, both male and female business educators, experienced and inexperienced business educators are confronted daily with the challenges of new hardware and software in Switching-Over to Digital Instructional Delivery of Business Education. It is against this background that the present study will be carried out to determine how the independent variables (digital Switch-over) with the following dimension of Microsoft teams, zoom meeting and webinar, google classroom, interactive whiteboard and WhatsApp platforms can enhance (instructional

delivery of Business Education) with the following proxies, content delivery, supervision of projects, teaching practice and subject matter of content delivery, communication skills, business development skills, digital skills and addressing educators expectations.

This study is apt and novel because it has not been carried out by anyone in South-South Nigeria. Therefore, this study will close the gap that exist in literature and it is going to be of great importance to all stakeholder of Business Education.

Research Hypotheses

The following null hypotheses were tested at 0. 0 5 level of significance

- Ho₁: There is no significant difference in the mean ratings of male and female educators on the influence of Online Presentation Platform on Content delivery and Supervision in Instructional delivery of Business Education program in Colleges of Education, South-South Nigeria
- Ho₂: There is no significant difference in the mean ratings of experienced and less experienced educators on the influence of Online Presentation Platform on skill development in Instructional delivery of Business Education program in Colleges of Education, South-South Nigeria
- Ho₃: There is no significant difference in the mean ratings of male and female educators on the influence of Online Presentation Platform on educators' expectations in Instructional delivery of Business Education program in Colleges of Education, South- South Nigeria

Importance of Digital Switch-Over in Education as outlined by Williams (2020).

Lots of institutions are adopting this digital technology as a solution while face-to-face teaching is suspended

Recorded lectures: One big benefit of digital teaching is that some of your classes will be recorded. This means that if you miss something, or realise later that you don't quite understand a particular topic, you can go back and watch the class again to get the answers you need.

24-hour resources: Perhaps you find it easier to focus in the evenings, or you just can't sleep and want to get some extra study in after hours — with digital learning, you won't have to worry about the library or the lab being closed.

Connected learning: When you choose online learning, you'll be part of a connected community. Using tools like Microsoft Teams, Zoom Meetings and Zoom webinar, Google Classroom, Interactive Whiteboard and WhatsApp can connect you with your classmates so you can find the answers you need right away. And, although your teachers will still have a timetable of classes to teach throughout the day, instant messaging platforms and email mean you won't have to wait until your next lesson with them to ask any questions you may have.

Self-directed study: Self-directed study is an important part of higher education. It refers to the time you spend teaching or learning away from your classes, when you're not being directed by a teacher. This time is important because it helps you to identify the things, you're good at, and the areas where you might need to work a little harder.

Flexible choices: These days, we have a wealth of technology at our fingertips, and that's especially true when it comes to digital learning — you'll be able to mix and match the programs and software you use with different people, and for different activities. So, even if your teacher always uses Zoom to broadcast lectures, when you're working on a group project with your classmates, you'll be able to play around and find the method of working together that works best for you, whether that's Zoom, Google classroom, Interactive whiteboard, Microsoft Teams or even WhatsApp!

Written language skills: Digital learning could help you improve your written language skills. When you're studying online, you will likely use instant messaging apps to quickly get in touch with people, so you won't be able to rely on the hand gestures and facial cues that can make communicating easier. That means you will learn how to write in a way that is clearly understood great practice for all the essays you'll be writing.

Familiarity with technology: Our hyper-connected world means that more and more businesses are going global, with overseas offices and remote workers in lots of different countries. It's not always practical to fly across the world for a meeting, so many businesses are adopting online connectivity tools to create virtual meeting rooms just like the tools you use when you join your seminars online, or get together with your classmates to discuss your homework.

Tracked progress: Digital learning doesn't only help you to identify your strengths and weaknesses, it enables teachers to track learners progress too.

Fewer emissions: Like many other young people, you may be trying to reduce your "carbon footprint" i.e. If you study online, you will be able to easily cut down on the number of journeys you make as you won't have to travel to your classes every day. You'll also have more time to yourself, as your longest commute might be between the couch and your quiet study space!

10. It's fun: Studying online is highly effective because it's fun! This kind of course material is highly engaging, so it encourages you to participate more in your classes. You might even find that you absorb a lot of knowledge without even realising, because you were too busy enjoying yourself!

Dimension of Digital Switch-Over.

Microsoft Teams



Figure 4 showing the Logo of Microsoft Teams

Source: **Microsoft Teams** logo in vector (SVG) or PNG file format.

Microsoft Teams is essentially a central point for groups, classes or friends to video call, chat, share and collaborate. You can do all this within various channels which can be dedicated to specific projects, teams or classes. Microsoft Teams has grown in use due to more people working remotely, initially focused on businesses or education settings using Microsoft 365, but now also extended to personal users.

Microsoft Teams is a collaborative workspace within Microsoft 365/Office 365 acts as a central hub for workplace conversations, collaborative teamwork, video chats and document sharing, all designed to aid worker productivity in a unified suite of tools. Teams is available as a desktop app, via web browser, and as a mobile app. It's supported across all major operating systems, such as Windows, macOS, iOS and Android. Finnegan (2020).

Microsoft team is a collaborating platform that unifies chat, voice, video and file sharing. It's designed to be used by local, remote and distributed work groups. Sherweb (2021). Microsoft Teams according to Wikipedia (2021), is a proprietary business communication platform developed by Microsoft, as part of the Microsoft 365 family of products. Teams primarily offers services in workspace like chat and videoconferencing, file storage and application integration. Teams and other software such as Zoom, Google Meet, has gained much interest as many meetings have moved to a virtual environment. Westland (2021), opined that, Microsoft Teams app is a chat-based collaborative platform for online meetings and other business communication needs. It is used to keep teams connected and organized. The tool also features video conferencing, screen sharing and group chats. There's even a "together mode" that makes it appear that you and whoever you're talking with are in the same room. For collaboration beyond conversing, there is file sharing. Microsoft Teams is part of Microsoft 365, which features its Office apps, cloud service and security. Though it was only introduced in 2017, it has become a go-to tool for small to medium-sized businesses. Microsoft Teams as seen by Baker (2020), is a digital hub that brings conversations, content, and apps together in a single experience in Office 365 for

Education. Using Teams, teachers can move quickly and easily from conversations to content creation with context, continuity, and transparency.

Concept of Instructional Delivery

Instructional Delivery

Ezenwafor & Nwachukwu (2020), opined that, instructional delivery is the interaction among the student, the teacher, the content, the knowledge, skills and dispositions students need for effective teaching/learning outcomes in order to qualify to work together with others in a diverse society and fast changing world. Ezenwafor & Nwachukwu (2020), in Dabbs (2012) explained that instructional delivery is an instructor's personal approach to teaching based on their own professional identity which helps to create a unique classroom culture. Instructional delivery combines the complexities of teaching with institutional expectations and student demand for quality instruction. Instructional delivery embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. It is a process in which teachers apply repertoire of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome, (Blaise, Onwuagboke, Singh, & Fook, 2015).

Instructional delivery according to Azar (2017), is to ensure that students receive instruction that is delivered effectively and in a manner that allows content mastery. Effective instructional delivery means that the teacher will build on existing knowledge, differentiate instruction, and incorporate technology into lessons. The primary goal of instructional delivery is to ensure that educators have the skills and knowledge necessary to provide students with effective instruction. The central objective of the instructional delivery standard, is determining a teacher's proficiency in the content delivery.

Instructional delivery has to do with what the teacher does to promote or direct teaching and learning in a particular subject in a school. This is done by the teacher through effective planning of the lesson by preparation of lesson notes, gathering of teaching Aids, employment of teaching strategies and timely use digital facilities to coincide with the teaching. Paulias & Young (1996) described instructional delivery as a means of guiding learners in securing the amount and quality of experience which will promote the optimum development of their potentials as human beings. Logan & Logan cited in Agina-Obu & Onwugbuta-Enyi (2017), described instructional delivery as a creative process which involves an imaginative person, who utilizes prior experiences, combines material, methods, ideas, and media in new and existing ways which help learners integrate learning and reinforce concepts.

Instruction delivery and teaching are synonymous according to Agina-Obu & Onwugbuta-Enyi, (2017), since they require a teacher to get all the necessary things to make teaching and learning more meaningful to make a change in others so as to be more meaningful in wherever they find themselves. Okanu-Igwela & Walson (2019). To Canales & William (2020), Instructional delivery refers to a teacher's use of varied research-based instructional strategies utilized to engage students in active learning

Cox (2015), enumerated essential teaching strategies to deliver an effective lesson, these characteristics can be used in any grade. Have an Objective, Model Your Expectations, Actively Engage your learners, Be Mobile and Compliment Positive Behavior and Hard Work: Once your lesson's objective have been met, take a moment to reflect upon what had worked and what did not in your lesson. Look for any patterns that may have come up, or try to find what you were lacking in a particular area. Similarly, Winginstitute (2021), Saw that, instructional competencies are essential practices that teachers must master for effectively teaching to enhance learners to maximize knowledge and skill acquisition.

Marshall McLuhan's Theory of Technological Determinism

Theory of Technological Determinism was propounded by Marshall McLuhan in (1962), McLuhan in his technological determinism, the human society is now a "global village" through the application of technology in communication. The theory states that, media technology shapes how individuals in a society think, feel, act, and how societies operates and move from one technological age to another (Tribal- Literate- Print- Electronic).

Islas and Bernal (2016), saw McLuhanian needs to focus on our everyday experience of technology. He divided all human history into four periods- a tribal age, literate age, print age and an electronic age. Marshall McLuhan (1911-1980), Canadian professor of literature and culture, developed a theory of media and human development claiming that "the medium is the message." Four Periods: The Tribal Age: An Acoustic Era- In tribal age, senses were used. It was more on hearing because it allows people to be more aware of their surroundings. People are not able to notice the other things that surround them if sense of sight is more dominant. The means of communication is through ears. The Age of Literacy: A Visual Point of View- Sounds were turned into visible objects that suddenly eyes became most apparent and most used among senses. The means of communication is through writing that allows you to comprehend information longer than just hearing it. The Print Age: Prototype of the Industrial Revolution- the printing press made visual dependence widespread as Johannes Gutenberg invented movable printing press. The printing press made the mass production of print media possible. Printing press became the extension of phonetic literacy and the era got back on using the eyes for comprehension. However, they are being isolated as they gained knowledge. The Electronic Age: The Rise of Global Village- The rise of electronic media where the printed world lost its bearings. It became worldwide tool. Electronic media are widely used and now relevant to everyone's lives. Everyone could gain knowledge even without the ability to read and write. because we can depend on other senses. The people became a one tribe again, a global village. Technological determinism seeks to show technical developments, media, or technology as a whole, as the key mover in history and social change. It is a theory subscribed by "hyperglobalists" who claim that as a consequence of the wide availability of technology, accelerated globalization is inevitable.

METHODOLOGY

The study adopted descriptive survey research design. The study covered Business Education lecturers in colleges of education in South-South Nigeria, The South -South comprises of six (6) States Namely, Edo, Delta, Bayelsa, Rivers, Akwa Ibom and Cross Rivers State. The target population for the study comprises of 251 Business Educators. There was no sampling. The population size was considered manageable. Therefore, the study was a census study. The major instrument for data collection was a structured questionnaire. Mean and Standard Deviation was used to test the univariate variables whereas t-test was used to test the bivariate variables at 0.05 level.

The Criterion Mean used in scoring was 3.0 which was used in summing the weighted points assigned to "very high extent" "high extent", "Moderate Extent", very low extent," low extent". Respectively and divided by five. i.e. $(5+4+3+2+1)/5 = 3.0$

Decision Point: Any grand mean value greater than or equal to 3.0 was considered "high extent while less than 3.0 was taken as "low extent"

It is presumed that any hypothesis with P greater than 0.05 level of significance was accepted. While any hypothesis with P equal or less than 0.05 level of significance was rejected.

The statistical package for social sciences (SPSS version 22.0) software was used to analysed the data collected from the respondents.

Results

Presentation and analysis of Data to test Hypotheses

Online Presentation platforms influence on (content delivery and supervision, skills development and educators' expectations)

To examine the significant difference between online presentation and (content delivery and supervision, skills development and educators' expectations) based on gender and years of experience, the null hypothesis H_{01} , H_{02} and H_{03} are tested as shown below

Summary of t-test of difference between online presentation platforms and (content delivery and supervision, skills development and educators expectations) based on gender and years of experience in colleges of Education, South-South, Nigeria

Variables	Variable	N	Mean	SD	Df	T	p-value	Remark
CDS	Male	94	105.32	10.80	225	-0.676	0.182	Not Significant
	Female	133	107.20	8.43				
SDp	Experience	146	101.04	9.75	225	-0.336	0.737	Not significant
	Less experience	81	103.32	10.20				
EE	Male	94	111.40	10.60	225	-0.774	0.440	Not significant
	Female	133	103.61	8.31				

Key: CDS= content delivery and supervision, SDp= skills development, EE=educators' expectations, N=sample size, SD=standard deviation, Df= degree of freedom

The result in table above shows the summary of t-test difference based on gender and years of experience on online presentation platforms influence on (content delivery and supervision, skills development and educators expectations) in instructional delivery in colleges of education in South-South, Nigeria. It shows that there is no significant difference between male and female educators' ratings on the influence of online presentation platforms on content delivery and supervision in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance ($t = -0.676$, $p = 0.182$), the null hypothesis was therefore accepted as $p > 0.05$. Similarly, the result also showed that there is no significant difference between experienced and less experienced educators' ratings on the influence of online presentation platforms on skill development in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance ($t = -0.336$, $p = 0.737$), the null hypothesis was also accepted as $p > 0.05$. Finally, the result showed that there is no significant difference between male and female educators' ratings on the influence of online presentation platforms on educators' expectations in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance ($t = -0.774$, $p = 0.440$), the null hypothesis was therefore accepted as $p > 0.05$. This implies that there is no significant difference between online presentation platforms and (content delivery and supervision, skills development and educators' expectations) in instructional delivery in colleges of education in South-South, Nigeria based on gender and years of experience.

Discussion of Findings

Online Presentation Platforms and Instructional Delivery

The purpose of this study is to examine the above. This was verified by research questions one, two and three. It was also tested with hypotheses one, two and three. Items 1-12 on the B part of the questionnaire were carefully constructed to answer these questions. The result includes grand means of {4.07 (SD=0.81)} for research question 1, {4.17 (SD=0.80)} for research

question 2 and {3.97 (SD=0.82)} for research question 3 respectively. The results in table 4.14 {t= -0.676, p=0.182, p>.05}, {t= -0.336, p=0.737, p>.05} and {t= -0.774, p=0.440, p>.05} in this chapter shows high extent and not significant at .05 alpha level. Since their respective P>.05, we have sufficient evidence to accept the null hypothesis. This implies that there is high extent influence of online presentations platforms on (content delivery and supervision, skills development and educators' expectations) in instructional delivery of business education program in colleges of education in South-South, Nigeria which is not significant based on gender and years of experience of the educators.

This study is in line with the statement of Jain (2021) that the switch to online content delivery and supervision enables teaching from any part of the world, meaning one can easily take a web supervised teaching or an online supervision at home, at a library, at any center or at any other safe environment of choosing. Wain (2019), opined that, Microsoft Teams brings together conversations, meetings, files and apps, allowing educators to switch between content creation, class discussion, lesson planning and delivery – all from one central digital hub.

CONCLUSIONS

Based on the objective of the study, the following conclusion can be drawn.

Online Presentation Platform highly enhances instructional delivery of Business Education Programme in Colleges of Education in South- South Nigeria. It also showed that the areas of instructional delivery that is greatly enhanced by Colleges of education should therefore embrace full digitalization of instructional delivery so as to improve the quality of the graduate been produced.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations have been made.

1. It is recommended that business educators should be trained on the use of these digital technologies for instructional delivery in colleges of education in South-South, Nigeria.
2. Management of colleges of education must provide alternative sources power such as solar energy and generator which will prevent power outage during instructional delivery when digital technologies are been utilized.
3. Federal and State governments in collaboration with donor agencies need to provide information and communication technology facilities for the purpose of using digital technologies in instructional delivery in the various colleges.

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