ISSN: 2481-2248
Volume 9, Number 3, 2022
Journal of Business Education and Entrepreneurial Studies

SMART FACILITIES AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION, SOUTH-SOUTH, NIGERIA.

Prof Sam Otamiri & Otomiewo Esther Elo
Department of Business Education,Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.

samotamiri @yahoo.com

ABSTRACT

The study examined how smart facilities can enhance instructional delivery of Business Education programme in Colleges of Education in South-South Nigeria. 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 educator smart facilities have high extent of influence on content delivery and supervision, skills development as well as educators' expectations among other findings. It is therefore concluded that smart facilities highly enhance instructional delivery of Business Education programme in colleges of education in South-South Nigeria.

Keywords: Smart Facilities, Instructional Delivery, Skill Development

INTRODUCTION

The electronic media industry to Starks (2017), began its first close examination of digital switchover at a workshop organized by the Broadcasting Commission in March 2008, in Kingston. Main regulatory agencies and policy-makers were also involved; including the Spectrum Management Authority, the Office of Utilities Regulation, Consumer Affairs Commission, Ministry of Industry, Telecommunications, Energy and Commerce, Ministry of Information, and members of academia. The planned transition to the new platform and the eventual switch off of analogue signals is called digital switchover. The biggest impact of this transition is improved television service through better picture quality, improved national coverage, and a wider choice of channels. The spectrum that the switchover liberates presents a significant opportunity for extending internet access (through mobile broadband). If managed effectively, the DSO could boost economic and social development and support the delivery of programs related to the Millennium Development Goals (MDGs) by enabling increased access to and delivery of digital services, for instance, remote educational content. World Bank (2021).

Mohamed (2021), describes the 'digital switchover' as the name given to the process of changing from analogue to digital TV broadcasting. With the advancement of digital technology, digital switch-over facilitates male and female business educators as well as the experienced and inexperienced business educators to enhance electronic teaching that is based on the use of electronic media and devices for improving access to teaching of Business Education programme, the digital instructional delivery of Business Education facilitates the adoption of new ways of understanding; which involves the use of Online Presentation Platforms of hardware and software of the computer or electronic device such as the Microsoft Team, Zoom Meetings and Webinars, Google Classroom, Interactive

Whiteboard and WhatsApp Platforms and the Technological Level of Colleges with all operating system such as, iOS, Windows and Android.

Okonji (2017), posits that, since 2006 when the International Telecommunication Union (ITU), a United Nation agency, issued the Geneva 2006 agreement, signaling the development of all digital terrestrial television services, African countries, including Nigeria, have been battling to complete the migration process from analogue television broadcasting to digital television broadcasting. So far only six African countries have completed the migration exercise, otherwise known as Digital Switch Over (DSO).

Oyedele (2019), Saw that, this switch-over from analogue to digital broadcasting has been concluded necessary, due to the intense quality of digital technology in turning messages, sounds, text, audio and images to digital or binary computer language, with the better application of computer telecommunication technologies, audiovisuals, and electronic gadgets. High level of productivity, increased employment opportunities, internet addition and more improved interactive platforms are other promises of the digital revolution. Ihechu (2020), in Ibulubo (2008), observed that, there are no available stringent measures put in place to make sure all broadcast stations comply, considering the slow approach to issues and projects in Nigeria like reinvigorating the power sector, infrastructural development, offering political solutions, reversing the brain drain syndrome. Digital Skills, Digital Facilities, Digital Environment, knowledge gap and cost of new media technologies and absence of clear-cut policies as challenges facing the digitization process in Nigeria.

Hypotheses

Ho_1: There is no significant difference in the mean ratings of experienced and less experienced educators on the influence of Smart facilities on content delivery and supervision in instructional delivery of Business Education programme in Colleges of Education, South-South Nigeria.

Ho_2: There is no significant difference in the mean ratings of male and female educators on the influence of Smart facilities on skills development in instructional delivery of Business Education programme in Colleges of Education, South- South Nigeria.

Ho_3: There is no significant difference in the mean ratings of experienced and less experienced educators on the influence of Smart facilities on educators' expectations in instructional delivery of Business Education programme in Colleges of Education, South- South Nigeria.

Smart Facilities

Interactive Whiteboard

An interactive whiteboard, also known as a smartboard, is an interactive display in the format of a whiteboard that reacts to user input either directly or through other devices.

Morgan (2010), Saw an interactive whiteboard as a piece of hardware that looks much like a standard whiteboard but it connects to a computer and a projector in the office/classroom to make a very powerful tool. When connected, the interactive whiteboard becomes a giant, touch-sensitive version of the computer screen. Instead of using the mouse, you can control your computer through the interactive whiteboard screen just by touching it with a special pen (or, on some types of boards, with your finger). Anything that can be accessed from your computer can be accessed and displayed on the interactive whiteboard, for example Word documents, PowerPoint presentations, photographs, websites or online materials. Using special software included with the interactive whiteboard, you can also interact with images and text projected on the board: rearranging them, changing their size, colour, etc.

IQ (2019), observed that, an interactive_whiteboard is the modern replacement to the normal whiteboard that students are used to. It is an interactive display board which is operated by a touchpad that is connected to a computer which is in turn connected to a projector. Some of these

interactive whiteboards are independent touchscreen devices equipped to perform different operation and carry out commands. The interactive whiteboard enables instructors to carry out tasks that were previously not possible.

To Julien (2012), interactive whiteboard (IWB), is also known as an electronic or digital whiteboard, it is a large touch sensitive display screen that connects to a computer and projector. To operate the IWB, the user controls it directly from the screen in the same way a mouse is used to control a computer. IWBs also have many multimedia functions, such as Internet access, images, sound and video files.

According to Jeff (2017), An interactive whiteboard is a tool that allows multiple people to engage in a collaborative experience using a touchscreen to take notes, annotate content, and more. Many interactive whiteboards offer on-board programs that help to facilitate sharing and collaboration. They do things that an analog whiteboard simply isn't capable of. In the past, employees would write notes on analog whiteboards and would have to resort to taking photos of the board or slapping "Do Not Touch" signs on it to save their work. Interactive whiteboards remove that hassle – they take the analog notes we're used to and automatically bring them into the digital world. They allow for things to be written down on the surface, shared, archived, and saved as digital content.

Some interactive whiteboard solutions even allow for the integration of mobile devices like laptops, tablets, and smartphones. These devices can be connected directly or wirelessly, and you can easily annotate content that will be mirrored on connected devices. It works the other way around as well – draw on the device and see it mirrored on the display in real time. This allows for another layer of collaboration. Sharing content directly from devices easily allows meetings to progress more fluidly and reduces down time. Then you just send the annotated content back to the devices for later use.

The Hardware and The Component of The Interactive Whiteboard

Knilt (2015), outlined the components necessary for a SMART board system to operate. Basic components include a SMART board, a computer, and a projector. The SMART board is basic to every system. While it comes in different sizes, it is at its most basic a white board that can function as a white board, and when connected to a computer with SMART board software, can turn into a multimedia tool for engagement. The computer must be able to support and run the software provided with the SMART board. The projector can sometimes be attached to the board or be independent of the board and rest on a cart or desk.

Figure: 17 showing component of the interactive whiteboard
A more in depth look at the SMART board and its components can include the following elements:

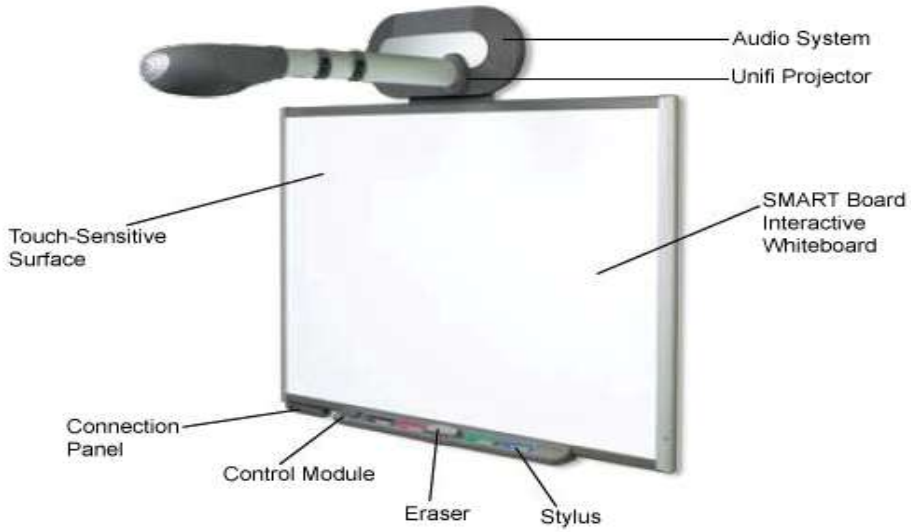

Figure: 18 showing the elements of Interactive Whiteboard
Audio System: Speakers that are utilized through the computer
Connection Panel: Connects your computer through USB and VGA video cables to the SMART board
Control Module: Provides you with three buttons, right click, keyboard, and settings
Eraser: Functions as an eraser for writing done with a stylus.
Stylus: Colored pens that can digitally write on the SMART board
The Software of The Interactive Whiteboard
This software allows you to design presentations and interactive activities in the classrooms/offices. The basics of SMART Board software and how to navigate the interactive whiteboard.

Tool Bar: Top of the page - Provides shortcuts to commonly used actions, tools, and properties
Side Tabs: Left of the page - Houses tools such as page sorter which allows you to rearrange created pages to your liking
SMART Gallery: Right of the page - Allows you to access clip art, multimedia, and different types of backgrounds and themes. The attachment tab in the SMART Gallery allows you to attach files such as PDFs and Word Documents to your presentation. The properties tab adds style to your presentation. The add on tabs allows you to create interactive games.
SMART Exchange: Located in the toolbar - This is a resource that allows you to browse already designed lessons that are built through the SMART Notebook software. You can search by key word and find what you are looking for or what you can adjust to meet your needs.

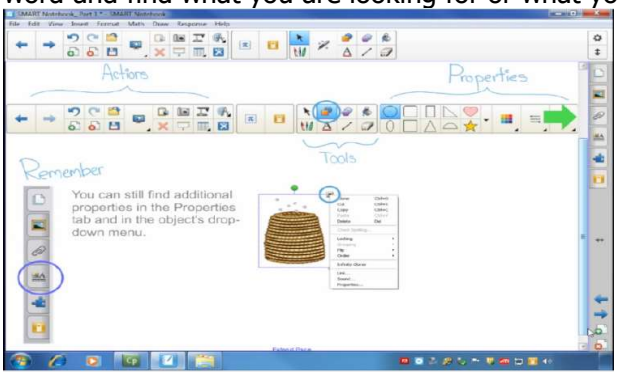

Figure: 19 displaying the software of interactive whiteboard
SMART Exchange
Review the menu bar, tool bar and tabs on the SMART Notebook
Identify lesson creation techniques that support learning outcomes
Create and manipulate text and images in SMART Notebook
Write, save and highlight notes and Save a SMART Notebook file
Features of Interactive Whiteboard
IQ (2019), enumerated the features of the interactive whiteboard as follows;
The whiteboard allows the instructor to alter the different information present in the board which can be copied and transferred to the next slide. The data that is present in the board can be clicked on, moved, copied and analyzed. The interactive whiteboard also allows the teacher to write like any other whiteboard but it also turns the handwritten notes into texts which can be later referred to at any moment of urgency.
1. Media Content: The interactive whiteboard is designed to run all sorts of files and programs; it even supports different applications that are designed for a computer. The device can be used to surf the net, play videos, demonstrate presentations etc. This feature of the interactive whiteboard plays a major part in the improvement of an office and in a classroom. For example, in field of medical studies, the interactive whiteboard enables the instructor to demonstrate a three-dimensional diagram which can be can be moved around viewed from different angles for better understanding. The instructor can also zoom into different parts, label them and save the edited image.
2. Spotlight: This feature of interactive whiteboard allows the user to darken the whole image and highlight a specific area in the whiteboard. This enables the user to move the attention of his students quickly. The tool is really simple to use and the user just needs to drag the spotlight to the area where he wants his audience to focus.
3. Screen Shade: Interactive whiteboard is also very useful to an instructor as it allows him to hide information from his audience and reveal it when he wishes to. This tool can be extremely be useful while hosting a Q & A session and while teaching subjects like mathematics, physics etc.

4. Magnifier: Interactive whiteboard helps the user to magnify images and zoom into images when he needs to. The window also contains a smaller window within it which shows the area that is viewed
5. Pointer: The pointer allows the instructor to mark data in the whiteboard and also highlight specific portions. The pointer is simple to use, the instructor can use his fingers to move the pointer around and remove it by double clicking.

Benefits of Interactive Whiteboard in Education according to Young (2020).

Interactive whiteboards are already popular in the business world. There, they are driving collaboration, engagement, and new levels of productivity among teams. Interactive whiteboards benefit both lower and higher education establishments in countless ways.

The days of blackboards are long gone. Even the era of dry erase boards is coming to an end. Interactive whiteboards are fundamentally changing what education looks like in the 21st century. Interactive whiteboards enhance a student's learning experience significantly. A classroom equipped with an interactive whiteboard can:

1. Accommodate Multiple Learning Styles

Education has overwhelmingly favored a particular learning style, putting many others at a disadvantage. An interactive whiteboard helps students learn in a way that best suits them. The many apps available to these devices allow learning in multiple styles. Audio, visual, and kinetic learners can watch and listen to material or even follow along on their own synced devices in real-time.

Materials can be easily modified to be accessible for both students and teachers. For example, users can increase the text size or color on an interactive whiteboard to help with visual challenges and access the material in a format that works best for them.

2. Encourage Student Engagement

Interactivity has been well studied across many industries, including education. This 2019 study showed that interactivity, engagement, and student performance are positively linked in a classroom environment. The more interactive the lesson, the more likely that students will engage with and learn the material effectively. If the use of technology does not get students' attention, then the interactivity will. Interactive whiteboards inspire student engagement in several ways. For example, interactive whiteboards can:

Support styluses that allow students to write, draw, and edit directly on the screen making it simple for students to interact during a lesson

Foster real-time collaboration and idea-sharing in a digital environment within the classroom or offsite location

Leverage interactive apps to illustrate concepts and further teach interactive lessons

3. Reduce Classroom Costs

Budgeting for schools can be tough, and teachers are often asked to do more with less to maintain a strict budget. However, that can result in sacrificing education quality, causing everyone to suffer. In contrast, a thoughtfully placed interactive whiteboard in a major lecture hall or critical classroom can help reduce operating expenses. With digital solutions, an educational institution will spend less money on papers, printing, or supplies for a lesson. Likewise, interactive whiteboards come loaded with numerous apps plus access to an app library. Rather than paying costly subscriptions to digital education resources, teachers can use these free apps to build their lessons. That means less time fretting over money spent and more time spent on teaching.

4. Digitize the Lessons

The world is speeding towards a hyperconnected, digital environment where information and resources are available on demand. However, schools have notoriously lagged in technology, but interactive whiteboards can help bridge this gap.

With an interactive whiteboard, a teacher can effortlessly digitize lessons to make them easier for students to follow along on their own devices. Materials can be uploaded to cloud storage, where these interactive lessons are always accessible. Together, a more centralized and streamlined

learning environment is created, where students can rapidly ask questions and access the answers they need in real-time.

5. Improve Student Career Preparation

According to the Brookings Institute, at least 40 percent of all career fields require "medium digital skills." These workers need to be comfortable navigating digital technology. Likewise, between 2002 and 2016, the number of careers requiring advanced digital knowledge rose from 5 percent to 23 percent.

Today's students will be expected to have full familiarity with modern digital tools when they reach their careers. An interactive whiteboard can be one of the many tools that helps a student gain that critical familiarity required to prepare them for the future.

Concept of Instructional Delivery

Business educators in this 21st century should be ready to learn and adopt digital techniques of pedagogy to enhance instructional content delivery, supervision of exams, teaching practice and project as well as to address educators' expectations and students performance. The digital educator must be able to use effectively, confidently and competently Digital resources to achieve instructional goals and objectives. Presently in Nigeria, especially in public schools, most teachers impact knowledge conventionally. Laleye (2015), opined that, the use of suitable materials and tools in the teaching and learning will undeniably be helpful in making the process more meaningful.

Business Education Programme

In order to be able to understand the concept of Business Education, it would be necessary to look at the definitions of Business Education in the past and present time. This is because technology has helped to change definitions of certain things. It therefore, implies that Business Education, as a course of study has to move with time. Njoku (1997) in NOUN (2008), defines Business Education programme, as that facet of educational training that helps the individual to acquire relevant skills needed for living. However, in 2006 Njoku gave another definition as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself.

Popham (1975) in Sulieman (2017), said when a group of people were asked what Business Education is? The reply was as follows: A business executive replied, "Business Education is Education to produce goods and services". A radical retorted: It is the avenue to make enormous profit. One teacher responded: Economic concepts necessary for living in a business economy. Another teacher answered: Learning skills to enter a business or distributive job. A person on the street said "Shorthand and typing, that's it". After looking at the different views of people about business education, Popham came to a conclusion that: Business Education is a course that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. In the definition of Popham, he didn't see Business Education from the academic perspective.

Obiete et al (2015), in Atakpa (2011) remarked that, Business Education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, Business Education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis.

Business Education means different things to different people. Obiete et al (2015), in Agwumezie (1999), sees Business Education as a programme in education that prepares students for entry into an advancement in the world of work. Otomiewo (2019), in Aliyu (1999), sees business education as a programme one needs to be proud of, if properly designed, adequately prepared and religiously harmonized.

Aliyu further affirms that Business Education is an educational programme which involves acquisition of skills, knowledge and competencies which makes the recipient, beneficiary proficient. It is an umbrella under which all business programmed takes a shield, such as marketing, business administration, secretarial studies digital technology and accounting. Business Education as a discipline is expected to expose its recipients to diversity curricula, hence it is that type of education that inculcate in its recipients, attitudes, knowledge, skills, values that is required in the business world. This is a means of producing a healthy, literate, self-reliant citizen that would create wealth for human development, when they become self-employed, thereby resulting to sustainable nation's development at large.

However, Business Education is intended to produce responsible, productive and self-reliant citizen). The highlights and the importance of Business Education in inculcating in the recipient's knowledge, attitudes, and skills needed in the business world. The objectives of Business Education cannot be over emphasized; hence, Business Education generally is born out of the needs of industry, commerce, and society. In addition, it is career oriented that aims at preparing people for gainful employment (Ezeani, 2012). To Amuchie & Matsayi (2018), Business Education is being defined as the fundamental theory of business which helps an individual to perform well in the world of business. Business Education involves that aspect of education that provide the knowledge, skills, understanding and other attitude needed to perform well in the world of business as producers or consumers of goods and services that business offers. It is a programme that offers knowledge activities and skills needed by citizen in other to effectively manage their resources and participate well in the economic system.

They furtherly observed that, Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. Education itself does not only mean schooling even though schooling is essential, yet it is a much wider concept embracing formal and informal methods learning; traditional and non- traditional teaching processing, self-learning (through various media such as books, Tv, internet, Radio, etc). Business education which encompasses several disciplines enables people to think, speak and behave in ways that support the growth, efficiency and effectiveness of an organization or several organizations.

Mohit (2020), opined that Business Education is a "compound" term, meaning that it covers several methods used to impart knowledge and skills that form the fundamentals of business practices. While the most common way of acquiring knowledge in Business Education is through formal education, it is not the only way. Today, it has become so much easy to get experience and skills thanks to the internet. In just a click of a button, you can get a business tutor to help you along the way. The main goals of Business Education are to teach the business processes involved in the art of decision making, problem-solving, and purposeful risk-taking. Additionally, students are taught the philosophies, abstract theories, and the psychology of management. The result is an all-round student who is very ready to climb up the ladders of the corporate world. The logic behind Business Education is to equip a student with practical applications, business start-ups, and operational procedures to run a business.

Oguejiofor & Umeh (2019). Described Business Education as a process through which individuals acquire necessary skills, knowledge, attitudes and values that will enable them handle the challenges of life as they come and be able to contribute their own quota towards economic growth. Rotua (1017), in Amoor (2010), observed that Business Education has been defined in several ways, most of which highlight its vocational nature. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self- employment, that business Education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business.

Roger's Diffusion of Innovation (DOI) Theory

This paper anchored on Roger's Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers in 1962. Diffusion of Innovation Theory (DOI), is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and

diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that, people as part of a social system adopt new ideas, techniques, technology, behavior, or product. Adoption means that a person does something differently than what they had previously (i.e., acquire and perform a new digital technology.). The key to adoption is that the person must perceive the idea, behavior, or product as new or innovative. It is through this, that diffusion is possible. Beever (2016)

These four elements are present in every diffusion research study and in every diffusion program (i.e. the main elements are the variables in the diffusion process). Beever (2016),

Innovation: Is an idea, practice or object that is perceived as new by an individual or group [or organization]. (Rogers, 2003:12)

Communication: The process by which participants create and share information to one another in order to reach a mutual understanding (Rogers, 2003:18)

Time: Time involved in the innovation-decision process, the time taken to adopt an innovation by the adopter and the adoption rate across the social system (Rogers, 2003:20).

Social system: Are a set of interrelated social units (e.g. individuals, informal groups, organizations) +that are engaged in problem solving to achieve a common goal. (Rogers, 2003:23) – it determines the boundary for a diffusion process; it can be affected by norms, and the degree to which individuals can influence one another

This theory is succinctly adopted as the theoretical underpinning of this study because it is related to the predictor variable of this study (digital switch-over). The theory predicts that the adoption of digital switch-over can and will always enhance the instructional delivery of Business Education content delivery, using the Microsoft Teems and the Google Classroom to deliver content, supervision of Examination, Teaching Practice and Projects. The Interactive Whiteboard also aided in skills development of the basic functional skills to the creation of lessons and as well as integrating technology.

WhatsApp platforms through group chats enables the business educators to meet with their expectations and student's achievement. Adoption means that a person does something differently than what they had previously (i.e., acquire and perform a new digital technology.). The key to adoption is that the person must perceive the idea, behavior, or product as new or innovative. It is through this, that diffusion is possible. Beever (2016). The adoption digital switch-over of the business educators in using the digital web-based tools as a medium of lecturing has become the new normal in the instructional delivery of Business Education in Colleges of Education South- South Nigeria.

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

Smart Facilities influence on (content delivery and supervision, skills development and educators' expectations)

To examine the significant difference between smart facilities 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 smart facilities 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	Experience	146	103.11	12.43	225	**-0.104**	**0.415**	Not Significant
	Less experience	81	100.02	9.11				
SDp	Male	94	107.12	7.85	225	**-0.109**	**0.125**	Not
	Female	133	105.25	9.14				significant
EE	Experience	94	104.21	8.88	225	**-0.236**	**0.219**	Not
	Less experience	133	102.32	8.04				significant

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 smart facilities 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 experience and less experienced educators' ratings on the influence of smart facilities on content delivery and supervision in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance (t= -0.104, p=0.415), the null hypothesis was therefore accepted as p>0.05. Similarly, the result also showed that there is no significant difference between male and female educators' ratings on the influence of smart facilities on skill development in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance (t= -0.109, p=0.125), the null hypothesis was also accepted as p>0.05. Finally, the result showed that there is no significant difference between experience and less experienced educators' ratings on the influence of smart facilities on educators' expectations in instructional delivery in colleges of education in South-South, Nigeria at 0.05 level of significance (t= -0.236, p=0.219), the null hypothesis was therefore accepted as p>0.05. This implies that there is no significant difference between smart facilities 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.

Smart Facilities and Instructional Delivery

The purpose of this study is to examine the above. This was verified by research questions four, five and six. It was also tested with hypotheses four, five and six. Items 13-24 on the B part of the questionnaire were carefully constructed to answer these questions. The result include grand means of {4.11 (SD=0.79)} for research question 4, {4.04 (SD=0.82)} for research question 5 and {4.02 (SD=0.79)} for research question 6 respectively. The results in table 4.15 {t= -0.104, p=0.415, p>.05}, {t= -0.109, p=0.125, p>.05} and {t= -0.236, p=0.219, 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 smart facilities 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 Barquero (2020) who opined that, interactive whiteboards have become a common element within the educational field, so much so that they have led to a paradigm shift in the way of understanding the teaching and learning processes. To Bernabeo & Mateou (2017), using smart teaching techniques, such as the electronic interactive whiteboard (IWB) is becoming more prevalent in schools, colleges and universities. Employing this method of digital switch-over, provides the students with a different experience by making the classroom more interactive and interesting. Interactive applications are in demand for educators who want to involve their students in learning with this kind of technology.

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. 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.
2. Curriculum planners and developers must incorporate utilization of digital technologies in future review of business education curriculum so as to give credence to digital switch-over.
3. Special allowances should be given to educators who utilize digital technologies so as to encourage smooth migration towards digital switch-over by business educators.

REFERENCES

Amuchie, A. A., & Matsayi, L.A., (2018). Business Education a Panacea for Growth of Small and Medium Enterprise and National Development in Nigeria: Global Journal of Management and Business Research:

Barquero J., (2020). Importance of interactive whiteboards in virtual classrooms: https://www.cae.net/importance-of-interactive-whiteboards-in-virtual-classrooms/

Beever, G., (2016). Diffusion of Innovation Theory: https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories.

Ezeani.N.S., (2012). The Teacher and Skills Acquisition at Business Education: From the Perspective of Accounting Skills DOI:10.12816/0002256

IQ, (2019). Future class: why need an interactive display in your classroom/office? www.iqboard.net

Knilt, (2015). Smart Board Hardware and Components arc.albany.edu/unit_i_ smart_board hardware and components.

Laleye, A. M., (2015). Educational technology for effective service delivery in educational training and research in Nigeria. Procedia - Social and Behavioral Sciences www.sciencedirect.com\

Mohamed, L., (2021). Nigeria: Time to Bring Closure to the Digital Switchover Process https://allafrica.com

Mohit T, (2020). A Simple Understanding of What Business Education Is and What It Entails https://www.entrepreneurshiplife.com

Noun, (2008). Principles of Business Education; Published by: National Open University of Nigeria www.nou.edu.ng

Obiete, I. A., Nwazor, J. C., & Vin-Mbah, I. F., (2015). Strategies for Teaching Business Education Students in Nigerian Tertiary Institutions for Cooperate Governance. Journal of Education and Practice www.iiste.org

Oguejiofor, C.S, & Umeh, U.F., (2019). Status Of Business Education In Promoting Reliable and Sound Economic Growth In The Oil Sector In Delta State: IJRDO - Journal Of Business Management ISSN: 2455-6661(5)(3)

Otomiewo, E.E, (2019). Assessment of the Relevance of Information Communication And Technology In Higher Institution Of Learning, Delta State. Journal of Education / Arts and Humanities (JEAH). 1 (1), https://www.watchpub/jeah

Starks, M. (2017). Steps to Digital Switchover: Commonwealth Digital Broadcasting Caribbean Forum https://www.broadcastingcommission.org

Sulaiman, U.O, (2017). Meaning of Business Education. https://olabisiblog.wordpress.com