

MODERN TECHNIQUES OF TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES INTERTIARY INSTITUTIONS IN NIGERIA

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Abstract

Business Education is part of general education which involves teaching the skills and operations of the business industry. While teaching techniques can be referred to the principles and methods used by teachers to enable students learn. This paper looks at modern techniques of teaching Business Education Courses in Tertiary institutions. It focuses on Modern techniques of teaching which enables students to improve their intellect behaviour by using various new and innovative ideas rather than using old technique which make students recite the syllabus to clear examination. Some of the old techniques of teaching Business Education include lecture method, textbook method, questioning strategy etc. were discussed. Modern techniques of teaching that are capable of motivating the students and sustain their interests in the course of instruction among which are collaborative learning, spaced learning, self-learning, problem-solving method etc. were also discussed in detail. Conclusion and recommendations were drawn among which are that tertiary institutions should make learning environments more interactive to integrate various techniques into the learning experience. Teachers/lecturers should use blended techniques whenever appropriate.

Keywords: *Business education, Learning, Modern, Teaching, Techniques*

Introduction

Business Education is a process of instructing students about what happens in Offices, Banks, Markets etc. It also concerns the training and preparation of students for gainful employment in the labour market. It is the type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems and be able to have business like attitudes useful for success in business situation (Irukaku and Noeleen, 2018). According to Nwosu (2013) Business Education is all embracing, ranging from entrepreneurship education to basic business processes which are among the basic vocational practices. Hence, it is generally regarded as a utilitarian education. Amoor (2013) in Ofodile (2019) affirms that Business Education consists of a group of related occupationally focused and general education courses. The relevant skills and knowledge derived from Business Education empowers recipients to function optimally in dual capacity as an employee and employer. It is therefore beneficial to all irrespective of age or social status.

Teaching techniques are the most prominent among several reasons which impact on students' acquisition of effective skills needed to be professional and active participators in creative building (ASTE 2016). There is an assumption that students learn with different styles at different speeds, different levels of prior knowledge and different environment when the subject matter is given by way of a variety of teaching

techniques. Shinn (1992) defines Teaching Technique as a complex educational method, strategy, tool, discipline and communication in order to achieve goals. Instructional method and teaching techniques means the same thing. Kizlik (2017) also affirms that Teaching Techniques for all practical purposes mean the same thing. Regardless of what we call such processes, they are primarily descriptions of learning objective-oriented activities and flow of information between teachers and students. Business Education students need skills in order to be effective in their workplace and Business Education courses must be taught with the right teaching techniques so as to inculcate the right skills and attitudes to the students.

Moreover, a fundamental feature of Business Education is to prepare individuals for the acquisition of the needed skills to survive in a highly competitive labour market. Being an integral part of Vocational and Technical Education, Amoor(2014) states that Business Education not only prepares individuals to be responsible citizens, it also imbues in them the capacity to generate new ideas that could foster economic growth. It has therefore become pertinent that Business Education students acquire the skills commensurate with the programmes of the course to display the application of professional skills in the labour market and self-reliance (Eze and Okorafor, 2016). Thus, Business Educators should judiciously follow or implement the programme of Business Education using techniques which enhance the acquisition of skills if students must be equipped for the competitive market economy.

Techniques of Teaching Business Education

The teaching method which focuses more on teaching the students for improving their intellect behaviour by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same oldstyle rather modern teaching method should be used. Modern teaching method is more activity-based and centres on the learner's mind which involves them entirely into the process of learning. In the modern teaching techniques, curriculum teaching and planning are done keeping the learner as the primary target. Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as constructivist approach. On the other hand, the teacher only leads them and guides them to focus on the objectives of the subject (Sam and Obi, 2000). Bruce and Langdom (2013) in Obi (2018) defines technique as mapping out the future, setting out which products and services you will take to which market and how. Technique is deliberately choosing different set of activities to deliver a unique mix of value (Amezi, 2011). According to Mariani (2002) techniques play cognitive roles in learning because they facilitate and optimize processes, especially in new tasks where one cannot rely on routine automatic behaviour in tasks which require and/or allow conscious thinking and accuracy. Teaching technique is a systematic way of doing something. It implies an orderly logical arrangement of steps; it is more procedural.

Yinusa (2014) opines that the most appropriate techniques and strategies to adopt in teaching skill acquisition should be that which can motivate the students and sustain their interest in the course of instruction. The author suggests that, in terms of practical skills acquisition, it is very appropriate to adopt a teaching technique that can bring out the manufacturing process and exploration of materials into the classroom situation. There are so many techniques of teaching Business Education among which are Traditional Techniques and New Techniques. According to Sam and Joe (2000) Traditional Techniques are those approaches of the teaching and learning where the teacher dominates the students through his expertise in the subject. The primary purpose of teaching at any level of education is to bring fundamental changes in the learner (Tebabal and Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching techniques that best suit specific objectives and level of learning outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered technique to impart knowledge to students, comparative to students centered technique. Ayeni (2011) posits that teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the techniques of teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concerns to be covered.

According to Sam and Obi (2000) the following are some of the traditional techniques of teaching:

1. Lecture Method: This forms part of the traditional techniques of teaching facts if not one of the oldest methods. Business Education Lecturers proceed from an expert that knows so much that his art of teaching

is to tell, speak, talk on a topic as it occurs to him, irrespective of the learners' inclinations, maturation and readiness. Whoever catches an insight benefit but for most listeners, it is merely a delivery of proverbs. Emotional stress in students is not easily recognized by a traditional lecturer.

2. **Textbook Method:** This is a situation whereby several authors gather syllabuses of schools and write on the topics there. Later, their publisher lobby for those books to become texts for class use. The tradition has been that the teacher borrows a copy of the text from a pupil where the school did not buy a copy when it is time for the subject. Line by line, page by page the text is read and explained.
3. **Questioning Strategy:** This is used to guide students into learning by inquiry. According to Ludo (2017) questioning technique is used to determine what the students knew before the lesson, what their individual backgrounds are, whether they did their homework and generally to secure their interest for the new topic.

Modern Techniques of Teaching and Learning

Modern techniques of teaching are fairly well individualized or personalized. Each person is assisted as much as possible to participate actively in the learning process. Slade (2017) observes that issues are generally analysed in such ways that the person can participate in problems that are identified with learners' cooperation and solution discovered. Teachers utilize ideas gained from philosophy, ethics, psychology as well as knowledge of and experiences in the subjects to guide students. Varieties of techniques are adopted in every modern Business Education class among which are: Collaborative Learning; Spaced learning; Self-learning; Gamification; Problem-based Learning; Flipped Classroom; V A K teaching and Crossover learning.

Collaborative Learning: Jordan and Janine (2018) define collaboration as the most frequently cited skills which have seen resurgence in interest among educational organizations that are dedicated to preparing students to be productive members of society and for the future of work. Collaborative learning is a situation in which two or more students learn or attempt to learn something together. Unlike individual learning, when Business Education students engaged in collaborative learning they capitalized on one another's resources and skills. It is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, these students work in groups of two or more, mutually searching for understanding, solutions or meanings or creating a product. Collaborative learning when planned well, structures effective communication between peers, peer evaluation and problem-solving. The proponents of this model are that working in a group improves the attention, involvement and acquisition of knowledge by the students. The main characteristic is that it is structured based on the formation of groups of two or more people where each member has a specific role and to reach the objectives, it is necessary to interact and work in a coordinated manner. In a collaborative learning context, the final goal is always common and will be achieved if each of the members successfully performs their tasks.

Spaced Learning: This involves repeating material at defined intervals, with unrelated activity in between. Jordan and Janine (2018) define spaced learning as the process in which highly condensed learning content is repeated three times, with two to ten minutes break during which distractor activities such as physical activities are performed by the students. Spaced learning comprises breaking a long course into several sessions or modules of shorter durations with break in between.

Benefits of Spaced Learning

- a. Active recall is far superior
- b. Learning is retained over long term
- c. Helps prolong learning
- d. Repetition helps to memorize and improve long-term learning and recall.
- e. It stops students from forgetting
- f. Learners can access study materials whenever they want.

Self – Learning: This can be defined as a method of gathering information and after processing and retain it without taking the help of another individual. It is a modern way of learning that helps a student to teach himself skills and knowledge that will prove relevant to the activities. In this technique, curiosity pushes the learner to learn new and more always. It drives the learners to learn and memorize large spaces of the text that they will either miss gratefully or forget immediately. Through their curiosity, students get motivated to

explore the subjects they are interested in teaching students to operate the internet and find results themselves; this helps them to be self-dependent and gives them a deep understanding of the content. Business Education teacher should allow the students to bring new ideas and work on it for the development of their brains and ability to work alone. This modern teaching technique plays a significant role in learners' period of education.

Gamification: - According to Jordan and Janine (2018), gamification refers to the integration of game mechanics (e.g. point scoring, competition with others, rules of play etc.) to other areas of activity of teaching and learning. It is the process of taking something that already exists like software application to teach in order to motivate students and also to ensure consistent participation and longtime engagement. Gamification can help Business Education students focus and build essential skills. It keeps students motivated and engaged in the classroom. It focuses on the mechanics of how gaming works. This helps create a simple way for students to view the progress in learning and also build continued engagement with their colleagues.

Problem-Based Learning: - Problem based learning is a cyclic learning process composed of many different stages, starting with asking questions and acquiring knowledge that, in turn leads to more questions in a growing complexity cycle. Putting this methodology into practice by Business Educators does not only mean the exercise of inquiry by students, but convert it into useful data and information. According to Slade (2017) the four great advantages observed with the use of problem-based learning are: -

- a. The development of critical thinking and creative skills
- b. The improvement of problem-solving abilities
- c. Increased students' motivation
- d. Better knowledge sharing in challenging situation.

Competency-Based Learning: - This has the acquisition of knowledge, the development of skills and the establishment of work habits as the main goal. Through assessment tools such as rubrics, Business Education teachers can go through the academic curriculum without significant deviation but focusing it in a different way, putting into practice real examples and thus transmitting to the students a more tangible dimension of the lesson.

Flipped Classroom: - It is one of the very vital modern teaching methods that has been in use nowadays. In this method of teaching, the teaching procedure takes place in a flipped manner. Unlike traditional ways, the students study new materials or content at home by themselves and practice the same at school. The method is the reverse of providing content at school and asks students to rework on it or practice it at home. The students practice this method at home by watching a video tutorial, search online, or work on the content usually shared by the teacher. They do not need to complete the home work at home. Instead, they end it at school. Through the practice of flipped classroom modern teaching methods, Business Education students get enough time to grasp the topic, unlike school where they get only a few minutes to understand the content; if necessary, they can work more on one issue. Students prepare themselves with the content before arriving in school and if they face any doubt, they can discuss it in the classroom or ask the concerned Business Educator. They can also suggest their ideas related to the content and share it with other classmates. Another advantage of this modern teaching technique is that students would not have to suffer due to their sickness. Sick days won't interrupt their learning.

V A K Teaching: - V A K is a modern teaching technique whose effects can be seen clearly. It is divided into three categories i.e. Visual, Audio and Kinesthetic (movement). Students need to recognize to which category they belong to or the teacher must know to which category a student relates to. In V A K, V that is visual means seeing the data, A is Audio – means gathering information by hearing the data and K which is Kinesthetic means feeling the data. Business Education teacher should keep the category of students in kind while teaching because some students catch the information by seeing, by hearing or by feeling. So, they should present the same material in different ways. The impact of V A K teaching technique is very effective in this modern era. In the time of internet, watching and learning through videos has become a popular new medium of teaching. Students grasp fast when they see, hear or feel instead of reading the material. Also, a learner is not limited to any one of the media as they can use even all three mediums of instructions.

Crossover Learning: - This technique uses both formal and informal teaching and learning environments. It is one of the perfect ways to give the best education to learners. Crossover learning effectively engages learners and provides authentic yet innovative results. A formal setting is a traditional setting i.e. classroom to provide education while informal environment of teaching is museums, seminars and after school places. Schools and Colleges teach with content, study material and use everyday experiences to add knowledge. On the other hand, informal learning generates curiosity and interest and increases understanding by asking questions from their teachers. Business Educators should introduce new queries or questions in the formal setting and answers for which students should try to find informal settings such as by exploring that question on their museum visit. The learners can take notes or collect pictures as their data and produce them as the information when they are back in the classroom. They can share collected information with other classmates and can discuss it for better results.

Advantages of Modern Teaching Techniques

1. **Learner-centered:** - It focuses on learners while using or applying new techniques during classroom lectures. The Business Educator acts only as a guide and all the learning process involves learners. Learners significantly appear as dominators in classroom interactions.
2. **Task-based or Activity-based:** - The Business Educator organizes activity or task and engages students to learn through this way. Hence, it is activity-based or commission-based. Students are offered or asked to take part in classroom interaction through these interactive activities.
3. **Resource-Based:** - Teachers are resourceful, they collect and distribute all the required study materials to the learners for their learning or to understand the topic clearly. The resources can be collected from the school environment or any other place where it is available. Also, a learner can be the source to bring study materials or resources from their end.
4. **Interactive in Nature:** - The Business Educator asks the students to form small group or work as individual to perform the learning tasks and come up with the desired results. It helps them to gather knowledge from one another. Students learn to work together and this result in sense of cooperation. It also works in their favour when they step out in the outer world.
5. **Integrative in Nature:** - Teachers link topics of one subject to other issues and make it integrative. By this, a learner can gain knowledge of more topics studying one.
6. **Peer Collaboration:** - Modern teaching methods not only encourage students by allowing them to present their ideas or initiative by noticing their responses, studying their research and allowing them to answer during interaction in classes but also selects students based on interest, needs and feelings. Through instructional activities, students learn to work cooperatively and they appreciate their competitors' work as well.

Conclusion

The rationale for new techniques for effective teaching of Business Education students in tertiary institutions in Nigeria is to impart the basic knowledge, attitudes and practical know-how necessary for human and capital development. Business education courses can only be imparted through the use of appropriate and effective teaching techniques that are capable of spurring the learners to creatively explore their potentials and maximize them for the betterment of the society. Business educators should exhaust all effective measures to imparting the knowledge, attitudes and skills required for the individual to function effectively in the society. Using combination of techniques in imparting knowledge to business education students provide them opportunity to apply what they learn in the classroom to real-life experiences and this has proven to be an effective way of both disseminating and integrating knowledge.

Recommendations

1. Business educators should utilize various techniques to support continued economic growth by training students that possess the appropriate skills needed for industrial development.
2. Education policies must promote critical reflection, interdisciplinary learning and innovation in order to support students in their transition to active citizenship.
3. Business educators in tertiary institutions should make learning environments more interactive to integrate various techniques into the learning experience and to also use blended techniques whenever appropriate.

4. Teachers should realize that it becomes more effective when students are tasked to perform rather than just asked to remember some information.
5. It should be noted by all education stakeholders that knowledge is generated by the learners through experienced based activities rather than those directed by the instructors.
6. Government/management need to organize regular in-service training for Business Education teachers as it is believed that in-service training addresses contemporary issues in Business Education. In-service training will also expose the teachers to dynamics of teaching Business Education and enhance their teaching skills which will help teachers in dealing with wider Business Education curriculum, shed lighter and help teachers understand various methodologies and how to incorporate them in their day-to-day teaching.

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