

# EXPLORING THE EFFICACY OF CONTENT BASED INSTRUCTIONAL STRATEGIES ON THE ENHANCEMENT OF BUSINESS EDUCATION PROGRAMME IN F.C.E (TECHNICAL), AKOKA, LAGOS, NIGERIA

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**Abstract:** Strategies are techniques in utilization resources in fostering academic excellence to promote teaching and learning activities. Instructional strategies are major component in intelligent systems when passing instructions. Business education as a vocational course embeds entrepreneurship, marketing, accounting and office technology management courses for pre-graduation, graduation and post-graduation purposes. Research questions were formulated to guide the study. A descriptive study research design was adopted for the study. Instructional strategies make simplification adopt texts and promote comprehensiveness among students. It takes place in all educational levels, evaluating learning objectives, comprehension be achieved. Also, it provides pedagogical accommodation to learner proficiency levels and skills. The adaptability and sustainability of instructional strategies lies on the authenticity of the materials utilized. The teacher must create a truly learners centered classroom to adequately utilize instructional strategies. A structured and validated instrument was used to elicit responses for this study. In establishing the reliability of the instrument, 0.67 co-efficient was gotten showing the instrument was reliable. mean rating were used to analyze the responses from the research question. Business education programs require high level of expertise to ensure adequate level of instructional strategies utilization for the benefits of the nation at large. Recommendations were made includes curriculum planners should provide funds should be made to equip the business education programs at tertiary level and adaptation to what is done in the foreign world.

**Keywords:** Business education programme; Content based instructional strategy; Efficacy and exploring

## 1 INTRODUCTION

Centuries ago, Nigerian public educators engaged in several reforms. Notwithstanding, the existence of reform educationally implemented, students number remain classified as performing low. Consequently, gaps exists between levels of students existing continually the highest schools that performs, gaps exist with the achievement level, and the challenge of closing such gaps becomes a problem. Schools, which is a major institution within the society, are facing difficulty obtaining knowledge, skill and character formation in preparing students in adult years [1]. Content Based Instructional strategy, firstly arbitrary deletes the uniqueness between language and content. Second, it reflects the safety and aspires of learners. Third, it accounts the consequential use of the learners and exposes the students to authenticate materials and tasks. Fourth, it displays optimum conditions for second language exposed by acquiring learners to meaningful, cognitively language. Lastly, providing accommodating pedagogical level for proficiency among learners to improve skills and levels.

According to Federal Ministry of Education [2-3], business skills and techniques, business knowledge and understanding etc, which contribute to entry-level requirements for office occupations, are taught at the pre-vocational level in an integrated form called business studies. The acquisition of business and entrepreneurship skills is importantly more than over in recent times. This has resulted to global issues. Business education stresses learning experiences leading to mobilization of general objectives of entrepreneurship. It inculcates skills, culture, competencies and entrepreneurial culture that will enable them suit the society. Business education is a system that trains and encourages beneficiaries acquire skills that makes them fit into the place of work. Business education encounters the business world in rural and urban areas that prepares and engages them with positive attitude and competence in business and about business. Business education provides skills and knowledge enabling learners to adequately handle sophisticated software's, office technologies and information Management. It encourages skills, attitudes and knowledge needed by citizens be effective in managing business in an economic system. Consequently, business education provides individual with adequate and vocational skills and better knowledge. It equips one with pedagogical ethics in education for and about business. Also, it is a programme of instructions equipping one with vocational competencies providing information about business [4].

## 2 STATEMENT OF THE PROBLEM

Despite the inclusion of Business Education in the curriculum of tertiary education in Nigeria, its objectives has not yet been fully met. Many of the students still find it hard to get good jobs in their specialization after years of learning. The

job environment does not accept a B.Sc. (Ed.) business education student that specializes in accounting, rather they go for OND in accounting which affects the rationale of going for the specialization [5]. After SIWES, most companies believe that Business Education students does not have an in-depth knowledge of their specialization such as Accounting, Office and Technology Management, Marketing and Entrepreneurship areas. This has created a miasma of fear in the future of Business education graduates which is affecting the enrolment of students in the course at undergraduate level [6]. This study will look at exploring the efficacy of content based instructional strategy on the enhancement of business education programmes in Federal College of Education (Technical), Akoka, Lagos State, Nigeria.

### 3 PURPOSE OF THE STUDY

1. The extent to which content-based instructional strategy augments Business education students in Federal College of Education (Technical), Lagos State.
2. Profile the ability and capability of Lecturers in deploying content-based instructional strategy for the academic performance of business education students in Federal College of Education (Technical), Lagos State.
3. Determine the challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of business education students in Federal College of Education (Technical), Lagos State.

### 4 RESEARCH QUESTIONS

1. To what extent does content-based instructional strategy augments Business education in Federal College of Education (Technical), Lagos State?
2. Does profiling the ability and capability of lecturers deploys content-based instructional strategy for the academic performance of business education students in Federal College of Education (Technical), Lagos State?
3. To determine the challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of business education students in Federal College of Education (Technical), Lagos State?

### 5 METHODOLOGY

The study adopted a survey research design. The population of the study covered all students in final year studying Business Education [7-9]. Sampling technique used for this study was based on purposive sampling technique because of the respondents possess similar experiences during the SIWES program. Questionnaire was used to illicit responses from the respondents. The reliability of the instrument was analyzed using PPMC and a correlation coefficient of 0.67 was gotten from the process. Mean rating was used to analyze the data gotten from respondents.

### 6 RESULTS

**Table 1** Content based instructional strategy argument business education students in FCE T Akoka

S/N	Items	SA	A	D	SD	X	MEAN RATING	REMARKS
1.	It corroborates teaching	72	165	36	9	100	2.8	Positive
2.	It aids retention	36	138	72	9	100	2.6	Positive
3.	It creates a conducive environment	180	165	-	-	100	3.45	Positive
4.	It brings professionalism into play	252	111	-	-	100	3.6	Positive
5.	It reduces tension in the classroom	360	30	-	-	100	3.9	Positive
6.	It promotes improvement	256	138	-	-	100	3.94	Positive
7.	It increases efficiency and effectiveness	292	81	-	-	100	3.73	Positive

Table 1 above shows the research question one which were all positively remarked.

**Table 2** Profiling ability and capability of lecturers deploy content based instructional strategy for the academic performance of business education students in FCE T Akoka Lagos State

S/N	ITEMS	SA	A	D	SD	X	MEAN	REMARKS
8.	Level of experience	140	135	24	8	100	3.07	Positive
9.	Age of learners	192	111	30	-	100	3.33	Positive
10.	Knowing how to pass knowledge	72	165	36	9	100	2.8	Positive
11	Creating a favorable environment	180	165	-	-	100	3.45	Positive
12.	Having deep understanding about Shorthand	252	111	-	-	100	3.63	Positive

Table 2 above shows the research question two which all remarks were positive remarked.

**Table 3** Challenges mitigating maximal utilisation of business education students in Federal College of Education Technical Akoka Lagos State Nigeria

S/N	ITEMS	SA	A	D	SD	X	MEAN	REMARKS
13..	Challenge of learning content	256	81	18	-	100	3.55	Positive
14.	Non availability of Shorthand software tools	144	57	80	5	100	2.86	Positive
15.	Non utilization of ICT for the subject	216	57	36	9	100	3.18	Positive
16.	Inadequate level of expertise	318	54	-	-	100	3.82	Positive
17.	Non delivery on the side of the lecturer	36	138	72	9	100	2.6	Positive
18.	Lack of adequate Lab	256	138	-	-	100	3.9	Positive
19.	Lackadaisical attitude from students	244	63	36	-	100	3.4	Positive
20	I don't care attitude of lecturers	76	195	32	-	100	3.0	Positive

Table 3 shows the research question three. All remarks were positively remarked which shows that they are all challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of business education students in Federal College of Education (Technical), Akoka, Lagos, Nigeria.

## 7 CONCLUSION

Business education programme have many opportunities for better acquisition of skills and self-reliance in the society therefore government. Education authorities and individuals concerned should impact and contribute towards the enhancement of business education programme in tertiary institutions. Content of business education should met the on the job requirements to avoid a non interest among graduates after graduation.

Finally, it is important to note that business education have tremendous purpose for the development of tertiary institutions and the nation at large, but much to be achieved depends on how it is handled. A good number of problem exist in the impact of learning business education programme on students' competence and attitude towards business and unless they are tackled, the objective of introducing business education may not be achieved.

## 8 RECOMMENDATIONS

1. Students should be well motivated so that their interest in business education programme won't be deteriorated.
2. The curriculum planners should increase the numbers of periods allocated to core business education programme.
3. Curriculum planners should provide funds should be made to equip the business education programs at tertiary level and adaptation to what is done in the foreign world.
4. Workshops, Seminars should be attended by business educators at their spare leisure time so as to be update with vast knowledge and skills in business.
5. Government should employ more qualified teachers of business education courses to teach while those that are not qualified should be encourage to go for further teacher training programme so as to increase and boost their knowledge.

## COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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