

INFLUENCE OF DEMONSTRATION INSTRUCTIONAL STRATEGY ON TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN COLLEGES OF EDUCATION

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Abstract

The pedagogical approach used in teaching business education courses is important in ensuring effective learning outcomes. This study examines the demonstration method as an instructional strategy to attain excellence in business education courses. This study focuses on applying the demonstration method to enhance students' comprehension, engagement, and skill development in various business-related disciplines. The study adopted a descriptive research design. The population used for this study is 440, the entire business education students at the federal College of Education, Abeokuta while 150 respondents were randomly selected from 100L to 300L. 2 purposes and 2 research questions were raised to guide the study, and 2 hypotheses were formulated to test the level of significance at 0.05. Mean score and standard deviation were used to answer the research question while t-test was used to test the null hypotheses. The findings established that utilization of demonstration method is an effective instructional strategy in teaching and learning of business education courses. It also showed that students gain an increased understanding of complex concepts, practical applications, and problem-solving skills relevant to the business world. Based on the findings of the study, it was recommended among others that the demonstration method of teaching should be used more in teaching business education courses to enhance the learning of the students.

Keywords: Business Education, Demonstration Method, Instructional Strategy, Teaching and Learning.

Introduction

It has been observed that the major way of imparting knowledge that brings about behavioural change in learners is teaching. Jiboku (2021) viewed teaching as an interactive process that involves planning, implementing, and evaluating instructional activities to promote meaningful learning. Oladosu (2004) viewed teaching as an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. Ozano (2013) stated that teaching is the systematic presentation of facts, ideas, skills, and techniques to students. Meanwhile, learning is a permanent change in the behaviour of learners as an outcome of the teaching process. Therefore, for a teaching and learning process to be effective, the lecturer needs

to ensure that the instructional strategy to be used is appropriate enough to bring out the desirable change which is expected to be exhibited by the learners at the end of the teaching because without the proper usage of adequate instructional strategy, it will be difficult for the learners to acquire the necessary knowledge, skills and attitudes that are needed especially when it comes to some specialized field of study such as business education.

Business education as an integral part of vocational education is a skill-oriented course and it should be taught in ways and manner that those required skills can be achieved. Auwal, (2015) viewed Business education as a field of study that impart the learners with acquirable skills that makes them fit into the world place of work. This implies that different skills are acquired in business education as a field of study that can make them relevant in the world of work. Likewise, Jegbefume, Utebor and Kifordu (2014), submitted that business education is that form of education that imparts the learners with practical skills in trade, information technology, office occupation and business world at large.

Afolabi (2018), opined that business education is that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas. Amoor (2015) described business education as a course that prepares students for entry into advancement of jobs within business and prepares them to handle their business affairs to function intelligently as consumers and citizens in a business economy. Business education programme is concerned with teaching the skills, attitudes, and Knowledge necessary for successful career in office and business world. In line with the business education objectives, it is expected that the teaching of various courses in business education should be complemented with practical skills for effective learning outcomes. Therefore, instructional strategies such as demonstration instructional strategy are essential.

Demonstration instructional strategy is a method of teaching where the lecturer actively shows how tasks are performed or problems solved practically to the learners. It is an instructional delivery system whereby a lecturer practicalised what is to be done in the presence of students to show them how to do it or to illustrate the principle. Okon and Ibanga (2010) in their wisdom, maintained that demonstration method is a technique of teaching concepts, principles, or real things by combining oral explanation with manipulation of real objects, equipment, or materials. Job and Akpan (2010) opined that demonstration instructional delivery method enhances the students' level of understanding the course contents because the teaching combine cognitive, psychomotor, and affective domain.

Furthermore, Megha (2010), stated that demonstration is a step-by-step explanation along with their reason and their significance for better understanding the content of teaching. This implies that demonstration instructional strategy is the process of teaching that enables the lecturer to give a series of examples that will enhance the assimilation level of the students.

Okoro (2010), expressed demonstration strategy as a way of illustrating how a process, procedure or experiment is executed so as to aid the learner in acquiring the skill. He further explained that it is an effective method of teaching entrepreneurship education because it actually shows how

entrepreneurial skills are acquired and provides opportunity for students' practical experiences in performing some skills themselves.

This study therefore examines the influence of demonstration instructional strategy on teaching and learning of business education courses.

Statement of the Problem

In the teaching of business education courses, the challenge of achieving the expected learning outcomes had been traced down to the instructional strategy employed by various lecturers of business education and this had been a major concern. Lecturers of business education who do not take into cognizance that business education is a skilled course may not be too careful to choose correctly an appropriate instructional strategy that may be used to teach and in so doing, the expected skill that ought to be learnt or acquired will not be achieved. The utilization of inappropriate instructional strategies will harm the quality of the business education graduates that are been produced because they will not be competent and fit enough in the field of work. Hence, it is based on the gap between what is expected to be the learning outcomes and the actual outcome based on the instructional strategy used by some business education lecturers that the researcher is interested in investigating the influence of demonstration instructional strategy on teaching and learning of business education courses in Federal College of Education, Abeokuta.

Purpose of the Study

The main purpose of this study was to investigate the influence of demonstration instructional strategy on teaching and learning of business education courses in Federal College of Education, Abeokuta. Specifically, the study sought to:

Determine how demonstration instructional strategy influences teaching and learning of business education courses in Federal College of Education, Abeokuta.

Examine the strategies of implementing demonstration instructional mode of teaching and learning business education courses in Federal College of Education, Abeokuta.

Research Questions:

The following research questions were raised:

- How does the demonstration instructional mode influence the teaching and learning of business education courses in Federal College of Education, Abeokuta?
- How do the strategies of implementing demonstration instructional mode influences teaching and learning business education courses in Federal College of Education, Abeokuta?

H₀1: There is no significant difference in the mean ratings of fresher and returning students at Federal College of Education, Abeokuta regarding the strategies of implementing demonstration instructional mode of teaching and learning of business education courses.

H₀2: There is no significant difference in the mean ratings of male and female students at Federal College of Education, Abeokuta regarding the influence of demonstration method as an instructional strategy for achieving excellence in teaching and learning of business education courses.

Methodology

A descriptive survey research design was adopted for this study. This research design was found suitable for the study because it enables the researcher to collect information from the students based on their opinion on the influence of demonstration instructional strategy on teaching and learning of business education courses. It is in line with the submission that survey design focuses on individuals' view and opinion etc. (Sambo 2015). The study was carried out in Federal College of Education, Abeokuta. The population for the study was entire students of business education department. Random sampling techniques were used to select 50 students from each level to make 150 respondents. The researcher raised an 18-item questionnaire for the study titled "Influence of Demonstration Instructional Strategy for Teaching and Learning of Business Education Courses" (IDISTELEBEC), A two-section research designed questionnaire was used to collect the data. The first section was used to collect demographic data of the respondents while the second section was used to collect data on the questionnaire items raised. The items were placed on a 4-point rating scale of Strongly Agreed (SA- 4points), Agreed (A-3points), Disagreed (D-2points) and Strongly Disagreed (SD-1point). The Cronbach Alpha was used to test the consistency of the reliability yielding 0.81. Mean and standard deviation were used to answer the research questions and t-test to test the hypotheses.

Results

Research question 1: strategies of implementing demonstration instructional mode influences on teaching and learning business education courses in Federal College of Education, Abeokuta?

Table 1: Mean and standard deviation of responses on strategies of implementing demonstration instructional mode influences teaching and learning of business education courses. (N=150)

S\N	Items	X	SD	
Remark				
	Starting with well -defined learning objectives	2.54	.71	Agree
	Using demonstration that reflects real-world business scenario	2.50	.73	Agree
	Breaking down the demonstration into steps with explanation	2.52	.78	Agree
	Encouraging student interaction during the demonstration	3.57	.67	Agree
	Usage of charts, videos, and other visual aids for teaching	3.43	.61	Agree
	Providing opportunities for students to ask questions	3.45	.65	Agree
	Allowing students to practice the skills or concept demonstrated	3.16	.68	Agree
	Evaluating the students based on the skills demonstrated	3.22	.65	Agree
	Grand Mean	3.05	.63	Agree

Table 1: shows the grand mean and standard deviation scores of 3.05 and 0.63 respectively indicates that strategies in implementing demonstration instructional mode influences teaching and learning business education courses in Federal College of Education, Abeokuta. The result therefore shows that strategies in implementing demonstration instructional mode influences teaching and learning of business education courses.

Research question 2: How does the demonstration instructional mode influences teaching and learning of business education courses?

Table 2: Mean and standard deviation of responses on influence of demonstration instructional mode on teaching and learning of business education courses.

S/N	Items	X	SD	
	Remark			
	It enhances greater understanding	3.35	.75	Agree
	It is suitable for learning skills	3.17	.86	Agree
	It aids transfer of learning	3.11	.71	Agree
	It enables students to be good observers	3.20	.75	Agree
	It encourages students' reflective thinking	3.09	.84	Agree
	It makes teaching more real and permanent	2.91	.84	Agree
	It makes lessons more lively and meaningful	3.24	.74	Agree
	It increases concentration level of learners	3.17	.59	Agree
	It enhances learners' interest in teaching and learning	3.11	.50	Agree
	It enhances learners' manipulative skill	3.30	.68	Agree
	Grand Mean	3.17	.65	Agree

Table 2 shows that the distribution of respondents based on influence of demonstration instructional mode of teaching and learning of business education courses. The grand mean and standard deviation of 3.17 and 0.65 respectively indicates that demonstration instructional mode influences teaching and learning of business education courses. The result therefore shows that demonstration instructional method influences teaching and learning of business education courses.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of fresher and returning students at Federal College of Education, Abeokuta regarding the strategies of implementing demonstration instructional mode of teaching and learning of business education courses.

Table 3: t- test statistics on mean scores of freshers and returning students regarding the strategies of implementing demonstration instructional mode of teaching and learning business education courses.

Variables	N	Mean	SD	df	t-cal	t-tab
Freshers	50	3.22	1.40	148	.1285	1.976
Returning students	100	3.19	1.46			

Data in the Table 3 of the t-test analysis showed that the t-cal value of .1285 is less than the t-table value of 1.976 at $P < 0.05$ levels of significance and at 148 degrees of freedom. This shows that there is no significant difference between the mean ratings of freshers and returning students of business education regarding the strategies of implementing demonstration instructional mode of teaching and learning business education courses in Federal College of Education, Abeokuta. Therefore, the null hypothesis of no significant difference is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of male and female students at Federal College of Education, Abeokuta regarding the influence of demonstration method as an instructional strategy for achieving excellence in teaching and learning of business education courses.

Table 4: t- test statistics on mean scores of male and female students at Federal College of Education, Abeokuta regarding the influence of demonstration method as an instructional strategy for achieving excellence in teaching and learning of business education courses.

Variables	N	Mean	SD	df	t-cal	t-tab
Male	60	2.58	.75	148	1.22	1.58
Female	90	2.65	.68			

Data in the Table 4 of the t-test analysis showed that the t-cal value of 1.22 is less than the t-table of 1.58 at $P < 0.05$ levels of significance and at 148 degrees of freedom. This shows that there is no significant difference between the mean ratings of male and female students of business education regarding the influence of demonstration method as an instructional strategy for achieving excellence of teaching and learning business education courses in Federal College of Education, Abeokuta. Therefore, the null hypothesis of no significant difference is accepted.

Discussion of findings

The findings in research question 1 shows that when demonstration method is strategically implemented in the teaching and learning process of business education, it helps to achieve relatively permanent learning outcome. This means that when demonstration method is well planned for teaching, it enables the student to see the learning content to be more real because the

expected skill to be acquired are practically displayed by the teacher and this enables the students to practice the skills as well. Megha (2010), stated that demonstration is a step-by-step explanation along with their reason and their significance for better understanding the content of teaching. This implies that demonstration method is the process of teaching that enables the lecturer to give series of examples that will enhance the assimilation level of the students.

Likewise, the result of research question 2 implies that demonstration method is an effective pedagogical strategy for teaching and learning of business education courses because it enhances greater understanding, encourages students' reflective thinking, and as well enhances learners' manipulative skill. Therefore, the three domains of educational objectives can easily be begotten in the utilization of demonstration method in teaching and learning process. This is in line with Job and Akpan (2010) who opined that demonstration instructional delivery method enhances the students' level of understanding the course contents because the teaching combine cognitive, psychomotor, and affective domain. This means that for better understanding of learning content of business education courses, demonstration method should be more utilized.

The findings in hypothesis 1 also show that there is no significant difference in the mean ratings of freshers and returning students regarding the strategic implementation of demonstration method. This means that when the lecturer teaches effectively putting into use the step-by-step teaching process required by the method, the level of assimilation of the two will be achieved. In the same way, the hypothesis 2 also shows that there is no significant difference in the mean ratings of responses of male and female regarding the utilization of demonstration method in teaching and learning of business education courses. This means that the three domain of learning objectives involved in demonstration method will be applicable to the two genders.

Conclusion

This study examined demonstration method as an effective instructional strategy for achieving excellence in teaching and learning of business education courses. It can therefore be concluded that in teaching business education as skill-oriented courses, demonstration instructional strategy is one of the effective method that can be used in achieving the expected learning outcome that is expected to be acquired by business education students. The study revealed that when the strategies for implementing the demonstration method are applied in teaching, it will enhance the learning process and increase the students' level of retaining knowledge.

Recommendations

The following recommendations were made based on the findings:

- 1.the strategies for implementing demonstration instructional strategy should be well planned.
2. business education lecturers should employ the usage of demonstration method as their mode of instructional strategies when teaching the skill courses in business education.

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