



INFLUENCE OF DEMONSTRATION INSTRUCTIONAL STRATEGY ON LEARNING OF BUSINESS EDUCATION COURSES IN FEDERAL COLLEGE OF EDUCATION, ABEOKUTA

Dr. Olatunde Adebola Morenike

adebolaolatunde1070@gmail.com (08069638397) Department of Business Education
Federal College of Education, Abeokuta

&

Babayemi Oluyemi Akeem

obabayemi7@gmail.com (08032250399) Department of Business Education Federal College of Education,
Abeokuta

Abstract

The pedagogical approach employed in content delivery of business education courses is essential in determining the 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 strategy to enhance students' comprehension, engagement, and skill development in various business-related disciplines. Descriptive research design was adopted for this study. The study focused on all 440 Business Education students of NCE1 to NCE 3 at the Federal College of Education, Abeokuta. Out of this group, 150 students were randomly chosen from the 100L to 300L to serve as the sample for the research. 2 research questions with corresponding hypotheses were formulated and tested at 0.05 level of significance to guide the study. Mean and standard deviation were used to answer the research question while a t-test was used to test the null hypotheses. The findings established that utilisation of the demonstration strategy is an effective instructional strategy in teaching and learning business education courses. It also shows 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 instructional strategy of teaching should be used more in teaching business education courses to enhance the learning of the students.

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

Introduction

Teaching is said to be the major way of imparting knowledge that brings about behavioural change in learners. Jiboku (2021) viewed teaching as an interactive process that involves planning, implementing, and evaluating instructional activities to promote meaningful learning. According to Oladosu (2004), teaching as an endeavour focuses on facilitating significant learning using methods that are both ethically sound and pedagogically appropriate. Ozano (2013) stated that teaching is the structured communication of knowledge, concepts, abilities, and techniques to learners. Meanwhile, learning results in a lasting alteration in the behaviour of individuals as a consequence of the educational 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) was of the opinion that for learners of business education to be relevant in the field of work, there are various skills to be acquired. This implies that for business graduate to be relevant in the word of work, business education lecturer must employ the use of adequate instructional strategy that can enable ability to impart various skills that are expected to be acquired. 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 emphasises 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 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 assessing the influence of demonstration instructional strategy on teaching and learning of business education courses.

Statement of the Problem

In the teaching of business education, Akinyele (2021) noted that 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 affect 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:

1. examine the strategies of implementing demonstration instructional mode of teaching and learning business education courses in Federal College of Education, Abeokuta.
2. determine how demonstration instructional strategy influences teaching and learning of business education courses in Federal College of Education, Abeokuta.

Research Questions:

The following research questions were raised:

1. How do the strategies of implementing demonstration instructional mode influences learning business education courses in Federal College of Education, Abeokuta?
2. How does the demonstration instructional mode influence the learning of business education courses in Federal College of Education, Abeokuta?

Hypotheses

Ho1: 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.

Ho2: 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. The study was carried out in Federal College of Education, Abeokuta. The population for the study was the entire students in business education department. Random sampling technique was used to select 50 students from each level to make 150 respondents. The researcher raised an 18-item questionnaire for the study titled “Assessing Influence of Demonstration Instructional Strategy for Teaching and Learning of Business Education Courses” (AIDISTELEBEC). A two-section research designed questionnaire was used to collect the data. The first section was used to collect demographic data of the respondent 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 Agree (SA- 4points), Agree (A-3points), Disagree (D-2points) and Strongly Disagree (SD-1point). The Cronbach Alpha was used to test the consistency of the reliability yielding 0.81. Mean and standard deviation was used to analyse the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1: strategies of implementing demonstration instructional mode influences 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 Learning of Business Education Courses. (N=150)

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

Table 1: The table shows a grand mean of 3.05, which indicates that respondents generally agreed that strategies in implementing demonstration instructional mode influences learning business education courses in Federal College of Education, Abeokuta, and the standard deviation of 0.63 suggest that the responses were fairly consistent, as there was only a small variation in how participants rated the items.

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 learning of business education courses.

S/N	Items	X	SD	Remark
1.	It enhances greater understanding	3.35	.75	Agree
2.	It is suitable for learning skills	3.17	.86	Agree
3.	It aids transfer of learning	3.11	.71	Agree
4.	It enables students to be good observers	3.20	.75	Agree
5.	It encourages students' reflective thinking	3.09	.84	Agree
6.	It makes teaching more real and permanent	2.91	.84	Agree

7. It makes lessons more lively and meaningful	3.24	.74	Agree
8. It increases concentration level of learners	3.17	.59	Agree
9. It enhances learners' interest in teaching and learning	3.11	.50	Agree
10. 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 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.

Table 3: T- Test Statistics on Mean Scores of Fresher and Returning Students Regarding the Strategies of Implementing Demonstration Instructional Mode of Learning Business Education Courses

Variables	N	Mean	SD	df	t-cal	t-val
Fresher	50	3.22	1.40	148	.122	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 .122 is less than the 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 fresher 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.

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.

Table 4: T- Test Statistics on Mean Scores of Male and Female Students in Federal College of Education, Abeokuta Regarding the Influence of Demonstration Method as an Instructional Strategy for Achieving Excellence in Learning of Business Education Courses

Variables	N	Mean	SD	df	t-cal	t-value
Male	60	2.58	.75	148	.581	1.976
Female	90	2.65	.68			

Data in the Table 4 of the t-test analysis showed that the t-cal value of .581 is less than the 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 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 from research question 1 showed that the strategic use of the demonstration method in business education instruction significantly contributes to achieving lasting learning outcomes. 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 will allow the students to apply the skills themselves. In the wisdom of Megha (2010), demonstration method is regarded as systematic process of teaching approach where each step is explained alongside its purpose with the aim of improving learners' understanding. 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 presented in the research question 2 implies that demonstration method is an effective pedagogical strategy in the delivery of business education contents because it enhances greater understanding, encourages students' reflective thinking, and as well enhances learners' manipulative skill. Therefore, the three domains of educational objectives can be effectively achieved through the use of the demonstration method in instructional practices. This agrees 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 implies that to enhance students' understanding of business education course content, greater emphasis should be placed on the use of demonstration method.

The findings in hypothesis 1 also showed that there is no significant difference in the mean ratings of fresher 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 showed 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.

References

- Afolabi, O. A. (2018). Influence of information and communication technology facilities, skills and educational background on business education students' entrepreneurial intention in Oyo State. (Unpublished master's dissertation). Department of Business Education, Tai Solarin University of Education, Ijebu – Ode, Nigeria.
- Akinyele, T. A. (2021). Teaching strategies in teaching junior secondary schools' students. A paper presented at the orientation programme for the intending teaching practice students of Federal College of Education, Abeokuta held on 21st October, 2021.
- Amoor, S.S. & Aliyu, M. M.(2014). An empirical analysis of factors influencing career choice of undergraduates in secretarial options of business education. *Journal of Education and Practice*, 39, 31-36.

- Auwal, S.M. (2015). Business education as a tool for reducing incessant strikes in Nigeria Colleges of Education. *Nigeria Journal of Business Education*, 2(3), 133-143.
- Jegbefume, F.M., Utebor, J & Kifordu, A.A. (2014). Challenges in the use of new learning technologies in business education programme. *Nigeria Journal of Business Education*, 2(1), 306-312
- Job, I. A. & Akpan, E. A. (2010). School farm programme implementation in Akwa Ibom State. *Journal of Association of Business Educators of Nigeria*, 1(1): 87-91
- Megha, S. D. (2010). *Entrepreneurship: in and out*. Bolaele Nigeria Enterprise
- Okon, E. E. & Ibanga, J. (2010). *A Handbook on teacher preparation and classroom teaching*. PAICO Press and Books Limited.
- Okoro, A. K. (2010). Entrepreneurship education and training: A survey of literature. *Life Science Journal*, 11(1), 127-135.
- Oladosu, A.G.A.S (2004). Concepts in education related to teaching in I. O. Abimbola & A.O Abolade. *Fundamental principles and practice of instruction*. Tunde Babs Printers.
- Ozano, P.B. (2013). Enhancing teaching profession in Nigeria: A historical perspective. *Academic Journal of Interdisciplinary Studies*, 2(5), 51-56.