

INFLUENCE OF DIGITAL SWITCH-OVER ON INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTH-SOUTH NIGERIA

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Abstract

The study examined how digital switch-over can enhance instructional delivery of Business Education programme in Colleges of Education in South-South Nigeria. The paper employed the survey of literature to achieve the objectives. The population for the study was two hundred and fifty-one business educators in Colleges of Education in South-South, Nigeria. The populations of the study was 251 respondents taken from 6 states teaching business. The sample size of the population was 154 derived using the Taro Yamane formula. The correlation index of 0.753 was used for the reliability of the instrument. To ensure that the objectives of the study were achieved, a 15-item questionnaire with a 5-point Likert scale was used. The simple random sampling technique was applied to get the number of respondents. This was best to explain the respondents' opinions. 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 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. Findings from the study showed a significant relationship between digital switch-over and instructional delivery of business education programs. The study therefore recommended that business educators should be trained on the use of these digital technologies for instructional delivery in Colleges of Education in South-South, Nigeria.

Keywords: Digital Switch-Over, Instructional Delivery, Technological Level

Introduction

Digital switch-over is everywhere and is incorporated into every aspect of the individuals live. The clarion calls for digital switch-over and instructional delivery of Business Education programme in this twenty first century is an evolving aptitude that empowers both male and female business educators, experienced and inexperienced business educators to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world. Using online presentation platforms in teaching, makes effective instructional delivery easy for both male and female business educators, experienced and

inexperienced business educators as it ignites the possible achievement of content delivery, smart facilities for skills development and as well WhatsApp platforms in addressing educator’s expectations. The application of digital switch- over resources to teaching of Business Education programme has been attributed to the expansion of online presentation platforms.

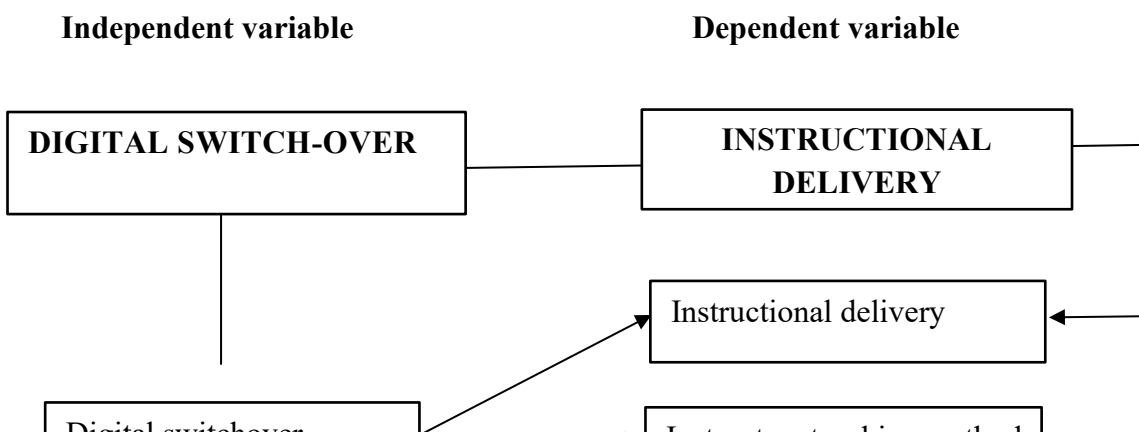
Online presentation platforms are the component of the Internet, allowing digital materials to be created, stored, interacted and accessed over the internet, (Bates, 2005). The digital switch – over encompasses the use of computer or electronic devices with Online Platforms such as Microsoft Teams, Zoom Meeting and Webinar, Google Classroom, Smart facilities and WhatsApp Platforms. The digital switch-over and instructional delivery of Business Education programme in Colleges of Education in South-South is faced with problems of producing the needed skills for the world of work; for instance, both male and female business educators, experienced and inexperienced business educators are confronted daily with the challenges of new hardware and software in Switching-Over to Digital Instructional Delivery of Business Education. It is against this background that the present study will be carried out to determine how the independent variables (digital Switch-over) with the following dimension of Microsoft teams, zoom meeting and webinar, google classroom, interactive whiteboard and WhatsApp platforms can enhance (instructional delivery of Business Education) with the following proxies, content delivery, supervision of projects, teaching practice and subject matter of content delivery, communication skills, business development skills, digital skills and addressing educators expectations.

This study is apt and novel because it has not been carried out by anyone in South-South Nigeria. Therefore, this study will close the gap that exist in literature and it is going to be of great importance to all stakeholder of Business Education.

Statement of the Problem

With the shift from traditional teaching to digital delivery of instructional content in Colleges of Education, educators face new challenges in adapting to the demands of digital pedagogy, including the need for digital literacy and technological fluency effective use of education technology and the management of diverse student population. This research seeks to investigate the impact of digital switchover on instructional delivery in Colleges of Education and to identify strategies and best practices that can help educators defectively leverage digital technology to enhance students learning and engagement.

Conceptual Framework



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Source: Researchers conceptualization (2024)

Objectives of the Study

The main objective of this study is to ascertain the influence of digital switch-over on instructional delivery of business education programme in Colleges of Education in south-south Nigeria. Specific objectives include;

- i. To assess the relationship between technological levels of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria?
- ii. To assess the relationship between digital switch-over and instructors teaching method of business education programs in Colleges of Education, south-south Nigeria?
- iii. To assess the difference between, traditional teaching method and digital teaching method in effective delivery of business education programs in Colleges of Education, south-south Nigeria?

Research Questions

The following research questions were put forth to guide this study

- i. What is the relationship between technological level of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria?
- ii. What is the relationship between digital switch-over and instructors teaching method of business education programs in Colleges of Education, south-south Nigeria?
- iii. What is the difference between, traditional teaching method and digital teaching method in effective delivery of business education programs in Colleges of Education, south-south Nigeria?

Research Hypothesis

The following hypothesis guided this study;

- H01:** There is no significant relationship between technological level of colleges on digital switch-over and instructional delivery of Business Education program in Colleges of Education, South- South Nigeria
- H02:** There is no significant relationship between digital switch-over and the instructors teaching method of business education programs in Colleges of Education, south-south Nigeria
- H03:** There is no significant difference between traditional and digital teaching method in effective delivery of business education programs in Colleges of Education, south-south Nigeria

Conceptual Clarifications

Concept of Digital Switch-Over

Digital switchover is the name given to the process of changing from analogue to digital TV broadcasting. The term 'digital broadcasting' is a catch-all term for the use of electrical signals for broadcasting that are a sequence of 'discrete numbers. Analogue broadcasting uses electrical signals that vary in a 'continuous way'. The shift from analogue to digital is an inevitable one that has taken place in virtually all electronic systems over the past decades. Digital signals are much more flexible, can be squeezed into smaller spaces, and open up many more opportunities than analogue signals. The case for making the transition is as self-evident and beneficial as was changing transport from horses to motor cars. The change could bring a great deal more channels for viewers, the option of higher quality images, multimedia, and more involving and inclusive television. Zoubi (2021).

Hunt (2021), opined that, digital television transition, also called the digital switch-over or analogue switch-off, is the process in which analog television broadcasting is converted to and replaced by digital television. This primarily involves the conversion of analogue terrestrial television to digital terrestrial. However, it also involves analogue cable conversion to digital cable, as well as analogue to digital satellite. In many countries, a simulcast service is operated where a broadcast is made available to viewers in both analog and digital at the same time. Chachua (2014), observed that, the analogue broadcasting signals we use today were developed to deliver black and white TV with mono sound. As TV got more sophisticated including the addition of colour, stereo sound and multiple channels, the signals had to be adapted to carry the extra information. TV has now evolved to such an extent that the analogue signal is no longer able to carry the full range of features available. This is why ITU has decided that all countries have to move their TV broadcasting to a digital format which is more efficient, delivers clearer picture and sound quality, and a much richer range of features.

Wikipedia (2021), assert that, the digital television transition, also called the digital switchover (DSO), the analog switch-off (ASO), the digital migration, or the analog shutdown, is

the process in which older analog television broadcasting technology is converted to and replaced by digital television. Conducted by individual nations on different schedules, this primarily involves the conversion of analog terrestrial television broadcasting infrastructure to digital terrestrial television (DTT), a major benefit being extra frequencies on the radio spectrum and lower broadcasting costs, as well as improved viewing qualities for consumers. The transition may also involve analog cable conversion to digital cable or internet protocol television, as well as analog to digital satellite television.

The Analogue Television Signals and the Digital Dividend

Omarjee (2018), describe the analogue television signal as basically, a technology from the 1940s, it is not very efficient. It uses a lot of radio spectrum, a lot of bandwidth to transmit the signal. It works fairly well, but it uses a lot of radio space, which is limited. Some spectrum is set aside for radio, TV, Wi-Fi, and Bluetooth - all these radio frequencies need space on spectrum. Analogue uses a big chunk of spectrum which is not very efficient. The International Communications Union has put forward DTT as a solution for this. This system allows for more information to be put down, using the same amount of space. For example, instead of having one channel with analogue, you can get 12 to 14 different channels in the same space with DTT. This is very valuable- because there is a shortage of spectrum and it will free up spectrum for a lot of others to use.



Figure 1: showing old analogue TV

Source: Analogue TV Stock Photos and Images

What is the digital dividend? The digital dividend is the amount of spectrum which is freed up for other things. The people most concerned about it are the mobile phone operators, they desperately need more spectrum. Also, the frequencies that TV operates in, are very good for different types of communication because the signals travel a long way and penetrate very far, they are particularly good for rural communication. Higher frequency signals do not travel very far because they get

blocked by buildings easily. Low frequency signals travel further and they go through buildings more easily, very well suited for mobile phones. There's a big drive throughout the world to move away from analogue to digital for access to these frequencies.

Digital smart TV.



Figure 2: showing a digital TV

Source: Hisense (2019)

The digital TV comes with Smart features like a dedicated web browser and popular apps like YouTube and a range of movie on demands services. Playback your stored content directly on the big screen for all to enjoy via a USB device or use it to record TV programme and even pause live TV. In Clear **Display** when switched on, the backlit LED screen churns out images and videos with amazing contrast and details. The Hisense LED TV /brings you exceptionally vibrant and true-to-life images delivered just as the director imagined. **Vibrant Sharp Colours that** generates amazingly clear, razor sharp images with a resolution of FULL HD dynamic contrast ratio and 50Hz refresh rate that ensures that, the displayed images are true to life and free of motion blur.



Figure 3: mobile phone also a digital TV

Source: Hisense (2019)

This mobile phone is also a digital TV due to the fact that it uses a full seg DTV which is better in terms of clarity and functions.

Edwards (2020), saw that, digital telephony uses digital information and sound that is represented by a series of ones and zeros. Among the advantages of digital telephony are greater bandwidth (the ability to send more information at once) and a lower error rate. Digital phone calls are clearer than calls made using analog phone networks, also known as Plain Old Telephone Systems or POTS.

Voice over Internet Protocol (VoIP)

is another form of digital telephony that has become very popular. With VoIP technology, you make digital voice and video calls via the Internet. An example of a VoIP service is Skype, Microsoft Teams, zoom meetings/zoom Webinar and WhatsApp. Typically, the caller will wear a headset consisting of headphones and a microphone to make VoIP calls. The caller's voice is picked up by the microphone and converted into a stream of digital information, which is then sent across the Internet to the person receiving the call. The receiver may get the call on his own computer, on a fixed phone line or on a cell phone. VoIP technology can benefit your business by allowing you to make very cheap -- and sometimes even free -- calls.

Concept of Instructional Delivery

Ezenwafor & Nwachukwu (2020), opined that, instructional delivery is the interaction among the student, the teacher, the content, the knowledge, skills and dispositions students need for effective teaching/learning outcomes in order to qualify to work together with others in a diverse society and fast changing world. Ezenwafor & Nwachukwu (2020), in Dabbs (2012) explained that instructional delivery is an instructor's personal approach to teaching based on their own professional identity which helps to create a unique classroom culture. Instructional delivery combines the complexities of teaching with institutional expectations and student demand for quality instruction. Instructional delivery embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. It is a process in which teachers apply repertoire of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome, (Blaise, Onwuagboke, Singh, & Fook, 2015).

Instructional delivery according to Azar (2017), is to ensure that students receive instruction that is delivered effectively and in a manner that allows content mastery. Effective instructional delivery means that the teacher will build on existing knowledge, differentiate instruction, and incorporate technology into lessons. The primary goal of instructional delivery is to ensure that

educators have the skills and knowledge necessary to provide students with effective instruction. The central objective of the instructional delivery standard, is determining a teacher's proficiency in the content delivery.

Instructional delivery has to do with what the teacher does to promote or direct teaching and learning in a particular subject in a school. This is done by the teacher through effective planning of the lesson by preparation of lesson notes, gathering of teaching Aids, employment of teaching strategies and timely use digital facilities to coincide with the teaching. Paulias & Young (1996) described instructional delivery as a means of guiding learners in securing the amount and quality of experience which will promote the optimum development of their potentials as human beings.

Logan & Logan cited in Agina-Obu & Onwugbuta-Enyi (2017), described instructional delivery as a creative process which involves an imaginative person, who utilizes prior experiences, combines material, methods, ideas, and media in new and existing ways which help learners integrate learning and reinforce concepts.

Instruction delivery and teaching are synonymous according to Agina-Obu & Onwugbuta-Enyi, (2017), since they require a teacher to get all the necessary things to make teaching and learning more meaningful to make a change in others so as to be more meaningful in wherever they find themselves. Okanu-Igwela & Walson (2019). To Canales & William (2020), Instructional delivery refers to a teacher's use of varied research-based instructional strategies utilized to engage students in active learning.

Cox (2015), enumerated essential teaching strategies to deliver an effective lesson, these characteristics can be used in any grade. Have an Objective, Model Your Expectations, Actively Engage your learners, Be Mobile and Compliment Positive Behavior and Hard Work: Once your lesson's objective have been met, take a moment to reflect upon what had worked and what did not in your lesson. Look for any patterns that may have come up, or try to find what you were lacking in a particular area. Similarly, Winginstitute (2021), Saw that, instructional competencies are essential practices that teachers must master for effectively teaching to enhance learners to maximize knowledge and skill acquisition.

Technological Level of Colleges

Oguzor & Opara (2011), observed that, when we compare with the developed countries, the technological levels in Colleges of Education in south – south Nigeria, are still in the infancy stage. Most learners are taught by the traditional approach and often times with the resultant effect of poor performance. Technological assisted learning provides the active participation and hands-on-experience that learners require to construct meaningful learning. Use of technological enhanced facilities has been associated with improvements in people's education, labour market prospects, and everyday lives.

Empirical Review

Reagan (2012), saw that, with all these benefits of technology, Nigeria is yet to emerge as an actor in the global scene of technological development. A lot is yet to be done individually or collectively to really encourage Nigerians to accept technology as part of their culture and not as an alien to it (Usono Edu, 1997). Though Nigerians wholeheartedly appreciate products of technology, they are yet to change their attitude towards technology related program. For instance, technology education program, the only known means of training the needed manpower to man the different phase of Nigeria's technological sector is yet to receive priority attention from the authorities. Even the trainers and the trainees themselves involved in technology education program are no longer committed to the productive aspects of their program in order to fully develop the learners' problem-solving abilities.

Ajoku (2014), opined that, technologies in education facilitate skills and knowledge acquisition, to enhance learning opportunities and invigorates learning by making it interesting and exciting and concrete. The existence of these technologies set a pace for achieving global standards in education. In the view of Adedeji (2011), the nature and extent to which technology is being used in education is considered to be a result of synergy between 'top-down' and 'bottom up' processes. Institutes such as Colleges of Education where prospective secondary school teachers are being trained have to shift their focus from dealing with present education to that of 'future education'. This, invariably will make teachers to be prepared and encouraged for the implementation of digital switch over. He observed that, its recognized resources will differ from school to school, opportunities to create effective learning and teaching environments makes it necessary for educators to the digital switch over to web technology to enhance instructional delivery of business education.

Damkor et al (2014), saw that, the technological level revolution of digital switch-over is yet to attain that critical mass required for it to register the necessary impact in instructional delivery of business education in Colleges of Education in south- south Nigeria. To Utung et al (2018), the place of technological advancement in the social, political and economic development of a nation cannot be over-emphasized. In fact, countries that are referred to as 'developed' today, are so described because of their level of technological advancement. This is why many of these countries have a big voice when it comes to major decisions in the affairs of the entire world. Consequently, emerging nations like Nigeria in order to take their place in the comity of nations must establish technology-oriented schools.

Methodology

The study adopted descriptive survey research design. The study covered Business Education lecturers in federal 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. The sample size of the

population was 154 derived using the Taro Yamane formula. The correlation index of 0.753 was used for the reliability of the instrument. To ensure that the objectives of the study were achieved, a 12-item questionnaire with a 5-point Likert scale was used. The simple random sampling technique was applied to get the number of respondents. This was best to explain the respondents' opinions. 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.

Presentation and Analysis of Data to test Hypotheses

Demographic Profile of the Respondents

The data on demography characteristics of the respondents was based on respondent's gender, highest level of education and number of years of experience.

Table 1: Demographic characteristics of the respondents

ISSUES		FREQUENCY	PERCENT	CUMULATIVE PERCENT
1	Gender			
	Male	99	64.29	64.29
	Female	55	35.71	100
	Total	154	100	
2	Highest level of education			
	HND/B.Sc	15	9.74	9.74
	M.Sc	74	48.05	57.79
	PhD	65	42.21	100
	Total	154	100	
3	Years of experience			
	0-2	41	26.62	26.62
	3-5	49	31.82	58.44
	6-10	60	38.96	97.40
	11 and Above	4	2.59	100
	Total	154	100	

(Source: SPSS version 21)

On Gender, 99 respondents representing 64.29% were males while 55 respondents representing 35.71% were females. This analysis shows that most of the Colleges of Education are dominated by males' lecturers. On the Highest level of education, 15 respondents representing 9.74% had were HND/B.Sc holders. Respondents with M.Sc were 74 representing 48.05% while respondents with Ph.D were 65 representing 42.21%. From the analysis, it is observed that most of the respondents are M.Sc holders. With regards to the years' experience, 41 respondents representing

26. %26 said they have worked for up to 2years. Respondents whose who have worked for 3-5years were 49 and this represents 31.82%. Those who have worked for 6-10 years were 60 representing 38.96%. While those who have worked for 11 years and above were 4 representing 2.59%. From this analysis, majority of the respondents have worked for 6-10years.

Bivariate Relationship

Responses to Research Questions

Research question 1: What is the relationship between technological levels of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria?

Table 2: Relationship between Technological Level of Digital switch-over and Instructional Delivery of Business Education program in Colleges of Education

S/N	Item	VHE	HE	ME	LE	VLE	Mean	SD	Decision
1	Technological levels of colleges affects educations' digital skills	64	46	23	10	11	4.09	0.85	High extent
2	Technological levels of colleges affects digital facilities in teaching and learning with digital resources	84	30	21	10	9	4.03	0.81	High extent
3	Technological levels of colleges affects digital environment to embrace integrated technology to boost connectivity.	69	47	21	9	8	4.02	0.82	High extent
4	Technological levels of colleges affects digital environment to extend affiliated websites.	80	31	11	13	9	4.01	0.78	High extent
	Grand mean						4.04	0.82	

The result in table 2 show the relationship between technological levels of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria. The result shows high extent. The result for research question one shows a grand mean of 4.04 and a standard deviation of 0. 82. This implies that 'educators' digital skill is a function of the technological level of the colleges.

Research question 2: what is the relationship between digital switch-over impact and instructors teaching method of business education programs in Colleges of Education, south-south Nigeria?

Table 3: relationship between digital switch-over impact and instructors teaching method of Business Education program in Colleges of Education

S/N	Item	VHE	HE	ME	LE	VLE	Mean	SD	Decision
1	Technological levels of colleges affects educations' digital skills	64	46	23	10	11	4.09	0.85	High extent
2	Technological levels of colleges affects digital facilities in teaching and learning with digital resources	84	30	21	10	9	4.03	0.81	High extent
3	Technological levels of colleges affects digital environment to embrace integrated technology to boost connectivity.	69	47	21	9	8	4.02	0.82	High extent
4	Technological levels of colleges affects digital environment to extend affiliated websites.	80	31	11	13	9	4.01	0.78	High extent
	Grand mean						4.15	0.77	

The result in table 3 show the relationship between digital switch-over impact and instructors teaching method of Business Education program in Colleges of Education, South- South Nigeria. The result shows high extent. The result for research question two shows a grand mean of 4.15 and a standard deviation of 0.77. This implies that 'instructors' teaching method is a function of the digital switch-over.

Research question 3: what is the relationship between traditional and digital teaching method in effective for delivery of business education programs in Colleges of Education, south-south Nigeria?

Table 4: relationship between traditional and digital teaching method in effective delivery of Business Education program in Colleges of Education

S/N	Item	VHE	HE	ME	LE	VLE	Mean	SD	Decision
1	I think digital delivery method is more effective than traditional method in terms of students learning and engagement.	60	50	21	11	11	4.17	0.8	High extent
2	Digital method is more effective in assessing students learning	54	37	19	10	12	4.51	0.72	High extent
3	I believe students prefer digital method than traditional method in their studies and assignments.	69	41	20	6	10	4.46	0.79	High extent
4	There are more challenges when applying digital method on effective delivery of business education programs.	77	32	12	11	11	4.21	0.81	High extent
	Grand mean						4.34	0.78	High extent

The result in table 4 show the relationship between traditional and digital teaching method in effective delivery of Business Education program in Colleges of Education, South- South Nigeria. The result shows high extent. The result for research question two shows a grand mean of 4.34 and a standard deviation of 0.78. This implies that there is a significant relationship between the two methods.

Multivariate Analysis: Test of hypothesis and Decision rule

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”

H₀₁: There is no significant relationship between technological level of colleges on digital switch-over and instructional delivery of Business Education program in Colleges of Education, South- South Nigeria

Technological level of colleges on digital switch-over and instructional delivery of Business Education program in Colleges of Education, South- South Nigeria.

To examine the significant relationship between Technological level of colleges on digital switch-over and instructional delivery of Business Education program in Colleges of Education, South- South Nigeria the null hypothesis H_{01} is tested as shown below

Summary of t-test of relationship between technological level of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria

Variables	Variables	N	Mean	SD	Df	T	P-value	Remark
Technological Level DSO&ID	Digital of switchover	80	105.32	10.80	154	-0.676	0.182	Not significant
	Instructional delivery	74	107.20	8.43				

The result in table 5 shows the summary of t-test difference between digital switchover and instructional delivery. At 0.05 significant level ($t = -0.676, p = 0.182$) at $p > 0.05$, the null hypothesis was rejected and the alternate hypothesis accepted. This means that there is a significant relationship between digital switch over and instructional delivery in Colleges of Education in South-South, Nigeria.

H₀₂: there is no significant relationship between digital switch-over and the instructors teaching method of business education programs in Colleges of Education, south-south Nigeria

Digital switch-over and instructors teaching method of Business Education program in Colleges of Education, South- South Nigeria.

To examine the significant relationship between digital switch-over and instructors teaching method of Business Education program in Colleges of Education, South- South Nigeria the null hypothesis H_{02} is tested as shown below.

Summary of t-test of relationship between technological level of digital switch-over and instructional delivery of Business Education program in Colleges of Education, South-South Nigeria

Variables	Variables	N	Mean	SD	Df	T	P-value	Remark
Digital switch-over	Digital & switchover	94	98.56	12.5	154	-0.598	0.179	Not significant

instructors teaching method	Instructors teaching method	59	101.71	10.22
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The result in table 6 shows the summary of t-test difference between digital switchover and instructors teaching. At 0.05 significant level ($t = -0.598$, $p = 0.179$) at $p > 0.05$, the null hypothesis was rejected and the alternate hypothesis accepted. This means that there is a significant relationship between digital switch over and instructors teaching method in Colleges of Education in South-South, Nigeria.

H₀₃: there is no significant difference between traditional and digital teaching method in effective delivery of business education programs in Colleges of Education, south-south Nigeria

Traditional and digital teaching method in effective delivery of Business Education program in Colleges of Education, South- South Nigeria.

To examine the significant difference between traditional and digital teaching method in effective delivery of Business Education program in Colleges of Education, South- South Nigeria the null hypothesis H₀₃ is tested as shown below.

Summary of t-test of difference between Traditional and Digital teaching method in effective delivery of Business Education program in Colleges of Education, South- South Nigeria.

Variables	Variables	N	Mean	SD	Df	T	P-value	Remark
Traditional and digital teaching method in effective delivery of business education programs	Traditional teaching method	68	81.22	11.59	154	-0.711	0.196	Not significant
	digital teaching method	86	116.09	14.65				

The result in table 7 shows the summary of t-test difference between traditional teaching method and digital teaching method in instructional delivery. At 0.05 significant level ($t = -0.711$, $p = 0.196$) at $p > 0.05$, the null hypothesis was rejected and the alternate hypothesis accepted. This means that there is a significant difference between traditional teaching method and digital teaching method in instructional delivery in Colleges of Education in South-South, Nigeria.

This study is in line with the statement of Ajoku (2014) who opined that, technologies in education facilitate skill and knowledge acquisition, to enhance learning opportunities and invigorates learning by making it interesting and exciting and concrete. The existence of these technologies set a pace for achieving global standards in education and influence switching to online education. In the view of Adedeji (2011), the nature and extent to which technology is being used in education is considered to be a result of synergy between 'top-down' and 'bottom up' processes.

Conclusions

Based on the objective of the study, the following conclusion can be drawn.

Digital switch-over 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 digital switch-over are content delivery and supervision; skills development; and educators' expectations. It was further shown that technological levels of the colleges moderate digital switch-over of the colleges with respect to online presentation platforms, smart facilities and WhatsApp platforms in Colleges of Education in South-South Nigeria. Colleges of Education should therefore embrace full digitization 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. It is recommended that business educators should be trained on the use of these digital technologies for instructional delivery in Colleges of Education in South-South, Nigeria.
2. Management of Colleges of Education must provide alternative sources power such as solar energy and generator which will prevent power outage during instructional delivery when digital technologies are been utilized.
3. 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.
4. 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.
5. Special allowances should be given to educators who utilize digital technologies so as to encourage smooth migration towards digital switch-over by business educators.

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