Unizik Journal of Business Education and Entrepreneurship (UJBEE) Vol. 2 No. 1
Pg. 9 - 20

PEDAGOGICAL INNOVATIONS IN TEACHING BUSINESS EDUCATION PROGRAMME AS PERCEIVED BY BUSINESS EDUCATION LECTURERS IN DELTA STATE, NIGERIA

Maritha Nonyelum Ezoem
ezoemnonye@gmail.com
Department of Office Technology and Management Education (OTME)
Federal College of Education (Technical), Asaba
Delta State, Nigeria
&
Justina Adaolie Okolo
okoloj24@gmail.com
Department of Office Technology and Management Education (OTME)
Federal College of Education (Technical), Asaba
Delta State, Nigeria

Abstract
The global world has observed that the traditional pedagogy of Business Education programmes can no longer meet the recent trends in the education sector, especially in the institutional delivery of Business Education courses in tertiary institutions. This study examined the Pedagogical Innovations in Teaching Business Education programme as perceived by Business Education Lecturers in Tertiary Institutions in Delta State, Nigeria. A survey research design was adopted for the study. The population consisted of 157 business education lecturers in all the public tertiary institutions offering the Business Education programme in Delta State. The entire population was studied, thereby adopting the census sampling technique. The instrument used for data collection was a structured questionnaire having two sections A and B. Section 'A' dealt on demographic data of the respondents such as institution type and ownership while section 'B' was broken into two clusters titled "Innovative Pedagogical Skills for Teaching Business Education Programme (IPSRTBEP)", made up of 8 items, and "Reflective Teaching Content Skills Required for Teaching Business Education Programme (RTCSRBEP)", with 7 item statements. The instrument was validated by two experts in Business Education. A test of the instrument's reliability using the Cronbach Alpha method yielded a reliability coefficient of 0.83. The questionnaire was administered physically and electronically. Out of the 157 copies of the questionnaire distributed, 121 were successfully retrieved, representing a 77 percent response rate. Data collected were analysed using mean and standard deviation, while the t-test was used to test the null hypotheses at a 0.05 level of significance. Findings of the study revealed that Innovative Pedagogical Skills required in teaching the Business Education programme are: focusing on creativity skills, technology/technical skills, computer-based ability skills, especially on Robotics and Artificial Intelligence (AI), leadership-oriented skills, team/collaborative skills, amongst others. While reflective teaching content skills in the Business Education programme embrace developing transferable higher-order skills (critical thinking, problem solving) beyond rote memorization of business facts in learners; ability to align the teaching of digital marketing with current industry standards and adjust instructional methods to build deeper conceptual

understanding of office management against procedural knowledge, amongst others. Based on the findings of the study, it was recommended that Business Education lecturers should endeavour to apply the identified innovative pedagogy and reflective teaching content skills in the teaching and learning process, with the expected results that inspire and encourage the students by transforming the learning process into an active, dynamic, innovative, and enriched experiences

Keywords: Pedagogy, Innovations, Teaching, Business Education, Tertiary Institutions

Introduction

Educational programmes are designed to equip the students with the needed skills, knowledge, attitudes and capabilities to be useful in life and to society. Most times, the mode of pedagogy adopted in instructional delivery speaks volumes. Pedagogy informs teaching strategies, teachers' actions, choices and decisions based on learning theories, students' understanding, needs, background and interest of individual students. Hence, pedagogical innovation comes to play when there is a need for modification, change, reskilling or upskilling to meet up such demand. Estebanez (2025) posited that most educational innovations arise from a social demand. In addition, it occurs because of a change in society to which we must adapt. The author further stated that nowadays, it seems that the traditional teaching we know, where the spotlight falls on the teacher, the students working individually on a day-to-day basis, is not responding to today's needs of a global, multicultural, and diverse society. Thus, pedagogical innovations and reflective teaching would help to achieve a good dynamic teaching and learning process. Reflective education is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes (https://en.m.wikipedia.org). In the view of Olusegun (2024), Reflective teaching is a deliberate and systematic process through which educators critically analyse their teaching practices, decisions and experiences to improve their effectiveness and enhance students' learning. Reflective education aims to move beyond simple literacy, transforming the educational experience into a process that fosters rational thinking, self-sufficiency, and self-reliance (AI Overview, 2026).

The benefit of Reflective education is overwhelming as it increases teachers' confidence, a deeper understanding of pedagogy, better classroom management, and professional growth, while the students gain greater engagement, deeper and more meaningful learning. According to Olusegun (2024), the benefits of reflective teaching include enhanced teaching effectiveness, improved classroom management, informed instructional choices, adaptability to change, personal and professional growth, increase self-awareness, professional development, enhanced collaboration, confidence building, positive impact on student learning, tailored instruction, improved academic performance, encouragement of critical thinking, increased student empowerment and positive classroom environment. The author further enumerated the reflective teaching process to include stages of reflection whereby the teacher focuses on objective observation and details, such as what happened, who was involved, and what materials were used; examining teaching strategies, student engagement level; assessing the effectiveness of teaching practices and the impact on student learning to identify areas for improvement; summarizes reflections on key insights and lessons learned from the experience; setting specific measurable goals for future teaching practices, outlining steps to implement changes by experimenting with new strategies, seeking professional development opportunities, or adjusting classroom management techniques. Therefore, reflective education does not only impact

knowledge, skills and inculcate values, but it is also responsible for building human capital development which breeds, drives, and sets technological innovation and economic growth. In order to leverage this enormous benefit of reflective education, reflective content skill is required of every teacher who wants to make a positive impact on their teaching outcomes.

In recent times, several reforms and innovations in education have ushered in digitalization, technology integration, and virtual and augmented realities with artificial intelligence in achieving educational goals. In actualizing these seeming goals, the competences of the teacher in the teaching/learning process are paramount. Hence, the teacher is the curriculum implementer and instructional delivery expert, of which business education lecturers are the implementers of the Business Education curriculum.

Business Education is primarily a reflective type of education that is aimed at imparting skills for vocational occupations. This implies that Business Education is education for self-reliance, self-independence, self-sufficiency, and above all, education that equips individuals with relevant and necessary skills to fit into any environment, regardless of the situation of the economy. Ekoh (2016) stated that Business Education is a broad and diverse discipline that is included in both post-basic and tertiary institutions. The author explained that Business Education includes education for office occupations, distributive and marketing occupations, accounting, economics, general business, teaching, and business administration. It indicates that Business Education covers a wide range of spectrum of economic activities in any society, as well as the desirable business competencies appropriate for self-employment. This is particularly pertinent in the present global economic situation, as it equips individuals with lifelong skills for self-reliance. Business Education, therefore, covers knowledge and skills that hold prospects of gainful employment in all ramifications. This also indicates that knowledge acquired in Business Education is relevant to all disciplines, as there is hardly any field of human endeavour that does not have an element of business activities. Based on the nature and importance of Business Education in the educational sector and economic development, it is imperative to be mindful of the pedagogical approaches that are suitable and effective for imparting this special knowledge, values and skills in the learners of the Business Education programme.

Pedagogy is a deep knowledge of the processes and practices or methods of teaching and learning. Enyekit et.al. (2016) opined that pedagogy is a generic form of knowledge that is involved in all issues of students' learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the target audience; and strategies for evaluating students' understanding (http//inkoehler.edu.msu.edu). Pedagogy is all about teaching skills and techniques to facilitate learning (Oyinloye and Umoru, 2022). The authors stated that teachers with in-depth pedagogical experience understand how students build knowledge and acquire skills. Nnaji (2018) asserted that educators are the instruments through which skills are developed in students. The Business Education lecturers are the special people who have this enormous task lying on their hands because, with deep pedagogical knowledge, they understand how students construct knowledge and acquire skills; develop habits of mind and positive disposition towards learning. Therefore, Business Education lecturers must be ready to embrace the innovative pedagogy since today's education focuses on creativity and innovation. Little wonder Damodharam and Rengarajan (2015) lamented that the impartation of knowledge is no longer the usual traditional pedagogy, which is insufficient for preparing the billions of students pursuing higher education in Business Education programme globally, as well as the type of teachers, leaders and entrepreneurs that we need for the future. Thus, today's Business Education

lecturers' tasks are not only to impart knowledge but also to plan and design learning activities coherent with global changes, with the expected results that inspire and encourage the students by transforming the learning process into an active, dynamic, innovative, and enriched experience. Many students acquire skills through the discovery and people-led enquiry method that enables students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices, in which the learner tends to be a passive recipient. As such, innovative pedagogy is an antidote to traditional teaching practices

Innovative pedagogy embraces dynamism in techniques and application of technology and software in delivering instruction that would positively cater to students' learning needs and improve academic performance. In the words of Godwin-Maduike (2018), this is the time to realize that the student community no longer has to depend upon the teacher for acquiring knowledge, which is why academicians report poor attendance and placement for business students. So, this is the time to develop new and innovative teaching pedagogies. Godwin-Maduike (2018) reiterated that several changes have to be considered in business education in terms of increased coverage of syllabus, best infrastructure, open education resources, industry-based, society-based syllabi, classroom instructions, field experience, e-learning, individual project, presentation, tutorials, field survey, grooming sessions, business lab, mentoring, role play, group discussions, simulation amongst others. The author clearly emphasized that this skill set should be inculcated in the pedagogy of business education and that pedagogy teaching should be to ignite the students to competently perform these skills, including leadership-oriented and technology-based skills, on graduation. This assertion is right as mastery of software and hardware technology is important for all teachers and students to facilitate and support anytime and anywhere learning of business education. This is vital in this era of techno-digital explosion with Robotics and Artificial Intelligence (AI) on the frontline, taking education to the next level of international best practices and competitiveness. According to Alnaijar, et.al. (2021), integrating robotics in business education programme has the potential to act as an effective educational aid. While the business education lecturer transcends the technicalities of teaching and thinks beyond to focus on improving instructional techniques as a reflective teacher. This is in line with the submissions of Arkansas State University (2025), that Reflective Teaching is a practice that involves learning to become a more engaging teacher by reflecting on one's environment. It is an ongoing, interactive process or self-observation and self-evaluation with the intent of continuous learning and improvement.

Reflective teaching Content skills involve the systematic application and critical analysis of one's own instructional methods, curriculum choices, and classroom interactions to improve students' learning outcomes. These skills enable educators to go beyond simply delivering content to understanding why certain methods work or fail (AI-generated). Consequently, key reflective content skills include self-observation and analysis, which involves the use of video or audio recording of classes and reviewing them to evaluate teacher talking time, clarity of instruction and interaction patterns. Secondly, investigating specific classroom problems such as students' disengagement and testing new strategies to solve them. Thirdly, systematically gather data through tools like teaching journals and students' feedback to inform decision-making. Fourthly, critically assess the relevance, engagement level, and effectiveness of lesson plans and materials used for instructional delivery. Fifthly, consider engaging colleagues or mentors to receive constructive feedback and discuss teaching practices, and finally, using reflections to develop concrete plans for improving future lessons (AI-generated).

Statement of the Problem

The role of Business Education lecturers has shifted from being a mere subject matter expert who, by implication, has the monopoly of knowledge and transmits information to the learners often seen as amateurs, to acting as a facilitator of students' learning. Current reforms emphasized that Business Education lecturers need to develop students' capabilities in problem-solving, creativity, teamwork, digitalization, technology-based skills, and reflective thinking, amongst others. This is as a result of modern innovations in educational programme which include digital technology, Robotics, Artificial Intelligence (AI), Visual and Augmented Realities (V/AR), ChatGPT digital marketing, Entrepreneurship, the internet, and social media networks, to mention a few. As a result, methods of teaching and learning are constantly changing, and the competencies of business education lecturers are paramount in bridging the skills-gap and achieving the objectives of the Business Education programme. Also, mastery of reflective teaching content skills is required to achieve a good dynamic teaching process. This suggests that the traditional way of teaching, where education is imparted within the walls of a classroom to a group of students with no technology, is going into extinction. Basically, pedagogy has been noted to be an essential criterion in determining the teacher's effectiveness in the teaching of business education. Therefore, if Business Education lecturers do not possess and demonstrate innovative skills to redefine reflective teaching and if they do not model in their own conduct the very qualities, networking, creativity, and innovative thinking, they are now producing as key outcomes in their students, then the objectives of curriculum innovations for Business Education in this 21st century will not be met.

However, what constitutes these essential innovative pedagogy and reflective teaching content skills has not been empirically proven in tertiary institutions in Delta State, Nigeria. Hence, the study is embarked upon to determine the pedagogical innovations in teaching the Business Education programme as perceived by Business Education lecturers in tertiary institutions in Delta State, Nigeria.

Purpose of the Study

The purpose of the study is to determine the pedagogical innovation skills in teaching the Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria. Specifically, the study seeks to determine:

1. The innovative pedagogical skills required in teaching the Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria.
2. The reflective teaching content skills required in teaching the Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria

Research Questions

The following research questions guided the study:

1. What are the innovative pedagogical skills required in teaching the Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria?

2. What are the reflective teaching content skills required in teaching the Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria?

Hypotheses

The following null hypotheses guided the study.

1. There is no significant difference in the mean ratings of Business Education lecturers in Federal-owned and State-owned tertiary institutions on the innovative pedagogy skills required in teaching the Business Education programme in tertiary institutions in Delta State, Nigeria.
2. There is no significant difference in the mean ratings of Business Education lecturers in the University and the College of Education on the reflective teaching content skills required in teaching the Business Education programme in a tertiary institution in Delta State, Nigeria.

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Methods

The survey research design was adopted for the study. The population comprised 157 business education lecturers in public tertiary institutions in Delta State offering the Business Education programme. The instrument used for data collection was a questionnaire tagged: "Innovative pedagogical skills and Reflective content skills Required for Teaching Business Education Programme Questionnaire (IPSARCSRTBEPQ). The instrument has 16 item statements and is divided into two sections, A and B. Section A dealt on demographic data (Institution type and ownership), while Section B is broken into two clusters of B1 and B2 with 8 items respectively and representing "Innovative Pedagogy Skills" and Reflective Teaching content skills required in the Teaching Business Education programme. The items were structured on a 4-point Likert scale of Highly Required (HR,3.50 – 4.00); Moderately Required (MR, 2.50 – 3.49); Rarely Required (RR, 1.50 – 2.49) and Not Required (NR, 1.00 – 1.49). The instrument was duly validated by two experts in Business Education at Delta State University, Abraka and Federal College of Education (Technical) Asaba, all in Delta State. A pilot test was conducted using 15 business education lecturers at the University of Benin, Edo State. Reliability of the instrument was established using Cronbach Alpha method, which yielded a reliability coefficient of 0.83. The questionnaire was administered physically and electronically (email and WhatsApp). Out of the 157 copies of the questionnaire distributed, 121 were successfully retrieved, representing 77 percent response rate. Data collected were analysed using mean and standard deviation, while the t-test was used to test the null hypotheses at a 0.05 level of significance. The decision rule was that any mean score of 2.50 and above was termed "Required", while mean scores below 2.50 were "Not Required". Reject the null hypothesis where the t-calculated is equal to or greater than the table value; otherwise, do not reject.

Results

Research Question 1: What are the Innovative Pedagogical Skills required in teaching Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State?

Table 1: Mean Ratings on Innovative Pedagogical Skills Required in Teaching Business Education Programme in Tertiary Institutions in Delta State, Nigeria (N=121)

S/N	Statement	X	SD	Remark
1.	Teaching about leadership-oriented skills	3.44	0.63	Required
2.	Focus on Reflective teaching skills	2.58	0.67	Required
3.	Teach team/collaborative skills	3.56	0.61	Required
4.	Focus on creativity skills	3.77	0.54	Required
5.	Computer-based ability skills, especially in Robotics and Artificial Intelligence (AI)	3.18	0.67	Required
6.	Technology/technical skills in teaching of Business Education	3.89	0.51	Required
7.	Internet Skills Usage in Business Education	3.67	0.60	Required
8.	Ability on the Computer-Based Test (CBT) for conducting examinations and grading.	3.84	0.52	Required
	Cluster Mean	**3.49**	**0,59**	**Required**

Source: Field Study, 2026.

Table 1 shows that all the mean scores range from 2.58 to 3.89 and above the cut-off point of 2.50. with the cluster mean of 3.49, it implies that Business Education lecturers agreed that all the innovative pedagogical skills are required in teaching Business Education programme in tertiary institutions in Delta State, Nigeria. The standard deviation values are within the same range, showing that the respondents are not wide apart in their ratings.

Research Question 2: What are the Reflective Teaching Content Skills required in Business Education programme as perceived by Business Education lecturers of tertiary institutions in Delta State, Nigeria?

Table 2 Mean Ratings on Reflective Teaching Content Skills required in Business Education programme in tertiary institutions in Delta State, Nigeria (N=121)

S/N	Statement	X	SD	Remark
9.	Effectiveness of assignments and assessments in developing transferable higher-order skills (critical thinking, problem solving) beyond rote memorization of business facts in learners.	3.66	0.58	Required
10.	Explanation of current Business Education issues applying simulation skills	3.22	0.76	Required
11.	Ability to align the teaching of digital marketing with current industry standard and practices to identify and address gaps.	3.67	0.61	Required
12	Ability to reflect and adjust instructional methods to build deeper conceptual understanding of office management against procedural knowledge.	3.65	0.58	Required

13.	Analysing students' error patterns and skill-deficiencies and plan target re-teaching for enriched learning outcome	3.43	0.72	Required
14.	Deliberately discuss and analyse real world ethical dilemmas and corporate social responsibility issues relevant to business topic, e.g. Honesty in Business; Internet cybercrime)	3.79	0.58	Required
15.	Better improvisation skills that mirrors the 21st century digital office environment for students' deeper understanding.	3.77	0.63	Required
	Cluster Mean	**3.60**	**0.64**	**Required**

Source: Field Study, 2026.

Table 2 reveals that all the mean scores range between 3.22 and 3.79. With the cluster mean of 3.60, above the cut-off point of 2.50, this indicates that Business Education lecturers agreed that all the reflective teaching content skills are required for teaching the Business Education programme in tertiary institutions in Delta State, Nigeria. The standard deviation values are within the same range, implying homogeneity in the respondents' ratings.

Hypothesis 1: There is no significant difference in the mean ratings of Business Education lecturers in Federal-owned and State-owned tertiary institutions on the innovative pedagogy skills required in teaching the Business Education programme in tertiary institutions in Delta State, Nigeria.

Table 3: Summary of t-test analysis on the mean ratings of business education lecturers on the innovative pedagogy skills required in teaching the Business Education programme in tertiary institutions in Delta State, based on institution ownership

Variables	N	Mean	SD	df	Alpha	t-Cal	t-Crit	Decision
Federal	59	3.55	0.61					
				119	0.05	1.03	1.96	Not Rejected
State	62	3.50	0.68					

Source: Field Study, 2026

Table 3 reveals that the calculated t-value of 1.03 is less than the critical t-value of 1.96 at 0.05 level of significance and 119 degree of freedom (tcal = 1.03 ≤ tcrit = 1.96). This implies that the hypothesis of no significant difference is accepted. It means that there is no statistically significant difference between the opinions of Business Education lecturers in Federal-owned and State-owned tertiary institutions on the innovative pedagogy skills required in teaching Business Education programme in tertiary institutions in Delta State, Nigeria.

Hypothesis 2: There is no significant difference in the mean ratings of Business Education lecturers in the University and College of Education on the reflective teaching content skills required in teaching the Business Education programme in a tertiary institution in Delta State, Nigeria.

Table 4: Summary of t-test analysis on the mean ratings of business education lecturers on the reflective teaching content skills required in teaching Business Education programme in tertiary institutions in Delta State, based on the type of institution

Lecturers	N	Mean	SD	df	Alpha	t-Cal	t-Crit	Decision
Universities	46	3.68	0.64	119	0.05	0.93	1.96	Accept
Colleges of Education	75	3.44	0.70					

Source: Field Study, 2026

Table 4 reveals that the calculated t-value of 0.93 is less than the critical t-value of 1.96 at 0.05 level of significance and 119 degrees of freedom (tcal = 0.93 ≤ tcrit = 1.96). This implies that the hypothesis of no significant difference is accepted. It means that there is no statistically significant difference between the opinions of business education lecturers in universities and their counterparts in colleges of education on the reflective teaching content skills required in teaching the Business Education programme in tertiary institutions in Delta State, Nigeria.

Discussion of Findings

The findings of the study revealed that the Innovative Pedagogical Skills required in teaching Business Education programme as perceived by Business Education lecturers in tertiary institutions in Delta State are focusing on creativity skills, technology/technical skills, computer-based ability skills, especially on Robotics and Artificial Intelligence (AI), Leadership oriented skills, team/collaborative skills in teaching of Business Education amongst others. This finding validates the submissions of Godwin-Maduike (2018) that several changes have to be considered in business education in terms of increased coverage of syllabus, best infrastructure, open education resources, industry-based, society-based syllabi, classroom instructions, field experience, e-learning, individual project, presentation, tutorials, field survey, grooming sessions, business lab, mentoring, role play, group discussions, simulation amongst others. The author clearly emphasized that this skill set should be inculcated in the pedagogy of business education and that pedagogy teaching should be to ignite the students to competently perform these skills, including leadership-oriented and technology-based skills on graduation. Innovative pedagogy embraces dynamism in techniques and application of technology and software in delivering instruction that would positively cater for students' learning needs and improve academic performance. In the words of Godwin-Maduike (2018), this is the time to realize that the student community no longer has to depend upon the teacher for acquiring knowledge, that is why academicians report poor attendance and placement for business students. So, this is the time to develop new and innovative teaching pedagogies.

This is in consonance with Damodharam and Rengarajan (2015) who reported that impartation of knowledge is no longer the usual traditional pedagogy which is insufficient for preparing the billions of students pursuing higher education in Business Education programme globally, as well as the type of teachers, leaders and entrepreneurs that we need for the future. Thus, today's Business Education lecturers' tasks are not only to impart knowledge but also to plan and design learning activities coherent with global changes, with the expected results that inspires and encourage the students by transforming the learning process into an active, dynamic,

innovative and enriched experiences. The study also found no statistically significant difference between the opinions of Business Education lecturers in Federal-owned and State-owned tertiary institutions on the innovative pedagogy skills required in teaching Business Education programme in tertiary institution in Delta State, Nigeria. This agrees with the report of Ezeabil and Ngene (2025), that federal and state universities' business educators did not differ significantly on student-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East, Nigeria. This implies that institutional ownership status is not a determining factor in engaging innovative pedagogical skills in teaching the Business Education programme in tertiary institutions, but rather a necessary phenomenon. As education continues to evolve, effective, innovative measures must be put in place to support effective teaching and learning.

The findings in respect to research question two revealed that reflective teaching content skills in Business Education programme embrace effectiveness of assignments and assessments in developing transferable higher-order skills (critical thinking, problem solving) beyond rote memorization of business facts in learners; ability to align the teaching of digital marketing with current industry standard and practices to identify and address gaps; ability to reflect and adjust instructional methods to build deeper conceptual understanding of office management against procedural knowledge; analysing students' error patterns and skill-deficiencies and plan target re-teaching for enriched learning outcome; deliberately discuss and analyse real world ethical dilemmas and corporate social responsibility issues relevant to business topic, e.g. Honesty in Business; Internet cybercrime) and better improvisation skills that mirror the 21st century digital work environment for students' deeper understanding, amongst others. The findings concur with the submissions of Arkansas State University (2025), that Reflective Teaching is a practice that involves learning to become a more engaging teacher by reflecting on your environment. These skills enable educators to go beyond simple delivering of contents to understanding why certain methods work or fail (AI Generated).

Consequently, key reflective content skills include self-observation and analysis, which involves video or audio recording of classes and reviewing them to evaluate teacher talking time, clarity of instruction and interaction patterns. Investigating and consider engaging colleagues or mentors to receive constructive feedback and discuss teaching practices and finally, using reflections to develop concrete plans for improving future lessons (AI Generated). Graham, 2014 affirms that if teachers are actively involved in reflecting on what is happening in their own classrooms, they are in a position to discover whether there is a gap between what they teach and what their learners learn. This is necessary in this jet age where students face a lot of disruptions owing to many options open to them in learning with technology. Most times, they are ahead of their teachers as they can easily get access to pool of information over the internet and social media networks and often times find it absolutely disturbing to be in physical classroom with a lecturer defining concepts and copying notes. The findings regarding hypothesis two revealed no significant difference in the mean ratings of Business Education lecturers in University and College of Education on the reflective teaching content skills required in teaching Business Education programme in tertiary institution in Delta State, Nigeria. This aligns with the findings of Eziechine (2025) that business education students in colleges of education and their university counterparts do not significantly differ on the ethical implications of AI integration in business education programme in tertiary institutions in Delta State. This suggests that reflective teaching content skills in Business Education programme is all embracing and should be upheld.

Conclusion

Business Education is a programme that imparts knowledge, skills and values to its recipients through innovative pedagogical approach. These Innovative pedagogical skills required in teaching business education programme include creativity skills, technology/technical skills, computer-based ability skills especially on Robotics and Artificial Intelligence (AI), Leadership oriented skills, team/collaborative skills in teaching of Business Education amongst others. As well, reflective teaching content skills in Business Education programme embrace effectiveness of assignments and assessments in developing transferable higher-order skills (critical thinking, problem solving) beyond rote memorization of business facts in learners; ability to align the teaching of digital marketing with current industry standard and practices to identify and address gaps; ability to reflect and adjust instructional methods to build deeper conceptual understanding of office management against procedural knowledge; analysing students' error patterns and skill-deficiencies and plan target re-teaching for enriched learning outcome and so on.

Recommendations

The following recommendations were proffered by the study:

1. Business Education lecturers should endeavour to apply the identified innovative pedagogical skills in their instructional delivery.
2. Educational institutions should provide adequate innovative equipment and facilities for teaching and learning of Business Education programme.
3. Business Education lecturers should develop keen interest in embracing reflective teaching content skills to enhance effective instructional delivery in Business Education programme.
4. Educational institutions should organize relevant training and retraining in line with reflective teaching for Business Education lecturers to improve their teaching skills.

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