



doi:10.5281/zenodo.17940213

Collaborative Teaching Techniques Required By Business Education Lecturers For Effective Instructional Delivery Of Business Education Courses In Tertiary Institutions In Delta And Edo States, Nigeria

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ABSTRACT

This study examined the collaborative teaching techniques required by Business Education lecturers for effective instructional delivery of Business Education courses in tertiary institutions in Delta and Edo States, Nigeria. The study was driven by the increasing shift toward learner-centered instruction and the need for lecturer collaboration to enhance teaching quality and student engagement. Seven research questions and hypotheses guided the study, which adopted a descriptive survey design covering 176 lecturers from selected public tertiary institutions. Data were collected using a validated questionnaire with a reliability coefficient of 0.996 (Cronbach's Alpha). Mean, standard deviation, and t-test at 0.05 significance level were used for data analysis. Findings revealed that lecturers frequently employed the collaborative techniques and these approaches improved instructional delivery, student participation, and professional development while fostering pedagogical innovation. Challenges identified included time constraints, lack of support, inadequate training, and coordination difficulties. Gender had no significant effect on lecturers' responses. The study concluded that collaborative techniques enhance teaching effectiveness and recommended institutional support, regular training, structured collaboration policies, and resource provision to promote teamwork and innovation in Business Education.

Keywords: Business Education, collaborative teaching techniques,

INTRODUCTION

The growing demand for quality education and competent graduates has prompted the adoption of innovative teaching techniques, especially in Business Education. This discipline is vital for equipping students with entrepreneurial, managerial, and administrative skills essential for self-employment and the business sector. However, traditional teaching methods have been criticized for their inability to promote creativity, critical thinking, teamwork, and problem-solving skills among learners (Ololube, Ingiabuna, & Dudafa, 2018).

Instructional delivery in Business Education refers to how lecturers communicate knowledge and skills using various methods, styles, and tools to ensure effective learning. Since the field combines both theory and practice, effective teaching requires approaches beyond lecture-based methods, including group discussions, practical examples, and digital tools. Igberahrarha (2022) emphasized that the method of instructional delivery determines how well students learn and how prepared they are for employment or entrepreneurship. One promising approach is collaborative teaching, where two or more lecturers plan and teach together. This approach enhances interaction, reduces workload, and exposes students to diverse teaching perspectives (Oroka, 2020). Similarly, Edionwe (2021) noted that collaborative approaches—such as team teaching, peer learning, and group problem-solving—help students develop teamwork, communication, and leadership skills.

Business Education aims to prepare learners for an ever-changing business environment by building competencies in accounting, marketing, management, and entrepreneurship. However, research indicates that reliance on traditional lecture methods limits innovation, reduces engagement, and weakens students' learning outcomes (Ekpenyong & Edokpolor, 2020). Consequently, there is a growing call for integrating collaborative teaching techniques to make Business Education more interactive and skills-oriented.

Collaborative teaching involves two or more lecturers jointly planning, delivering, and assessing lessons in a shared classroom (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2022). Common techniques include team teaching, problem-based learning (PBL), cooperative learning, peer tutoring, and case-based instruction. Team teaching allows multiple instructors to share expertise for richer lessons (Ede & Edet, 2021). PBL enables students to work collaboratively on real-life challenges, while cooperative learning promotes peer interaction and mutual achievement (Slavin, 2018). Peer tutoring strengthens understanding as students teach one another, and case-based learning improves decision-making and analytical skills through real business scenarios (Okundaye, 2019).

Collaborative teaching offers significant benefits in Business Education. It promotes active participation, deeper understanding, and improved retention of knowledge. Learners exposed to team teaching and PBL often perform better academically than those taught traditionally. Moreover, these approaches enhance soft skills such as communication, leadership, and teamwork—skills that are crucial in today's business world (Adamu & Nwachukwu, 2022). For lecturers, collaboration fosters professional growth, idea sharing, and teaching innovation (Obi & Ijeoma, 2020).

Despite these benefits, implementation of collaborative teaching in tertiary institutions within Edo and Delta States faces challenges such as limited institutional support, time constraints, inadequate training, and scarce teaching facilities. Many lecturers still work in isolation due to rigid administrative structures and lack of supportive policies. To address this, institutions need to promote collaboration through capacity-building programmes, digital infrastructure, and clear policies that encourage teamwork and innovation.

In summary, collaborative teaching techniques are essential for enhancing instructional delivery in Business Education across Delta and Edo States. They promote engagement, improve academic performance, and prepare students with the practical skills necessary for a competitive economy. However, overcoming barriers such as inadequate support and limited resources remains crucial for successful implementation. When fully embraced, collaborative teaching can transform Business Education into a dynamic and outcome-oriented programme that contributes to national development.

Statement of the Problem

Effective instructional delivery in Business Education is vital for preparing students with the skills required in today's competitive business environment. However, in many tertiary institutions across Edo and Delta States, the persistent use of conventional lecture methods has resulted in passive learning, low student engagement, and limited development of practical competencies. Collaborative teaching techniques—such as team teaching, cooperative learning, peer tutoring, and problem-based learning—have been recognized as effective alternatives that foster critical thinking, communication, and teamwork skills among students. Despite these benefits, their adoption among Business Education lecturers in these states remains low due to inadequate training, limited institutional support, resistance to innovation, and

lack of instructional resources. Moreover, few studies have explored the awareness, utilization, and impact of these techniques within Business Education in Edo and Delta States. If this gap persists, institutions risk producing graduates who are ill-equipped for the modern business world. Therefore, this study investigates the collaborative teaching techniques required by Business Education lecturers for effective instructional delivery, identifies challenges hindering their implementation, and proposes strategies to enhance their use in the study area.

Purpose of the Study

The main purpose of this study is to examine the various collaborative teaching techniques required by Business Education lecturers for effective instructional delivery of Business Education courses, determine the benefits and identify the challenges affecting the full implementation of these techniques in Edo and Delta States. Specifically, the study aims to:

Research Questions

The following research questions were raised and answered in the study

1. What are the team teaching techniques required by Business Education lecturers for effective instructional delivery of Business Education courses in Edo and Delta State?
2. What are the Problem Based Learning techniques as a collaborative teaching techniques required by Business Education lecturers for effective instructional delivery of Business Education courses in Edo and Delta State?
3. What are the cooperative learning techniques required by Business Education lecturers for effective instructional delivery of Business Education courses in Edo and Delta State?
4. What are the peer tutoring and cased based learning techniques required by Business Education lecturers for effective instructional delivery of Business Education courses in Edo and Delta State?
5. What are the challenges of collaborative teaching techniques in instructional delivery of Business Education courses in Edo and Delta State?
6. What are the benefits of collaborative teaching techniques in instructional delivery of Business Education courses in Edo and Delta State?
7. What are the effective delivery of Business Education in Edo and Delta State?

Research Hypotheses

The following hypotheses were formulated for this study and tested at 0.05 level of significant;

H₀₁: There is no significant difference between the male and female Business Education lecturers rating in team teaching techniques and instructional delivery in Business Education programme in Edo and Delta States.

H₀₂: There is no significant difference between the male and female Business Education lecturers rating in the problem based learning teaching techniques and instructional delivery in Business Education programme in Edo and Delta States.

H₀₃: There is no significant difference between the male and female Business Education lecturers rating in cooperative learning techniques and instructional delivery in Business Education programme in Edo and Delta States.

H₀₄: There is no significant difference in the perception of male and female Business Education lecturers on peer tutoring and case based learning techniques and instructional delivery in Business Education programme in Edo and Delta States

H₀₅: There is no significance difference between male and female Business Education lecturers on the challenges of collaborative teaching techniques and instructional delivery in Business Education programme in Edo and Delta States

H₀₆: There is no significant difference between male and female Business Education lecturers rating on the benefits of collaborative teaching techniques and instructional delivery in Business Education programme in Edo and Delta States.

H₀₇: There is no significant difference between male and female Business Education lecturers on effective delivery of Business Education in Edo and Delta States.

RESEARCH METHODOLOGY

This study adopted a descriptive survey design, which is appropriate for gathering information on current conditions and opinions among groups. It enabled the researcher to examine the collaborative teaching techniques used by Business Education lecturers across tertiary institutions in Edo and Delta States. The study population comprised of 176 Business Education lecturers from universities and colleges of education in both states, including Delta State University, University of Delta Agbor, University of Benin, Ambrose Alli University, College of Education Warri, Delta State College of Education Mosogar, Federal College of Education (Technical) Asaba, and Michael and Cecilia Foundation College of Education, Agbarha-Otor. Because the entire population was manageable, the study adopted a census approach, using all lecturers as respondents. A purposive sampling technique was employed to include only lecturers teaching Business Education courses.

Data were collected using a structured questionnaire titled Collaborative Teaching Techniques Required by Business Education Lecturers for Effective Instructional Delivery of Business Education Courses in Edo and Delta States. The instrument contained closed-ended items divided into sections covering demographic information, collaborative teaching techniques, perceived benefits, challenges, and strategies for improvement. A four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1) was used. Content and face validity were established through expert review and pilot testing, while the reliability of the instrument was confirmed through a pilot study involving 30 lecturers from tertiary institutions in Anambra State. Using the Cronbach's Alpha method, a reliability coefficient of 0.996 was obtained, indicating strong internal consistency.

Questionnaires were distributed in person during academic sessions and electronically via email to ensure broad participation. The data collection lasted four weeks, with reminders sent to non-respondents. Collected data were analyzed using mean and standard deviation to answer the research questions and t-test statistics to test hypotheses at the 0.05 significance level. A mean score of 2.50 and above indicated agreement, while scores below 2.50 were considered non-acceptance. Findings were presented in tables and charts, forming the basis for conclusions and recommendations.

4.1 PRESENTATION OF RESULTS

Table 4.1: Mean and Standard Deviation of Responses on the Team Teaching Technique Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	I actively collaborate with my co-teaching colleagues in planning lessons.	1	4	3.19	0.759	Agreed
2	Team teaching allows for better course content organization and delivery.	1	4	3.11	0.760	Agreed
3	Teaching with a colleague improves the clarity and effectiveness of lesson delivery.	1	4	3.13	0.605	Agreed
4	I feel comfortable sharing teaching responsibilities with my co-instructors (s).	2	4	3.14	0.553	Agreed
5	Team teaching enhances student engagement and participation in class.	1	4	3.11	0.637	Agreed
6	Students benefit from the diverse expertise and perspectives of multiple instructors.	1	4	3.18	0.593	Agreed
7	My co-teacher(s) and I communicate effectively about instructional goals and methods.	1	4	3.20	0.598	Agreed
8	I receive adequate support from my institution for implementing team teaching effectively.	2	4	3.20	0.566	Agreed
9	Team teaching helps in providing students with diverse forms of feedback and assessment.	1	4	3.15	0.645	Agreed
10	I believe team teaching improves the overall quality of education in my institution.	1	4	3.11	0.631	Agreed
Grand Mean		1	4	3.15	0.597	Agreed

Source: Field Survey, 2025

Table 4.2: Mean and Standard Deviation of Responses on the Cooperative Learning Technique Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	I frequently incorporate cooperative learning strategies in my teaching.	1	4	3.01	0.782	Agreed
2	I provide clear instructions and guidelines for students working in cooperative groups.	1	4	3.21	0.745	Agreed
3	Cooperative learning enhances student engagement and participation in class activities.	1	4	2.58	0.953	Agreed
4	I observe improved communication and teamwork skills among students using cooperative learning.	1	4	2.94	0.707	Agreed
5	Cooperative learning helps students understand course content more effectively than traditional methods.	1	4	3.08	0.671	Agreed
6	I ensure that cooperative learning activities are aligned with the learning objectives of my course.	1	4	3.09	0.644	Agreed
7	I use various assessment methods to evaluate individual and group contributions.	1	4	3.10	0.741	Agreed
8	I provide students with timely feedback on their performance in cooperative learning activities.	1	4	3.05	0.716	Agreed
9	I face challenges in implementing cooperative learning, such as student resistance or a lack of time.	1	4	3.03	0.645	Agreed
10	My institution provides adequate support and resources to implement cooperative learning effectively.	1	4	3.10	0.690	Agreed
Grand Mean		1	4	3.02	0.684	Agreed

Source: Field Survey, 2025

Table 4.3: Mean and Standard Deviation of Responses on the Problem-Based Learning (PBL) Technique Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	I frequently use Problem-Based Learning (PBL) as an instructional strategy in my teaching.	1	4	3.06	0.677	Agreed
2	I design real-world problems that encourage critical thinking and problem-solving among students.	1	4	3.03	0.759	Agreed
3	PBL enhances student engagement and motivation in learning.	1	4	3.22	0.724	Agreed
4	Students develop better problem-solving and decision-making skills through PBL.	1	4	2.70	0.877	Agreed
5	PBL improves students' ability to apply theoretical knowledge to practical situations.	2	4	3.18	0.521	Agreed
6	I facilitate group discussions and guide students in the problem-solving process rather than providing answers.	1	4	3.19	0.570	Agreed
7	I assess both the process and the final outcome of student problem-solving activities.	1	4	3.16	0.596	Agreed
8	I provide timely and constructive feedback to students on their performance in PBL activities.	1	4	3.22	0.565	Agreed
9	Implementing PBL is challenging due to factors such as time constraints and curriculum structure.	1	4	3.19	0.531	Agreed
10	My institution provides adequate support and resources for the effective implementation of PBL.	1	4	3.13	0.562	Agreed
Grand Mean		1	4	3.11	0.593	Agreed

Source: Field Survey, 2025

Table 4.4: Mean and Standard Deviation of Responses on Peer Group Learning and Case-Based Learning Techniques Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	Peer group learning and Case-based learning enhance students' ability to collaborate and communicate effectively.	1	4	3.14	0.593	Agreed
2	I select case studies that are relevant to real-life professional scenarios.	2	4	3.11	0.580	Agreed
3	I regularly incorporate peer group learning activities into my instructional strategies.	1	4	3.13	0.595	Agreed
4	I guide students on how to work collaboratively in peer groups.	1	4	3.13	0.768	Agreed
5	I observe improved academic performance in students who participate in peer group activities.	1	4	3.16	0.577	Agreed
6	I provide feedback that helps students reflect on their reasoning and judgment in case analysis.	3	4	3.35	0.477	Agreed
7	I assess both group and individual contributions during peer learning activities.	2	4	3.40	0.502	Agreed
8	I evaluate students based on their analysis, participation, and decision-making in case discussions.	1	4	3.41	0.528	Agreed
9	Peer group learning helps students develop leadership and conflict-resolution skills.	2	4	3.37	0.518	Agreed
10	I observe improved academic performance in students who participate in peer group activities.	2	4	3.40	0.503	Agreed
Grand Mean		1	4	3.26	0.506	Agreed

Source: Field Survey, 2025

Table 4.5: Mean and Standard Deviation of Responses on the Benefits of Collaborative Techniques Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	Collaborative teaching enhances the sharing of knowledge among lecturers.	1	4	3.41	0.538	Agreed
2	Collaborative teaching promotes reflective teaching practices among lecturers.	2	4	3.37	0.496	Agreed
3	Students achieve better learning outcomes through collaborative teaching strategies.	2	4	3.37	0.518	Agreed
4	It encourages the use of innovative teaching methods and technologies.	1	4	3.42	0.529	Agreed
5	It supports professional development through peer observation and feedback.	1	4	3.22	0.700	Agreed
6	Collaboration leads to more organized and efficient curriculum planning.	2	4	3.37	0.497	Agreed
7	Team teaching helps in managing large class sizes more effectively.	1	4	3.09	0.799	Agreed
8	It increases student engagement and participation during class activities.	1	4	3.15	0.801	Agreed
9	Collaborative teaching promotes the integration of multiple business concepts in a single lesson.	1	4	2.96	0.871	Agreed
10	It improves the quality and effectiveness of instructional delivery.	1	4	2.92	0.916	Agreed
Grand Mean		1	4	3.23	0.611	Agreed

Source: Field Survey, 2025

Table 4.6: Mean and Standard Deviation of Responses on the Challenges of Collaborative Techniques Required by Business Education Lecturers

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	It is difficult to fairly assess and evaluate joint teaching outcomes.	1	4	2.95	0.877	Agreed
2	There is a lack of incentives or motivation to engage in collaborative teaching.	1	4	3.14	0.844	Agreed
3	Students sometimes find it difficult to adapt to collaborative teaching approaches.	1	4	2.95	0.834	Agreed
4	The curriculum structure does not support flexible teaching methods like collaboration.	1	4	3.10	0.826	Agreed
5	Resistance from colleagues hinders effective team teaching.	1	4	2.99	0.767	Agreed
6	Limited access to technological resources affects collaborative teaching practices.	1	4	3.22	0.678	Agreed
7	There is insufficient training on how to implement collaborative teaching effectively.	1	4	3.14	0.890	Agreed
8	Differences in teaching styles among lecturers create coordination challenges.	2	4	3.38	0.521	Agreed
9	Time constraints make it difficult to plan and execute collaborative lessons.	2	4	3.36	0.504	Agreed
10	Lack of administrative support limits the implementation of collaborative teaching.	2	4	3.37	0.530	Agreed
Grand Mean		1	4	3.16	0.677	Agreed

Source: Field Survey, 2025

Table 4.7: Mean and Standard Deviation of Responses on the Effective Delivery of Business Education

S/N	Item	Min	Max	Mean	Std. Dev.	Remark
1	Lessons in Business Education are well-organized and logically sequenced.	2	4	3.30	0.529	Agreed
2	The instructor encourages students to apply theoretical knowledge to practical business problems.	2	4	3.34	0.553	Agreed
3	Students are given opportunities to participate in class discussions and business simulations.	2	4	3.34	0.508	Agreed
4	The pace of instruction suits the learning abilities of students.	2	4	3.38	0.532	Agreed
5	Feedback on assignments and projects is timely and helpful.	2	4	3.35	0.534	Agreed
6	Instruction connects business theory with current industry trends.	2	4	3.40	0.536	Agreed
7	Students are taught to think critically and make business decisions.	1	4	3.20	0.676	Agreed
8	Course materials are clear, relevant, and updated regularly.	2	4	3.38	0.521	Agreed
9	Learning activities promote collaboration and teamwork.	1	4	2.93	0.911	Agreed
10	Instructional delivery prepares students for real-world business challenges.	1	4	3.13	0.676	Agreed
Grand Mean		1	4	3.28	0.552	Agreed

Source: Field Survey, 2025

Hypothesis 1 Testing: Gender Differences in the Use of Team Teaching Technique by Business Education Lecturers

Table 4.8: To test the hypothesis that there is no significant difference in the use of team teaching techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	df	α	p-value	Decision
Male	81	3.16	0.559				
Female	95	3.14	0.631	174	0.05	0.807	Retain Ho

Source: Field Survey 2025

Hypothesis 2 Testing: Gender Differences in the Use of Cooperative Learning Technique by Business Education Lecturers

Table 4.9: To test the hypothesis that there is no significant difference in the use of cooperative learning techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	df	α	p-value	Decision
Male	81	3.08	0.605				
Female	95	2.96	0.743	174	0.05	0.240	Retain Ho

Source: Field Survey 2025

Hypothesis 3 Testing: Gender Differences in the Use of Problem-Based Learning (PBL) Technique by Business Education Lecturers

Table 4.10: To test the hypothesis that there is no significant difference in the use of problem-based learning techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	df	α	p-value	Decision
Male	81	3.11	0.525				
Female	95	3.11	0.647	174	0.05	1.000	Retain Ho

Source: Field Survey 2025

Hypothesis 4 Testing: Gender Differences in the Use of Peer Group and Case-Based Learning Techniques by Business Education Lecturers

Table 4.11: To test the hypothesis that there is no significant difference in the use of peer group and case-based learning techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	Df	α	p-value	Decision
Male	81	3.28	0.454				
Female	95	3.24	0.549	174	0.05	0.588	Retain Ho

Source: Field Survey 2025

Hypothesis 5 Testing: Gender Differences in the Perceived Benefits of Collaborative Teaching Techniques by Business Education Lecturers

Table 4.12: To test the hypothesis that there is no significant difference in the perceived benefits of collaborative teaching techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	Df	α	p-value	Decision
Male	81	3.28	0.559				
Female	95	3.19	0.652	174	0.05	0.342	Retain Ho

Source: Field Survey 2025

Hypothesis 6 Testing: Gender Differences in the Perceived Challenges of Collaborative Teaching Techniques by Business Education Lecturers

Table 4.13: To test the hypothesis that there is no significant difference in the perceived challenges of collaborative teaching techniques among Business Education lecturers based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	df	α	p-value	Decision
Male	81	3.21	0.591				
Female	95	3.12	0.744	174	0.05	0.395	Retain Ho

Source: Field Survey 2025

Hypothesis 7 Testing: Gender Differences in the Effective Delivery of Business Education

Table 4.14: To test the hypothesis that there is no significant difference in the effective delivery of Business Education based on gender, an independent samples t-test was conducted. The results are presented below.

Gender	N	Mean	SD	df	α	p-value	Decision
Male	81	3.29	0.526				
Female	95	3.26	0.576	174	0.05	0.698	Retain Ho

Source: Field Survey 2025

DISCUSSION OF FINDINGS

The study examined collaborative teaching techniques required by Business Education lecturers for effective instructional delivery in Delta and Edo States. Findings showed that team teaching, cooperative learning, problem-based learning, peer group learning, and case-based learning are widely practiced and positively perceived. Team teaching (grand mean = 3.15) enhanced communication, lesson clarity, and collaboration, though some uncertainty remained about its impact on student participation. Cooperative learning (3.02) promoted teamwork and communication but faced challenges such as uneven participation, consistent with Slavin’s (2014) view on the need for structured group work.

Problem-Based Learning (3.11) encouraged motivation and engagement, aligning with Hmelo-Silver (2004), though limited training and large classes reduced its effectiveness. Peer and case-based learning (3.26) received the highest support for fostering critical thinking, teamwork, and real-world application, reflecting social constructivist principles. Lecturers also recognized the benefits of collaboration (3.23), including innovation and reflective practice (Murawski & Bernhardt, 2015), yet identified challenges such as differing teaching styles (3.38), lack of support (3.37), and time constraints (3.36), consistent with Scruggs, Mastropieri, and McDuffie (2007).

Overall, instructional delivery in Business Education was rated effective (3.28), especially in linking theory to practice and fostering higher-order thinking, though gaps remain in teamwork and workplace readiness. Across all hypotheses, there were no significant gender differences, indicating equal adoption among male and female lecturers.

In conclusion, collaborative teaching techniques significantly improve instructional delivery and learning outcomes in Business Education. Their sustained success depends on institutional support, continuous lecturer training, and provision of adequate resources to strengthen participation, innovation, and real-world readiness.

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