PROJECT AND ZOOM APPROACHES AS CORRELATES OF EMPLOYABILITY OPPORTUNITIES OF BUSINESS EDUCATION UNDERGRADUATE STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

The study analyzed the project and zoom approaches as correlates of employability opportunities of business education undergraduate students in tertiary institutions in Rivers State. Correlation survey design was adopted for this study. This study as carried out in Rivers State. The population of this study consisted of five hundred and ten (510) final year students from the two State-Owned Tertiary Institutions running business education programme in Rivers State. Simple random sampling technique was adopted in selecting 224 final year business education students. Two set of questionnaires titled "Technology-Based Instruction Approaches of Business Education Students Questionnaire (TBIABESQ)" and "Employability Opportunities of Business Education Students Questionnaire (EOBESQ)" were collected for the study. The researcher employed face and content validity methods. A test-retest method of reliability was adopted in this study. The researcher used Pearson Product Moment Correlation (PPMC) to analyze and answer the research questions and to test the null hypotheses that were formulated at 0.05 level of significance. The study showed that there is a significant relationship between projector instruction approach and employability opportunities in the aforementioned tertiary institutions in Rivers State and also that there is a significant relationship between zoom instruction approach and employability opportunities in the aforementioned tertiary institutions in Rivers State. Based on the analyses and discussion of findings, the study concluded that technology-based instruction approaches bring about a corresponding improvement in employability opportunities of business education students in State-Owned tertiary institutions. One of the recommendations made was that the management of tertiary institutions has a policy on the adoption of computer tools for lecturers in the teaching of business education since it has a direct bearing on the employability of business education graduates.

KEYWORDS: Project and Zoom Approaches, Employability Opportunities, Business Education Undergraduate Students, Tertiary Institutions, Rivers State.

INTRODUCTION

The adoption of technology to teach students the knowledge and skills required for twenty-first-century society and the workplace has become a necessity in educational systems like those in Nigeria because of the rapid changes that technology brings to the workplace. Virtually every workplace requires employees to have knowledge and skills of

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such value that a person without them will be unable to cope with the demands made of today's world. Recognizing the impact of new technologies on the workplace and daily life, Nigeria has joined the global village to restructure its educational system and classroom facilities to close the technological gap between developed and developing countries in teaching and learning.

Technology-based instruction implies the use of technology in education and the empowerment of students with increased access to relevant information as well as facilitating their learning, evaluation, and reflection. Interestingly, the various approaches of technology into teaching has had an unprecedented impact on the learning process as a result of the advancement in information technology. Technology-based teaching is a product of the fourth industry revolution (4IR) of the early 21st century. This period is also referred to as the digital revolution or second information revolution that is characterized by innovation in ICT devices (Olack & Adekambi, 2023). The use of technological tools has witnessed technological transformation in homes, workplaces and how information is delivered among people. Introducing learners to technology through smart phones devices resonates with other technologies such as computers, interactive whiteboard, projectors which are more likely to keep learners more engaged and motivated compared to the old traditional classroom which is characterized by notebooks, textbooks and dominated by the teacher's voice. It is crucial that learners become familiar with a variety of technology in preparation for the 21st century careers which require them to have practical skills related to technology.

There are different approaches of technology-based instruction used; hence this study will examine the computer, which is refers to personal computers, computer network when connected to the internet, facilitate and expand their services, however, computer-based instruction as a dimension of technology based is defined as the teaching that occurs on electronic mediums whether via computers, smart boards or other technology devices. Another dimension to examine is the projector. Projector as used in this study is also one of the dimensions of technology-based instruction approaches which serves as an output device that can protect images from a computer or bleu-ray onto a screen, wall or other surface. The importance of projectors in teaching and learning has been demonstrated by their positive impact on the teaching and learning processes.

STATEMENT OF PROBLEM

The adoption of technology in teaching and learning has made the classroom more open, more accessible, and more engaging than ever before, as well as more difficult for lecturers and students to adapt to in a society that shifts from analogue to digital every day. As a result, in the 21st century, classroom activities have become difficult to conduct, international in scope, and dynamic in pace, with lecturers expected to match up with the demands of students who need instant, multi-media answers to their questions. This difficulty as occasioned, in most cases is due to lack of adequate skills required of lecturers for the efficient adoption of technology-based instrument in business education programme as well as the unavailability and inaccessibility of resources needed to facilitate the wide spread adoption of techno-teaching by lecturers.

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RESEARCH OBJECTIVE

- The relationship between project or instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State.
- The relationship between zoom instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State.

RESEARCH QUESTION

- What is the relationship between projector instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State?
- What is the relationship between zoom instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State?

HYPOTHESIS

- There is no significant relationship between projector instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State.
- There is no significant relationship between zoom instruction approach and employability opportunities of business education undergraduate students in tertiary institutions in Rivers State.

CONCEPTUAL REVIEW
CONCEPT OF BUSINESS EDUCATION

Business education according to Kysburn (2021) develops students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business I sources world. The mission of business education at the college and university level (tertiary institutions) is to train the necessary manpower for industry, business and public and private business establishment. Business education program is an umbrella which shields all business course(s). It is therefore encompassing which includes account, secretarial, marketing and purchasing supply. Aliyu (2021) defined business teachers' education programme as a preplanned aimed at training and developing business education teachers. The business teachers have the responsibility to help develop the student, influence youths and future student, who desire work, attitude and prepare competent professional business teachers who will do it job (Igboke, 2020).

Malsbary (2017) defined business education as those business programmes and courses taught ordinarily at the secondary school level. Osuala (2009) defined Business education as an essential part of the preparation of youths for life and living. Still on the

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definition of business education, Njoku (2022) defines business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. However, Njoku (2022) gave another definition as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself. It can be seen from the foregoing discussions that as the years go by; the definitions of business education continue to change. This means that business education is not static.

Business education is a programme of study which offers students who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them to enter, perform and progress in a business occupation after graduating from high school or the university. In the same vein, Osiglalo (2020) sees business education as a programme of instruction which consist of two points, office education and general business education that provide students with information and experiences which are needed by all in managing personal business affair and using the services of the business.

CONCEPT OF EMPLOYABILITY OPPORTUNITIES

Employment is not a simple term denoting the mere holding of a job for which a wage is paid, or the operating of one's own business. Rather, according to Cookey (2016), it signifies the state of anyone who is doing what, under the circumstances, he most wants to do. Such a person is fully employed. A community or nation has full employment when all of its people are fully employed.

For Darkin and Armstrong (2018), employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does or which sector she or he is working in. Employees in some fields or sectors may receive gratuities, bonus payment or stock options. In some types of employment, employees may receive benefits in addition to payment. Benefits can include health insurance, housing, disability insurance or use of a gym. Employment is typically governed by employment laws or regulations or legal contracts (Cookey, 20l6). The meaning of the term employment used in this study follows the International Labour Organisation definition, according to which "employment covers any work, be it for wage or salary, profit or family gain", and includes both "paid employment" and "self-employment", taking into consideration that "employers, own-account workers and members of producers' cooperatives [our underlining] should be considered as in self-employment".

This international definition thus goes beyond the sole concept of employees and embraces all remunerated economic activities (in cash or in kind) under different types of labour status. It is also consistent with OECD standards. The ILO concept of employment follows a growing trend over the last four decades: along with the increasing unemployment problem, the use of the term "employment" has been largely extended to include all kinds of

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human activities allowing people to obtain resources in cash or in kind. Contrary to the perceived tendency that, in modern society, all types of employment will gradually converge towards an employer-employee relationship, we observe that different forms of employment, such as self-employed producers or freelancers, still remain an important part of recognized work forms and are even developing. While these forms are increasingly included in the concept of employment in a wider sense, it is certain that they have distinctive features from employment in a narrow sense (namely the employer-employee relationship).

In compliance with the above ILO definition of employment, which also includes members of producers' cooperatives, the term cooperative employment used in the study refers to employment performed both in and within the scope of cooperatives, namely comprising both employees and worker-members working in cooperatives, and self-employed producer-members producing within the scope of cooperatives (in terms of processing, commercialization and/or inputs), as well as the employees of these self-employed producer members.

ZOOM AS A DIMENSION OF TECHNOLOGY-BASED INSTRUCTION

Zoom Video Communications, Inc. (or simply Zoom) is an American communications Technology Company headquartered in San Jose, California. It provides video telephony and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations. For teachers, Zoom provides a suite of useful features, including the ability to host meetings with up to 100 participants and the ability for students to wordlessly signal to the teacher that they have a question, brainstorm on a virtual whiteboard, and collaborate on projects by annotating documents on other students' screens. Besides just voice-chatting, Zoom gives students plenty of tools to interact with each other and the teacher, work together, and even break off into smaller groups -- just as if they were sitting with each other in a classroom. But if teachers do not need these capabilities for class or if they are causing problems, they can all be turned off. With a little preparation -- setting some norms and frontloading key digital citizenship skills.

Zoom instruction approach as a method of teaching and learning that uses the video conferencing platform, zoom to connect students and intrusions online. Amuche et al. (2019) contended that zoom offers a variety of features that can be sued for teaching and learning. One of such features is that it breaks out rooms for small group work such as reading groups or collaborative projects. The advantage of zoom instruction approach is that it is free of cost, can be used by anyone, anywhere and anytime without having a chance to meet face to face (Kaplan & Haul, 2020).

Amedu (2018) averred that zoom is a video conferencing tool that provides instructions and students the way to meet online synchronously via a personal PC/laptop or call phone with or without using video. Lecturers can set up zoom meetings to conduct classes online as well as record them for later access by students. Studies have shown that

zoom is a great tool for distance learning because with zoom, lecturers can meet with their students.it is worthy of note that zoom learning/teaching can have many advantages for students, zoom is regarded to be efficient and easy to use. It also provides clear audio and prevents disconnection issues. It is also flexible to use, hence students can learn in a way that fits their lifestyle and create their own schedules.

Zoom learning/teaching enables students to gain knowledge about using technology in addition to the subject they are studying. It helps them to acquire technical skills which can help them to be self-reliant upon graduation. Students can collaborate with international classmates and have more individual contact with the students with the use of zoom, it thus boosts their career advancement. With zoom instruction approach, students are responsible for setting priorities, dealings with multiple tasks and working on changing conditions which leads to their self-motivation (Amesi & Wokeh, 2017),

PROJECTOR AS A DIMENSION OF TECHNOLOGY-BASED INSTRUCTION

Osakwa (2023) contended that an overhead projector like a film or slide projector uses light to project an enlarged image on a screen, allowing the view of a small document or picture to be shared with a large audience. In the overhead projector, the source of the image is a page-sized sheet of transparent plastic film (also known as foils or transparencies), with the image to be projected either printed or hand-written or drawn. These are placed on the glass platen of the projector, which has a light source below it and a projecting mirror and lens assembly above it (hence, overhead) and were widely used in education and business before the advent of video projectors.

An overhead projector works on the same principle as a slide projector, in which a focusing lens projects light from an illuminated slide onto a projection screen, where a real image is formed. However, some differences are necessitated by the much larger size of the transparencies used (generally the size of a printed page) and the requirement that the transparency be placed face up (and readable to the presenter). For the latter purpose, the projector includes a mirror just before or after the focusing lens to fold the optical system toward the horizontal. That mirror also accomplishes a reversal of the image so that the image projected onto the screen corresponds to that of the slide as seen by the presenter looking down at it, rather than a mirror image thereof. Therefore, the transparency is placed face up (toward the mirror and focusing lens), in contrast with a 35mm slide projector or film projector (which lack such a mirror) where the slide's image is non-reversed on the side opposite the focusing lens. Overhead projectors were widely used in education and business before the advent of computer-based projection (Nwankwo, 2021).

A projector facilitates an easy, low-cost interactive environment for educators. Teaching materials can be pre-printed on plastic sheets, upon which the educator can directly write using a non-permanent, washable color marking pen. This saves time since the transparency can be pre-printed and used repeatedly rather than having materials written manually before each class.The overhead is typically placed at a comfortable writing height for the educator and allows the educator to face the class, facilitating better communication between the students and lecturer. The enlarging features of the projector allow the educator

to write in a comfortable small script in a natural writing position rather than writing in an overly large script on a blackboard and having to constantly hold their arm out in midair to write on the blackboard. When the transparency sheet is full of written or drawn material, it can simply be replaced with a new, fresh sheet with more pre-printed material, saving class time vs. a blackboard that would need to be erased and teaching materials rewritten by the educator. Following the class period, the transparencies are easily restored to their original, unused state by washing them off with soap and water.

Projectors are becoming the centerpiece of classroom technology hubs that directly engage students and add impact to each lesson, hence, the use of video by the multimedia projector in teaching ensures genuine effort by the learners. In addition, using content related videos helps the students comprehend the thoughts and get the actual concept of the subject matter. Moreover, students can pay attention to the use of contextual language in the videos, along with the non-verbal characteristics of language that assist them in having a better understanding of the subject and make the lesson pleasant and enjoyable. Multimedia activities encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge.

ZOOM AND EMPLOYABILITY OPPORTUNITIES

Zoom instruction approach as a method of teaching and learning that uses the video conferencing platform, zoom to connect students and intrusions online. Amuche et al. (2019) contended that zoom offers a variety of features that can be sued for teaching and learning. One of such features is that it breaks out rooms for small group work such as reading groups or collaborative projects. The advantage of zoom instruction approach is that it is free of cost, can be used by anyone, anywhere and anytime without having a chance to meet face to face (Kaplan & Haul, 2020).

Amedu (2018) averred that zoom is a video conferencing tool that provides instructions and students the way to meet online synchronously via a personal PC/laptop or call phone with or without using video. Lecturers can set up zoom meetings to conduct classes online as well as record them for later access by students. Studies have shown that zoom is a great tool for distance learning because with zoom, lecturers can meet with their students.it is worthy of note that zoom learning/teaching can have many advantages for students, zoom is regarded to be efficient and easy to use. It also provides clear audio and prevents disconnection issues. It is also flexible to use, hence students can learn in a way that fits their lifestyle and create their own schedules.

Zoom learning/teaching enables students to gain knowledge about using technology in addition to the subject they are studying. It helps them to acquire technical skills which can help them to be self-reliant upon graduation. Students can collaborate with international classmates and have more individual contact with the students with the use of zoom, it thus boosts their career advancement. With zoom instruction approach, students are responsible for setting priorities, dealings with multiple tasks and working on changing conditions which leads to their self-motivation (Amesi & Wokeh, 2017),

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In addition, zoom help to improve communication among students. Zoom meetings provides desktop tools like auto-generated searchable transcripts, video transmit without contents, touch up appearance and lighting control. Zoom is the most popular and leading video conferencing software because it enables different businesses and diverse industries to connect with their customers impeccably, audiences, clients, employees, team members, students and other stakeholders to communicate, interact and express their ideas without any hiccup.

PROJECTOR INSTRUCTION APPROACH AND EMPLOYABILITY OPPORTUNITIES

A projector is an output device that presents images onto a projection screen and can be connected to a computer and even replaces a monitor. It is imperative to note that most projectors create an image by shining a light through a small transparent lens but some newer types of projectors can project the image directly by using lasers. Okirigwe and Michael (2023) contended that projector increases students' attention in the classroom which inturns boost their academic performance. It is visually impactful for students with no even surfaces, borders or poor background colouring. Projectors optimizes viewing experience because its screens are designed to maximize the viewer's experience with enhanced brightness, contrast and colour fidelity. In the same vein, Olaide (2022) is of the view that projector screens provide a smooth, even surface ensuring that the projected image doesn't have any distortions. In addition, projector uses light to protect an enlarged image on a screen, allowing the view of a small document or picture to be shared with a large audience.

METHODOLOGY

Correlation survey design was adopted for this study. This study as carried out in Rivers State. The population of this study consisted of five hundred and ten (510) final year students from the two State-Owned Tertiary Institutions running business education programme in Rivers State. Simple random sampling technique was adopted in selecting 224 final year business education students. Two set of questionnaires titled "Technology-Based Instruction Approaches of Business Education Students Questionnaire (TBIABESQ)" and "Employability Opportunities of Business Education Students Questionnaire (EOBESQ)" were collected for the study. The researcher employed face and content validity methods. A test-retest method of reliability was adopted in this study. The researcher used Pearson Product Moment Correlation (PPMC) to analyze and answer the research questions and to test the null hypotheses that were formulated at 0.05 level of significance.

PRESENTATION OF RESEARCH QUESTIONS AND HYPOTHESIS

Research Question 1: What is the relationship between projector instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State?

Table 1 : Mode of Questionnaire Distribution and Retrieval

S/N	Gender	No. Distributed	No. Retrieved	No. Not Retrieved	Retrieved Percentage	Non-Retrieved Percentage
1.	Male	86	83	3	97%	3%
2.	Female	138	133	5	96%	4%
	Total	224	216	8	193%	7%

Source : Researcher's Fieldwork (2024)

Table 1 shows the mode of questionnaire distribution and retrieval, out of 86 copies of questionnaire distributed to male business education students in State-owned tertiary institutions in Rivers State, the researcher retrieved 83 copies representing (97%) while 3 copies representing (3%) were not retrieved. In addition, out of 138 copies of questionnaires distributed to the female business education students in the aforementioned State-Owned tertiary institutions in Rivers State, the researcher retrieved 133 copies representing (96%) while 5 copies representing (4%) were not retrieved. In all, 216 copies of questionnaire were retrieved. This finding is in agreement with Nwankwo (2021) who averred that a projector facilitates an easy, low-cost interactive environment for educators. Teaching materials can be pre-printed on plastic sheets, upon which the educator can directly write using a non-permanent, washable color marking pen.

Research Question 2: What is the relationship between zoom instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State?

Table 2: Analysis of Responses to Research Question One

		Projector Instruction Approach	Employability Opportunities
Projector Instruction Approach	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	216	216
Employability Opportunities	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	216	216

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2024.

Table 2 yielded a correlation value of .735 on the respondents' view about the relationship between projector instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State. The correlation coefficient (r = .735) depicts a strong positive relationship between projector instruction approach and employability opportunities of business education students. This implies that there is a strong positive relationship between the two variables. Hence, this showed that if projector instruction approach is adopted, employability opportunities of business education students in State-Owned tertiary institutions in Rivers State would be high. This finding is in line with the assertion of A much et al. (2019) who noted that zoom provides a suite of useful features, including the ability to host meetings with up to 100 participants and the ability for students to wordlessly signal to the teacher that they have a question, brainstorm on a virtual whiteboard, and collaborate on projects by annotating documents on other students' screens.

PRESENTATION OF NULL HYPOTHESES

Ho$_1$:   There is no significant relationship between projector instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State.

Table 3:   Pearson Product Correlation Coefficient between Projector Instruction Approach and Employability Opportunities

		Projector Instruction Approach	Employability Opportunities
Projector Instruction Approach	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	216	216
Employability Opportunities	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	216	216

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlation between projector instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers

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State. The p-value (p = 0.000 < 0.01) depicts a significant relationship between projector instruction approach and employability opportunities of business education students. Hence, the null hypothesis was rejected. This shows that there is a significant relationship between projector instruction approach and employability opportunities inthe aforementioned tertiary institutions in Rivers State.

Ho2: There is no significant relationship between zoom instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State.

Table 4: Pearson Product Correlation Coefficient between Zoom InstructionApproach and Employability Opportunities

		Zoom Instruction Approach	Employability Opportunities
Zoom Instruction Approach	Pearson Correlation	1	.826**
	Sig. (2-tailed)		.000
	N	216	216
Employability Opportunities	Pearson Correlation	.826*	1
	Sig. (2-tailed)	.000	
	N	216	216

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 present the correlation between zoom instruction approach and employability opportunities of business education students in State-Owned tertiary institutions in Rivers State. The p-value (p = 0.000 < 0.01) depicts a significant relationship between zoom instruction approach and employability opportunities of business education students, hence, the null hypothesis was rejected. This shows that there is a significant relationship between zoom instruction approach and employability opportunities in the aforementioned tertiary institutions in Rivers State.

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CONCLUSION

Based on the analyses and discussion of findings, the study concluded that technology-based instruction approaches bring about a corresponding improvement in employability opportunities of business education students in State-Owned tertiary institutions. Thus, if projector instruction approach and zoom instruction approach is adopted, employability opportunities of business education students in State-Owned tertiary institutions in Rivers State would be high.

RECOMMENDATION

- The management of tertiary institutions has a policy on the adoption of computer tools for lecturers in the teaching of business education since it has a direct bearing on the employability of business education graduates.
- The management of tertiary institutions in Rivers State should provide business education lecturers with access to the use of interactive whiteboards in the classroom to improve the employability potential of students.

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