

## Lecturers Instructional Delivery Styles and Business Education Students Acquisitions of Employability Skills in Colleges of Education in North East Nigeria

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### Abstract

Despite the centrality of employability skills to the mandate of business education, a troubling disconnect persists between graduate competencies and labour market expectations in North East Nigeria. This study investigated the relationship between lecturers' instructional delivery styles and business education students' acquisition of employability skills in Colleges of Education in North East Nigeria. A correlational survey design was adopted, with a census population of 178 respondents comprising 141 students and 37 lecturers. Data were collected using a researcher-structured instrument, the Instructional Delivery Styles and Students' Acquisitions of Employability Skills Questionnaire (IDSSAESQ), structured on a four-point Likert scale and validated through expert review by three specialists in Business Education and Measurement and Evaluation. Reliability was established using Cronbach's Alpha, yielding a coefficient of .832, indicating strong internal consistency. A total of 142 questionnaires were retrieved and analysed, representing a 79.8% return rate. Pearson Product Moment Correlation and regression analysis were used for data analysis. Findings revealed that both formal authority and facilitator instructional delivery styles have a significant positive relationship with students' acquisition of employability skills, with the facilitator style emerging as the stronger predictor ( $r = .86, p < .05$ ). It is concluded that learner-centered, facilitative instructional approaches are critical to developing the practical competencies graduates need for employment and entrepreneurship. It is therefore recommended that business education lecturers deliberately integrate facilitator-based strategies into their instructional practice to enhance graduate employability and self-reliance.

**Keywords:** Instructional delivery styles, formal authority, facilitator style, employability skills, business education.

### Introduction

Lecturers' instructional delivery styles are among the fundamental elements that affect the development of employability skills by students. When applied to business education, employability skills are job-relevant, practical skills, including information and communication technology (ICT) skills, communication skills, accounting and financial management skills, problem-solving skills, teamwork skills, and entrepreneurial skills. These are the skills that are needed to be effective and independent in the workplace among graduates. Instructional delivery styles can be defined as the way lecturers deliver instructional material to learners (Bassey *et al.*, 2024). Technical and Vocational Education and Training (TVET), and business education in particular, is intended to instill the appropriate skills, knowledge, and attitudes in and regarding business (Akpan, 2019). Thus, the way in which learning is administered is of paramount importance in determining how students acquire employability skills. In planning

instruction in business education, the focus is usually on content and less focus on delivery methods. Teaching styles however are indicative of the beliefs of lecturers regarding teaching, their roles in the classroom and their relationship with the learners. Studies show that the instructional styles have a strong impact on the engagement, motivation, and learning outcomes of students (Bolkan and Griffin, 2023; Burgueño *et al.*, 2024). These styles can be both general classroom behaviour and some strategies, like lecture-based or active-learning style.

The styles of instruction delivery go beyond the personality characteristics and are directly associated with teaching philosophy and self-efficacy of instructors (Atasoy and Yalcin, 2023; Kunjumammed *et al.*, 2024; Saritas, 2016). The most common of the frameworks is the Grasha (1994) model, which divides teaching styles into five categories: expert, formal authority, personal model, facilitator, and delegator. All these styles have their own strengths and weaknesses in enhancing the acquisition of employability skills by students. The expert style of instruction is teacher-based and presupposes that teachers convey knowledge to learners so that they could master subject areas. Although it is efficient in covering the content, this method might restrict the active participation and practical development of skills in students (Usoro, 2021). Likewise, the formal style of authority focuses on structured instructions and expectations to a certain extent but can lead to inflexible learning environments that limit student autonomy (Ahmed *et al.*, 2021; Mardiani and Prasasti, 2023).

Conversely, the personal model style is more focused on demonstration and learning through example, where students get to learn and practice skills in guided environments. The facilitator style is more learner-focused as lecturers facilitate learning by asking questions, providing feedback and engaging in exploration to encourage students to learn independently and think critically (Ahmed *et al.*, 2021; Grasha, 1994). Though this is effective in promoting deeper learning, it might need to take more time and be handled cautiously.

The development and generation of employability skills is also important in entrepreneurship and in creating employment. Employability goes beyond finding employment to a wide range of competencies that allow individuals to adapt and thrive in the labor market (Hillage and Pollard, 2018; McAleer *et al.*, 2022). Although there is growing focus on skill development, there is still a gap between the competencies that graduates have and the expectations by employers. In a large number of cases, graduates from institutions of learning end up without the hands-on competencies needed to achieve success in the job market, in part because of a lack of adequate focus on skills-based education and a lack of responsiveness to the needs of the labor market.

It is against this backdrop that this study examines the relationship between lecturers' instructional delivery styles and business education students' acquisition of employability skills in Colleges of Education in North East Nigeria.

### **Statements of Problem**

Although the main aim of business education is to provide students with skills that they can practically apply in the job market, an issue remains that is extremely problematic, most business education students in North East Nigeria cannot be employed or get themselves in successful entrepreneurship due to lack of the employability skills. This shortcoming further adds to the increasing unemployment and underemployment among graduates. Available literature has indicated that a significant cause of this issue is the poor delivery styles of instructions employed by lecturers, which tend to be too theoretical and inadequate to meet with real-life workplace requirements. Consequently, learners are not well exposed to hands-on, skills-based learning experiences that are required in the labour market.

Moreover, the empirical picture is still unclear regarding what particular models of instruction delivery best contribute to the improvement of the process of instilling employability skills in students, especially in the setting of Colleges of Education in North East Nigeria. This leaves a huge gap to educators and policymakers who do not have evidence-based advice on how to maximize teaching strategies to achieve improved skills. Thus, the central issue that this paper aims to solve is the inability to clearly and based on evidence understand the impact of the instructional delivery style of lecturers on the acquisition of employability skills by learners of business education. Unless this is done, the process of enhancing graduate employability risk being fruitless.

### **Research Objectives**

The purpose of this study was to determine business education students' level of employability skills acquisitions from lecturers' instructional delivery styles. Specifically, the study sought to determine the relationship between:

1. Formal authority instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria
2. Facilitator instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria.

### **Research Questions**

The following research questions were asked to guide the research processes:

1. What is the relationship between formal authority instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria?
2. What is the relationship between facilitator instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria?

### **Research Hypotheses**

The following null hypotheses were tested at .05 level of significance;

1. There is no significant relationship between formal authority instructional delivery styles and business education students' acquisitions of employability skills.
2. There is no significant relationship between facilitator instructional delivery systems and business education students acquisitions of employability skills

### **Research Methods**

This study adopted a correlational survey design, conducted among business education students and lecturers in Colleges of Education in North East Nigeria. The population comprised 178 respondents, 141 students and 37 lecturers and given its manageable size, census sampling was employed. Data were collected using a researcher-structured instrument, the Instructional Delivery Styles and Students' Acquisitions of Employability Skills Questionnaire (IDSSAESQ), structured on a four-point rating scale. Validity was established through expert review by three specialists in Business Education and Measurement and Evaluation. Reliability was determined using Cronbach's Alpha, yielding a coefficient of .832, indicating strong internal consistency. Of the 178 questionnaires administered, 142 were retrieved and analysed, representing a 79.8% return rate. Pearson Product Moment Correlation was used to answer the research questions, while regression analysis was employed to test the null hypotheses at a .05 level of significance.

**Results and Presentation**

**Research Question 1:** What is the relationship between formal authority instructional delivery styles and business education students’ acquisitions of employability skills in North East Nigeria?

**Table 1; Pearson Product Moment correlation of the relationship between the formal authority instructional delivery styles and business education students acquisitions of employability skill N=142**

Variables	EX. EY.	EXY.	EX2 EY2	R.	Decision
Formal authority	<b>1137.</b>		<b>21098</b>		
Employability skills	<b>1249</b>	<b>10991.</b>	<b>1980</b>	<b>.77</b>	<b>Positive related</b>

Data analysis on Table 1 showed that the r value of .77. This shows that there exists a strong positive relationship between formal authority instructional delivery styles and business education students’ acquisitions of employability skills in North East Nigeria.

**Research Question 2: What is the relationship between facilitator instructional delivery styles and business education students’ acquisitions of employability skills in North East Nigeria?**

**Table 2: Pearson Product Moment correlation between facilitator instructional delivery styles and business education students acquisitions N=142.**

Variables	EX	EXY	EX2	R.	Decision
	EY		EY2		
Facilitator instructional relationship	<b>1887.</b>		<b>22098</b>		
Employability skills	<b>1249.</b>	<b>12655</b>	<b>19805</b>	<b>.86</b>	<b>Positive</b>

Data analysis on Table 2 indicates the r-value of .86. The result in Table 2 revealed a strong positive relationship between facilitator instructional delivery style and business education students’ acquisition of employability skills in North East Nigeria. This implies that as lecturers increasingly adopt facilitative, learner-centered approaches, students tend to develop higher levels of practical and transferable skills required for employment.

This finding aligns with Grasha (1994), who noted that the facilitator style promotes active engagement, independent thinking, and problem-solving, core components of employability skills. Similarly, Prince (2004) established that active learning strategies, which are central to facilitator teaching, significantly improve students’ retention of knowledge and development of transferable competencies such as teamwork and critical thinking. In the same vein, Hmelo-Silver (2004) emphasized that facilitative teaching enhances students’ ability to apply knowledge in real-life contexts, thereby improving workplace readiness. Empirical support is also provided by Amesi and Sobere (2023), who found that learner-centered instructional approaches significantly improve skill acquisition among business education students. Furthermore, Yorke (2006) argued that employability is strongly linked to teaching methods that foster autonomy, adaptability, and reflective learning, all of which are inherent in facilitator-based instruction. This suggests that the observed relationship is not coincidental but grounded in well-established pedagogical and employability frameworks.

**Research Hypothesis 1: There is no significant relationship between the formal authority instructional delivery styles and business education students’ acquisitions of employability skills in North East Nigeria.**

**Table 3: Pearson Product Moment correlation coefficient testing the relationship between the formal authority instructional delivery styles N=142**

Variables	EX	EXY	EX2	Df	Rcal	Rcrit
Decision						
	EY	EY2				
Formal authority	<b>1137.</b>	<b>10991</b>	<b>21998</b>			
<b>Significant</b>				<b>140</b>	<b>.77</b>	<b>.44</b>
Employability skills	<b>1249.</b>		<b>19805</b>			

Data analysis on Table 3 has shown the Rcal value of .77 was higher than the Rcrit value of .44, degree of freedom of 140 and at .05 level of significance. This implies that the null hypothesis is rejected thus there is a significant relationship between formal authority instructional delivery styles and business education students acquisitions of employability skills in North East Nigeria.

**Research Hypothesis 2: There is no significant relationship between facilitator instructional delivery styles and business education students’ acquisitions of employability skills in North East Nigeria.**

**Table 4: Pearson Product Moment correlation testing the relationship between the facilitator instructional deliveries. N=142**

Variables	EX	EXY	EX2	Df	Rcal	Rcrit
Decision						

	EY	EY2			
Facilitator	<b>1887.</b>	<b>12655</b>	<b>22098</b>		
<b>Significant</b>				<b>140</b>	<b>.86</b> <b>.44</b>
Employability skills	<b>1249.</b>	<b>19805</b>			

Data analysis on Table 4 has shown that the r cal value of .86 which is higher than the Rcrit value of .44, degree of freedom of 140 and at .05 level of significance. The result showed that the relationship between facilitator instructional delivery style and students' acquisition of employability skills is statistically significant, leading to the rejection of the null hypothesis. This confirms that facilitator-style teaching is not only positively related to skill acquisition but also a reliable predictor of employability outcomes.

This finding is consistent with Kolb's (1984) Experiential Learning Theory, which posits that knowledge is created through active experience, reflection, and application, processes that are central to facilitator teaching. Supporting this, Felder and Brent (2016) found that student-centered instructional approaches significantly enhance higher-order thinking and professional competencies required in the workplace. Additionally, Bridgstock (2009) emphasized that employability skills are best developed through interactive and student-driven learning environments, rather than passive instructional methods. Similarly, Ahmed *et al.* (2021) reported that participatory teaching approaches significantly improve students' engagement and performance outcomes. Evidence from business education further supports this conclusion. Ezeani (2012) found that practical, participatory teaching methods significantly enhance the acquisition of job-relevant skills among business education students. Therefore, the statistical significance observed in this study reinforces the argument that facilitator instructional delivery style plays a crucial role in developing employability skills.

### Major Findings of the Study

The following are the major findings of this study;

1. Formal authority instructional delivery styles positively relates with business education students acquisitions of employability skills in North East Nigeria.
2. Facilitator instructional delivery styles positives relates with business education students acquisitions of employability skills in North East Nigeria.
3. There is a significant relationship between formal authority instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria.
4. There is a significant relationship between facilitator instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria.

### Discussion of Findings

Data analysis on Tables 1 and 3 had shown that there exist a significant relationship between formal authority instructional delivery styles and business education students' acquisitions of

employability skills in North East Nigeria. This finding opined that lecturers' utilization of formal authority instructional delivery styles usually have great impacts on students' acquisitions of employability skills. This finding was confirmed by the findings of Benson (2019) who opined that lecturers utilization of innovative instructional strategies help students to pick interest in learning salable skills for self-reliant.

Data analysis on Tables 2 and 4 had indicated that there exist a significant relationship between facilitator instructional delivery styles and business education students' acquisitions of employability skills in North East Nigeria. The study had shown that the facilitator instructional delivery style is a veritable business education instructional delivery styles that can help students learn employability skills at their pace. This finding is supported by the findings of Bassey, UDO and Obayi (2024), who reported that in the facilitator instructional delivery styles, the lecturer acts as the facilitator of the entire instructional process by guiding and illustrating the functionality and practicability of the skill and as such helps the student to learn at their paces. The study is supported also by Ementa dn Alonta in Amesi and Sobere (2023) who noted that facilitator instructional delivery style enhances the rate of students skill acquisition.

## **Conclusions**

This study established that both formal authority and facilitator instructional delivery styles have a significant positive relationship with business education students' acquisition of employability skills in Colleges of Education in North East Nigeria. The facilitator style, being learner-centered and participatory, emerged as the stronger predictor, underscoring the critical role of active, student-driven learning in developing job-relevant competencies. These findings suggest that bridging the graduate employability gap in the region requires deliberate diversification of instructional approaches, where structured authority-based delivery is complemented by facilitative engagement. Lecturers who adopt such blended instructional practices are better positioned to equip students with the practical, transferable skills demanded by today's labour market.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Lecturers of Business education should as a matter of urgency adopt formal authority instructional delivery strategies and styles during lecture sessions to enable business education student's gain and develop necessary employability skills.
2. Lecturers of business education should as a matter of necessity improve upon their mentorship styles to boost students' acquisitions of employability skills.
3. Business education students should endeavor to device innovative ways of acquiring employability skills from their lecturers without disrupting the entire research processes.
4. Business education students should as endeavor to collaborate with their lecturers to boost their chances of acquiring digital employability skills for self-reliance.

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